Impact evaluation of the Livingsidebyside peacebuilding educational programme in Kyrgyzstan

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Abstract

This study presents the results of an impact assessment of a school-based peace education programme in southern Kyrgyzstan, that aims to promoting interethnic and inter-religious tolerance and understanding. Ten schools were randomly selected from a sampling frame of 31 Russian-speaking schools to receive treatment. Using an oversubscription design we randomized treatment at the individual level. Participants received an eight-week extra-curricular training programme teaching them how to take perspective, to reflect on their own attitudes and beliefs and that of others, practice mediation skills and gain hands-on experience in cooperating with members of different ethnic groups through joint projects. We measure impacts on knowledge, beliefs/attitudes and behavior using a set of survey measures, behavioral experiments and focus groups discussions, immediately after the end of the training and one year after. We find that knowledge and intergroup cooperation improves and sustains in the medium term as a result of the programme. Beliefs and attitudes related to feeling at home in Kyrgyzstan and self-confidence however seem to be negatively impacted by the programme. These negative impacts are more pronounced among girls. Also, participants belonging to the country's ethnic majority are affected more than those belonging to ethnic minorities. In sum, our results show a modest impact of the programme on relevant outcomes. This may be due to the intervention being relatively "light" in terms of intensity and duration; the sample size and sample design, or some combination of these aspects. Future interventions and research designs should consider a larger and more heterogeneous sample of schools and testing varying versions of the programme that differ with respect to e.g. duration, intensity, subpopulations, and format. This would help improve our understanding of which elements of a peace-building education work (best) and how such a programme impacts various subgroups.

Executive Summary

a) Context and Relevance

Southern Kyrgyzstan experienced a series of interethnic violent clashes between Kyrgyz and Uzbek communities in 2010 that led to more than 400 people being killed, over 400 000 civilians being temporarily displaced and severe infrastructural damage with negative implications for the local economy. While the immediate trigger of the conflict remains unclear it is evident that young people played a significant part in committing the violence. This violence led to a surge in peacebuilding interventions to restore trust, respect and cooperation between these two ethnic groups. This evaluation estimates the impact of one such initiative, LivingSideBySide®" (LSBS): a school-based peacebuilding educational training programme implemented in 2014 and 2015 across three oblasts in southern Kyrgyzstan.

LSBS has been developed and tested by Legacy International (LI) for over three decades, covering interethnic, racial and religious conflict-prone areas of Bosnia and Herzegovina, Nigeria and the United States. Yet none of these interventions has ever been rigorously evaluated. LI and Center Interbilim (CI) implemented a pilot programme of LSBS with 753 students aged 13-18 in 10 treatment schools in southern Kyrgyzstan. Each selected student participated in a training programme that had 18 sessions spread across 6-8 weeks. The LSBS programme in Kyrgyzstan is the first to be evaluated using a rigorous experimental design and an extensive set of quantitative and qualitative instruments to assess the programme's impact on promoting peace in southern Kyrgyzstan.

b) Key Impacts of Interest

The rationale for the LSBS intervention is that increased, structured and positive interactions between individuals of different groups can help people to increase their knowledge and to reduce their anxiety and their perception of threats. In addition, the programme helps participants to increase their empathy and facilitates taking "another perspective". This broadly relates to Allport's intergroup contact theory, where under certain 'optimal' conditions increased contact reduces prejudice.

We find some empirical support for this idea from our quantitative research. Intention-to-treat effects show that participation in the LSBS programme is robustly associated with increased levels of trust towards “seeing people for the first time”. We believe this outcome is most closely related to what the programme hopes to achieve: teaching young people to have an open mind towards anyone that may be of a different ethnic, religious or cultural origin. We also found that programme participants behaved more cooperatively in a public goods game, where they played with both co- and non-co-ethnics.

At the same time, participants reported feeling “less at home in Kyrgyzstan” than those in the control group. As the intervention also taught individuals to reflect on themselves and their environment and think about their own identity and that of others, this result suggests that the intervention “stirred up” something and made young people much more aware of ethnic salience in everyday life and the potential challenges of dealing with this constructively. Interestingly, some outcomes seem gender-specific. Participation for girls, for example, results in lower levels of self-efficacy for this group but also increased levels of cooperation, while there is no such effect for boys. The programme’s efforts to teach participants to become more reflective, take perspective and increase empathy may have been more effective for girls, making them realize how hard “being tolerant” really is, thereby reducing their self-efficacy while at the same time this realization may have increased their effort and willingness to cooperate in the games. When comparing results for the ethnic majority and minority groups we observe that results are typically stronger for the ethnic majority group.

We find much stronger support for a positive impact from the focus group discussions, where participants said they benefitted in terms of gaining more conflict-resolution skills, learning to accept different views and opinions, improved relations with family members or friends and increased academic performance. One explanation for these more pronounced results compared to the survey and experimental evidence, is that participants really felt that they learned a lot and that they did well in the programme, and they therefore expressed these views in the focus groups. Yet, our survey and experimental instruments measure ‘deeper’ outcomes related to beliefs and attitudes that may, on the one hand, be less amenable to short-term interventions like LSBS and, on the other hand, be less obviously connected to the programme. At the same time, the programme may reduce people’s tendency to give socially desirable answers, which is an expression of respect for others.

c) Recommendations

Our results from the analysis of the pilot intervention suggest that a 6 to 8-week training programme like LSBS can induce some intended impact among young people, leading them to reflect more on their own identity and that of others. However, the programme may be too short, or not comprehensive enough, to induce comprehensive and sustained changes in deeply held attitudes and behaviour. It is likely that such beliefs and attitudes are so deeply entrenched in children's upbringing, cultural and social norms, that they are less amenable to being changed by a short, school-based intervention. Addressing norm formation in the family, through the media and through teachers, for example, seems to be a useful complementary activity when seeking to influence the attitudes and behaviour of young people.

Moreover, the programme seems to affect certain groups differently. Although the data does not permit us to investigate the underlying channels in depth, we posit that to make a large and sustained impact the programme needs to be targeted at specific vulnerable individuals that feel marginalised and may be particularly susceptible to intolerant behaviour. Due to budget limitations, the current programme curriculum was only translated into "neutral Russian", instead of Russian, Kyrgyz and Uzbek as originally foreseen. This implied that the programme could only be implemented in Russian-speaking schools, which are generally considered to be more ethnically diverse, with higher levels of ethnic tolerance and better educational resources than state-language schools in Kyrgyzstan. Implementing the programme in close-knit, ethnically homogenous schools may have had very different effects. Moreover, as students self-selected into the programme, only those individuals who are interested in becoming (even) more tolerant towards other groups probably applied.

This suggests that the students who arguably stand to gain the most from a programme on peacebuilding – to become more self-confident, learn about others and thus lower their grievances towards other groups – are the least likely to be served. Incorporating the programme into the standard (national) curriculum may be one way to overcome some of these challenges.

A final comment relates to the intensity and duration of the programme. Changing attitudes and behaviour towards other groups may take a long time and it may also depend on changes in society at large. If the programme were to be scaled up, so should the evaluation of its impacts be. This would also improve our understanding of how the programme impacted on different

population sub-groups. One could consider using a large enough sample of schools in order to allow the testing of various versions of the programme, such as low- versus high-intensity training, short versus long programmes, intra- versus extra-curricular training, school-based only versus school- and family-based training, and numerous other variations in, for example, group size or composition.

In summary, this evaluation indicates that school-based peacebuilding interventions can have some positive impacts. The study also suggests that future interventions should aim to be more comprehensive and intense. Scaling up this pilot would offer a useful opportunity to learn about a more comprehensive approach. Given how little rigorous evidence there is in the field of peacebuilding for young people, subsequent studies should explore this topic in more detail.

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Abbreviations and Acronyms

CIB	Center Interbilim, Bishkek
FGDs	Focus group discussions
HH	Household
ISDC	International Security and Development Center, Berlin
LI	Legacy International
LSBS	LivingSideBySide®
R1; R2; R3	Round 1; Round 2; Round 3
SIPRI	Stockholm International Peace Research Institute
SOCECONIC	Centre for Social and Economic Research, Bishkek
UCA	University of Central Asia, Bishkek
UNU-MERIT	United Nations University – Maastricht Economic and Social Research Institute on Innovation and Technology
USD	US dollars
TOT	Training of Trainers
W1; W2; W3	Wave 1; Wave 2; Wave 3

1. Introduction

It is a necessary precondition for sustainable human development that people can live securely, free from fear of physical attack, political violence, or war. However, in many countries this is not the case. Actual or possible political violence and violent conflict are, unfortunately, the reality for many ordinary citizens around the world, often expressing themselves as violent conflicts between different socio-economic or ethnic groups. Such conflict reduces people's welfare and even threatens their physical survival. Preventing the outbreak of political violence and building more peaceful societies is then both a valid goal of sustainable development in its own right and an important precondition for realizing shared prosperity and improved life satisfaction. In fact, the Sustainable Development Goals include several key indicators (as part of its cluster 16 on peace, justice and strong institutions) for measuring progress towards a more secure and peaceful world. The innovation of these indicators is that they refer also to "peace" at the micro level. Hence, peacebuilding is not only the domain of macro-level or even global institutions like governments or the United Nations Security Council. Instead, peace is being recognized and operationalized as a concept with relevance for individuals and households.

However, preventing conflict and building peace among people is a very ambitious policy objective – and one for which significant knowledge gaps exist in the academic literature. Unlike in many other fields of development (like public health or education), there are no stylized facts prescribing how to build peace between people. In the absence of standardized policy prescriptions and in the light of the urgent need to strengthen fractured and fragile societies, practitioners have tried many approaches to strengthen peace between people.

One of the most popular approaches has been a variant of the contact theory (Allport 1954; Brück et al., 2016). This states that people from different (ethnic) groups may be alienated from each other, hence preparing the ground for possible violence between such groups. If members of the different groups are encouraged to get to know each other, for example by working together under positive circumstances, or they learn to take a different perspective; then ignorance and prejudice can give way to knowledge and trust, reducing the probability of spontaneous or directed outbreaks of violence between the groups.

Such programmes have been implemented for decades with many different target groups by non-governmental organizations (NGOs), governments and international organizations in both developing and developed countries. However, the rigorous evidence for the effectiveness of such programmes is very weak.

Therefore, the objective of the research on which we report here was to understand if and how a peacebuilding programme can be effective. Given the dearth of rigorous evidence in this field, even establishing if a programme actually has an impact would be a valuable finding, although *how* programmes impact peace would be even more valuable to know.

The case we studied is of a youth programme in southern Kyrgyzstan, a region that has experienced repeated outbursts of violent conflicts between ethnic Kyrgyz and Uzbek groups. The

most recent wave of violence took place in 2010, leaving more than 400 people dead and 400 000 displaced. The issue of the relations between these two ethnic groups continues to be a sensitive topic in southern Kyrgyzstan, hence motivating two NGOs from Kyrgyzstan and the United States to implement an after-school youth training programme to bring young people from both ethnic groups into contact with each other. The programme met with great interest in Kyrgyzstan, both among local and national policymakers as well as bilateral and international agencies working in Kyrgyzstan. Legacy International (LI), Center Interbilim (CIB) and the Kyrgyz Ministry of Education have developed plans to scale up the programme nationwide, pending funding and the results of this evaluation.

The research therefore contributes both to an emerging global debate on the effectiveness of peacebuilding programmes at the micro-level and to a specific Kyrgyz debate on how to build peace and prevent a recurrence of violent conflict in the country.

Specifically, the research project compared the knowledge, attitude and practices of ethnic Kyrgyz and Uzbek youth participating in a voluntary, after-school training programme implemented over several months in ten secondary schools in southern Kyrgyzstan. We compared the impact of the programme on the young people with a control group of students from the same ten schools. The programme was implemented in 2014 and the data was collected from 2014 till 2015. We collected survey data from the students before the programme, immediately afterwards, and 12 months afterwards. We collected data on the characteristics of the students' families through household interviews and we conducted four lab-in-the-field experiments to gauge behavioural impacts related to altruism, cooperation, trust and risk-taking. We also collected a range of qualitative data through focus group discussions with students and teachers to interpret and triangulate findings from the quantitative analyses.

This report is structured as follows: Section 2 introduces the intervention, theory of change and research hypotheses; Section 3 discusses the context of the study and the country setting; Sections 4 presents the timeline of the research; Section 5 presents the evaluation design and methods; Section 6 introduces the details of the intervention; Sections 7 presents the results; Section 8 discusses the results; and Section 9 provides the conclusions.

2. Intervention, Theory of Change and Research Hypotheses

2.1 Intervention

LivingSidebySide (LSBS) is an interactive peacebuilding training programme for youth aged 13-18. The programme has been developed and tested in the USA and Russia, and has been used with individuals and groups representing Northern Ireland, Iraq, Bosnia and Herzegovina, Georgia and Abkhazia, Nigeria, and other countries in previous years. Legacy International (LI), a non-profit organization in the USA collaborated with Center Interbilim (CIB) in Kyrgyzstan to implement LSBS as an extracurricular, after-school activity in ten schools in three southern *oblasts* (Osh,

Jalalabad and Batken) in Kyrgyzstan. [1] The programme was comprised of two parts, and was implemented over three sequential rounds. Round 1 (**R1**) started in February 2014, Round 2 (**R2**) in April 2014 and Round 3 (**R3**) in October 2014, with 20 students trained per round per school.

Part one was comprised of a Training of Trainers programme (TOT). Interested teachers were requested to send their resumes to be considered for participation in the programme. Teachers were considered eligible if they (*a*) had a minimum of 3 years' teaching experience; (*b*) were fluent in at least 2 languages, including Russian; (*c*) had an interest in conflict prevention; and (*d*) were computer-literate. A selection committee comprising two staff members from the Bishkek and southern offices of CIB (the Project Manager and the Training Coordinator) reviewed 59 resumes and interviewed 56 teachers. After the interview, the committee selected 2 teachers of different ethnic origin per school (constituting 1 *pair* of teachers per school). This resulted in 20 teachers being selected in total for the programme. Selected teachers participated in the TOT for nine days. The materials for the training programme were designed and adapted to the local context by the implementing agencies. The teachers had a 9-days training course before R1 commenced and a 2-day retreat between R1 and R2, based on the feedback they received after training R1 students. In addition, the teachers' work was monitored by CIB throughout the programme. Teachers were trained in their new role as a facilitator and mentor, distinct from the more hierarchical position as a teacher transmitting knowledge to students. Facilitators are trained in empathizing with others, imparting values on how to honour and respect others, creating an open, safe and equal environment, and serving as a role model. Their training particularly focused on how to facilitate constructive and inclusive discussions and develop participants' abilities to verbalize thoughts, feelings and values; see things from a different perspective; discover common ground; share personal experiences; train participants in considering new ways of thinking and behaving; and acquire new skills including for example disciplined listening skills – all abilities that may help in learning conflict prevention, resolution, and mediation. Trainers used a manual with a predefined list of activities and suggested duration for each workshop, but had some flexibility to adapt this list in accordance with the needs of the group. Trained teachers would receive additional input and feedback from CIB and LI throughout the year in which they were trained.

Part two was comprised of 18 two-hour workshops, which were held for selected students from grades 9, 10 and 11. The programme ran for 6-8 weeks with 2-3 workshops per week. The workshops were usually held in groups averaging 20 participants, with an approximately equal share of different ethnic groups. The workshops were clustered around the following six themes: (1) building trust, identity and diversity; (2) communication and understanding; (3) tools for reducing prejudice; (4) learning how to resolve conflict; (5) mediation; and (6) cooperative action. These themes broadly relate to the three least commonly tested mediators that link intergroup contact to reduced prejudice: (i) knowledge, (ii) anxiety and (iii) empathy and perspective taking (Pettigrew and Tropp, 2008). On average, three workshops were devoted to each theme. Each workshop would start with an opening remark where the facilitator would welcome everyone and explain the goals of the workshop. Teachers were encouraged to put up a quote of the day to warm up the group. Fun interactive games with an instructional purpose (e.g. a group ball game

[1] *Oblasts* are administrative units comparable to provinces.

that tests memory) were alternated with cooperative activities (e.g. creating a human pyramid), practical tasks (e.g. make a drawing of your community) and activities that required serious listening, reflection and discussion (e.g. ranking individual values and then comparing and discussing the differences). The final three workshops focused on developing a project plan to jointly conduct a community project, such as helping in an elderly home for a day, organizing a peace concert, helping handicapped children in a hospital, collecting books for a school library, making school decorations, or organizing a lecture on ethnic tolerance for the students of lower grades. In light of evidence (see e.g. Barlow et al., 2012) that suggests that negative intergroup contact (e.g. through everyday contact) effectively increases prejudice, it is important to note here how the intervention differs from the common daily exposure to outgroup members. Everyday intergroup contact among individuals in the control group could not be avoided as individuals of different groups are in the same school and possibly even the same class. Thus, the difference between the treatment and control groups is that the former received structured and specific guidance on interacting positively with members of different groups whereas the control individuals were only exposed to common everyday contact with out-group members.

The design of the programme stipulated that each round of the 6 to 8-week training was to be followed by a 1 to 2-day community project implementation phase. 553 students received certificates for completing the programme and 20 teachers received training certificates and a remuneration of 360 US dollars (USD) for their work.

2.2 Primary Outcomes and Impacts

We are specifically interested in testing the intergroup contact hypothesis and possibly underlying mechanisms related to (*a*) knowledge *(b)* attitudes and beliefs and (*c*) student's behaviour towards peers, teachers, outsiders, and family members, such as increased interaction with others (including those of different ethnicities, which implies higher levels of trust, acquaintanceship, and conflict avoidance and mitigation).

We are seeking to assess whether these impacts differ with respect to gender and ethnic origin and whether certain impacts are more likely to spill over to non-treated persons than others. In addition, we hope to shed some light on the sustainability of the intervention: do (some) impacts sustain beyond the duration of the programme?

The outcome indicators fall into three groups: (1) knowledge, (2) attitudinal change and (3) behavioural change related to altruism, trust, cooperation and risk-taking. In addition, we are measuring possible changes in attendance rates and achievement as possible unintended consequences. A detailed list of outcome indicators is given in Table 1.

Table 1: Key outcome categories and subcategories

	Key outcome category	**Subcategory**
1.	Knowledge	a. Knowledge about definitions b. Perceptions about intolerance
2.	Attitudes and beliefs	a. Beliefs

		b. Self-efficacy and locus of control
3.	Behaviour	a. Trust, Cooperation, Altruism, Risk-taking b. Fighting
4.	Unintended consequences	a. Self-reported grades b. Attendance rates

2.3 Theory of Change

Allport's Intergroup Contact Theory provides the broad theoretical basis underlying the LSBS intervention.[2] The original contact hypothesis states that intergroup tolerance may be created through increased interaction of people of different (racial or ethnic) groups within a community. The theory has, to date, been tested in numerous applications in various settings, including two meta-analytical tests, supporting the notion that intergroup contact reduces intergroup prejudice (Brück et al., 2016; Pettigrew and Tropp, 2006). Having established the key fact that intergroup contact works, new applications have tested to investigate the impact for groups that differ on characteristics other than race or ethnic origin and are looking into the underlying mechanisms: "how does intergroup contact reduce prejudice?" Pettigrew and Tropp (2006) distinguish between three possible mechanisms, which have been most commonly identified and tested: (i) knowledge; (ii) anxiety; and (iii) empathy and perspective-taking; and find more support for (iii) than for (i) or (ii) in their meta-analysis.[3]

The LSBS intervention includes elements that appeal (in varying degrees) to these potential mediating channels. These elements are discussed in more detail below. The first three lessons (theme 1) are aimed at helping students to become more knowledgeable about themselves (i.e. their values, culture) and others (i.e. others' cultural heritage, values, norms); to learn about possible (unknown) similarities; and to learn how to openly disclose their values, but also respect and appreciate intergroup differences and resulting cultural diversity. The various interactive "fun" activities that are part of each workshop session typically aim to reduce the anxiety of interacting with (relative) strangers generally and with people of different groups specifically. Lessons from themes (2) – (6) appeal more to empathy and perspective-taking, where participants practice transformative thinking related to recognizing prejudice, communication and conflict resolution (e.g. participants are trained in mediation as an alternative to violent resolutions of conflict, and practice intergroup interaction in a safe, neutral environment). Although we acknowledge that the intervention would possibly appeal to multiple mediation processes, we are unable to clearly test which of these mechanisms matters most in our context. Indeed, the evaluation design only

[2] Note that for contact theory to be effective, Allport (1954) specifies four necessary conditions: equal status during the contact phase, common goals, intergroup cooperation and authority support. The LSBS education module is expected to fulfil these conditions through and throughout its programme design. First, as members of the same study group, the adolescents are assumed to be treated on an equal basis during the contact phase by their teachers. Cooperative projects that are implemented at the end of the study module provide common goals and opportunities for intergroup cooperation. Finally, authority support is assumed to result from the high quality of training received by the teachers, support from the school administration and parents, proper monitoring during the training process, and the youths' voluntary participation.

[3] Others include self-disclosure, extending one's view of the "ingroup", how important one considers the contact to be, and perceptions of a greater "outgroup" variability.

permits us to test the full programme that encompasses many multiple mediating elements. The main focus of the training, however, seems to have been on perspective-taking, where students are actively trained in seeing things differently, to "transform" their thinking and propose new solutions to "old" problems.

The ultimate goal of the programme was to provide a framework for positive attitudinal and behavioural change through intergroup contact, so that an individual chooses cooperation and understanding rather than violence or hatred towards individuals of different origin (gender or ethnicity). The connecting link between inputs and activities, on the one hand, and outputs and outcomes, on the other hand, is making people aware of their own (in)tolerance, to comprehend the importance and need for tolerance, to learn about their own identity, to provide accurate (historical) information about other groups and increase empathy, and to encourage seeing things from a different perspective, but also to provide hands-on practical skills in conflict mediation and effective communication. Naturally, this is not necessarily a sequential process, even though the LSBS programme is set up such that raising awareness, and learning about one's identity and that of others precedes workshop sessions about how to respect and appreciate people's different ethnic or cultural heritage. Yet one could imagine multiple feedback loops from, for example, learning conflict mediation skills, to an increased awareness of the need to be tolerant towards other groups.

In addition, we report on outcomes rather than final impacts. Final impacts would, for example, refer to reduced levels of violence at school or within the wider community, changing social norms, changes in social networks, different school curricula, etc. Although these are clearly part of the theory of change, they are beyond the scope of this evaluation.

Finally, the programme may have had unintended (positive or negative) consequences on achievement and attendance of participating students. If the training makes students more self-confident, feel more at home at school, and motivated to achieve something, they may be more inclined to attend classes, do their homework and hence perform better. However, the training always took place after ordinary school hours and could have possibly substituted for the time students would normally spend on their homework, thereby lowering achievement. Moreover, if the training alienated students from their school, they may become less motivated to attend classes. We investigate the possible unintended impacts of the programme on self-reported achievement and attendance rates.

2.4 Related literature

The literature on intergroup contact has become extensive in recent years and meta-analytic evidence supports a negative relationship between contact and prejudice towards other ethnic and racial groups with larger mean effects for experimentally designed studies (see Pettigrew and Tropp, 2006; 2008). Moreover, intergroup contact theory seems to be generally applicable to a wide variety of field settings, including stigmatized outgroups like transgender (Broockman and Kalla, 2016), peace education programmes (Svensson and Brouneus, 2013; Kelleher and Ryan, 2012; Green and Wong, 2008), or attendance on a wilderness course (Green and Wong, 2009).

Nigmatov (2013) is one of the few studies focusing on Central Asia (Tajikistan and Kyrgyzstan), using peace theatre workshops to bring people in contact with those from different groups.

The study also contributes to the larger literature on prejudice reduction. In fact, there are many other intervention types (most common in social psychology) that do not necessarily rely on intergroup contact for prejudice reduction, but instead rely on (group) instruction and discussion, reading (e.g. Biton and Salomon, 2006; Pouezevara, Costello and Banda, 2013; Cameron and Rutland, 2006), media/entertainment, and cognitive training. For example, Paluck (2009) for example investigated the role of mass media in reducing prejudice and stereotypes. Paluck (2011) shows that training peers to intervene when they observe prejudiced speech and behaviour among classmates makes these peer trainers more likely to confront prejudice and helps in spreading tolerant behaviour to friends and acquaintances. Zainal, Abu and Mohamad (2010) do not focus on intergroup contact either, but rather on whether an undergraduate course about ethnic relations changes students' attitudes and behaviour towards members of a different ethnic group. However, in contrast to the evidence of intergroup theory, the effectiveness of other types of intervention is less conclusive. A review by Paluck and Green (2009) of observational, laboratory and field experimental literature, where they consider the studies above, shows that there are few that can causally infer an impact from the programme they evaluate. Recent research, however, is more promising. For example, Devine et al. (2012) use a randomized laboratory setting, offering treatment students a three-month-long programme that includes education about the linkage between implicit racial bias and discriminatory behaviour and training on various strategies that can help reduce such bias in daily life. Increasing contact with out-group members is (only) one of a variety of bias-reducing strategies that is offered. They find that their multifaceted intervention increases people's awareness of their own (racial) bias, makes them more concerned about racial discrimination in society in general and the overall deployment of strategies is associated with an implicit bias reduction.

Lastly, the study contributes to the literature on the effectiveness of prejudice reduction programmes targeted at children and adolescents, but here the evidence seems even more mixed. For example, Aboud et al. (2012) finds that some 40 per cent of studies evaluating the effects of interventions aimed at reducing ethnic prejudice and discrimination in children showed positive results, 50 per cent showed non-significant outcomes and 10 per cent showed negative effects.[4] [5]

[4] The mixed findings in the broader literature on prejudice reduction and those specifically targeted at children are also plausibly related to the various research designs employed to study reduction in prejudice. Study designs vary from small mostly qualitative set-ups, to laboratory settings and full-fledged randomized field experiments. Yet small-scale qualitative studies often measure a very specific subset of participants and tend to suffer more from social desirability bias than anonymous surveys. These studies are typically less suited to draw on a valid comparison between participants and non-participants and have little to say about general patterns in the data. Fully controlled laboratory experiments on the other hand usually lack the necessary context. Field experiments are both capable of providing the relevant context and have a valid counterfactual, but are costly and often difficult to implement due to both ethical and practical considerations. Although now routinely used in some domains of development economics including health, education, agriculture and (micro)finance, there are few field experiments in peace education studies, especially in developing and post-conflict settings.

[5] Although non-experimental, Lustig (2003) evaluates a peace education programme in Israeli high schools targeted at teenagers aged 16-17 and finds that learning about 'another' conflict - in Northern Ireland - helps treatment students in perspective taking when reflecting on the Israeli-Palestinian conflict and connotate peace with more positive terms than non-participants.

This study thus contributes to the small but growing evidence base of the impacts of peace education targeted at children and adolescents and adds to the empirical literature on intergroup contact. In addition to the limited evidence available worldwide, the topic has surprisingly received little attention in research focusing on post-Soviet states, despite a dramatic increase in ethnic tensions during and after the dissolution of the Soviet Union (Tishkov, 1997). We know of only one study that evaluates the impact of a youth "Theater for Peace" programme in Kyrgyzstan and Tajikistan (see Nigmatov, 2013). Yet the non-random assignment of treatment status complicates a rigorous assessment of the causal impact of the programme.

3. Context

3.1 Study Site and Target Group

Kyrgyzstan experienced a series of conflict clashes during April, May and June 2010, amid political turmoil following the removal of the President Bakiev from power. The violence primarily manifested in the cities of Jalalabad and Osh in southern Kyrgyzstan. The largest violent conflict occurred in the city of Osh in early June 2010, in which around 470 people, mostly Uzbeks, were killed. About 400 000 fled temporarily from their homes, some to neighbouring Uzbekistan, and a large number of properties were destroyed. The actual trigger of these events is still unknown as the conflict did not appear to be spontaneous. It may have been prompted by a series of coordinated attacks carried out by separate groups of armed men. However, we do know that the role of the youth in the 2010 conflict was rather pronounced - young people widely participated widely in the violence.[6] This motivated the (inter)national policy community to design and introduce systematic conflict-prevention programmes among youth and to implement training programmes that promote conflict prevention, tolerance and interethnic understanding.[7]

3.2 Country, Political, Social and Economic Context

The Kyrgyz Republic – a landlocked mountainous country in Central Asia with a multi-ethnic population of 6 million as of 2016 – is one of the poorest countries in Europe and Central Asia, with an income per capita of 1,103 USD in 2015.[8] Prior to the events of 2010, Kyrgyzstan had experienced an impressive overall decline in poverty over the past decade. Aggregate poverty fell from 40 per cent to 32 per cent during 2006–2009. However, the 2010 violence led to a reversal of these gains due to a disruption in economic activities, including trade with neighbouring countries, the destruction of business assets, and the loss of lives.

[6] Melvin, N. *Promoting a Stable and Multiethnic Kyrgyzstan: Overcoming the Causes and Legacies of Violence*, Central Eurasia Project ,Mar. 2011,<http://www.opensocietyfoundations.org/sites/default/files/OPS-No-3-20110305.pdf>
[7] Source: <http://edu.gov.kg/images/report_nasilie.pdf>
[8] Source: <http://data.worldbank.org/country/kyrgyz-republic> (accessed 23 Sep. 2016).

In response to the unrest in southern Kyrgyzstan in 2010, bilateral and multilateral donor agencies initiated a number of development aid programmes and interventions in the country. A range of peacebuilding programmes from interethnic dialogue and conflict resolution to local economic development also began to emerge.[9] However, despite an increase in development aid and projects after the 2010 violence, little is known about the impact that the aid money or programmes have had. By contrast, our study is among the first aid projects in Kyrgyzstan that has been rigorously evaluated.

3.3 External Validity

LSBS is a standardized extra-curricular training programme that has been implemented with many individuals from a variety of post-conflict countries over the past three decades. Although standardized in nature, the programme can be adapted somewhat to the local context. In fact, LSBS shares many features with other peace education programmes (including LSBS programmes and other similar interventions applied outside of Kyrgyzstan), suggesting that there is scope to implement the programme in different settings, both within Kyrgyzstan and elsewhere.

The study area comprised three southern oblasts of Kyrgyzstan (Osh, Jalalabad, and Batken). These oblasts were selected to represent the areas with the highest percentage of minority group populations (Uzbek and Tajik) and those most affected during the ethnic conflicts of 1990 and 2010. The selected *oblasts* constitute over 50 per cent of the total population in Kyrgyzstan and the project covered both urban and rural areas. This allowed us to select a broadly representative sample from the population.

Schools eligible to take part in the programme provided for a setting with a diverse subject pool: Kyrgyz, Uzbeks, Tajiks, Uighurs, Russians and other ethnicities. Moreover, LI also required the teams of teacher-trainers per school to be ethnically mixed. We thus expect our full sample results to reflect knowledge, attitudes and behaviour that are broadly representative for the variety of ethnic groups present in Kyrgyzstan. Of course, we acknowledge the fact that some or all results may be less or more pronounced for specific groups.

Notwithstanding the relatively standardized curriculum, the representation of both boys and girls, and all ethnic groups present in Kyrgyzstan, we realize that the external validity of our findings may be comprised by the non-random selection of the study site, and the self-selection of students into the programme. The mixed method employed here facilitates the interpretation of our findings and allows us to shed some light on specific contextual factors that may underlie the results and predict the success of LSBS in future applications.

[9] SIPRI Working Paper, 'Evaluating peacebuilding interventions in southern Kyrgyzstan', June 2014 <https://www.sipri.org/publications/2014/working-paper/evaluating-peacebuilding-interventions-southern-kyrgyzstan>

3.4 Representativeness of the Sample

The selected study sample is representative at the regional and national levels in terms of gender and ethnicity. However, due to budget constraints the curriculum could only be translated in one language (Russian) instead of three (Kyrgyz, Uzbek and Russian). After consultation with the Ministry of Education, it was decided to have the curriculum translated in Russian, as that was considered the most "neutral" of the three languages. Yet this implied the programme could only be implemented in schools where Russian is the main language of instruction. This inevitably provided a somewhat selective setting, restricting the programme's appeal to those students fluent in Russian.

In terms of languages of instruction, our study sample schools represents: 60 per cent of schools with only Russian as the language of instruction, 5 per cent of schools with both Russian and Uzbek as languages of instruction, and 35 per cent of schools with both Russian and Kyrgyz as languages of instruction.

The three selected oblasts in southern Kyrgyzstan differ somewhat in comparison to the northern part of the country, which hosts a larger share of Russian speakers, and has a larger urban population (including the country's capital). State language schools in Bishkek account for only 4 per cent, for example, whereas this figure is substantially higher in Osh and Jalalabad. The Republic-wide testing (ORT) results report that schools with Russian as the main language of instruction have higher test scores (numeracy, literacy and life skills) than schools that use a different language. An insufficient supply of textbooks in Kyrgyz and other minority languages, an insufficient number of teachers available that are fluent in Kyrgyz and a lower level of professional capacity in general are believed to account for these differences.[10]

4. Timeline

Fieldwork data was collected from January 2014 to June 2015. This was done in accordance with the timing of the three main rounds of the LSBS educational programmes: **R1, R2** and **R3,** i.e. the project interventions. For each round, we collect panel data on participants through different waves (W), namely: baseline (W1), follow-up (W2) and 1-year follow-up (W3), in order to capture short-term and medium/longer-term impacts.

Each round of the LSBS educational programme lasted for a total of 6-8 weeks (R1: February – April; R2: April – June; and R3: October – December 2014). Data cleaning and code checking has been an ongoing process throughout the study period (see Figure D1, in Appendix D).

[10] For more information see <https://www.opensocietyfoundations.org/sites/default/files/education_development.pdf>.

Household (HH) baseline questionnaires for R1 and R2 were simultaneously conducted after the launch of the R1 and R2 interventions. This was unfortunate, as it has potentially has led to some contamination of our R1 and R2 baseline values.

5. Evaluation: Design, Methods and Implementation

5.1 Evaluation Strategy and Sampling

The 10 schools where the LSBS programme was implemented were randomly selected from a non-random sampling frame of 31 schools. The list of 31 schools was compiled by CIB using the following selection criteria: (*a*) the school was based in a conflict-prone, multi-ethnic community (in one of the Osh, Jalalabad or Batken oblasts); (*b*) the school was multi-ethnic and public (requiring the presence of at least two ethnic groups); (*c*) the school had a sufficient number of senior-grade students; and (*d*) the school's main language of instruction was Russian.

Since 10 schools had already been selected for treatment prior to the engagement of the research team in the study, we could not use an 'ex-ante' matched pairs randomized design. In addition to the treatment schools, there was a non-random selection of 10 control schools from the remaining 21 schools in our sampling frame. [11] Therefore, in this report we provide estimation results for the sample of treatment schools only, where randomization took place at the individual level.[12]

5.2 Student Selection

The programme sought to select a group of adolescents mixed in terms of gender and ethnic origin. The programme organizers announced a call for applications for all students in grades 9-11 in treatment schools to participate in the training, during R1, R2 or R3. All students in grades 9-11 who submitted a complete application form were eligible to participate in the programme. Applicants were requested to provide basic personal information and to explain their motivation for participating in the programme. Applications were reviewed and allocated to one of four strata: (1) female Kyrgyz; (2) male Kyrgyz; (3) female non-Kyrgyz; and (*4*) male non-Kyrgyz. We randomly selected five students per stratum per school through a public lottery.

We also randomly selected 40 within-school control students in each school based on the same principles, to be able to measure potential within-school spillovers. Since R1 and R2 were implemented consecutively during spring 2014, the application process was done jointly for these rounds with a few additional applications right before R2.

[11] Note that a cluster stratified randomized design in favour of an 'ex ante' pairwise matched design would not have been feasible due to the low number of clusters we could sample from.

[12] An alternative to restricting the estimation to treatment schools only is to use a difference-in-differences design with matching, where matching between treatment and control students across schools is based on individual key variables. Following the advice of a reviewer we, however, do not focus on these results in the current report. However, results are qualitatively similar.

R1 and R2 controls were automatically added to the pool of applicants in the next round (R2 and R3, respectively) for which we again randomly selected our participants using the stratified sample. We ensured that the pool of control students was large enough such in order to maintain a sufficiently sized group that did not receive treatment during the study evaluation period. The individual level randomization increased power and allowed for a within-school estimation of the impact of the programme.

By the time the research team had started to engage in the research design discussions, the 10 treatment schools had already been randomly selected, from a list of 31 schools that met the requirements of the programme for treatment. Another 10 selected control schools received the same LSBS promotion campaign as the treatment schools, but were informed that they would receive treatment only after the evaluation had been completed, and only if there was a sufficiently large number of applicants and available funds. As a token of appreciation for participating in the research, control schools would each receive a projector (worth about 500 USD). We considered this the only feasible way to motivate staff members of control schools to encourage pupils to apply and thus obtain a sample of similar types of applicants; the required “active” registration to be considered eligible for treatment precluded the use of a simple random sample of any 9th-11th grader in control schools. We sampled 20 students per control school, 5 per stratum for R1 and R2. For R3 we aimed to sample a new set of 20 students from each control school but some 25 per cent of the “new” applicants had already applied and were selected as controls during R1 or R2, leaving another 15 newly selected students for R3.

5.3 Sample Size

Power has been calculated to determine the minimum required number of students per school. The intervention budget and ethical considerations did not allow us to select more than 10 schools. Therefore, we could only determine the total number of students, both treatment and control, in order to be able to capture the minimum effect size. We specify alpha=0.05, and power=0.80.

Recent meta-analyses by Wilson, Gottfredson and Najaka (2001), Wilson et al. (2003) and Durlak et al. (2011) report average effect sizes of about 0.4 for school-based violence prevention programmes and school-based universal social and emotional learning programmes with effect sizes ranging from about 0.3 to 0.8. According to the implementing agencies, an optimal number of treatment students per round per school was 20. Given the fact that we use repeated measures for our main outcome variables (baseline and midline/endline) data, we are able to detect effect size of 0.24 with a sample size of n=60 (students per school, 40 in treatment group over two rounds, and 20 in control group).

5.4 Qualitative Sampling

We conducted focus group discussions (FGDs) with both teachers and students. FGDs with teachers took place in January and June 2014, thus before and after the TOT. All 20 teachers selected for the TOT were invited to the FGDs, and all but one teacher participated. The 19

participants were divided into groups of two. In each group, a research team member would lead the discussion by posing a question and stimulating group members to openly discuss their thoughts and ideas.

Teachers were asked open-ended questions related to interethnic conflict in their country, but also their possible experience with it in their own communities and schools.[13] Other questions pertained to values, social norms and concepts such as 'ethnic tolerance'. The FGDs in June additionally probed for teachers' perceptions about the outcomes of the programme and its effectiveness. At the end of the FGDs, teachers were asked a number of individual questions related to teaching experience and the general education system.

The FGDs with youth were conducted in April 2015, during the 1-year follow-up of R1 and R2 participants. We held FGDs in three treatment and two control schools located in Osh and Uzgen. Students were randomly selected from treatment and control groups and we checked that all groups were balanced in terms of gender and ethnic representation. We had a total of 68 students (43 control and 25 treatment students) participating in the FGDs, with the group size ranging from 6–12 students. We held separate discussions with treatment students and control students in treatment schools, as well as with control students in control schools. Yet, since our current analysis focuses on treatment schools only, we only report FGD results for the three treatment schools.

The language of all FGDs was mainly Russian, except for a few cases where some students felt more comfortable speaking Kyrgyz. Only one session was entirely conducted in Kyrgyz at the students' request. In order to facilitate a "round-table discussion", the team set up the students in a square shape. We had one member of the research team leading the discussion, while a second member took notes.

The interviewers had two sets of focus group questions – one for treatment students and one for control students. The questions for the treatment students included their opinion of the LSBS training programme and possible changes they experienced as a result of the programme; the community projects they implemented as a part of their assignment; future career aspirations; personal perceptions about issues of ethnicity and religion; and trust and cooperation during the workshops. The questions for the control students were the same, except that those specifically related to the programme were exceluded.

In order to analyse the data from the FGDs with teachers and students, we grouped the responses by the main subjects that we identified during the discussions. Note that due to the small number of observations (20), the TOT has been analysed based on the FGDs alone.

5.5 Data Collection

This study uses both primary and secondary data. We describe the relevant data collection activities below and refer to Appendix E and F for a copy of the survey format, FGDs guidelines

.[13] All FGDs questions are provided in the Appendix of the report.

and the protocol and answer sheet used for the behavioural games. The evaluation comprised three rounds of the intervention, with midline and 1-year follow-up data collected at different points in time, dependent on the intervention round (see also figure D1, in Appendix D).

After a competitive bidding procedure, we selected SOCECONIC (Center for Social and Economic Research), a survey firm based in the country's capital Bishkek, to collect the data in both treatment and control schools.

Table 2 presents the different data collection instruments.

Table 2: Data collection instruments

Data collection instruments	Baseline	Endline	1-year follow-up
Household survey	X	X	
Student survey	X	X	
FGD students		X	
FGD trainers	X	X	
Behavioural experiments		X	X
School administrative records			X
Network survey			X

Participating households would receive a box of tea to compensate for their time. Students would be compensated through participation in the behavioural experiments in which they could earn tokens that we would transfer into mobile phone credit at the completion of all games. Teachers were not given any additional compensation, except for the additional salary of 360 USD that they were paid by the implementing agency for participating in the intervention.

The data collection team was comprised of 24 professional enumerators, split into groups of eight that included one supervisor (typically a senior enumerator with many years of experience). We trained the enumerators for 3 days on survey and interviewing techniques, and provided detailed instructions and practice in conducting behavioural experiments. The training included instruction sessions followed by informal tests for comprehension, and role plays. Although we could not keep the treatment status secret from the supervisor of the research team (he or she would have to ask for official approval from school principals by showing a letter from the Ministry of Education), this information was kept from the rest of the team. In addition, students were not informed about the intervention by anyone from the research team. To further minimize the possibility of Hawthorne effects, the research team made sure they would never be present at a school on the same day as the implementing team. Questions were also framed neutrally and (except for midline and endline data) never made any specific reference to the programme.

Two local representatives of the research team received daily updates from the survey supervisors during the data collection periods and would do random checks by visiting schools and households during one of the data collection phases to monitor the quality of the data collection team. In addition, they would perform random consistency checks to ensure high data quality. Two experienced senior researchers at SIPRI led the data-cleaning process, and regularly

and systematically requested that SOCECONIC cross-check inconsistent, implausible or missing data with the raw files.

Table 3: LSBS Programme Sample Breakdown

	Treatment schools			*Control schools*	
	R1	**R2**	**R3**	**R1 & R2**	**R3**
Applied to LSBS	651	149 (651)	491		
Selected for LSBS	249	230	269		
Selected for control	402	321	222	251	228
Pure reserves	12	5	9		
Refused/Rejected LSBS at the beginning	36	0	67		
Stopped LSBS participation	23	45	4		
Completed LSBS	178	185	189		

Note: Pure reserve, rejected and stopped students are also included in the "Selected for LSBS category". Control students in R1 and R2 were added to the pool of new applicants to be considered for treatment in R2 or R3, respectively.

Table 4: LSBS Quantitative Panel Data Collection Breakdown

	Treatment schools				*Control schools*	
	Wave (W)	**R1 & R2**		**R3**		**R1 & R2**	**R3**
		Treatment students	**Control students**	**Treatment students**	**Control students**	**Control students**	**Control students**
Student Questionnaire	*W1: Baseline*	425	236	240	199	210	212
	W2: Follow-up	370	179	n/a	n/a	198	n/a
	W3: 1-year follow-up	288	157			170	
Household Questionnaire	*W1: Baseline*	422	220	241	191	209	210
	W2: Follow-up	370	179	211	182	198	185
	W3: 1-year follow-up	348	215			175	
Behavioural Experiments	*W2: Follow-up*	306	117	214	148	183	159
	W3: 1-year follow-up	267	126			146	
Social Networks Questionnaire	*W3: 1-year follow-up*	288	552			170	
School records data		366	230	223	177	178	223

5.6 Ethics

Since our study includes surveying young people aged 13-18 years on the sensitive topics of conflict, ethnic and religious tolerance, we asked for and received ethical approval from the

Canadian Institutional Review Board Services.[14] We also received ethical approval from the Ministry of Education of Kyrgyzstan and its regional offices. Following that, the Ministry of Education issued a letter for its regional offices and school principals, in order to obtain their oral consent to undertake research activities in their catchment areas or schools. We obtained written consent from parents and youth to participate in the study.

We ensured that responses were confidential and explained that all data would be anonymized. Any information that could link a respondent's identity to their unique identification code was only accessible to the core research team and solely used to track the respective individual during monitoring and follow-up. The data that will be made publicly available does not contain information that enables third parties to link identities of the participants to their responses.

6. Programme: Design, Methods and Implementation

6.1. Key Programme Elements and Programmatic Activities

Legacy International (LI), a U.S. not-for-profit NGO established in 1979, is dedicated to promoting peace by strengthening civil society and fostering a culture of participation worldwide. LI trains community leaders, youth, professionals, and governmental and non-governmental administrators, helping them to develop and implement practical, community-based solutions to critical issues. The work of LI spans 105 countries to date.

Center Interbilim (CIB) is a Kyrgyz interregional, non-governmental public association created in 1994 in Bishkek. The mission of the Center is to build a just society in the Kyrgyz Republic through the promotion of democratic principles and capacity building of civil society and democratic institutions. CIB has worked within areas such as development, human rights, youth, and peace education. The Center has a branch office in the city of Osh in the south of the country.

The content of the programme or policy

Prior to the intervention, the training curriculum was prepared and adapted to the Kyrgyz cultural context by LI. Then it was translated from English into Russian, reviewed by cultural adaptation experts in Kyrgyzstan, and published with the help of CIB.

Programme implementation involved two training groups. Both implementing agencies selected 10 pairs of qualified trainers, one pair per school. Selected teachers had to be fluent in Russian and at least one other language spoken in Kyrgyzstan (Kyrgyz or Uzbek); be generally respected by students and fellow teachers; show a keen interest in peace education; and have the ability to commit for the duration of the programme. Any previous experience with using an interactive learning methodology was preferred. However, very few of the 20 teachers had such experience before joining the programme.

[14] See the Board's webpage, <http://5ae.63e.myftpupload.com/>

Their training and support included the following elements: (i) selection and orientation, and a 9-day Training of Trainers (TOT) programme; (ii) a minimum of 12 hours of coaching and mentoring during the first year of implementation, refresher training events throughout the year, and an evaluation after which all teachers received their Basic Level Certification (which allowed them to implement the programme with teenagers). The research team attended some of the TOT sessions to observe the structure, content and process of the training, but played no role in delivering the TOT. Since most of the teachers did not have prior experience with interactive methodologies, the TOT provided clear, hands-on exercises to accommodate for this. CIB monitored the work of the teachers as they implemented the workshops via weekly written reports during R1 and in-person monitoring, coaching, and evaluation in all three rounds. LI, in turn, monitored all of CIB's work, via weekly Skype conferences, review and approval of draft documents and planned procedures, approval of personnel selection, and in-person supervision visits.

The training in Kyrgyzstan was delivered through trainer-trainee interaction in two-hour after-school interactive workshops in a classroom environment. Workshops took place two or three times per week, as the school calendar allowed. The training sessions consisted of structured interactive learning activities, such as games, discussions, teamwork challenges, reading, questionnaires, and skill practice exercises. The curriculum for each class of 20 students was delivered by a pair of trainers representing two different ethnicities, who were selected from the teachers in their respective schools. At the end of each round of the training, the students were guided to develop and implement a school or community project, working in multi-ethnic groups and serving multi-ethnic audiences, to demonstrate and practice the skills learned during the training. School or community projects were initiated and implemented by students on a voluntary basis with no financial support from the implementing agency or grantee.

In total, 553 students implemented 60 community service projects in the 10 school communities. The projects covered a wide range of activities, such as cleaning and planting flowers in community and school areas; charity work and leisure programmes for orphanages and elderly homes; intercultural festivals and sports/games to promote peace and universal values; and helping elderly people that live alone by cleaning their houses and gardens.

The partnership collaborated with the Ministry of Education and school administrations in three southern regions (Osh, Jalalabad, and Batken), in order to gain access to schools, select teachers and students, gain access to participant families and implement local projects.

The setting in which the programme content was delivered to beneficiaries

The alpha version of the curriculum was in Russian; thus, treatment schools were selected among those that used Russian as the language of instruction, and which had Russian-Uzbek, Russian-Kyrgyz, or Russian-Tajik populations. The training sessions were organized in the students' own schools, after school hours. The organizers provided snacks during sessions and the trainees and trainers were supplied with all the necessary materials (e.g. manuals and stationery).

Since LI and CIB aimed to scale LSBS nationally, CIB worked closely with the Ministry of Education to select appropriate schools for the implementation, and to provide a sound basis for sustainable cooperation with school administrations. Staff from CIB's regional office in Osh and the national office in Bishkek met with key persons to introduce the programme and garner support from the administrations, teachers, and students.

In addition, CIB held a briefing meeting with parents to inform them of the goals and practicalities of the training sessions and obtain their consent to include the prospective students in the programme. By informing the parents beforehand about the aim, CIB and LI hoped that parents would encourage their children to sign up for the programme and attend regularly. Snacks were also provided, to encourage participation, and to refresh students after a long day at school.

The materials or technologies required for the programme

In addition to teacher and student manuals, each pair of teachers received a "Teacher's Kit", which included all the supplies required for the workshop activities: stationery (e.g. markers, scotch tape, flipcharts, coloured papers and coloured pencils) and other objects (e.g. balls, a whistle, rubber bands and thread). This was provided to support the innovative and experiential aspect of the training. Further, each pair of teachers also received a "Snack Kit" to serve hot drinks and provide small crackers, cookies, etc. During the recruitment phase, brochures and application forms were distributed to potential students and their parents to communicate information about the programme. Students were also provided with pens and notebooks.[15]

Whether any activities were proscribed among the treatment or comparison group

The control group of students did not receive or participate in any activity other than the initial application to the programme.

6.2. Monitoring System to Track Implementation Roll-out

In general, the programme was implemented as it was initially designed. A minor modification of one lesson of the programme was made, splitting it into two sessions, once the delivery format and timeline for the students' project was worked out.

With the funding they had secured, LI and CIB's original plan was to do one TOT, followed by two rounds of training with students in grades 9-11, and then do a second TOT, followed by one round of training in five new schools. Due to the lack of additional financial support during the required time period, R3 training was conducted in the original 10 schools, with the same set of trained teachers, but with a mainly younger audience from a lower grade. On average, the students in the lower grade demonstrated more difficulty in understanding and using the concepts presented to them and hence may not have been able to take full advantage of the learning experience, whereas the grade 9-11 students were able to grasp these concepts more easily.

[15] Additionally, presentations and brochures in English and in Russian were designed and printed to inform donors, government officials and other NGOs interested in keeping abreast of the LSBS progress during the treatment.

The programme protocols were prescriptive to ensure that every student in the programme was exposed to the same concepts and skills, and participated in the same learning activities in the same conditions and circumstances, no matter what school they were in or who their trainers were. Minor variations in the experience from one workshop group to another were based on differences in students' interests and exercise results: the use of different examples; varying lengths of discussions of particular topics; different activities. In some cases, due to insufficient knowledge of the Russian language related to the more technical aspects of the curriculum, some teachers provided additional explanations in Kyrgyz and Uzbek.

LI and CIB employed a team of experts to provide regular and keen mentoring and coaching to the new trainers, especially during R1 and R2. Some teachers were stronger than others in their performance; yet we noted a strong similarity of response and benefit among the students in the programme, which LI concludes is a result of the strength of the written curriculum. When one trained teacher had to withdraw from her team mid-programme for family reasons, her replacement (who had not had the TOT) was able to play a reasonably supportive role in the team due to her previous experience with interactive methodology.

The teachers who implemented LSBS, the participating students and the school administrations, in both treatment and control schools, were aware that there was an impact evaluation ongoing.

6.3. Recruitment Strategy and Take-up

CIB visited each treatment and control school, informing students about the programme with a 30-minute presentation, and distributing flyers and application forms. The application form was one page in length and required about 15-30 minutes to complete. It consisted of questions on personal information, and the motivation to take part in the programme. Interested students were requested to apply before the application deadline of each round of training. Students in both treatment and control schools were informed that there was a probability that they would not be selected into the programme because of the randomization.

After the application deadline, the research team received lists of applicants per school. Within each school, a research team member together with one or two enumerators organized a public lottery to select treatment students. The sample was stratified according to gender and ethnic origin, with stratification proportional to group size. For each round, 20 treatment and 20 control students were selected per school. The total number of applicants per school was always at least 60.

The criteria for participation in the programme were clear: the students should come from grades 9, 10 and 11 in the programme schools, there should be equal numbers of boys and girls, there should be as wide a diversity of ethnicities as possible, and there should be at least 6 students (per group of 20) of different ethnicity than the major ethnic group. The beneficiaries clearly matched the intervention's target population.

6.4. Unexpected or Adverse Events in Intervention

There were no adverse incidents within the treatment groups involving student-to-student interaction.

There were two minor incidents involving the administration of the programme and the study.

- One case of a teacher/trainer pair having minor disagreements. LI mediated between the two, which resolved their issues and enabled them to continue working as a pair to complete the programme.
- One case where a teacher involved students from her own "homeroom" class in the service project, which compromised the leadership role of the LSBS students. This case was dealt with from a supervisory perspective by CIB, and standards made clear for the next round.

Finally, despite the fact that Russian or semi-Russian schools were selected for all three rounds, we observed that some students (especially from Tajik and Uzbek communities) faced language challenges as they did not speak or understand Russian well enough. However, multilingual trainers provided translation to the local language if needed.

7. Results

Nine sources of data were used for the analysis of the results presented in this report. First, we held FGDs with our population of trainers (20 of which 19 participated) before (January 2014) and after (June 2014) the TOT. Second, we administered household and student-level baseline questionnaires to programme participants in both treatment and control groups prior to each round. Immediately after the programme ended, we did a first follow-up (midline) both for students and households, except for R3 students, where we only collected follow-up data as part of the household questionnaire that included a student's module. In addition to the survey questions we conducted four types of behavioural experiments as part of the midline, including a dictator game, a trust game, a risk game and a public goods game. We conducted an endline survey for households and students and repeated the behavioural games for R1 and R2 participants one year after the programme completed. The endline also comprised a social network survey that was administered to all students in grades 9, 10 and 11 (irrespective of whether they applied to the programme or not). In addition, we held FGDs with a randomly selected sample of students in three treatment schools. Finally, we used school administrative records to capture information on school-level demographic data and individual test scores. All outcomes are self-reported except for data used from the school records.

7.1 Baseline Characteristics

Sample means at baseline

Table 5 reports the basic summary statistics of main student characteristics that served as relevant strata for randomization and outcome indicators measured at baseline. Programme

applicants are on average 15 years old and 41 per cent are male. A little more than 50 per cent of programme applicants are Kyrgyz (which constitutes the major ethnic group) while the rest belongs to one of the ethnic minority groups, most of them Uzbek. Some 68 per cent of programme applicants have plans to pursue a university degree or study at vocational school. Self-reported grades are high, 4.3 on an average scale from 2-5. Programme applicants display moderate levels of trust (a score of 2.57 out of 4) towards people of the same ethnicity. Levels of trust are considerably lower towards the 'out-group', which includes people that belong to a different ethnic or religious group or people they meet for the first time. Programme applicants displayed high levels of self-confidence or self-efficacy, some 75 points out of 100. Yet the average score for an index that captured people's perception of "locus of control" was only 0.41 on a range from 0 to 1.

Turning to beliefs, many agreed rather than disagreed with the statements "Kyrgyz language should be the only official language in Kyrgyzstan" (the average score is 3.7 out of 5) and "We need to protect our culture, religion and language from others" (the average score is 4 out of 5). On the other hand, personal perceptions of feeling at home and feeling secure at school rate high. The students mostly agree with the statements "I feel myself at home in Kyrgyzstan" (the average score is 4.1 out of 5) and "My school creates safe and non-discriminatory environment" (the average score is 3.7 out of 5). Consistent with this are low levels of reported incidences of bullying, and fighting (5 and 8 per cent, respectively) although we cannot rule out that people have underreported these events.

Table 5: Descriptive statistics at baseline (W1), control variables and outcome indicators that were measured at baseline.

Variable	N	Mean	Std.Dev	Min	Max
Age	1,636	15.30	0.90	13	18
Male	1,675	0.41	0.49	0	1
Majority ethnicity	1,672	0.52	0.50	0	1
Minority ethnicity	1,672	0.48	0.50	0	1
Average self-reported grade	1,428	4.28	0.63	2	5
Plans to study at university / vocational school	1,458	0.68	0.47	0	1
Trust in people of the same ethnicity	1,429	2.57	0.90	1	4
Trust in people of another ethnicity	1,431	2.28	0.88	1	4
Trust in people of another religion	1,427	2.09	0.90	1	4
Trust in people seeing for the 1st time	1,431	1.86	0.85	1	4
Average self-efficacy: confidence	642	75.42	11.83	43	100
Average locus of control	642	0.41	0.18	0	1
The Kyrgyz language should be the only official language	1,429	3.73	0.87	1	5
We need to protect our culture, religion & language from others	1,428	4.04	0.76	1	5
I feel at home in Kyrgyzstan	1,427	4.12	0.86	1	5
My school creates a safe & non-discriminatory environment	1,429	3.71	0.85	1	5
I was bullied in school	1,426	0.05	0.21	0	1
I fought in the last 12 months	1,381	0.08	0.28	0	1

Test of balance

Table 6 presents the tests of balance between treatment and control students in treatment schools. Column (1) presents the mean value for the control group; column (2) presents the mean value for the treatment group and column (3) presents the t-statistic of a t-test for the equality of means. Baseline balance was not achieved for four variables: treatment students are more likely to plan to study at university; they have lower levels of trust in people that belong to a different religion, they display lower levels of self-efficacy; and they are less likely to concur with the idea that Kyrgyz should be the only language. In all our regressions, we include the variable 'plans to study at university' as an additional control to mitigate concerns bias. The other three unbalanced variables are outcome variables. As we would expect the programme to increase trust towards members of the out-group, and boost self-confidence, the lower baseline values for the treatment group may lead us to underestimate rather than overestimate the impact of the programme on these outcomes. Yet this is different for the belief that "Kyrgyz language should be the only official language", here any potential bias resulting from lower baseline values for the treatment group is expected to go in the same direction as the treatment effect.

Table 6: Balance test at baseline (W1)

Variable	(1) Means		(2) t-stat of difference		(3) N	
	Control	Treated			Control	Treated
Age	15.28	15.26	-0.25		492	723
Male	0.39	0.38	-0.36		507	743
Majority ethnicity	0.51	0.51	0.02		505	742
Minority ethnicity	0.49	0.49	-0.02		505	742
Average self-reported grade	4.30	4.30	0.00		397	644
Plans to study at university / vocational school	0.67	0.72	2.31	**	423	646
Trust to people of the same ethnicity	2.64	2.53	-1.25		415	632
Trust to people of another ethnicity	2.35	2.29	-1.03		416	630
Trust to people of other religion	2.16	2.03	-3.27	***	415	628
Trust to people seeing 1st time	1.87	1.79	-1.56		415	633
Average self-efficacy: confidence	77.10	75.18	-1.69	*	191	241
Average locus of control	0.41	0.41	0.00		191	241
Kyrgyz language should be the only official language	3.82	3.67	-3.94	***	398	644
We need to protect our culture, religion & language from others	4.04	4.02	-0.51		398	643
I feel myself at home in Kyrgyzstan	4.19	4.12	-1.08		397	643
My school creates safe & non-discriminatory environment	3.69	3.69	0.09		398	644
I was bullied in school	0.07	0.04	-0.91		398	643
I did fight in last 12 months	0.10	0.09	-0.27		376	632

Notes: Coefficient's significance level: *** p<0.01, ** p<0.05 *p<0.1

7.2 Empirical Strategy

We estimate the following equation:

$$Y_{ij} = \beta_1 T_i + \beta_2 X_{ij} + \delta_j + \varepsilon_{ij} \quad (1)$$

where Y_{ij} is an outcome for student i in school j, X_{ij} are individual controls, and δ_j are school dummies.

7.3 Difference-in-means

Table 7 presents the difference-in-means results.

Table 7: Difference-in-means

Outcome variable	(1) No controls			(2) + individual effects			(3) + individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Self-reported average grade across subjects	0.09**	0.04	912	0.04	0.05	765	0.04	0.05	765
I was bullied in school	-0.03**	0.01	902	-0.03**	0.01	755	-0.03**	0.01	755
I did fight in last 12 months	0.01	0.01	887	0.01	0.01	746	0.01	0.01	746
Trust in people of the same ethnicity	0.10	0.07	507	0.12	0.08	413	0.17**	0.08	413
Trust in people of another ethnicity	0.06	0.07	505	0.01	0.09	412	0.04	0.09	412
Trust in people of another religion	0.05	0.08	507	0.02	0.09	413	0.03	0.09	413
Trust in people seeing for the 1st time	0.21**	0.07	505	0.26***	0.09	411	0.32***	0.08	411
Average self-efficacy: confidence	-1.85**	0.86	900	-2.26**	0.96	753	-2.50***	0.93	753
Average locus of control	0.00	0.01	900	0.00	0.02	753	0.00	0.01	753
Kyrgyz language should be the only official language	-0.02	0.05	912	0.01	0.06	765	0.03	0.06	765
We need to protect our culture, religion & language from others	-0.09**	0.05	912	-0.07	0.06	765	-0.06	0.06	765
I feel at home in Kyrgyzstan	-0.18**	0.05	912	-0.18***	0.06	765	-0.19***	0.05	765
My school creates safe & non-discriminatory environment	-0.04	0.06	906	-0.01	0.06	759	-0.03	0.06	759
Trust (experimental)	-0.08	0.13	387	0.02	0.14	310	0.00	0.15	310
Cooperation in Game 1	0.20	0.12	761	0.25*	0.14	604	0.27*	0.14	604
Cooperation in Game 2	0.30**	0.12	761	0.38***	0.14	604	0.41***	0.14	604
Cooperation in Game 3	0.15	0.14	761	0.16	0.16	604	0.16	0.16	604
Altruism (experimental)	-0.04	0.10	761	0.05	0.12	604	0.10	0.12	604
Answered correctly on what mediation skills are	0.02	0.05	437	0.03	0.06	355	0.00	0.05	355
Answered correctly on behaviour of unequal treatment	0.03	0.05	436	0.09	0.06	354	0.04	0.06	354

Notes: Each row presents a separate OLS regression of the outcome variable on the treatment variable only (column 1), the treatment variable plus individual controls (column 2) and the treatment variable, individual controls and school fixed effects (column 3). Coefficient's significance level: *** p<0.01, ** p<0.05, p<0.1. ITT impacts are estimated.

The difference-in-means estimates for the full sample show that the programme seems to have had some effect on both in-group and out-group trust; programme participants increase their level of trust towards people of the same ethnicity by 7 percent and towards people they see for the first time by some 17 percent. Further, the incidence of bullying seems to decrease substantially by 3 percentage points (relative to a baseline mean of 5 percent). The programme also had a positive impact on cooperation as measured by contributions to a public goods game. Programme participation seems to affect at least one of the attitudinal outcomes negatively: programme students are less likely to agree with the statement that they feel at home in Kyrgyzstan (some 5 percent change relative to the baseline mean). The programme affected average confidence levels (self-efficacy) in a negative and significant way. None of the other variables turns out significant at conventional levels.

7.4 Subgroup Analysis

Table 8: Programme impacts for girls using difference- in-means

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Self-reported average grade across subjects	0.07	0.05	561	0.00	0.06	477	-0.03	0.06	477
I was bullied in school	-0.04***	0.01	555	-0.04**	0.02	471	-0.03*	0.02	471
I did fight in last 12 months	0.00	0.01	546	0.00	0.01	464	0.00	0.01	464
Trust in people of the same ethnicity	-0.02	0.10	301	-0.04	0.11	245	0.07	0.11	245
Trust in people of another ethnicity	0.11	0.10	300	0.00	0.11	244	0.00	0.12	244
Trust in people of another religion	0.13	0.10	301	0.02	0.12	245	-0.01	0.12	245
Trust in people seeing for the 1st time	0.18*	0.10	299	0.25**	0.11	243	0.32***	0.11	243
Average self-efficacy: confidence	-2.25**	1.04	552	-3.11***	1.15	468	-3.31***	1.11	468
Average locus of control	0.01	0.02	552	0.02	0.02	468	0.01	0.02	468
Kyrgyz language should be the only official language	-0.06	0.07	561	0.00	0.08	477	0.00	0.07	477
We need to protect our culture, religion & language from others	-0.10	0.07	561	-0.09	0.07	477	-0.05	0.07	477
I feel at home in Kyrgyzstan	-0.21***	0.06	561	-0.21***	0.07	477	-0.19***	0.07	477
My school creates safe & non-discriminatory environment	-0.07	0.08	557	-0.02	0.09	473	-0.02	0.08	473
Trust (experimental)	-0.05	0.16	241	-0.06	0.18	192	-0.07	0.18	192
Altruism (experimental)	0.07	0.15	479	0.14	0.17	382	0.17	0.17	382
Cooperation in Game 1	0.30**	0.15	479	0.23	0.17	382	0.28*	0.16	382
Cooperation in Game 2	0.37**	0.16	479	0.45***	0.18	382	0.50***	0.18	382
Cooperation in Game 3	0.25	0.13	479	0.23	0.15	382	0.25	0.15	382
Answered correctly on what mediation skills are	0.11*	0.06	257	0.16**	0.07	207	0.09	0.07	207
Answered correctly on behaviour of unequal treatment	0.11*	0.06	257	0.21***	0.07	207	0.14**	0.07	207

Notes: Standard errors are clustered at school level. Coefficient's significance level: *** p<0.01, ** p<0.05, p<0.1. ITT impacts are estimated.

As specified in our Theory of Change we expect outcomes to differ across gender and depending on whether students belong to a major or minor ethnic group. We estimated (1) for girls and boys separately and for ethnic majorities and minorities. Table 8 and Table 9 report the results for the gender subsamples.

Table 9: Programme impacts for boys using difference-in-means

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Self-reported average grade across subjects	0.10	0.07	351	0.09	0.08	288	0.09	0.08	288
I was bullied in school	-0.01	0.02	347	-0.01	0.02	284	-0.03	0.02	284
I fought in the last 12 months	0.03	0.02	341	0.02	0.03	282	0.01	0.03	282
Trust in people of the same ethnicity	0.26**	0.11	206	0.37***	0.12	168	0.30**	0.12	168
Trust in people of another ethnicity	-0.01	0.12	205	0.04	0.13	168	-0.01	0.13	168
Trust in people of another religion	-0.05	0.12	206	0.00	0.14	168	-0.07	0.14	168
Trust in people seeing 1st time	0.26**	0.11	206	0.30**	0.13	168	0.30**	0.13	168
Average self-efficacy: confidence	-1.24	1.49	348	-1.21	1.69	285	-1.52	1.68	285
Average locus of control	0.00	0.02	348	-0.01	0.02	285	-0.01	0.02	285
Kyrgyz language should be the only official language	0.04	0.09	351	0.04	0.10	288	0.08	0.10	288
We need to protect our culture, religion & language from others	-0.07	0.08	351	-0.05	0.09	288	-0.10	0.09	288
I feel at home in Kyrgyzstan	-0.12	0.09	351	-0.14	0.09	288	-0.23**	0.09	288
My school creates safe & non-discriminatory environment	0.00	0.09	349	0.00	0.10	286	-0.07	0.10	286
Trust (experimental)	-0.18	0.22	146	0.19	0.25	118	0.19	0.25	118
Altruism (experimental)	0.01	0.22	282	0.32	0.26	222	0.27	0.26	222
Cooperation in Game 1	0.16	0.22	282	0.23	0.26	222	0.15	0.26	222
Cooperation in Game 2	-0.04	0.24	282	0.01	0.29	222	-0.02	0.29	222
Cooperation in Game 3	-0.23	0.17	282	-0.10	0.21	222	-0.01	0.21	222
Answered correctly on what mediation skills are	-0.09	0.07	180	-0.14	0.08	148	-0.14	0.09	148
Answered correctly on behaviour of unequal treatment	-0.07	0.08	179	-0.09	0.09	147	-0.10	0.09	147

Notes: Coefficient's significance level: *** p<0.01, ** p<0.05, p<0.1. ITT effects are estimated.

Table 8 and Table 9 suggest that the programme has some differential impacts on girls and boys. Boys are more likely to show higher levels of trust towards their ethnicity as well as to people they see for the first time. Girls likewise improved their trust levels toward people they see the first

time, but they also improved their knowledge about topics that the programme specifically dealt with and displayed higher levels of cooperation. They also experienced lower levels of self-confidence. It seems that the low levels of self-confidence, and the incidence of being bullied from the full sample are driven by the female subsample. The same holds for feeling at home in Kyrgyzstan. The results are broadly similar for the difference-in-differences estimates (Table I16) (Table I17).

Results for the subsample of ethic majority students broadly follow the pattern observed in the full sample programme. The results are much weaker for the ethnic minority students (see also the DID results in Table I18 and Table I19). Perhaps their status as ethnic minority was made more salient by the programme set-up, which could potentially have impeded strong responses to the programme.

Table 10: Programme impacts for the ethnic majority

Outcome variable	**No controls**			**+ individual effects**			**+ individual and school effects**		
	Coef	**SE**	**N**	**Coef**	**SE**	**N**	**Coef**	**SE**	**N**
Self-reported average grade across subjects	0.08	0.06	473	0.08	0.06	473	0.08	0.06	473
I was bullied in school	-0.04*	0.02	466	-0.04*	0.02	466	-0.03*	0.02	466
I fought in the last 12 months	0.03*	0.02	454	0.03*	0.02	454	0.03*	0.02	454
Trust to people of the same ethnicity	0.14	0.11	260	0.14	0.11	260	0.17	0.10	260
Trust in people of another ethnicity	0.14	0.10	258	0.14	0.10	258	0.17	0.10	258
Trust in people of another religion	0.10	0.10	260	0.10	0.10	260	0.12	0.10	260
Trust in people seeing 1st time	0.27**	0.10	259	0.27**	0.10	259	0.28***	0.10	259
Average self-efficacy: confidence	-1.52	1.22	464	-1.52	1.22	464	-1.68	1.21	464
Average locus of control	0.02	0.02	464	0.02	0.02	464	0.02	0.02	464
Kyrgyz language should be the only official language	0.07	0.08	473	0.07	0.08	473	0.08	0.08	473
We need to protect our culture, religion & language from others	-0.08	0.07	473	-0.08	0.07	473	-0.07	0.07	473
I feel at home in Kyrgyzstan	-0.20***	0.07	473	-0.20***	0.07	473	-0.19***	0.07	473
My school creates safe & non-discriminatory environment	0.04	0.09	472	0.04	0.09	472	0.02	0.08	472
Trust (experimental)	-0.04	0.17	197	-0.04	0.17	197	-0.08	0.17	197
Altruism (experimental)	-0.08	0.17	401	0.18	0.17	401	0.19	0.16	401
Cooperation in Game 1	0.18	0.17	401	0.31*	0.17	401	0.32*	0.16	401
Cooperation in Game 2	0.31*	0.18	401	0.42**	0.18	401	0.42**	0.18	401
Cooperation in Game 3	0.42**	0.14	401	-0.08	0.14	401	-0.06	0.13	401
Answered correctly on what mediation skills are	0.00	0.07	241	0.00	0.07	241	-0.01	0.06	241
Answered correctly on behaviour of unequal treatment	0.08	0.07	241	0.08	0.07	241	0.05	0.06	241

Notes: Standard errors are clustered at school level. Coefficient's significance level: *** p<0.01, ** p<0.05, p<0.1. ITT effects are estimated.

Table 11: Programme impacts for the ethnic minority

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Self-reported average grade across subjects	0.11*	0.06	439	0.11*	0.06	439	0.12*	0.06	439
I was bullied in school	-0.02	0.01	436	-0.02	0.01	436	-0.02	0.01	436
I fought in last 12 months	-0.01	0.01	433	-0.01	0.01	433	-0.01	0.01	433
Trust in people of the same ethnicity	0.07	0.10	247	0.07	0.10	247	0.10	0.10	247
Trust in people of another ethnicity	-0.03	0.11	247	-0.03	0.11	247	-0.05	0.11	247
Trust in people of another religion	-0.02	0.12	247	-0.02	0.12	247	-0.07	0.11	247
Trust in people seeing for the 1st time	0.17	0.11	246	0.17	0.11	246	0.18*	0.10	246
Average self-efficacy: confidence	-2.17*	1.21	436	-2.17*	1.21	436	-2.25**	1.15	436
Average locus of control	-0.02	0.02	436	-0.02	0.02	436	-0.02	0.02	436
Kyrgyz language should be the only official language	-0.10	0.08	439	-0.10	0.08	439	-0.09	0.08	439
We need to protect our culture, religion & language from others	-0.09	0.07	439	-0.09	0.07	439	-0.09	0.07	439
I feel at home in Kyrgyzstan	-0.14*	0.08	439	-0.14*	0.08	439	-0.15**	0.07	439
My school creates safe & non-discriminatory environment	-0.14	0.08	434	-0.14	0.08	434	-0.12	0.08	434
Trust (experimental)	-0.13	0.19	190	-0.13	0.19	190	-0.11	0.19	190
Altruism (experimental)	0.21	0.19	360	0.21	0.19	360	0.24	0.18	360
Cooperation in Game 1	0.26	0.19	360	0.26	0.19	360	0.30	0.18	360
Cooperation in Game 2	-0.16	0.20	360	-0.16	0.20	360	-0.15	0.21	360
Cooperation in Game 3	0.01	0.16	360	0.01	0.16	360	0.01	0.16	360
Answered correctly on what mediation skills are	0.05	0.07	196	0.05	0.07	196	0.04	0.06	196
Answered correctly on behaviour of unequal treatment	-0.03	0.07	195	-0.03	0.07	195	-0.03	0.07	195

Notes: Significance level: *** p<0.01, ** p<0.05, p<0.1. ITT effects are estimated.

7.5 Medium-term Impacts

Finally, we estimated medium-term impacts using data from our sample of students for which we had 1-year follow-up data (see Appendix C, Table C7 and Table C8). Here we notice that increased levels of trust towards people of a different ethnicity (and different religion), as well as the same ethnicity, come out as significant. Programme participation leads to an increase from 2.28 at baseline to 2.54 (scale from 1-4) in average trust towards non-co-ethnics (and an increase from 2.09 to 2.36 on a scale from 1-4 towards people from a different religion in the DID results). In addition, altruism (in some specifications) and general trust (measured experimentally) increased in the medium-term. This suggests that some of the anticipated effects of increased

tolerance and lower levels of prejudice needed some time to "sink in". Somewhat strikingly we find that self-reported average grades were lower for programme participants a year after the programme ended relative to their peers in the control condition.

7.6 Results from the Focus Group Discussions

Foundation Tolerance International investigated the role of youth in the 2010 conflict in southern *oblasts* of Kyrgyzstan in 2011 and reported that multi-ethnic schools tend to have a lower incidence of conflict along ethnic lines.[16] This assumption is somewhat supported by the findings from our student FGDs conducted in spring 2015 as part of the current impact evaluation project. The average response to the programme is positive. Students typically remarked that the programme typically was fun, innovative and effective. However, they also noted that several students were facing difficulties in grasping somewhat abstract concepts like identity, stereotypes and mediation, often combined with language barriers.

Throughout the course of the FGDs, it seemed that student's perception of the programme (even though mainly positive) was mediated by aspect, such as the language of communication between students outside of the classroom and the level of existing diversity at schools. Schools where Russian was both the main language of instruction in-class and the main language of communication between students out of class tend to have a more diverse student body. Students in these types of schools were more likely to accept differences and more tolerant to issues of interreligious communication than students in more homogenous schools. The section below summarizes the responses from the main topics discussed during the FGDs.

Perceived effect of the LSBS programme

In general, students seemed to be very enthusiastic about the programme and their instructors. The objective of the programme in the students' understanding was to promote the concepts of "friendship of people" and "living in harmony". Treatment students generally stated that they gained a new set of conflict-resolution and mediation skills that allowed them to improve their relations with family members and other people. The programme specifically taught them the new skill of mediating disputes, which may happen between other people, while staying neutral and not taking sides.

Treatment participants said that the number of conflicts in schools decreased. Some of the students admitted that they had learned to accept different opinions, refrain from "useless" arguing or judging other people based on their looks without getting to know them on a personal level. They understood the need to make an effort to get along with other people. "If you feel that you are wrong, get over yourself and apologize" is one of the quotes from a student in an FGD. Further, it was noted by some students that the programme encouraged them to excel academically and help other students with their studies. The programme also helped some of these students to reflect better on their own behaviour and that of others.

[16] See <http://fti.org.kg/ru/publications/analytical-documents/assessments/93-conflict-factors-in-the-south>.

Implemented community-development projects

Students discussed how the community projects, part of the LSBS programme, affected their perception of their role in society. Most of their projects addressed social issues: a charity concert, a charity auction, charity for a local orphanage, a lecture for students of junior grades on the danger of tobacco, team-building football matches, flash mobs, etc. Interviewed students admitted that participation in the community projects made them feel useful and encouraged them to continue helping other less fortunate people.

Trainers

Treatment students noted that teaching methods changed as a result of the TOT. Teachers' attitudes towards students were considered to have become more equal and respectful.

Personal outlook

Apart from the LSBS training, we also discussed students' perceptions of religion, ethnicity and migration, and their individual career aspirations. Some students seemed to be more open and liberal than others when it came to religion, but these differences were more prominent between schools rather than between treatment and control students per se. Treatment students reported that the programme helped them to rethink their attitudes towards (ethnic and religious) differences although this was not obvious from their answers to specific questions on the topic.

Religious rather than ethnic differences seem to be particularly salient when it came to intergroup marriage. Students did not mind marrying someone of another ethnicity as long as that person practiced the same religion. Specifically, a future spouse should understand the religious views and values of their wife or husband. For this reason, they are likely to marry only a person with the same religious views and practices. Parents are also unlikely to permit intergroup marriage.

Bonding effect

Participation in the training programme reportedly turned out to be a good bonding link between the treatment students. Many students said they made new friends as a result of the shared experience. However, it was not reported that treatment students started to interact more with members of a different religious or ethnic group that were not part of the treatment group.

7.7 Attrition Analysis

We estimated overall and differential attrition for our sample using three variables: self-reported grade, belief of fitting in at school, and having been bullied. These variables were available for all rounds and all waves. Thus, a person is defined as attriting from the survey if none of these questions was answered. This is a stricter definition of attrition or non-response than when only considering whether a student was tracked for the midline survey. Overall attrition rates amount to 27 per cent and differential attrition is 7 percentage points (24 per cent in the treatment group

and 31 per cent in the comparison group). We estimated a probit model with attrition as dependent variable and all relevant outcomes variables as controls. We observe that attrition is uncorrelated with treatment status but that the students who were planning post-secondary studies and the students who were more likely to be engaged in fighting were less likely to be included in the midline. Further, people that expressed lower levels of trust towards members of the same ethnic group and those that were more trusting towards members of another ethnicity were more likely to attrite. We have dealt with this non-random attrition in two ways. First, we have included all variables that were significant as controls in all regressions, except for the regression where the variable served as an outcome variable (the results are not reported but available on request). Second, we have followed Gerber and Green (2012) and filled in extreme values for the missing variables to estimate lower and upper bounds for our treatment effects (results not reported but available on request).

Table 12: Probit regression results for attrition

	Attrited (=1)	Robust SE	
Treatment dummy	0.00	0.10	
Age	0.09	0.11	
Male	-0.02	0.13	
Minority ethnic group	0.19	0.20	
Average self-reported grade	0.04	0.15	
Plans to study at university/vocational school	0.18	0.06	***
Trust in people of the same ethnicity	-0.20	0.09	**
Trust in people of another ethnicity	0.15	0.07	*
Trust in people of another religion	0.05	0.08	
Trust in people seeing for the 1st time	0.04	0.08	
Kyrgyz language should be the only official language	0.00	0.08	
We need to protect our culture, religion & language from others	-0.04	0.06	
I feel at home in Kyrgyzstan	0.10	0.06	*
My school creates safe & non-discriminatory environment	0.03	0.07	
I was bullied at school	0.00	0.00	
I fought in the last 12 months	0.44	0.19	**
Constant	-3.14	2.22	

Notes: p<0.10, **p<0.05, ***p<0.01. Robust standard errors in parentheses

8. Discussion

The results of our research suggest that the overall impact of the LSBS training programme is modest. Knowledge and various behavioural outcomes did improve as a result of the programme. However, the evidence is less conclusive when it comes to attitudes and beliefs. While an increase in out-group trust appears to be one of the most robust impacts of the programme, both in the short and medium term, beliefs related to “feeling at home” seem to have moved in the opposite direction. This may suggest that the programme, as intended, teaches people how to reflect more on themselves and others, trains them how to take perspective, and this may make

a person more aware of his or her own group initially, and think about its place in Kyrgyz society. Interestingly, one year later we see a positive impact emerging (although the result is not robustly significant across specifications), which may suggest that the training initially "stirred up" emotions and feelings, which, after a while, result in positive attitudinal changes. It is also interesting to note that treatment students report having made more friends and having a higher proportion of non-co-ethnics in their network, suggesting that the programme may have had some impact beyond the treated individual.

Subgroup analyses indicate that girls are affected somewhat differently than boys. Specifically, girls seem to gain more in terms of increasing their knowledge about the new concepts that the programme specifically dealt with and they also cooperate more in the public goods game. The programme's efforts to teach participants to become more reflective, take perspective and increase empathy may have been more effective for girls, making them realize how hard "being tolerant" really is, thereby reducing their self-confidence. At the same time, this realization may have increased their effort and willingness to cooperate in the games. Likewise, on average, students belonging to the country's ethnic majority on average seem to gain somewhat more from the programme than those belonging to an ethnic minority.

Medium-term impacts show that out-group trust remains higher among treatment students, and some of the behavioural outcomes measured in the experimental games (trust and altruism) actually only emerge after one year, whereas cooperation for a public good does not sustain.

The absence of strong quantitative results contrasts somewhat with findings from the qualitative part of the study, in which students self-reported to have benefitted from the programme in various ways. Perhaps students did feel that the programme was useful and they really enjoyed participating in it, especially when asked immediately afterwards and in a direct manner. However, our survey and experimental instruments measure 'deeper' outcomes related to beliefs and attitudes that are less obviously connected to the programme, which may attenuate people's tendency to give socially desirable answers. In addition, true beliefs and attitudes may be less amenable to interventions like LSBS, as positive feelings and bonding may not be enough to change possibly deep-rooted beliefs about one-self and others.

The quantitative design, on the other hand, suffered from at least two major shortcomings that may also explain why we do not identify strong and robust treatment effects there. The first limitation pertains to the small number of schools in our sample, coupled with the non-random assignment of treatment across schools. Hence results are confined to treatment schools only, where treatment was randomly assigned at the individual level. Ethical concerns and budget constraints prevented us from collecting data on all 31 schools in the sampling frame. Although 31 schools is still a small number, such a sample could have enabled us to either ex-ante or ex-post create balanced school pairs. The problem with estimating treatment effects within treatment schools only is that potential spillovers can plausibly contaminate the control group. This may then account for the modest effects we tend to find across our full set of outcomes. To the extent that this issue played out in the treatment schools, we may actually underestimate the actual impact.

The second limitation has to do with the timing of the baseline data collection. It was in fact started when the programme had already commenced. Theoretically, it would thus have been possible that participant's beliefs, attitudes and behaviour had already changed by the time the baseline data was collected, although we would have expected within-school balance to be much worse than it was, unless there had been large spillovers right from the start. Again, this concern may have led to an underestimate of the actual programme impact. One way to mitigate the possible concern of having baseline information that was only collected once the programme started is by running the models separately for students in the third round of data collection only. However, this is not a straightforward comparison, as some outcome indicators were collected in earlier rounds but not in later rounds and vice versa.

Despite these difficulties, our evaluation provides some insights that may be useful for both the implementing partner and the Kyrgyz Ministry of Education when considering whether to scale up this programme or not. First, we see that trust towards people they see for the first time seems to improve for the full sample and across almost all subgroups. Although this is the only robust outcome among various variables, it is arguably one of the most important indicators, and most closely related to the programme's objective to teach adolescents to be open and non-judgmental towards strangers of a different ethnic, religious or cultural background. We also believe that such outcomes are amenable to change as a result of a peace education programme.

Second, this intervention was set in specific Russian-speaking schools that generally have a more ethnically diverse population and, possibly, higher levels of ethnic tolerance than other schools in Kyrgyzstan. When implementing the programme in non-Russian speaking schools one may therefore find that the programme has a much larger impact than in our sample of schools, if tolerance levels in our schools were much higher to begin with. On the other hand, schools that are less ethnically diverse may also be more hesitant to facilitate the programme (i.e. demand for and take-up of the programme may be much lower).

As a final note, we only estimated effects for students that voluntarily signed up for the extra-curricular programme. This begs the question to what extent we captured the real target population, namely vulnerable young people who feel marginalized and excluded and who express their dissatisfaction through intolerance and, possibly, violent acts. Such students either may either choose not to apply for the intervention offered in their schools or be forbidden from participating from their families. If such students participated in a peacebuilding programme (e.g. because it was an obligatory part of the school curriculum), the impact of the programme might have been different.

9. Conclusions

Our research findings have implications at three levels: policy, practice and research.

Concerning policy implications, we note that the peacebuilding programme we study has some intended impact, especially on trust towards members of the out-group and on some behavioural measures such as bullying and fighting. Moreover, these results are still identified a year after the programme ended, which provides some confidence in the sustainability of programme impacts in the medium term. Hence, we established in principle that a peacebuilding programme for youth of different ethnicities can have positive impacts. Interestingly, results seem to be mainly driven by the changed outcomes of female participants. This may suggest that girls are more receptive to a programme such as LSBS and are better able to reflect on what tolerance really implies, and how that affects the perception of oneself and others.

Our analysis also indicates that peacebuilding at the individual level is determined by a variety of factors. It is likely that only some of these determinants can be shaped, if at all, by a short-term, school-based intervention lasting a few weeks or months. Based on our research, we are considering if being and acting in a peaceful manner is actually a very large-scale and comprehensive behavioural shift, which is unlikely to respond to smaller, shorter or more focused interventions. Thus, in situations where violent conflict may flare up again, a larger, longer and broader approach to peacebuilding will be required, addressing drivers of peace at school, at home, in the media, in politics, in civil society and beyond, and doing so over many years (if not at all times). It remains to be tested if such a concerted effort, the mainstreaming of peacebuilding, has stronger or longer-lasting impacts or is more cost effective. Nevertheless, it is a question that is worthwhile to addressing and that is relevant for policy makers to come to terms with until the evidence base has been built in a rigorous and conclusive fashion.

Concerning practice, we recommend that NGOs, governments and other agencies implementing peacebuilding programmes either draw on or build their own very specific conflict analysis and related theory of change in their programmes. There is the risk that a “one size fits all” approach leads to a programme design that is not properly adapted to the local context. Interethnic relations may be very different across the same country depending on the population share of the different groups across localities, depending on which ethnic group holds more power, relatively speaking, and depending on who is perceived to be the likely driver of potential conflict (the majority group, the minority group or both). For example, it could be that one programme has a positive impact on the dominant majority group but no impact on a minority group, or vice versa. In situations where groups compete on a more equal footing for power a programme may have to bridge the gaps in a different way yet again. From our experience in this research programme, tailoring interventions to such differences is very important.

We also advise practitioners to differentiate clearly between peacebuilding knowledge, attitudes and practices, on the one hand, and more general academic or life skills, on the other hand. It may be that better educated students or more confident students are more peaceful. However, “mainstreaming peace” does not imply that any or every action or thing can be interpreted as being a peacebuilding one. Helping students develop academically or gain better life skills may be worthwhile aims in themselves, perhaps with the added benefit of having positive unintended consequences for peace in the community.

In addition, we recommend that the theory of change be very explicit about the expected outcomes and how to measure them. “Peace” is all too often understood as a macro-level concept, implying the absence of war at the country level. Defining in a specific context what peace means for programme participants, and how this can be measured, is a challenge. If done properly, it can help future monitoring, evaluation and learning activities and hence the continued improvement of programming (Brück et al., 2016).

Concerning research and research policy, we note that this impact evaluation aims to contribute to what is, in fact, a very small field of rigorous academic research indeed. No single study can do it all. All that this study can hope to do is to provide yet one more puzzle piece in the larger picture of how to build peace between people. Future studies can build on our experiences by testing mechanisms in more detail, preferably with larger programmes and larger samples. Having completed this assignment, we continue to see the need for a substantial expansion of rigorous evidence in the field of peacebuilding and peace education for young people.

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Appendix A: Sample Design

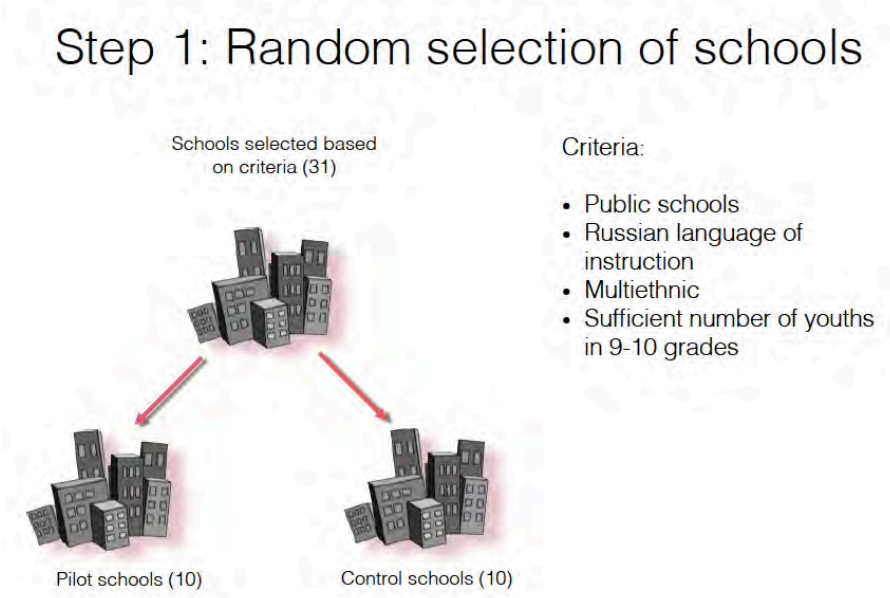


Figure A1: Random selection of schools

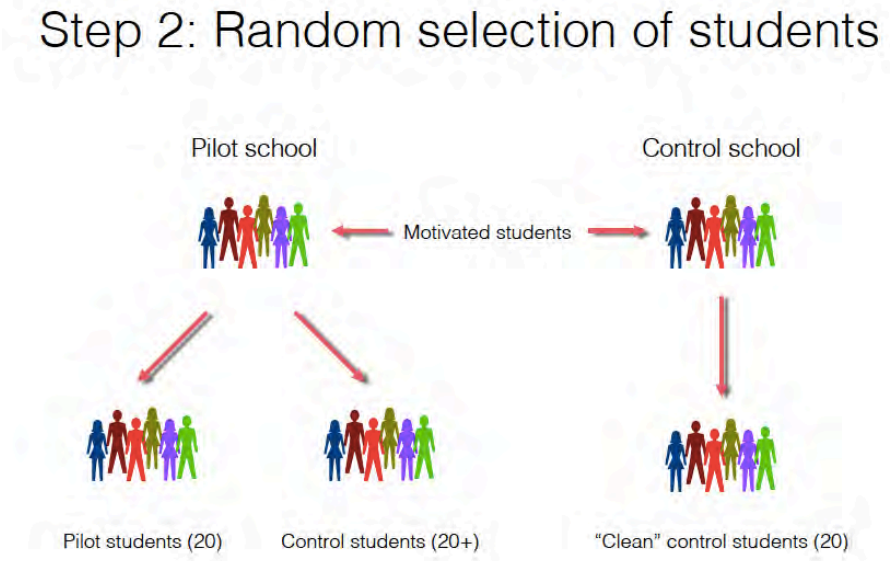


Figure A2: Random selection of students

Appendix B. Description of Variables

Table B13: Description of variables

Variable Description	Coding
Demographic	
Male	Binary: 1 if male, 0 if female
Age	Scale: 13 to 18
Major ethnic group	Binary: 1 if yes, 0 if no
Minor ethnic group	Binary: 1 if yes, 0 if no
# of Siblings	Open-ended scale
School and Out-of-School Activities	
Plans to study at a university/vocational school	Binary: 1 if yes, 0 if no
Average grade (self-reported)	Scale: 2 (lowest) to 5 (highest)
Average grade from school records data (includes grades from Kyrgyz language, Russian language, Kyrgyz literature, Russian literature)	Scale: 2 (lowest) to 5 (highest)
Mathematics grade	Scale: 2 (lowest) to 5 (highest)
Social Beliefs	
“Kyrgyz language should be the only official language in Kyrgyzstan”	Scale: 1 (strongly disagree) to 5 (strongly agree)
“We need to protect our culture, religion and language from others”	Scale: 1 (strongly disagree) to 5 (strongly agree)
“I feel at home in Kyrgyzstan”	Scale: 1 (strongly disagree) to 5 (strongly agree)
“My school creates safe and non-discriminatory environment”	Scale: 1 (strongly disagree) to 5 (strongly agree)
Conflict Involvement	
"I was bullied in school"	Binary: 1 if yes, 0 if no
I fought in the last 12 months	Binary: 1 if yes, 0 if no
Trust in…	
People of the same ethnicity People of another ethnicity; People of another religion People you meet for the first time	Scale: 1 (do not trust at all) to 4 (trust completely)
Self-Efficacy	
"Average Self-Efficacy," i.e. confidence to: 1. Resist peer pressure to do things that get me into trouble; 2. Make and keep friends of opposite sex; 3. Make and keep friends of same sex; 4. Make and keep friends of same ethnic group; 5. Make and keep friends of another ethnic group; 6. Make and keep friends of same religious group;	Scale: 0 (no confidence) to 100 (full confidence)

7. Make and keep friends of another religious group; 8. Work well in a group; 9. Express my opinions when other classmates disagree with me; 10. Stand up for myself when I feel I am being treated unfairly; 11. Get others to stop annoying me or hurting my feelings; 12. Stand firm to someone who is asking me to do something unreasonable or inconvenient; 13. Get a friend to help me when I have social problems; 14. Get myself to study when there are other interesting things to do; 15. Finish my homework assignments by deadlines; 16. Plan my schoolwork for the day	
Locus of Control	
"Average locus of control" is indicated by: 1. Do you think your school grades are mostly affected by accidental happening? 2. Do you think teachers are often unfair to students? 3. Do you believe that most problems will solve themselves if you just don't fool with them? 4. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? 5. Do you feel that one of the best ways to handle most problem is just not to think about them? 6. Do you feel that when someone your age decides to hit you there's little you can do to stop him or her?	Binary: 1 if yes (no control), 0 if no (control)
7. Do you believe that high-test scores are a matter of hard work; luck has little or nothing to do with it? 8. Do you feel that you have a lot of choice in deciding who your friends are? 9. Do you believe that whether or not people like you depends on how you act?	Binary: 0 if yes (no control), 1 if no (control)
Behavioural Experiment Outcomes	
Trust is indicated by the number of apples given to player 2	Scale: 0 (do not trust at all) to 5 (trust completely)
Cooperation is indicated by the number of stones donated to the common pot	Scale: 0 (no cooperation at all) to 5 (full cooperation)
Altruism is indicated by the number of apples donated	Scale: 0 (not altruistic at all) to 5 (very altruistic)
Knowledge	
Why do we need mediation skills?	Binary: 1 if answered correctly (e.g. To be able to resolve conflicts; to stress your own point of view and try to persuade others), 0 otherwise
What would you call a behaviour that treats people unequally because of their group membership?	Binary: 1 if answered correctly (e.g. discrimination), 0 otherwise
Social Network	

Count of all friends (“agreeable” ratings given to fellow students; friends are defined by a given rating of +1, +2 or +3 to signify a positive relationship)	Open-ended scale
% of non-co-ethnic friends (ratings given to fellow students of a non-co-ethnic background at either +1, +2 or +3)	0% (none of my friends have a different ethnic background to myself) to 100% (all my friends are of a different ethnic background to myself)

Appendix C: Results

1. Balance test: extended set of controls and outcomes

Table C14: Balance test (extended set of individual, household, and school characteristics)

Variable	Mean		t-stat of difference		N	
	Control	Treated			Control	Treated
Age	15.28	15.26	-0.25		492	723
Male	0.39	0.38	-0.36		507	743
Major ethnic group	0.51	0.51	0.02		505	742
Minority ethnic groups	0.49	0.49	-0.02		505	742
Average grade self-reported	4.30	4.30	0.00		397	644
Plans to study at university/vocational school	0.67	0.72	2.31	**	423	646
Russian is the main language of teaching	0.85	0.87	1.06		423	646
Hours spend for home assignments	2.16	2.16	0.08		414	630
Number of school clubs a student attends	0.38	0.41	1.17		437	667
Number of out-of-school clubs a student attends	0.90	0.93	0.40		365	572
Father has university or higher degree	0.49	0.51	0.60		335	521
Mother has university or higher degree	0.48	0.48	-0.02		374	592
Number of siblings	2.44	2.59	1.28		417	638
HH owns a car (reported by adult)	0.58	0.60	0.39		398	641
HH has a computer at home	0.69	0.72	0.58		414	636
Monthly food expenditures, 000'Soms	6.23	6.44	1.13		395	642
A HH member was exposed to the conflict in June 2010	0.07	0.09	0.83		207	401
Student / teacher ratio (school data)	49	50	0.61		507	743
Average scores at National Test	121	121	-0.79		507	743
Kyrgyz language should be the only official language	3.82	3.67	-3.94	***	398	644
We need to protect our culture, religion & language from others	4.04	4.02	-0.51		398	643
I feel at home in Kyrgyzstan	4.19	4.12	-1.08		397	643
I fit in my school	0.99	0.99	-0.25		398	643
My school creates safe & non-discrim. environment	3.69	3.69	0.09		398	644
I was bullied in school	0.07	0.04	-0.91		398	643
I fought in the last 12 months	0.10	0.09	-0.27		376	632
Trust in people of the same ethnicity	2.64	2.53	-1.25		415	632
Trust in people of another ethnicity	2.35	2.29	-1.03		416	630
Trust in people of another religion	2.16	2.03	-3.27	***	415	628
Trust in people seeing for the 1st time	1.87	1.79	-1.56		415	633
Average self-efficacy: confidence	77.10	75.18	-1.69	*	191	241
Average locus of control	0.41	0.41	0.00		191	241

2. Difference-in-differences

a. Main results

Table C2: Programme impacts using difference-in-differences

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Average grade self-reported	0.09	0.06	1 953	0.03	0.06	1 685	0.03	0.06	1 685
I was bullied in school	0.00	0.02	1 943	-0.04**	0.02	1 676	-0.04**	0.02	1 676
I fought in the last 12 months	0.02	0.02	1 895	0.02	0.02	1 667	0.02	0.02	1 667
Trust in people of the same ethnicity	0.21**	0.10	1 554	0.21*	0.11	1 317	0.21*	0.11	1 317
Trust in people of another ethnicity	0.13	0.10	1 551	0.06	0.11	1 315	0.06	0.11	1 315
Trust in people of another religion	0.19*	0.10	1 550	0.12	0.11	1 314	0.12	0.11	1 314
Trust in people seeing for the 1st time	0.29***	0.09	1 553	0.27***	0.10	1 316	0.27***	0.10	1 316
Average self-efficacy: confidence	0.07	1.51	1 332	-0.82	1.65	1 141	-1.81	1.50	1 141
Average locus of control	0.00	0.02	1 332	0.02	0.02	1 141	0.03	0.02	1 141
Kyrgyz language should be the only official language	0.13*	0.08	1 954	0.14*	0.08	1 686	0.14*	0.08	1 686
We need to protect our culture, religion & language from others	-0.06	0.07	1 953	-0.05	0.08	1 685	-0.05	0.07	1 685
I feel at home in Kyrgyzstan	-0.10	0.07	1 952	-0.12	0.08	1 684	-0.12	0.08	1 684
My school creates safe & non-discrim. environment	-0.05	0.08	1 948	-0.06	0.09	1 680	-0.05	0.09	1 680

b. Subsample impacts by gender

Table C3: Programme impacts for boys

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Average grade self-reported	0.18*	0.10	746	0.18*	0.10	746	0.17*	0.09	746
I was bullied in school	0.02	0.04	742	0.02	0.04	742	0.02	0.03	742
I fought in the last 12 months	0.05	0.05	716	0.05	0.05	716	0.05	0.05	716
Trust in people of the same ethnicity	0.48***	0.15	616	0.48***	0.15	616	0.48***	0.15	616
Trust in people of another ethnicity	0.16	0.15	614	0.16	0.15	614	0.17	0.15	614
Trust in people of another religion	0.13	0.16	613	0.13	0.16	613	0.14	0.16	613

Trust in people seeing for the 1st time	0.37**	0.15	616	0.37**	0.15	616	0.36**	0.14	616
Average self-efficacy: confidence	2.88	2.61	502	2.88	2.61	502	2.51	2.46	502
Average locus of control	-0.01	0.04	502	-0.01	0.04	502	0.01	0.03	502
Kyrgyz language should be the only official language	0.16	0.12	747	0.16	0.12	747	0.16	0.12	747
We need to protect our culture, religion & language from others	-0.08	0.11	746	-0.08	0.11	746	-0.09	0.11	746
I feel at home in Kyrgyzstan	-0.25**	0.12	747	-0.25**	0.12	747	-0.25**	0.12	747
My school creates safe & non-discrim. environment	-0.01	0.13	745	-0.01	0.13	745	-0.01	0.13	745

Table C4: Programme impacts for girls

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Average grade self-reported	0.02	0.07	1 207	0.02	0.07	1 207	0.02	0.07	1 207
I was bullied in school	-0.01	0.02	1 201	-0.01	0.02	1 201	-0.01	0.02	1 201
I fought in the last 12 months	0.00	0.02	1 179	0.00	0.02	1 179	0.00	0.02	1 179
Trust in people of the same ethnicity	0.01	0.13	938	0.01	0.13	938	0.00	0.13	938
Trust in people of another ethnicity	0.11	0.13	937	0.11	0.13	937	0.09	0.12	937
Trust in people of another religion	0.23*	0.13	937	0.23*	0.13	937	0.21*	0.13	937
Trust in people seeing for the 1st time	0.23*	0.12	937	0.23*	0.12	937	0.21*	0.12	937
Average self-efficacy: confidence	-1.55	1.85	830	-1.55	1.85	830	-2.92*	1.67	830
Average locus of control	0.01	0.03	830	0.01	0.03	830	0.01	0.03	830
Kyrgyz language should be the only official language	0.11	0.10	1 207	0.11	0.10	1 207	0.10	0.10	1 207
We need to protect our culture, religion & language from others	-0.06	0.09	1 207	-0.06	0.09	1 207	-0.05	0.09	1 207
I feel at home in Kyrgyzstan	-0.01	0.09	1 205	-0.01	0.09	1 205	0.00	0.09	1 205
My school creates safe & non-discrim. environment	-0.07	0.11	1 203	-0.07	0.11	1 203	-0.07	0.10	1 203

c. Subsample impacts by ethnicity

Table C5: Programme impacts for the ethnic majority group

Outcome variable	No controls	+ individual effects	+ individual and school effects

	Coef	SE	N	Coef	SE	N	Coef	SE	N
Average grade self-reported	0.09	0.08	1 013	0.09	0.08	1 013	0.09	0.08	1 013
I was bullied in school	0.03	0.03	1 006	0.03	0.03	1 006	0.03	0.03	1 006
I fought in the last 12 months	0.03	0.03	968	0.03	0.03	968	0.03	0.03	968
Trust in people of the same ethnicity	0.14	0.13	821	0.14	0.13	821	0.15	0.13	821
Trust in people of another ethnicity	0.16	0.13	819	0.16	0.13	819	0.16	0.13	819
Trust in people of another religion	0.23*	0.13	820	0.23*	0.13	820	0.23*	0.13	820
Trust in people seeing for the 1st time	0.26**	0.12	820	0.26**	0.12	820	0.27**	0.12	820
Average self-efficacy: confidence	1.14	2.12	682	1.14	2.12	682	0.21	1.99	682
Average locus of control	0.01	0.03	682	0.01	0.03	682	0.02	0.03	682
Kyrgyz language should be the only official language	0.14	0.11	1 014	0.14	0.11	1 014	0.15	0.11	1 014
We need to protect our culture, religion & language from others	-0.05	0.11	1 013	-0.05	0.11	1 013	-0.04	0.10	1 013
I feel at home in Kyrgyzstan	-0.18*	0.10	1 012	-0.18*	0.10	1 012	-0.17*	0.10	1 012
My school creates safe & non-discrim. environment	0.01	0.12	1 013	0.01	0.12	1 013	0.02	0.12	1 013

Table C6: Programme impacts for the ethnic minority group

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Average grade self-reported	0.09	0.09	940	0.09	0.09	940	0.11	0.08	940
I was bullied in school	-0.03	0.02	937	-0.03	0.02	937	-0.03	0.02	937
I fought in last 12 months	0.01	0.03	927	0.01	0.03	927	0.01	0.03	927
Trust in people of the same ethnicity	0.30**	0.15	733	0.30**	0.15	733	0.28*	0.15	733
Trust in people of another ethnicity	0.09	0.15	732	0.09	0.15	732	0.07	0.15	732
Trust in people of another religion	0.12	0.15	730	0.12	0.15	730	0.10	0.15	730
Trust in people seeing for the 1st time	0.34**	0.14	733	0.34**	0.14	733	0.33**	0.14	733
Average self-efficacy: confidence	-0.58	2.13	650	-0.58	2.13	650	-1.25	1.90	650
Average locus of control	0.00	0.04	650	0.00	0.04	650	0.01	0.03	650
Kyrgyz language should be the only official language	0.12	0.11	940	0.12	0.11	940	0.12	0.10	940
We need to protect our culture, religion & language from others	-0.07	0.09	940	-0.07	0.09	940	-0.08	0.09	940
I feel at home in Kyrgyzstan	-0.01	0.11	940	-0.01	0.11	940	0.00	0.10	940
My school creates safe & non-discrim. environment	-0.11	0.11	935	-0.11	0.11	935	-0.12	0.11	935

3. Medium-term impacts

Table C7: Medium-term programme impacts using difference-in-means

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Self-reported average grade across subjects	-0.12**	0.06	475	-0.13*	0.07	351	-0.15**	0.07	351
I was bullied in school	-0.03**	0.01	546	-0.05***	0.02	406	-0.03**	0.02	406
I fought in the last 12 months	0.00	0.01	534	-0.01	0.01	397	0.00	0.01	397
Trust in people of the same ethnicity	0.09	0.09	404	0.27***	0.10	298	0.22**	0.10	298
Trust in people of another ethnicity	0.16*	0.09	406	0.23**	0.10	299	0.19*	0.10	299
Trust in people of another religion	0.14	0.09	406	0.18*	0.10	299	0.15	0.11	299
Trust in people seeing for the 1st time	-0.01	0.08	405	0.02	0.09	298	0.01	0.09	298
Kyrgyz language should be the only official language	-0.05	0.14	409	0.05	0.17	301	0.04	0.17	301
We need to protect our culture, religion & language from others	-0.10	0.11	409	-0.16	0.13	301	-0.15	0.13	301
I feel at home in Kyrgyzstan	0.14	0.09	407	0.19*	0.11	300	0.13	0.11	300
My school creates safe & non-discrim. environment	0.05	0.11	409	-0.04	0.14	301	-0.09	0.14	301
Trust (experimental)	0.36*	0.21	180	0.53*	0.28	141	0.46*	0.28	141
Altruism (experimental)	0.27*	0.15	375	0.22	0.18	276	0.12	0.18	276
Cooperation in Game 1	0.27	0.20	375	0.46*	0.24	276	0.30	0.23	276
Cooperation in Game 2	0.28	0.20	375	0.45*	0.25	276	0.28	0.23	276
Cooperation in Game 3	0.16	0.21	375	0.18	0.27	276	0.05	0.27	276

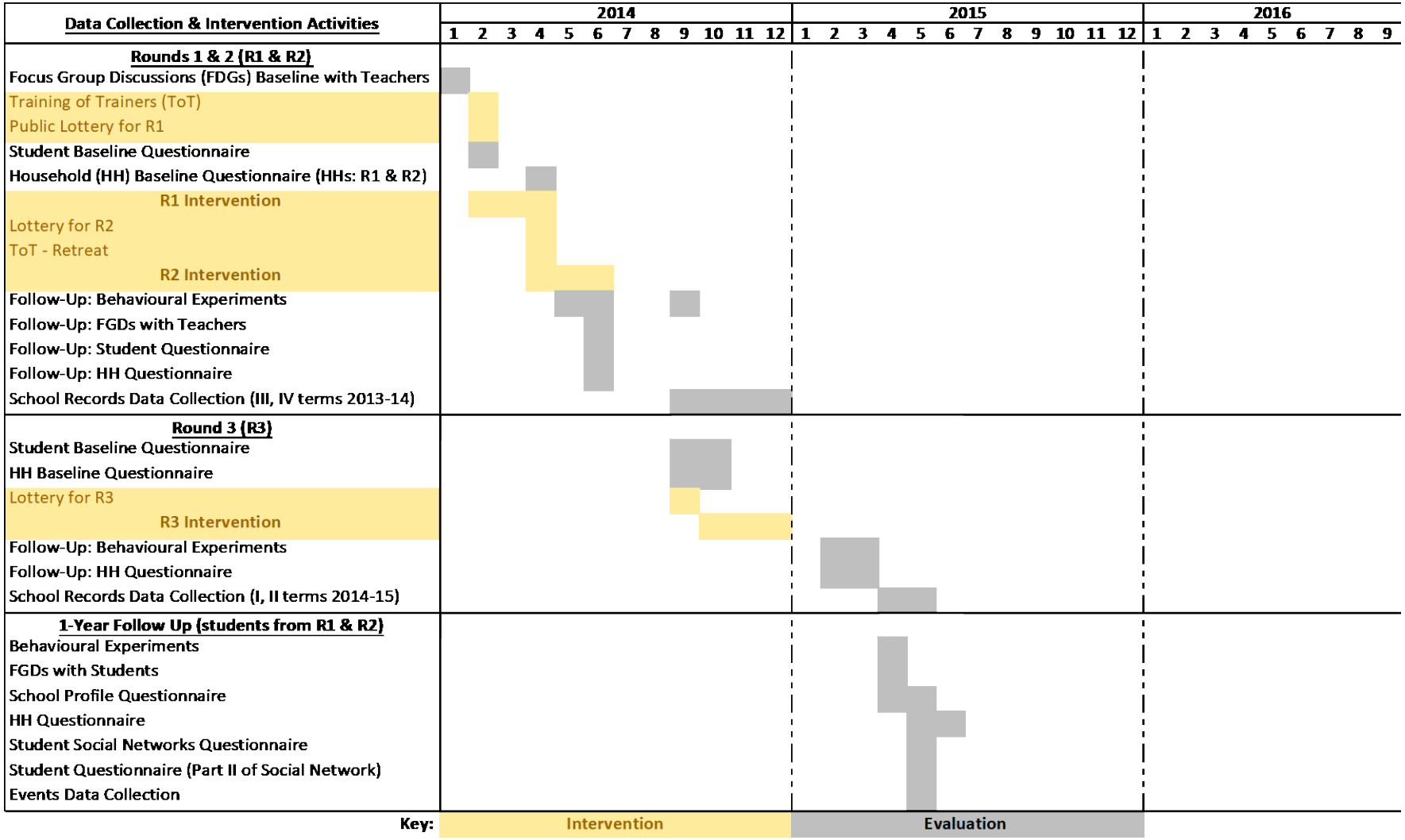
Table C8: Medium-term programme impacts using difference-in-differences

Outcome variable	No controls			+ individual effects			+ individual and school effects		
	Coef	SE	N	Coef	SE	N	Coef	SE	N
Self-reported average grade across subjects	-0.12*	0.07	1 516	-0.14*	0.08	1 271	-0.19**	0.08	1 271
I was bullied in school	0.00	0.02	1 587	-0.05***	0.02	1 327	-0.05***	0.02	1 327
I fought in the last 12 months	0.00	0.03	1 542	0.01	0.02	1 318	0.02	0.02	1 318
Trust to people of the same ethnicity	0.20*	0.11	1 451	0.35***	0.12	1 202	0.32***	0.12	1 202
Trust in people of another ethnicity	0.22**	0.11	1 452	0.28**	0.12	1 202	0.26**	0.12	1 202
Trust in people of other religion	0.27**	0.11	1 449	0.28**	0.12	1 200	0.27**	0.12	1 200
Trust in people seeing 1st time	0.06	0.10	1 453	0.05	0.11	1 203	0.03	0.11	1 203
Kyrgyz language should be the only official language	0.09	0.12	1 451	0.15	0.14	1 222	0.12	0.14	1 222
We need to protect our culture, religion & language from others	-0.08	0.10	1 450	-0.16	0.12	1 221	-0.14	0.12	1 221
I feel at home in Kyrgyzstan	0.22**	0.10	1 447	0.23*	0.12	1 219	0.20*	0.12	1 219

My school creates safe & non-discrim. environment	0.04	0.11	1 451	-0.07	0.13	1 222	-0.08	0.13	1 222

Appendix D: Timeline

Figure D1: Timeline



APPENDIX

Appendix E: Qualitative Survey Instruments

Appendix E1 Focus Group Discussions (FGDs) with Teachers in "LivingSidebySide"® January 2014 Session

Question 1. Let us first talk about what is a conflict. How would you describe a conflict?

Question 2. What is ethnic tolerance, from your point of view?

Question 3. Let us now talk about the situation in the communities you live. Have one of you experienced any discrimination or even conflict on ethnic lines?

Following question: If yes, how did you try to resolve the conflict or tension?

Question 4. Have one of your students (from the grades you teach) or students at your school experienced a conflict?

Question 5. What is your opinion about the current situation in your community with regards to ethnic tension when thinking about the conflicts that happened in the south in 2010?

Following question: Could you please elaborate on whether you think ethnic tensions persist and if so, why?

Question 6. Do you think that the conflicts of such scale or another scale may happen again? Why?

Question 7. Do you think that the conflicts increased/decreased/stayed about the same among youths in your community during the last few years? Why do you think they increased/decreased/stayed the same?

Question 8. Do you think that the conflicts increased/decreased/stayed about the same among youths in your school during the last few year s? Why do you think t he y increased/decreased/stayed the same?

Question 9. Please think of typical conflicts happening at school (and in your neighbourhood). What types of conflict are most common? (ethnic, socio-economic, gender, religious or perhaps a combination)

Question 10. What is your opinion about the LivingSidebySide® programme? How would its potential impact materialize? (think of knowledge, attitudes, behaviour)

Question 11. How do you see the future of Kyrgyzstan?

Question 12. In which language should classes in public schools be taught?

Question 13. Who do you think should take a principal role in changing child‘s attitudes, behaviour, and prejudices: parents or school?

Question 14. How can parents foster respect for differences?

Question 15. How can school and teachers foster respect for differences?

Question 16. What changes are taking place in your town/village that improve ethnic cooperation, tolerance and peace?

Question 17. Have you ever heard about any other program intended to improve ethnic tolerance and implemented in your school or community?

Follow-up question: Do you think it was successful?

Appendix E2 Focus Group Discussions (FGDs) with Teachers in "LivingSidebySide"® June 2014 Session

Question 1. Let us first talk about what is a conflict. How would you describe a conflict?

Question 2. What is ethnic tolerance, from your point of view?

Question 3. Let us now talk about the situation in the communities you live. Have one of you experienced any discrimination or even conflict on ethnic lines?

Following question: If yes, how did you try to resolve the conflict or tension?

Question 4. Have one of your students (from the grades you teach) or students at your school experienced a conflict?

Question 5. What is your opinion about the current situation in your community with regards to ethnic tension when thinking about the conflicts that happened in the south in 2010?

Following question: Could you please elaborate on whether you think ethnic tensions persist and if so, why?

Question 6. Do you think that the conflicts of such scale or another scale may happen again? Why?

Question 7. Do you think that the conflicts increased/decreased/stayed about the same among youths in your community during the last few years? Why do you think they increased/decreased/stayed the same?

Question 8. Do you think that the conflicts increased/decreased/stayed about the same among youths in your school during the last few years? Why do you think they increased/decreased/stayed the same?

Question 9. Please think of typical conflicts happening at school (and in your neighbourhood). What types of conflict are most common? (ethnic, socio-economic, gender, religious or perhaps a combination)

Question 10. In which language should classes in public schools be taught?

Question 11. Who do you think should take a principal role in changing child's attitudes, behaviour, and prejudices: parents or school?

Question 12. How can parents foster respect for differences?

Question 13. How can school and teachers foster respect for differences?

Question 14. What changes are taking place in your town/village that improve ethnic cooperation, tolerance and peace?

Question 15. Have you ever heard about any other program intended to improve ethnic tolerance and implemented in your school or community?

Follow-up question: Do you think it was successful?

Question 16. How do you see the future of Kyrgyzstan?

Question 17. What is your opinion about the LivingSidebySide® programme? What was its impact? (think of knowledge, attitudes, behaviour)

Appendix E3 Individual Survey Questions For Teachers

1. Name, address, gender, age, education, subject of teaching, teaching since (year)

2. Have you been present at all teacher trainings? If no, how many did you miss and why?

3. Did you learn any new skills during this training? If yes, please elaborate

4. Will these new skills be of use for you when teaching your normal classes? If yes, could you please indicate how?

Now I would like to ask you about your experience with teaching the LBSB program to the students

1. Did you teach the entire curriculum? If not, why not?

2. Did you make amendments to the curriculum, for example in response to questions that came up during class? If yes, could please describe how you amended the curriculum?

3. Could you please indicate on a scale from 1-100 which percentage of students actively participated in the programme (e.g. asked questions during or after class, engaged in discussions etc.)

4. What do you think was the most important lesson students learned from the program?

5. Could you describe a typical situation that you observed in, or outside class, that you think was an immediate result from the program?

6. Could you please indicate below how much you agree or disagree with the following statements? (add 5-point scale)

a. The program was well targeted at students from grade 9-11

b. The objective of the LBSB programme was well reflected in the curriculum I had to teach

c. The training material and assignments were easy to understand for students

7. Now I would like you to indicate on a scale (1-10) for each student (list names below) in your class that took part in the program to what extent you have observed any change in:

a. Attitude towards other ethnic groups
b. Attitude towards the use of violence
c. Behaviour towards other ethnic groups
d. Aggressive behaviour
e. Performance in class

Appendix E4 Focus Group Discussions (FGDs) With Students In LivingSideBySide®, April 20-24, 2015

Questions for treated students

General questions about the programme

1. What do you think the objectives of the programme "LiveSideBySide"® are?
2. Which round of the programme did you participate? (students that participated in rounds 1, 2 might have forgotten the material already. This will show us the short-term effect, etc.)
3. What did you like most about the programme?
4. What did you learn during the programme?

Changes after the programme

5. Has the programme affected your attitude and behavior? If yes, please give an example.
6. Did you notice any changes in attitudes and perceptions of your friends or classmates that participated in the programme?
7. Do you think your changes in attitude and perceptions would affect your friends, who did not participate in the programme? If so, how?
8. Did you observe any changes the way teachers that participated in the programme teach?

Questions about the programme

9. Can you think about any aspects of the programme that could be improved in the future? Please list them in order of importance
10. If there would be another opportunity to participate in a similar programme, would you apply again?
11. Do you think these kinds of programmes would be useful to implement in other schools in Kyrgyzstan? In your mind, are they useful?

Community project

12. Please tell us more about the community project that you did. What was it about exactly? What did you learn about it? Overall, how would you rate the usefulness of a community project based on a scale of 1-10 (1-lowest; 10-highest)?
13. Do you think the community projects were a good way to achieve the aims of the programme?

Understanding of the material

14. Was it difficult for you to understand the material of the trainings? Did you have any troubles understanding particular words?
15. Do you think teachers were able to clearly explain the material? Were unknown words to you well explain?
16. Did you experience any troubles understanding the questions in the surveys?
17. Did you experience any troubles understanding the instructions of the games? Was the way that the supervisor explained the instructions clear to you?
18. Do you remember what those games were about? What game exactly was most interesting to you? And what was other game that came most difficult for you?

Ethnicity and religion

19. Do you have any friends of other ethnicity? In your mind, how important is it to have friends of different ethnicities?
20. On a scale of 1-5, how much do you trust people of different ethnicities?
21. How easy is it for you to be able to work in team with people of different ethnicities?
22. Do you think that inter-ethnic marriages are possible?
23. Do you think you would be willing to marry someone of a different ethnicity? What do you think your parents would say?
24. Do you have any friends of different religions? In your mind, how important is it to have friends of a different religion?
25. On a scale of 1-5, how much do you trust people of different religion?
26. How easy is it for you to be able to work in team with people of different religion?
27. Do you think that marriages of people with different religions are possible?
28. Do you think you would be willing to marry someone of different religion? What do you think your parents would say?

Trust and cooperation during the trainings

29. Please think about your participation in the programme in general. How much do you trust other participants of the programme? Did the level of your trust increase or decrease toward other participants?
30. Do you think the way that teachers treated all participants during the programme was equal? How did your teachers treat you in comparison with all other students in your class?

31. Did you experience any conflicts with other students at school or outside your school during the programme and then after the programme? If yes, what was the conflict based on?

Questions for the students in rounds 1 and 2

32. It has been one year since you have participated in the programme. Do you think that your participation in LSBS programme had a long-term impact in your life?
33. Please tell us about your plans for the future. (purpose of the question: see if the programme had a 'side-effect' on their views about the future)

Questions for control students

Understanding of the questions

1. Did you experience any troubles understanding the questions in the surveys? If yes, what questions exactly came difficult for your understanding?
2. Did you experience any troubles understanding the instructions of the games? Was the way that the supervisor explained the instructions clear to you?
3. Do you remember what those games were about? What game exactly was most interesting to you? And what was other game that came most difficult for you?

Ethnicity and religion

4. Do you have any friends of other ethnicity? In your mind, how important is it to have friends of different ethnicities?
5. On a scale of 1-5, how much do you trust people of different ethnicities?
6. How easy is it for you to be able to work in team with people of different ethnicities?
7. Do you think that inter-ethnic marriages are possible?
8. Do you think you would be willing to marry someone of a different ethnicity? What do you think your parents would say?
9. Do you have any friends of different religions? In your mind, how important is it to have friends of a different religion?
10. On a scale of 1-5, how much do you trust people of different religion?
11. Do you think that marriages of people with different religions are possible?
12. Do you think you would be willing to marry someone of different religion? What do you think your parents would say?

Conflict

13. Did you experience any conflicts with other students at school or outside your school during the last academic year? If yes, what was the conflict based on?

Appendix F Quantitative Survey Instruments

Appendix F1 Student Survey ST1

Student ID:

STUDENT SURVEY ST1

Consent Form

Hello. We are from the Center for Economic and Social Research SOCECONIC. We would like to invite you to participate in our study to gain more insight into the lives of young people in Kyrgyzstan. Any information you provide us will be kept private and confidential. Your participation in this study will not harm you in any way. Only the researchers involved in this study will have access to the information you provide us. The results from this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

This questionnaire will take about 30 minutes. You will answer questions about yourself, school, family, and your personality and attitudes. You are free to opt out any time or decide to not answer particular questions. We may be conducting follow-up surveys with you over the next few months. If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0555 734478

Do you have any questions? If you have questions later while you are filling the survey, please ask and we will answer you. We would greatly appreciate your help in responding to this survey. Would you be willing to participate? Please tick Yes or No.

Yes ☐ If Yes: Please fill Q1-Q4 below, and go to the next page.

No ☐ If No: Please give the questionnaire back to the IPA field officer.

Q1. Surname:	**Q2.** First name:
Q3. What is the number and name of your school?	_____
Q4. What is your class?	_____
Q5. What is your number in class roster?	_____

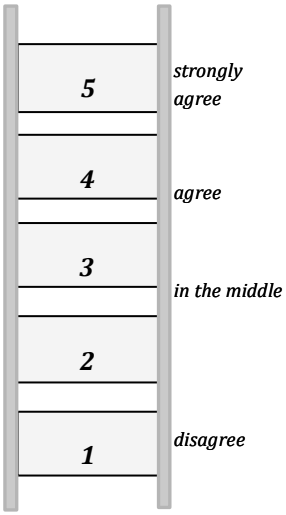
Section 1: Student characteristics

Please answer the following questions about yourself. <u>Circle</u> your answers. <u>Please do not leave any questions blank</u>. ***If you do not want to answer a question, please write next to that question "Do not wish to answer."***			
<u>EXAMPLE</u>: Do you like chocolate?	*1. Yes* (circled) *2. No*		
Q6. What is your date of birth?	|__|__|_____| *day|month|year|*		
Q7. Sex	*1. Male 2. Female*		
Q8. What is your ethnicity (as in your birth certificate)?	*1. Kyrgyz* *2. Uzbek* *3. Russian*	*4. Tajik* *5. Dungan* *6. Uighur*	*7. Kazakh* *8. Other (write down)* _____
Q9. What languages do you speak? Please circle all that apply	*1. Kyrgyz* *2. Uzbek* *3. Russian*	*4. Tajik* *5. English* *6. German*	*7. Turkish* *8. Other (write down)* _____

Section 2: School and out-of-school activities

Q10. What is the main language of instruction in your school?	*1. Kyrgyz* *2. Uzbek*	*3. Russian* *4. Tajik*	*5. Other (write down)* _____
Q11. What subjects do you like studying most?	*1. Mathematics* *2. Physics* *3. Biology*	*4. Russian* *5. English* *6. Sports*	*7. Chemistry* *8. History* *9. Other (write down)*_____

Q12. Do you plan to study in University or professional college after high school graduation	*1 Yes- in university* *2 Yes – in college* *3 Maybe – in university* *4 Maybe – in college* *5 No*
Q13. Have you ever participated at rayon or city Olympiads?	*1. Yes 2. No*
Q14. How many hours per day do you usually spend doing homework assignments on a normal school day?	/___/___/ *hours per day*
Q15. How much time do you spend watching television or videos outside of school on a normal school day?	*1. No time* *2. Up to 1 hour* *3. 1-3 hours* *4. 3-5 hours* *5. 5 hours and mor*
Q16. How many friends from your class do you have?	/___/___/ *friends*
Q17. How many of them are from a different ethnic group?	/___/___/ *friends*
Q18. What school clubs and organizations do you belong to?	*1. School parliament* *2. Sport group* *3. Cultural group* *4. Music group* *5. Other group (write here) ->* *6. I am not involved in any group* _____
Q19. Are you involved in any extracurricular activities?	*1. Sport training* *2. Language learning* *3. Tutoring lessons* *4. Music lessons* *5. Other activities* *6. I am not involved in any extracurricular activity*
Q20. How do you reach your school from home?	*1. Walking* *2. By bus* *3. By car* *4. Other means*
Q21. How long does it take you to reach your school?	/___/___/ *minutes*



Please look at the picture of a ladder to the left.

How much do you agree with these statements?

		strongly disagree	*disagree*	*in the middle*	*agree*	*strongly agree*
Q22.	*I like being in school*	*1*	*2*	*3*	*4*	*5*
Q23.	*I feel safe when I am at school*	*1*	*2*	*3*	*4*	*5*
Q24.	*I think that students in my school work hard*	*1*	*2*	*3*	*4*	*5*
Q25.	*I think that teachers in my school care about me*	*1*	*2*	*3*	*4*	*5*
Q26.	*I can get my classmates to listen to what I say*	*1*	*2*	*3*	*4*	*5*
Q27.	*I consider myself to be a leader*	*1*	*2*	*3*	*4*	*5*
	Compared to your friends, are you willing to take risks in your life? For example, a risk in your life could be walking alone at night even if it is not safe.	*1*	*2*	*3*	*4*	*5*
Q29.	*I enjoy participating in group and team activities*	*1*	*2*	*3*	*4*	*5*

Did any of these things happen at school during the last 2 months (as far as you know)?

	At school …	*Yes*	*No*
Q30.	*Something was stolen from me*	*1*	*2*
Q31.	*Something was stolen from someone in my class*	*1*	*2*
Q32.	*I was bullied by another student*	*1*	*2*
Q33.	*Someone in my class was bullied by another student*	*1*	*2*

Q34.	*I was hit or hurt by another student*	*1*	*2*
Q35.	*Someone in my class was hit or hurt by another student*	*1*	*2*

Section 3: Household and parental characteristics

Q36. What language do you normally speak at home?	*1. Kyrgyz*	*3. Russian*	*5. Other*
	2. Uzbek	*4. Tajik*	
Q37. How many hours per day do you usually spend doing housework (cleaning, washing, cooking, baby-sitting)?	*/___/___/ hours per day*		
Q38. Do you work for pay during school year?	*1. Yes 2. No*		
Q39. How many brothers and sisters do you have?	*/___/___/ brothers and sisters*		
Q40. How many of your brothers and sisters live with you at home currently?	*/___/___/ brothers and sisters*		
Q41. What is/was father's level of education?	*1. None*	*4. Secondary general*	*7. Candidate or doctor nauk*
	2. Primary	*5. Secondary professional*	*8. Don't know*
	3. Basic	*6. University*	

Q42. What is/was father's major source of income?	*1. Farmer / Agriculture* *2. Trade / market* *3. Government job*	*4. Profession (teacher, doctor)* *5. Construction* *6. Manual worker*	*7. Other (describe)* _____ *8. None / unemployed* *9. Don't know*
Q43. Where is your father now?	*1. In Kyrgyzstan with us* *2. In Kyrgyzstan in other place*	*3. In Russia* *4. In other country*	*5. Don't know*
Q44. What is/was mother's level of education?	*1. None* *2. Primary* *3. Basic*	*4. Secondary general* *5. Secondary professional* *6. University*	*7. Candidate or doctor nauk* *8. Don't know*
Q45. What is/was her major source of income?	*1. Farmer / Agriculture* *2. Trade / market* *3. Government job*	*4. Profession (teacher, doctor)* *5. Construction* *6. Manual worker*	*7. Other (describe* _____ *8. None / unemployed* *9. Don't know*
Q46. Where is your mother now?	*1. In Kyrgyzstan with us* *2. In Kyrgyzstan in other place*	*3. In Russia* *4. In other country*	*5. Don't know*

Section 4: Housing and asset characteristics

Q47. What type of housing does your household usually sleep in?	*1. House* *2. Flat / apartment*	*3. Barracks* *4. Tent*	*5. Other (write down)* _____

Q48. This dwelling…	*1. Owned by your family 2. Rented by your family*
Q49. How many living rooms are in your home?	*/__/__/ rooms (without kitchen and bathroom)*
Q50. How many people live in your home?	*/__/__/ people*
Q51. What is the main source of drinking water for your household?	*1. Water pipe is inside* *2. Public water plumbing outside* *3. Spring, well, river, lake* *4. Other sources*
Q52. Does your household own a car?	*1. Yes 2. No*
Q53. Do you have a computer at home?	*1. Yes 2. No*
Q54. About how many books are there in your home? (Do not count magazines, newspapers, or your school books)	*1. None or few* *2. Up to 25 (one bookshelf)* *3. 26-100 (one bookcase)* *4. 101-200 (two bookcases)* *5. more than 200*

Section 5: Trust

	Do you trust …?	*Do not trust at all*	*Do not trust very much*	*Trust somewhat*	*Trust completely*
Q55.	*Your family*	*1*	*2*	*3*	*4*
Q56.	*Your neighborhood*	*1*	*2*	*3*	*4*
Q57.	*People you know personally*	*1*	*2*	*3*	*4*
Q58.	*People you meet for the first time*	*1*	*2*	*3*	*4*
Q59.	*People of your nationality*	*1*	*2*	*3*	*4*
Q60.	*People of another nationality*	*1*	*2*	*3*	*4*
Q61.	*People of another religion*	*1*	*2*	*3*	*4*

Section 6: Concluding questions

Q62. Do you know that students from your school have a chance to participate in the third round of the LivingSidebySide® training program that starts in February 2014?	*1. Yes 2. No*
Q63. Do you know that students from your school participated in the LivingSidebySide® training program last year?	*1. Yes* → ***Q66*** *2. No* *3. Not sure*
Q64. Would you like to apply to participate in the LSBS training program that starts in April-May 2014?	*1. Yes* *2. No* *3. Not sure*
Q65. Would you like to apply for participation in the LSBS training program if there are no any reasons that prevent you from participation?	*1. Yes* *2. No* *3. Not sure*
*If **No** or **Not Sure** for **Q65**, please return this form to the survey administrator.* *If **Yes**, please provide your home address and contact information of your parents or guardians*	
Q66. Your home address	*Street and No* _____ *Population point* _____
Q67. Your father's name and his cell phone number	*Name* _____ *Tel. no* _____
Q68. Your mother's name and her cell phone number	*Name* _____ *Tel. no* _____

Appendix F2 Student Survey ST1 (Control students)

This questionnaire is to be filled only by students of the 9th grades in control schools in AY2014-15

Student ID:

STUDENT SURVEY ST1K

Consent Form

Hello. We are from the Center for Social and Economic Research SOCECONIC. We would like to invite you to participate in our study as part of the training programme aimed at developing tolerance among school-going youth in Kyrgyzstan. Any information you provide us will be kept private and confidential. Your participation in this study will not harm you in any way. Only the researchers involved in this study will have access to the information you provide us. The results of this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

This questionnaire will take about 30 minutes. You will answer questions about yourself, school, family, your personality and attitudes. You are free to opt out any time you decide to not answer particular questions. We may be conducting follow-up surveys with you over the next few months. If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0555 734478.

Do you have any questions? If you have questions later while you are filling the survey, please ask and we will answer you. We would greatly appreciate your help in responding to this survey. Would you be willing to participate? Please tick Yes or No.

Yes ☐ If Yes: Please fill Q1-Q4 below, and go to the next page.

No ☐ If No: Please give the questionnaire back to the IPA field officer.

Q1. Surname:	**Q2.** First name:
Q3. What is the name of your school?	_____
Q4. What is your class?	_____
Q5. What is your number in class roster?	_____

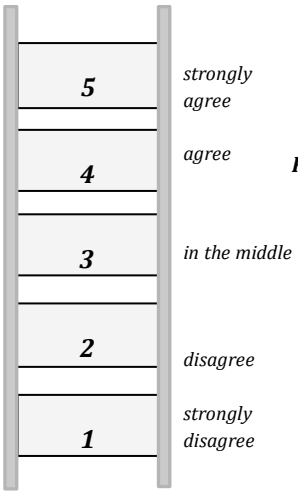
Section 7: Student characteristics

Please answer the following questions about yourself. <u>Circle</u> your answers. <u>Please do not leave any questions blank</u>. ***If you do not want to answer a question, please write next to that question "Do not wish to answer."***			
<u>EXAMPLE</u>: Do you like chocolate?	*1. Yes*	*2. No*	
Q6. What is your date of birth?	|__|__|_____| *day|month|year|*		
Q7. Male or female? (observe, do not ask)	*1. Male*	*2. Female*	
Q8. What is your ethnicity (as in your birth certificate)?	*1. Kyrgyz* *2. Uzbek* *3. Russian*	*4. Tajik* *5. Dungan* *6. Uighur*	*7. Kazakh* *8. Other (write down)* _____
Q9. What languages do you speak? Please circle all that apply	*1. Kyrgyz* *2. Uzbek* *3. Russian*	*4. Tajik* *5. English* *6. German*	*7. Turkish* *8. Other (write down)* _____

Section 8: School and out-of-school activities

Q10. What is the main language of instruction in your school?	*1. Kyrgyz* *2. Uzbek*	*3. Russian* *4. Tajik*	*5. Other (write down)* _____
Q11. What subjects do you like studying most?	*1. Mathematics* *2. Physics* *3. Biology*	*4. Russian* *5. English* *6. Sports*	*7. Chemistry* *8. History* *9. Other (write down)*_____

Q12. Do you plan to study in University or professional college after high school graduation	*1 Yes- in university* *2 Yes – in college* *3 Maybe – in university*	*4 Maybe – in college* *5 No*
Q13. Have you ever participated at rayon or city Olympiads?	*1. Yes 2. No*	
Q14. How many hours per day do you usually spend doing homework assignments on a normal school day?	*/___/___/ hours per day*	
Q15. How much time do you spend watching television or videos outside of school on a normal school day?	*1. No time* *2. Up to 1 hour* *3. 1-3 hours*	*4. 3-5 hours* *5. 5 hours and mor*
Q16. How many friends from your class do you have?	*/___/___/ friends*	
Q17. How many of them are from a different ethnic group?	*/___/___/ friends*	
Q18. What school clubs and organizations do you belong to?	*1. School parliament* *2. Sport group* *3. Cultural group*	*4. Music group* *5. Other group (write here) ->* _____	*6. I am not involved in any group*
Q19. Are you involved in any extracurricular activities?	*1. Sport training* *2. Language learning* *3. Tutoring lessons*	*4. Music lessons* *5. Other activities*	*6. I am not involved in any extracurricular activity*
Q20. How do you reach your school from home?	*1. Walking* *2. By bus*	*3. By car* *4. Other means*
Q21. How long does it take you to reach your school?	*/___/___/ minutes*	



Please look at the picture of a ladder to the left.

How much do you agree with these statements?

		strongly disagree	*disagree*	*in the middle*	*agree*	*strongly agree*
Q22.	*I like being in school*	*1*	*2*	*3*	*4*	*5*
Q23.	*I feel safe when I am at school*	*1*	*2*	*3*	*4*	*5*
Q24.	*I think that students in my school work hard*	*1*	*2*	*3*	*4*	*5*
Q25.	*I think that teachers in my school care about me*	*1*	*2*	*3*	*4*	*5*
Q26.	*I can get my classmates to listen to what I say*	*1*	*2*	*3*	*4*	*5*
Q27.	*I consider myself to be a leader*	*1*	*2*	*3*	*4*	*5*
	Compared to your friends, are you willing to take risks in your life? For example, a risk in your life could be walking alone at night even if it is not safe.	*1*	*2*	*3*	*4*	*5*
Q29.	*I enjoy participating in group and team activities*	*1*	*2*	*3*	*4*	*5*

Did any of these things happen at school during the last 2 months (as far as you know)?

	At school …	*Yes*	*No*
Q30.	*Something was stolen from me*	*1*	*2*
Q31.	*Something was stolen from someone in my class*	*1*	*2*
Q32.	*I was bullied by another student*	*1*	*2*
Q33.	*Someone in my class was bullied by another student*	*1*	*2*
Q34.	*I was hit or hurt by another student*	*1*	*2*
Q35.	*Someone in my class was hit or hurt by another student*	*1*	*2*

Section 9: Household and parental characteristics

Q36. What language do you normally speak at home?	*1. Kyrgyz*	*3. Russian*	*5. Other*
	2. Uzbek	*4. Tajik*	
Q37. How many hours per day do you usually spend doing housework (cleaning, washing, cooking, baby-sitting)?	*/___/___/ hours per day*		
Q38. Do you work for pay during school year?	*1. Yes 2. No*		
Q39. How many brothers and sisters do you have?	*/___/___/ brothers and sisters*		
Q40. How many of your brothers and sisters live with you at home currently?	*/___/___/ brothers and sisters*		
Q41. What is/was father's level of education?	*1. None*	*4. Secondary general*	*7. Candidate or doctor nauk*
	2. Primary	*5. Secondary professional*	
	3. Basic	*6. University*	*8. Don't know*

Q42. What is/was father's major source of income?	*1. Farmer / Agriculture* *2. Trade / market* *3. Government job*	*4. Profession (teacher, doctor)* *5. Construction* *6. Manual worker*	*7. Other (describe)* _____ *8. None / unemployed* *9. Don't know*
Q43. Where is your father now?	*1. In Kyrgyzstan with us* *2. In Kyrgyzstan in other place*	*3. In Russia* *4. In other country*	*5. Don't know*
Q44. What is/was mother's level of education?	*1. None* *2. Primary* *3. Basic*	*4. Secondary general* *5. Secondary professional* *6. University*	*7. Candidate or doctor nauk* *8. Don't know*
Q45. What is/was her major source of income?	*1. Farmer / Agriculture* *2. Trade / market* *3. Government job*	*4. Profession (teacher, doctor)* *5. Construction* *6. Manual worker*	*7. Other (describe* _____ *8. None / unemployed* *9. Don't know*
Q46. Where is your mother now?	*1. In Kyrgyzstan with us* *2. In Kyrgyzstan in other place*	*3. In Russia* *4. In other country*	*5. Don't know*

Section 10: Housing and asset characteristics

Q47. What type of housing does your household usually sleep in?	*1. House* *2. Flat / apartment*	*3. Barracks* *4. Tent*	*5. Other (write down)* _____

Q48. This dwelling…	*1. Owned by your family 2. Rented by your family*
Q49. How many living rooms are in your home?	*/__/__/ rooms (without kitchen and bathroom)*
Q50. How many people live in your home?	*/__/__/ people*
Q51. What is the main source of drinking water for your household?	*1. Water pipe is inside* *2. Public water plumbing outside* *3. Spring, well, river, lake* *4. Other sources*
Q52. Does your household own a car?	*1. Yes 2. No*
Q53. Do you have a computer at home?	*1. Yes 2. No*
Q54. About how many books are there in your home? (Do not count magazines, newspapers, or your school books)	*1. None or few* *2. Up to 25 (one bookshelf)* *3. 26-100 (one bookcase)* *4. 101-200 (two bookcases)* *5. more than 200*

Section 11: Trust

	Do you trust …?	*Do not trust at all*	*Do not trust very much*	*Trust somewhat*	*Trust completely*
Q55.	*Your family*	*1*	*2*	*3*	*4*
Q56.	*Your neighborhood*	*1*	*2*	*3*	*4*
Q57.	*People you know personally*	*1*	*2*	*3*	*4*
Q58.	*People you meet for the first time*	*1*	*2*	*3*	*4*
Q59.	*People of your nationality*	*1*	*2*	*3*	*4*
Q60.	*People of another nationality*	*1*	*2*	*3*	*4*
Q61.	*People of another religion*	*1*	*2*	*3*	*4*

Section 12: Concluding questions

Q62. Your home address	*Street and No* _____ *Population point* _____
Q63. Your father's name and his cell phone number	*Name* _____ *Tel. no* _____
Q64. Your mother's name and her cell phone number	*Name* _____ *Tel. no* _____

Appendix F3 Questionnaire For School Administration

Interviewer's Code:

1. Person filling out the questionnaire

SP1.	*First and family names*	
SP2.	*Position held at school*	
SP3.	*Year of birth*	_____*(yyyy)*
SP4.	*Gender*	*1. male 2. female*
SP5.	*Ethnicity*	*1. Kyrgyz 3. Russian 5. Others* *2. Uzbek 4. Tajik*
SP6.	*Education*	1. Secondary general 2. Secondary technical / special 3. University (bachelor, diploma, master) 4. Kandidat / doctor nauk

2. Information about the school

SP7.	*School # and name*	_____
SP8.	*Postal address*	_____
SP9.	*Subject focus of school (If more than 1, please mark all that apply)*	1. Mathematics 5. Computer science 2. Physics 6. Foreign languages 3. Chemistry 7. Sports 4. Biology 8. Other 9. No subject focus
SP10.	*Type of school*	1. Standard school 3. Private school 2. Gymnasium 4. Other type

3. School director

SP11.	Year of	_____ *(yyyy)*

	birth	
SP12.	Gender	*1. male* *2. female*
SP13.	Ethnicity	*1. Kyrgyz* *3. Russian* *5. Other* _____ *2. Uzbek* *4. Tajik*
SP14.	Education	1. Secondary general 2. Secondary technical / special 3. University (bachelor, diploma, master) 4. Kandidat / doctor nauk
SP15.	Year of appointment as school director	_____ *(yyyy)*
SP16.	Number of years of teaching experience in total	_____ *years*

4. Students

			as of September 2013	*as of September 2014*
SP17.	*How many students have been enrolled in your school in total as of September 2013 and as of September 2014?*			
SP18.	Main instruction languages in Grades 9-11, in %	*1. Kyrgyz* _____% *3. Russian* _____% *5. Other* _____ % *2. Uzbek* _____% *4. Tajik* _____ %		
SP19.	*What is the drop-out ratio (% of total) after the 9th grade in the last three years?*	*1. 2011-12* _____ %	*2. 2012-13* _____ %	*3. 2013-14* _____ %
SP20.	*What is the most common reason for the students' drop-out after the 9th grade?* *(mark all that apply)*	1. Admission to a technical/professional school 2. Start working 3. Family's movement/migration 4. Movement to another secondary school 5. Unsatisfactory performance at the state exams 6. Dismissal due to academic/behavioral misconduct 7. Marriage 8. Other _____		
		2011-12	*2012-13*	2013-14
SP21.	*What has been the average score of the 11th grade student graduates in National Unified Test in the last three years?*			

SP22.	*How many students graduated the school with gold medals (with distinction) in the last three years?*			
SP23.	*What is the percentage of students admitted to the universities after graduation in the last three years?*			
SP24.	*How many of the school students took part in the oblast Olympiads in the last three years?*			
SP25.	*How many of the school students won awards at the oblast Olympiads in the last three years?*			

5. *Teachers*

SP26.	*How many teachers teach in the upper level classes (classes 9-11)?*				_____	
SP27.	*What is the percentage by gender?*	1. Male: _____ % 2. Female: _____%				
SP28.	*What is the percentage by ethnicity?*	*1. Kyrgyz ____ %* *3. Russian ____ %* *5. Other ____ %* *2. Uzbek ____%* *4. Tajik ____%*				
SP29.	*What is the level of education of the school teachers employed for the upper-level teaching?*	1. Bachelor/Specialist: ___% of teachers 2. Master: ___ % of teachers 3. Kandidat: ___ % of teachers				
SP30.	*On a scale from 1 to 5, please specify the level of sufficiency of teachers for each of the following subjects:*	*Severe shortage*	*Slight shortage*	*Enough*	*Slight surplus*	*Abundance*
	1. Mathematics	*1*	*2*	*3*	*4*	*5*
	2. Kyrgyz Language	*1*	*2*	*3*	*4*	*5*
	3. Russian Language	*1*	*2*	*3*	*4*	*5*
	4. English Language	*1*	*2*	*3*	*4*	*5*
	5. History	*1*	*2*	*3*	*4*	*5*
	6. Geography	*1*	*2*	*3*	*4*	*5*

	7.Physics	*1*	*2*	*3*	*4*	5
	8.Chemistry	*1*	*2*	*3*	*4*	5
	9.Biology	*1*	*2*	*3*	*4*	5
	10. IT / computers	*1*	*2*	*3*	*4*	5
	11. Sports	*1*	*2*	*3*	*4*	5

SP31.	*What is the average monthly salary of school teachers in 2014-15 academic year (after paying taxes and other social benefits)?*			_____ *Soms/month*
SP32.	*Are there any possibilities for teachers in terms of training and skill development?*			1. Yes 2. No ⇒ *go to* ***SP34***
SP33.	*If yes, what percentage of teachers has been involved in training and skill development activities in the last three years?*	*2011-12*	*2012-13*	2013-14
SP34.	*Is there any teachers' evaluation practice at the school?*			1. Yes 2. No ⇒ *go to* ***SP36***
SP35.	*If "Yes", what method is used for teachers' evaluation? (mark all that apply)*	1. Student evaluation 2. Teacher peer review 3. Observation by director/senior administrative staff 4. Students' performance at state exams/National Unified Tests 5. Evaluation by external commission, incl. rayon and oblast representatives of the Ministry of Education 6. Other _____		

7. Facilities

SP36.	*What is the school's size in square meters?*	_____ *sq.m*
SP37.	*How many classrooms are in your school?*	_____ *classrooms*
SP38.	*Is there any computer lab in the school?*	1. Yes, _____ *(write a number of labs)* 2. No ⇒ *go to* ***SP40***
SP39.	*What is the number of computers in the lab(s)?*	_____ *computers*
SP40.	*Is there any internet connection available for academic purposes?*	1. Yes 2. No ⇒ *go to* ***SP42***
SP41.	*If "yes", how many hours per week on average are students allowed to use internet connection?*	_____*hours/week*
SP42.	*Is there a library in the school?*	1. Yes 2. No ⇒ *go to* ***SP45***

SP43.	*If "Yes", how many non-textbook books are there in the school library?*	_____*books*
SP44.	*Please estimate the average number of visitors per day to the library*	_____ *visitors per day*

SP45.	*What kind of heating is used at the school?*	1. Central heating 2. Electricity	3. Coal 4. Other
SP46.	*Were there any lengthy electricity cut-offs in the daytime during the last year 2013-14?*		1. Yes 2. No⇒ *go to* ***SP48***
SP47.	*If "Yes", how many hours per month on average was left without electricity in the daytime during the last year 2013-14?*		–––––––– hours/month
SP48.	How often do classrooms get refurbished?	1. Once a year 2. Once in 2-3 years	3. Once in 4-5 years 4. Once in more than 5 years
SP49.	*Which of these facilities are available in your school?* *(mark all that apply)*	1. Cafeteria/canteen 2. Drinking water 3. Hot water for washing 4. Toilets outside of the school 5. Toilets inside of the school	6. Sport hall/field 7. Concert hall 8. Physical/chemical lab 9. Teacher's room 10. Medical center

	On a scale from 1 to 5, specify the level of sufficiency of the following in general:	Severe shortage	Slight shortage	Enough	Slight surplus	Abun-dance
SP50.	1. Classrooms	1	2	3	4	5
	2. Desks	1	2	3	4	5
	3. Chairs	1	2	3	4	5
	4. Blackboards	1	2	3	4	5
	5. Computers	1	2	3	4	5
	6. Copy-machines /printers	1	2	3	4	5
	7. Projectors	1	2	3	4	5
	8. Telephones	1	2	3	4	5
	9. Textbooks	1	2	3	4	5
	10. Other furniture	1	2	3	4	5

8. School activities

SP51.	Which of the following extracurricular clubs function in the school? *(mark all that apply)*	1. School parliament 2. School newspaper 3. Dance group *4. Singing group/choir*	5. Sport teams 6. Cultural organization 7. Activist/volunteer *8. Other* _____
SP52.	What percentage of students is involved in these activities in total?		_____ *%*
SP53.	Does the school administration provide any financial support to the clubs mentioned above?		*1. Yes, regularly*

		2. Yes, occasionally *3. No ⇒ go to* ***SP55***
SP54.	If yes, which of the groups are supported financially by the school? *(mark all that apply)*	1. School parliament 2. School newspaper 3. Dance group 4. Singing group/choir 5. Sport teams 6. Cultural organization 7. Activist/volunteer 8. Other _____
SP55.	Does the school organize diversity events and retreats for students to get to know each other better?	1. Yes 2. No ⇒ *go to* ***SP57***
SP56.	If "Yes", how often does the school organize diversity events/retreats?	1-2 times a year 3-4 times a year 3. 5-7 times a year 4. More than 7 times a year
SP57.	Did the school implement any social projects (ex. tolerance, peace-building, skill-raising, health, educational projects etc.) since June 2010?	1. Yes 2.No ⇒ *go to* ***SP61***
SP58.	If "Yes", please use the following space to provide details. If it is has been a number of them, please give details for the latest three projects. I) • Title of the project • Start date of the project realization • End date of the project realization • Main aim of the project • Implementing organization • Donor organization • Main outcome of the project	_____ _____ *(mm.yyyy)* _____ *(mm.yyyy)* _____ _____ _____ _____
SP59.	II) • Title of the project • Start date of the project realization • End date of the project realization • Main aim of the project • Implementing organization • Donor organization • Main outcome of the project	_____ _____ *(mm.yyyy)* _____ *(mm.yyyy)* _____ _____ _____ _____
SP60.	III) • Title of the project • Start date of the project realization • End date of the project realization • Main aim of the project • Implementing organization • Donor organization • Main outcome of the project	_____ _____ *(mm.yyyy)* _____ *(mm.yyyy)* _____ _____ _____ _____

9. Counseling

SP61.	*Is there a psychologist-consultant at the school?*	1. Yes 2. No ⇒ *go to* ***SP63***

SP62.	If "Yes", what is the most common issue that forces students to see a school psychologist?	1. Academic performance 2. Conflict with other students 3. Conflict with teachers 4. Family issues	5. Teenage issues 6. General depression 7. Other _____ 8. N/A

	On a scale from 1 to 5, could you assess the seriousness of the following school problems to the best of your knowledge?	Not a problem at all	*Minor problem*	*Moderate problem*	Serious problem	Very serious problem
SP63.	1. Student cheating /plagiarism	1	2	3	4	5
	2. In-school student conflicts	1	2	3	4	5
	3. Student conflicts with students of other schools	1	2	3	4	5
	4. Student conflicts with teachers	1	2	3	4	5
	5. Student conflicts with parents/family	1	2	3	4	5
	6. Student absenteeism	1	2	3	4	5
	7. Student disengagement in the classroom *(e.g. given the digital device distractions)*					
	8. Alcohol abuse	1	2	3	4	5
	9. Illegal drug abuse	1	2	3	4	5
	10. Racketeering	1	2	3	4	5
	11. Harassment	1	2	3	4	5
	12. Theft	1	2	3	4	5
	13. Vandalism	1	2	3	4	5
	14. Other _____	1	2	3	4	5

SP64.	*How many cases of student behavioral misconduct took place in general in the last three years?*	*AY2012-13*	*AY2013-14*	*AY 2014-15 (ongoing)*
		_____ *cases*	_____ *cases*	_____ *cases*

SP65.	*What has been the school's most common sanction for student behavioral misconduct in the last three years?*	1. Oral reprimand 2. Academic probation 3. Suspension from studies	4. Dismissal from school 5. Other _____ 6. None

SP66.	Is there any parental committee functioning at the school?	1. Yes 2. No ⇒ *go to* ***SP68***

SP67.	If yes, how often does the committee meet?	1. once a month 2. 1-2 times per academic semester	3. once a year

SP68.	On a scale from 1 to 5, how would you assess the following:	Very low	Low	Medium	High	Very high

	1. Teachers' absenteeism	1	2	3	4	5
	2. Teachers' motivation to teach	1	2	3	4	5
	3. Teachers' understanding of communication and teaching ethics	1	2	3	4	5
	4. Parents' participation in regular meetings with class curator and the school administration	1	2	3	4	5
	5. Parents' financial support of the school	1	2	3	4	5

School №

Student ID:

Filled in by Soceconic

Consent form

Hello. We are from the Center for Economic and Social Research SOCECONIC. We would like to invite you to keep participating in our study so that we gain more insight into the lives of young people in Kyrgyzstan. Any information you provide us will be kept private and confidential. Your participation in this study will not harm you in any way. Only the researchers involved in this study will have access to the information you provide us. The results from this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

This questionnaire will take about 45 minutes. The form consists of two parts. In the first part we would like to ask you to evaluate your relations with other students in your school using a particular scale. In the second part you would need to answer some questions on your attitudes, feelings and perceptions.

You are free to opt out any time or decide to not answer particular questions. If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0555 73 44 78.

Do you have any questions? If you have questions later while you are filling the survey, please ask and we will answer you. We would greatly appreciate your help in responding to this survey. Would you be willing to participate? Please tick Yes or No.

Yes ☐ If "Yes": Please continue to the next page

No ☐ If “No”: Please give the questionnaire back to the IPA field officer.

Surname: _____	*First name:* _____
Sex ☐Male ☐Female	*Date of birth* _____ *(dd/mm/yyyy)*
School No and name	_____
Class _____	*Telephone No* _____

Part 1. Social networks

Please look at the table below. You have a list of all students in your school from grades 10 and 11. Please indicate the degree of relation with a student on a scale of -3 to 3. Please tick 0 if you feel indifferent toward a particular student.

If you don’t know this person, tick the box "Don't know". Please note that only researchers will know your responses. No other student will know whom you have listed as being your friend, non-friend or someone you don’t know.

It is important for us to understand who your friends are and who are not. Filling out this table truthfully will enable us to better understand the lives of Kyrgyz people.

Example:

		-3	-2	-1	0	+1	+2	+3	Don't know
1000000	Vasechkin Petr	☐	☐	☐	☐	☐	☐	☑	☐
2000000	Petrov Vasily	☐	☐	☐	☑	☐	☐	☐	☐
3000000	Startseva Maria	☐	☑	☐	☐	☐	☐	☐	☐

Part 2. Attitudes

How much do you agree with these statements?

Section 1: Trust

	Do you trust…?	Do not trust at all	Do not trust very much	Trust somewhat	Trust completely
ST1.	Your family	1	2	3	4
ST2.	Your neighbours	1	2	3	4
ST3.	People you know personally	1	2	3	4
ST4.	People you meet for the first time	1	2	3	4
ST5.	People of your ethnicity	1	2	3	4
ST6.	People of another ethnicity	1	2	3	4
ST7.	People of another religion	1	2	3	4

Part 2: Perceptions and feelings

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
ST8.	Kyrgyz language should be the only official language in the country.					
ST9.	Ethnic minorities should be given freedom to practice their culture and traditions.					
ST10.	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities.					
ST11.	We need to protect our culture, religion and language from the influence of other ethnic, religious and linguistic groups living in our country.					
ST12.	We are living in a tolerant and peaceful multi-ethnic country in general.					
ST13.	I feel myself at home in Kyrgyzstan.					
ST14.	I would feel comfortable dancing with a person of the same ethnicity in a public place.					
ST15.	I would feel comfortable dancing with a person of another ethnicity in a public place.					

Section 3: Attitudes

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
ST16.	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons.					
ST17.	I avoid contacts with people of another background because they are completely different from people of my group/background.					
ST18.	I am often invited by people of other groups for different events and celebrations.					
ST19.	Ethnic intolerance is often a result of small actions like spreading rumours and committing theft.					
ST20.	If I stand by while others commit evil actions, I'm also responsible.					
ST21.	I believe I should marry someone from my regional, religious or ethnic group.					
ST22.	If you disagree with something that someone is doing or saying you should keep quiet.					
ST23.	There is mistrust in my community.					
ST24.	Complaining about inefficient rules or regulations is useless.					

Section 4: At school

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
ST25.	Students in my class get along very well regardless of their background.					
ST26.	Students and teachers tend to group themselves and others by ethnicity.					
ST27.	Teachers and administrative staff at my school do their best to create a safe and non-discriminatory environment for every student.					
ST28.	My school creates opportunities for students to get to know each other (for example afterschool programs for students to mix).					

ST29.	Imagine that you are verbally insulted by a student who belongs to a group/category other than your own, what is your likely reaction?	1. Politely tell him/her not to do so again.
		2. Insult him/her back using offensive xenophobic slurs.
		3. Hit him/her violently.
		4. Do or say nothing, but report him/her to my class curator or school administration.
		5. Do or say nothing, but next day come with a number of my friends for a “serious talk” with him/her.
		6. Ignore him/her and forget about that case.

Section 5: Self-efficacy and locus of control

Please rate how certain you are that you can do each of the things described below by writing the appropriate number from 0 to 100 using the scale given below:

0 10 20 30 40 50 60 70 80 90 100		
Cannot do at all — Moderately can do — *Highly certain can do*		
		Confidence (0-100)
ST30.	Resist peer pressure to do things in school that get me into trouble	
ST31.	Make and keep friends of the opposite sex	
ST32.	Make and keep friends of the same sex	
ST33.	Make and keep friends of the same ethnic group	
ST34.	Make and keep friends of another ethnic group	
ST35.	Make and keep friends of the same religious group	
ST36.	Make and keep friends of another religious group	
ST37.	Work well in a group	
ST38.	Express my opinions when other classmates disagree with me	
ST39.	Stand up for myself when I feel I am being treated unfairly	
ST40.	Get others to stop annoying me or hurting my feelings	
ST41.	Stand firm to someone who is asking me to do something unreasonable or inconvenient	
ST42.	Get a friend to help me when I have social problems	
ST43.	Get myself to study when there are other interesting things to do	
ST44.	Finish my homework assignments by deadlines	
ST45.	Plan my schoolwork for the day	

For each question please circle Yes or No

	Statement	**Yes or No**
ST46.	Do you think your school grades are mostly affected by accidental happening?	1. Yes 2. No
ST47.	Do you think teachers are often unfair to students?	1. Yes 2. No
ST48.	Do you believe that high-test scores are a matter of hard work; luck has little or nothing to do with it?	1. Yes 2. No
ST49.	Do you believe that most problems will solve themselves if you just don't fool with them?	1. Yes 2. No
ST50.	Do you feel that most of the time it doesn't pay to try hard because things never turn our right anyway?	1. Yes 2. No
ST51.	Do you feel that one of the best ways to handle most problems is just not to think about them?	1. Yes 2. No
ST52.	Do you feel that you have a lot of choice in deciding who your friends are?	1. Yes 2. No
ST53.	Do you feel that when someone your age decides to hit you there's little you can do to stop him or her?	1. Yes 2. No
ST54.	Do you believe that whether or not people like you depends on how you act?	1. Yes 2. No

Thank you! We finished the survey. Please give the questionnaire back to our staff.

CONFIDENTIAL

Stockholm International Peace Research Institute SIPRI

Center for Social and Economic Research SOCECONIC

University of Central Asia UCA

Impact Evaluation of peace building educational programme "LivingSidebySide"® in Kyrgyzstan

Household Questionnaire

Baseline Survey

Kyrgyzstan 2014

Household code ☐

Consent Form

Hello. We are from the Center for Economic and Social Research SOCECONIC. We would like to invite you to participate in our study to learn more about tolerance among school-going youth in Kyrgyzstan. We are visiting your household because your son or daughter wished to participate in the tolerance training provided in some schools in Kyrgyzstan. All information collected for this study will be kept strictly confidential. While the data collected will be used for research purposes, information that could identify you or your household will never be publicly released in any research report or publication. Your participation in this study will not harm you in any way. The results from this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

The average time it takes to complete the interview is about **one hour**. You will answer questions about your household members, household socio-economic characteristics, individual attitudes and values, as well as some questions about the child who is part of the study. We will also ask your spouse/another member of the household to answer several questions about the child. In addition, we have a number of questions to the student.

If you decide to participate in this study, you are free to opt out any time or decide to not answer particular questions. We would greatly appreciate your help in responding to this survey.

Before we begin the interview, we want to make sure you understand the following information about the study:

- You have the right to ask questions at any point before the interview, during the interview, or after the interview is completed.
- The intention of the study is to conduct further interviews with you in the future. As a result, your personal details will be kept on record in order that you can be re-contacted to participate in future studies that form part of this project.
- If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0550 58 15 14.

Do you have any questions? Would you be willing to participate?

An interviewer ticks: ☐ ***Yes*** or ☐ ***No***

Name and signature of the respondent _____

Date _____

Stockholm International Peace Research Institute

Center for Social and Economic Research
SOCECONIC

University of Central Asia

Baseline survey

Impact Evaluation Study of
the LivingSidebySide® Peacebuilding Programme in Kyrgyzstan

Household Questionnaire

Household Code

Name of HH head _____ Interviewer Code Supervisor Code

Main respondent _____ Main Respondent's ID (see Roster)
(the most informed member of HH)

SURVEY RESULTS

Interview No.	Date of visit	Time of interview Start	Finish	Other person(s) present?	Interviewer assessment of interview	Comments
				1 Yes	1 Reliable	*(If "unreliable", please indicate reason here)*
	(DD.MM)	(HH:MM)	(HH:MM)	2 No	2 Unreliable	
1						
2						
3						

☐ Household questionnaire is fully completed
☐ Household questionnaire is partly completed

Reasons for incomplete answers
☐ Refusal to answer some questions
☐ Respondent is not prepared for a long interview
☐ Other reasons, please specify _____

Which modules ☐ ☐ ☐ ☐

CONTENT OF HOUSEHOLD QUESTIONNAIRE

1. HOUSEHOLD
    1.A. HOUSEHOLD COMPOSITION
    1.B. ADULTS: MARITAL STATUS, EDUCATION, EMPLOYMENT
    1.C. CHILD EDUCATION

2. HOUSING AND ASSETS
    2A. HOUSING AND LAND
    2.B. ASSETS

3. HOUSEHOLD INCOME

4. SHOCKS

5. SUBJECTIVE WELL-BEING

6. WORRIES

7. PERCEPTION OF SECURITY

8. EXPOSURE TO THE 2010 CONFLICT

9. SOCIAL ATTITUDES
    9.A. TRUST
    9.B. VALUES
    9.C. FEELINGS AND PERCEPTIONS

10. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR

11. FAMILY CONFLICTS

12. STUDENT QUESTIONNAIRE

1. HOUSEHOLD

1.A. HOUSEHOLD COMPOSITION

I want to start by asking about your household members. Household comprises in most cases family members, but also may include non-family members, who may live in your dwelling and share common housekeeping arrangements.

	H101	H102	H103	H104	H105	H106	H107	H108
ID CODE	Please list all people, both family members and not related people, who share common housekeeping arrangements (i.e. share or are supported by a common budget). Please list also people who are household members but do not live in the household. Please start the list with information about the household head.	What is [NAME's] sex? Male 1 Female 2	What are [NAME's] month and year of birth? MM.YYYY	What is [NAME's] relationship to the head of the household? Head 1 Spouse/ Partner 2 Son/ Daughter 3 Son/ Daughter-in-law 4 Father/ Mother 5 Father/ Mother-in-law 6 Sister/ Brother 7 Grandchild 8 Nephew/ Niece 9 Other relative 10 Other 11	What is [NAME's] ethnicity? *Refer to passport if of mixed ethnic origin.* Kyrgyz 1 Uzbek 2 Russian 3 Dungan 4 Uigur 5 Tajik 6 Kazakh 7 Other 8	Did [NAME] stay in the household during the last month? Yes 1 No, stayed elsewhere in Kyrgyzstan 2 No, stayed abroad 3 *If YES--> go to next Section*	*Only if No in H106:* For what reason? Work 1 Business trip 2 School/ study 3 Vacation 4 Visiting family/ friends 5 In hospital 6 Insecurity/violence 7 Other 8	*Only if No in H106:* How long [NAME] was absent since last departure? ____ *months*
	Family name and first name							
01								
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								

1. HOUSEHOLD

1.B. ADULTS: MARITAL STATUS, EDUCATION, EMPLOYMENT

Ask only household members aged 18 and older

	H109		H110		H111			H112		H113		H114	
ID CODE	What is [NAME's] marital status? (if older than 15 years)		What is [NAME's] completed level of education?		Which languages can [NAME] read, write and speak? *List up to 3 languages*			What is [NAME's] labor market status?		*Only answer is 1 to 3 in H112:* What is the main sector of employment?		*Only if answer in H112 is 1 to 3:* What is the occupation?	
	Married	1	Illiterate	1	Kyrgyz		1	Self-employed	1	Agriculture	1	High-skilled worker	1
	Divorced	2	Primary	2	Uzbek		2	Wage employed	2	Construction	2	Service or sales worker	2
	Lives together	3	Basic	3	Russian		3	Business owner	3	Trade/bazaars	3	Skilled worker	3
	Separated	4	Secondary general	4	English		4	Unemployed	4	Transport	4	Unskilled worker	4
	Widowed	5	Primary professional	5	Turkish		5	Retired	5	Government work	5		
	Single	6	Secondary professional	6	German		6	Student	6	Education, healthcare	6		
	Other	7	Incompleted university	7	Chinese		7	Housewife	7	Other private services	7		
			University (bachelor, diploma, MA)	8	Others		8	Handicapped	8	Other public sectors	8		
			Kandidate or doctor nauk	9				Other	9				
					Lang1	Lang2	Lang3						
01													
02													
03													
04													
05													
06													
07													
08													
09													
10													
11													
12													
13													
14													

Note to interviewer: Please enter information about adult members in the same rows as it was in the main list.

1. HOUSEHOLD

1.C. CHILD EDUCATION

I would like now to turn to the questions related to education of children in your household aged 6-17 years.

ID CODE	H115 Which languages can [NAME] read, write and speak? *List up to 3 languages*			H116 Did [NAME] attend kindergarden before starting Grade 1?	H117 Is [NAME] currently enrolled at an educational institution?	H118 Why is [NAME] not studying at the moment? *(Please indicate the main reason and list only 1 answer)*	H119 In what level is [NAME] enrolled in the current academic year (2013-2014)?	H120 In what grade is [NAME] enrolled in the current academic year (2013-2014), i.e. in which year of school or university is he/she?	H121 Is [NAME] currently attending the educational institution (excl. holidays)?	H122 How many weeks of school did [NAME] miss since September 2013 (excl.holidays and school closure)?	H123 What was the main reason for [NAME] to miss school? *(list only 1 answer)*
	Kyrgyz 1					Costs too much 1					Costs too much 1
	Uzbek 2				Yes 1	School is too far 2	General school (grade 1-11) 1		Yes 1		School is too far 2
	Russian 3			Yes 1	No 2	Illness 3	Professional technical 2		No 2		Illness 3
	English 4			No 2		Doesn't like studying 4	Secondary special (schools with specialized curriculum) 3				Doesn't like studying 4
	Turkish 5				*If Yes --> H119*	Works to support family 5					Works to support family 5
	German 6				*If No --> H118*	Conflict with teachers or pupils 6	University (bachelor, diploma, master) 4				Conflict with teachers or pupils 6
	Chinese 7					Will start school next year 7					Political unrest 7
	Others 8					Finished 8			If Yes --> H122		Agricultural works 8
						Political unrest 9			If No --> 2.A.		Other reasons 9
						Other reasons 10					
	Lang1	Lang2	Lang3							Weeks	
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											
11											
12											
13											
14											

Note to interviewer: Please enter information about children education in the same rows as it was in the main list. Please check that all rows are filled in for children aged 6-17 years.

2. HOUSING AND ASSETS

2A. HOUSING AND LAND

H201	What is the type of your housing?	Separate apartment	1	
		Separate house or a part of it	2	
		Temporary accommodation	3	
		Other	4	
H202	How many rooms are available to live in the dwelling? *Including living rooms, but excluding kitchen, bathroom, and storage rooms*			|___|___| rooms
H203	What is the total area of the dwelling of your household?			|___|___|___|.|__| sq.m.
H204	What is the distance (in meters) between your house and...?	1	Town hall of your community	_____meters
		2	Secondary school	_____meters
		3	Hospital	_____meters
		4	Pharmacy	_____meters
H205	Does your household own any plot of land?	Yes	1	
		No	2	--> 2.B.
H206	How many plots or land does your household own? (include household garden if used for agricultural purposes)			|____| plots

2.B. ASSETS

I would like to ask you about the assets your household possesses, including additional housing, vehicles and home appliances

		H207	H208	H209
№	Type of asset (please only name the assets which are working or require only minor repair)	Possession	Quantity	How much it would cost if you were to sell it today?
		Yes 1		*In thousand Soms*
		No 2		
1	Main dwelling			
2	Additional house / apartment			
3	Car / minibus			
4	Refrigerator			
5	TV			
6	Personal computer / laptop			
7	Satellite dish			
8	Mobile phone			
9	Internet access			

3. HOUSEHOLD INCOME

Now I would like to ask you about the household income since September 2013

H301	How much does your household spend on average per month for food since September 2013		_____ on average per month (in soms)
H302	How much does your household spend on average per month for clothing and shoes since September 2013		_____ on average per month (in soms)
H303	How much does your household spend on average per month for utilities (energy, heating, hot water, etc.) since September 2013		_____ on average per month (in soms)
H304	How much does your household spend on average per month for other expenses since September 2013		_____ on average per month (in soms)
H305	How would you describe economic status of your household?	Income is not enough to cover food expenses	1
		Income is enough for food expense, but not much beyond	2
		Income is enough for food and non-food expenses	3
		Income is enough to afford buying advanced electronics or a car	4
		Our household can buy anything we want	5
H306	What is the average monthly income of your household since September 2013 (including wages of all working members of your household, pensions, remittances from family members working abroad, financial aid, and other social benefits)?		_____ on average per month (in soms)

4. SHOCKS

Now I would like to ask about shocks your household as a whole or any member faced since September 2013

H401 Has your household been affected by any of the following shocks since September 2013?

		Yes	No
1	Fire	☐	☐
2	Insufficient water supply	☐	☐
3	Political riots	☐	☐
4	Theft of assets (cash, crops, livestock)	☐	☐
5	Destruction of assets (housing, car)	☐	☐
6	Loss of job	☐	☐
7	Sharp fall of remittances from abroad	☐	☐
8	Death of a major breadwinner	☐	☐
9	Death of another HH member	☐	☐
10	Death of close relative, non-member of HH	☐	☐
11	Illness of a major breadwinner	☐	☐
12	Illness of another HH member	☐	☐
13	Divorce	☐	☐
14	Accident	☐	☐
15	Insufficient energy supply	☐	☐
16	Increased violence in the neighbourhood	☐	☐
17	Other	☐	☐

5. SUBJECTIVE WELL-BEING

Now I would like to ask you about your satisfaction with different aspects of your life

		0	1	2	3	4	5	6	7	8	9	10	Not applicable (90)
		Rate: 0 (Completely dissatisfied) ----------> 10 (Completely Satisfied)											
H501	How satisfied are you with your life, all things considered? Please rate from 0 to 10.												
H502	How satisfied are you today with the following areas of your life? Please rate them from 0 (completely dissatisfied) to 10												
1	Your health												
2	Your job (if employed)												
3	Your personal income												
4	Standard of living of your household												
5	The quality of education at your children's school												
6	Childrens'/young generation's future												
7	How would you rate your household's current economic situation compared with other people in this town or village?												

		highly increased		moderately increased		stayed the same		moderately decreased		highly decreased
		1		2		3		4		5
H503	If you look 1 year back, how has your overall feeling of satisfaction with your life changed since that date?									
H504	How do you think the economic situation of your household will be in one year from now?									
H505	If you look 1 year back, how has your household's economic situation changed since that date?									

		0	1	2	3	4	5	6	7	8	9	10
H506	How do you see yourself, are you generally a person who is fully willing to take risks or do you avoid taking risks?	*(0) Completely unwilling to take risks ----------> (10) Completely willing to take risks*										

6. WORRIES

I would like to ask you now about worries you may have. I will name them and ask you to indicate the degree of your worry from 0 'Not worried at all' to 5 'Extremely worried'

H601	How worried are you when you think of the following?	Not worried at all 0	1	2	3	4	Extremely worried 5	Not applicable (90)
1	Crime level in Kyrgyzstan	☐	☐	☐	☐	☐	☐	☐
2	Inter-ethnic tensions in Kyrgyzstan	☐	☐	☐	☐	☐	☐	☐
3	Local political disorders	☐	☐	☐	☐	☐	☐	☐
4	Relations with your neighbours	☐	☐	☐	☐	☐	☐	☐

7. PERCEPTION OF SECURITY

Now, I will ask you how you feel about the security at your place of living.

H701	How much do you agree with the following statements on a scale from 1 to 5?	Strongly agree 1	2	3	4	Strongly disagree 5
1	I feel safe when walking alone in the neighbourhood during the day.	☐	☐	☐	☐	☐
2	I feel safe when walking alone in the neighbourhood during the night.	☐	☐	☐	☐	☐
3	I avoid using certain ways and do not go to certain areas that I think are dangerous.	☐	☐	☐	☐	☐
4	My neighbourhood is overall peaceful.	☐	☐	☐	☐	☐
5	The level of violence increased a lot compared to one year ago.	☐	☐	☐	☐	☐
6	I heard weapons being fired in my neighbourhood in the last 12 months.	☐	☐	☐	☐	☐
7	The police does a good job.	☐	☐	☐	☐	☐

8. EXPOSURE TO THE 2010 CONFLICT

H801	How much your immediate neighbourhood was affected by the conflict in June 2010?	Not really	1
		To some degree, but most events were in other places	2
		Moderately, there were some fights in our community	3
		Extensively, some property destroyed, people injured or killed	4
		Don't know	99
H802	Was anyone from your household directly exposed to conflict in June 2010?	Yes	1
		No --> 9.**A**.	2
H804	Which form of exposure it was? *(mark all that apply)*	We had to hide ourselves from potential threat	1
		Our house was damaged/burned	2
		We had to temporarily flee	3
		A family member was injured	4
		A family member was killed	5
		Other exposure	6
H805	What were the consequences for your household? *(mark all that apply)*	Psychological distress	1
		Prolonged recovery or chronic illness	2
		Economic losses	3
		Out-migration of some members	4
		Other consequences	5
		Don't know	99

9. SOCIAL ATTITUDES

9.A. TRUST

Now I want to ask about your perception of the level of trust to people

H901	On a scale from 1 to 4, how much do you agree with the following statements? *Interviewer: Show the corresponding scale. Tick respondent's answers*	Strongly disagree 1	2	3	Strongly agree 4	Don't know 99
1	In general, you can trust people.	☐	☐	☐	☐	☐
2	Nowadays, you cannot rely on anybody.	☐	☐	☐	☐	☐
3	Most people who live in this community can be trusted.	☐	☐	☐	☐	☐
4	In this community, you have to be cautious, otherwise someone is likely to take advantage of you.	☐	☐	☐	☐	☐
5	Most people in this community are willing to help if you need it.	☐	☐	☐	☐	☐
6	In this community, people generally trust each other in matters of lending and borrowing money.	☐	☐	☐	☐	☐
7	Leaders of this community do not use public funds for anything, but to benefit the community at large.	☐	☐	☐	☐	☐

H902	On a scale from 1 to 4, how much do you generally trust the following?	No trust at all 1	2	3	A lot of trust 4	Don't know 99
1	Family members	☐	☐	☐	☐	☐
2	Neighbours	☐	☐	☐	☐	☐
3	People in your surrounding village/city	☐	☐	☐	☐	☐
4	People you do not know	☐	☐	☐	☐	☐
5	People from your own ethnic or linguistic group	☐	☐	☐	☐	☐
6	People from other ethnic or linguistic groups	☐	☐	☐	☐	☐
7	Police	☐	☐	☐	☐	☐
8	Schools, universities and higher education institutions	☐	☐	☐	☐	☐
9	Informal community leaders (aksakals, etc.)	☐	☐	☐	☐	☐
10	Media	☐	☐	☐	☐	☐

9.B. VALUES

	While I read the items, please indicate how important each of them is for your identity?	Not important at all	Not very important	Quite Important	Very important	Not applicable
		1	2	3	4	90
H903	1 Your ethnicity					
	2 Your citizenship					
	3 Your job					
	4 Your income level					
	5 Your level of education					
	6 Your religion					
	7 Your neighbourhood					

	How much do you agree or disagree that it is possible to belong to the Kyrgyzstan's society and….	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree	Not applicable
		1	2	3	4	90
H904	1 Belong to an ethnic group different from Kyrgyz					
	2 Not share national values or follow national traditions					
	3 Not speak Kyrgyz language					
	4 Not be a citizen of the Kyrgyz Republic					

	This list has various groups of people. Could you please rate your attitude towards and relations with each of these groups?	Very negative	Rather negative	Rather positive	Very positive	Struggling to answer	Tick those who you would not wish to have as a neighbour?
H905		1	2	3	4	99	
	1 People of different ethnicity						|__|
	2 People of different religion						|__|
	3 People with disabilities						|__|
	5 Rich people						|__|
	6 Homeless people						|__|
	7 Drug addicts and alcoholics						|__|

9.C. FEELINGS AND PERCEPTIONS

How much do you agree with the following statements?

			Strongly disagree	Disagree	In the middle	Agree	Strongly agree
			1	2	3	4	5
H906	1	Kyrgyz language should be the only official language in the country					
	2	Ethnic minorities should be given freedom to practice their culture and traditions					
	3	“Kyrgyzstan is our common home”. People of all ethnicities should have equal rights, including equal political representation and economic possibilities					
	4	We need to protect our culture, religion and language from the influence of other ethnic, religious and linguistic groups living in our country					
	5	We are living in a tolerant and peaceful multi-ethnic country in general					
	6	I feel myself at home in Kyrgyzstan					
	7	If a person of a different ethnicity were put in charge of me, I would not mind taking advice and direction from him or her					
	8	If a person of a different religion were put in charge of me, I would not mind taking advice and direction from him or her					
	9	If a person of a different gender were put in charge of me, I would not mind taking advice and direction from him or her					
	10	I like to get to know people from other cultures and backgrounds on an individual level					
	11	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons					
	12	I am able to effectively communicate with people representing different cultures and backgrounds					
	13	I avoid contacts with people of another background because they are completely different from people of my group/background					
	14	I am often invited by people of other groups for different events and celebrations					
	15	I don’t have any friends from an ethnic background different than my own					

10. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR

A note for interviewer: These questions should be answered by one of the parents of the student. If both parents are absent, then ask grandmother / grandfather or other guardian.

Interviewer: Let's talk about [NAME] and his/her performance and behaviour at school				
H1001	ID code of a respondent from household roster	_____		
H1002	In which grade does [NAME] currently study?	Grade 9		1
		Grade 10		2
		Don't know		99
H1003	Are you a member of a school parent committee?	Yes	1 →	H1004
		No	2 →	H1005
H1004	How often did you participate in the meetings of the parent committee with teachers during the current academic year (since September 2013)?	Never		1
		One time		2
		Two times		3
		More than 2 times		4
H1005	How often did you attend parent meetings at school during the current year (since September 2013)?	Never		1
		One time		2
		Two times		3
		More than 2 times		4
H1006	How many hours a day on average does [NAME] spend on doing his homework in a regular school day?	Does not do homework		1
		Less than 1 hour		2
		1-3 hours		3
		3-5 hours		4
		More than 5 hours		5
		Don't know		99
H1007	What was [NAME] 's grade in math for the last quarter?	_____		
		Don't know		99
H1008	Do you know who is [NAME] 's teacher-curator?	Yes		1
		No		2
H1009	Does [NAME] help you with housework or business after school?	Yes	1	
		No	2 →	H1011
H1010	If yes, how many hours per day on average does [NAME] help you with housework or business?	Less than 1 hour		1
		1-3 hours		2
		3-5 hours		3
		More than 5 hours		4
H1011	Do you think that the current education that [NAME] receives will help him/her in the future?	Yes		1
		No		2
		Don't know		99

10. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR (cont.)

H1012	Has [NAME] ever experienced conflicts at school?	Yes		1
		No		2
		Don't know		99
H1013	Has [NAME] been bullied / harassed by other students during this academic year (since September 2013)?	Yes	1	
		No	2 →	H1018
		Don't know	99 →	H1018
H1014	If so how often was [NAME] bullied / harassed by other students during this academic year (since September 2013)?	Once		1
		2-3 times		2
		More than 3 times		3
H1015	How was [NAME] bullied / harassed by other students during this academic year (since September 2013)? *(Select all that apply)*	Physically		1
		Verbally		2
		Virtually		3
		Don't know		99
H1016	What kind of bullying/harassment was it?	Racketeering / extortion		1
		Fight		2
		Mockery		3
		Other		4
		Don't know		99
H1017	What was the reason of bullying/harassment?	Ethnic issues		1
		Gender issues		2
		Religious differences		3
		Physical disability		4
		Income level differences		5
		Other		6
		Don't know		99
H1018	Has [NAME] ever experienced a conflict outside the school (e.g. in the yard or during sports or other activities outside school) since September 2013?	Yes	1	
		No	2 →	H1101
		Don't know	99 →	H1101
H1019	If yes, how often did [NAME] experience conflicts outside the school since September 2013?	Once		1
		2-3 times		2
		More than 3 times		3
H1020	How did [NAME] participate in the conflicts outside the school?	Physically		1
		Verbally		2
		Virtually		3
		Don't know		99
H1021	What kind of conflict was it?	Racketeering / extortion		1
		Fight		2
		Mockery		3
		Other		4
		Don't know		99
H1022	What was the reason of the conflicts that took place outside the school?	Ethnic issues		1
		Gender issues		2
		Religious differences		3
		Physical disability		4
		Income level differences		5
		Other		6
		Don't know		99

11. FAMILY CONFLICTS

Now, if you do not mind, let me ask a couple of questions about the situation in the household. You may skip these questions, if you do not want to answer them.

H1101	Who in your household decides whether to save money for a kid's further education?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	90
H1102	Who in your household decides whether to buy any commodities?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H1103	During the past 4 weeks, how often did conflicts take place in your household?	Not once --> H1106	1
		1-2 times	2
		3-5 times	3
		More than 5 times	4
		Don't know	99
H1104	What was the most common reason of these conflicts?	Financial reason	1
		Gender issues	2
		Petty everyday disagreements	3
		Disagreements over upbringing of children	4
		Jealousy	5
		Alcohol abuse	6
		Other reasons	7
		Don't know	99
H1105	How do your household members behave in family conflict situation?	Openly and peacefully express their views and feelings regarding the disputed issue	1
		Compromise in order to reach an agreement	2
		Silent and afraid to express their views	3
		Behave aggressively, resort to the use of physical power	4
		Other means	5

11A Tracking questions

In case we want to contact you in the future, we would like to ask some questions that would help us to locate you.

H1106	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	Me	
		My spouse	
		Other HH member	
H1107	What is your email address(es)?	_____@_____ . _____	
		_____@_____ . _____	
H1108	What is your name on Facebook?	_____	
		No name in Facebook	2
H1109	What is your name on Odnoklassniki.ru?	_____	
		No name in Odnoklassniki.ru	2
H1110	What is your name on Vkontakte.ru?	_____	
		No name in Vkontakte.ru	2

END OF HOUSEHOLD QUESTIONNAIRE
We completed questions regarding your household. Many thanks for your answers!

Household member ID (from household roster) | |

12. STUDENT MODULE ST2

Section 1. Personality

S1.	I see myself as someone who…	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
1	… Is outgoing, sociable					
2	… Tends to find merits in others					
3	... Does a thorough job					
4	… Is cheerful, happy					
5	… Is curious about many different things					
6	…Generates a lot of enthusiasm					
7	… Is generally trusting					
8	… Is hardworking					
9	… Is relaxed, handles stress well					
10	… Is ingenious, a deep thinker					
11	… Tends to be quiet					
12	… Is friendly and warm-hearted					
13	… Is inventive					
14	… Worries a lot					
15	… Has an active imagination					
16	… Is polite to others					
17	… Makes plans and follows with them					
18	… Values artistic, aesthetic experiences					
19	… Has artistic interests					

S2.	I feel I really fit at my school/in my neighborhood.	1. Agree go to → S4. 2. Disagree
S3.	If “Disagree”, what do you think is the reason for that?	1. My ethnicity 2. My religion 3. My family income 4. My academic performance 5. My appearance 6. My gender 7. My illness/my physical disability 8. My personal interests and hobbies 9. Other _____
S4.	Is there any particular group of people that you feel uncomfortable when walking the street or attending public events (movies, cafes)?	1. Yes 2. No go to → S6.
S5.	Please list three groups you do not feel comfortable with?	1. _____ 2. _____ 3. _____

Section 2: Perceptions and feelings

	How much do you agree with these statements?	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S6.	Kyrgyz language should be the only official language in the country.					
S7.	Ethnic minorities should be given freedom to practice their culture and traditions.					
S8.	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities.					
S9.	We need to protect our culture, religion and language from the influence of other ethnic, religious and linguistic groups living in our country.					
S10.	We are living in a tolerant and peaceful multi-ethnic country in general.					
S11.	I feel myself at home in Kyrgyzstan.					
S12.	If a person of a different ethnicity were put in charge of me, I would not mind taking advice and direction from him or her.					
S13.	If a person of a different religion were put in charge of me, I would not mind taking advice and direction from him or her.					
S14.	If a person of a different gender were put in charge of me, I would not mind taking advice and direction from him or her.					
S15.	I would feel comfortable dancing with a person of the same ethnicity in a public place.					
S16.	I would feel comfortable dancing with a person of another ethnicity in a public place.					

Section 3: Friendship

S17.	How many friends do you have at school?	_____ friends
S18.	How many of them are of different ethnicity?	_____ friends
S19.	How many friends do you have outside the school?	_____ friends
S20.	How many of them are of different ethnicity?	_____ friends

Note for an interviewer: Please, for each question S21-S25 ask a student to name his or her friends from school. Search for each name in the school roster together with a student (a roster students from grades 9 and 10). For each question S21-S25 indicate the IDs of the students from a roster in the right column. Separate the IDs by a comma (e.g., 6, 18).

		Friends' IDs
S21.	With whom did you spend your leisure time in the last week?	
S22.	With whom did you communicate online last week?	
S23.	Who would defend you if you were having conflict with other students?	
S24.	Who would you talk to if something bad or upsetting happened to you?	
S25.	Whom would you miss most if you relocate to another city?	

Section 4: Information

	Do you agree or disagree with the statements below?	Agree 1	Disagree 2
S26.	My family talks about ethnic issues over dinner		
S27.	I talk about political issues with my friends		
S28.	I talk about the topics of discrimination, prejudice and bias with my friends		

S29.	How much time do you spend watching TV per day?	1. Never	4. More than 3 hours
		2. Less than 1 hour	5. Don't know
		3. 1-2 hours	6. We have no TV
S30.	How much time do you spend browsing Internet per day?	1. Never	4. More than 3 hours
		2. Less than 1 hour	5. Don't know
		3. 1-2 hours	6. We have no internet
S31.	How often do you attend a mosque/church or other religious institution?	1. More than once a week	4.Once a month
		2. Once a week	5 Several times a year
		3. 2-3 times a month	6 Never

Section 5: Attitudes

	How much do you agree with these statements?	Strongly disagree 1	Disagree 2	In the middle 3	Agree 4	Strongly agree 5
S32.	I like attending multicultural events.					
S33.	I like to get to know people from other cultures and backgrounds on an individual level.					
S34.	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons.					
S35.	I am able to effectively communicate with people representing different cultures and backgrounds.					
S36.	It is easy to cross group boundaries and make friends with people of different groups outside the school.					
S37.	Outside the school, I tend to interact mostly with people like myself.					
S38.	I avoid contacts with people of another background because they are completely different from people of my group/background.					
S39.	I am often invited by people of other groups for different events and celebrations.					
S40.	I don't have any friends from an ethnic background different than my own.					

Section 6: At school

	How much do you agree with these statements?	Strongly disagree 1	Disagree 2	In the middle 3	Agree 4	Strongly agree 5
S41.	Students in my class get along very well regardless of their background.					
S42.	Students at my school tend to interact mostly with students like themselves.					
S43.	Students and teachers tend to group themselves and others by ethnicity.					

S44.	Teachers and administrative staff at my school do their best to create a safe and non-discriminatory environment for every student.					
S45.	My school creates opportunities for students to get to know each other (for example afterschool programs for students to mix).					
S46.	It is easy to cross group boundaries and make friends with people of different groups in the school.					

S47.	Imagine that you are verbally insulted by a student who belongs to a group/category other than your own, what is your likely reaction?	1. Politely tell him/her not to do so again. 2. Insult him/her back using offensive xenophobic slurs. 3. Hit him/her violently. 4. Do or say nothing, but report him/her to my class curator or school administration. 5. Do or say nothing, but next day come with a number of my friends for a "serious talk" with him/her. 6. Ignore him/her and forget about that.

Section 7: Experience

S48.	Have you ever had someone at home, school, or anywhere else who has made you feel afraid, threatened you, or hurt you?	1. Yes 2. No
S49.	During the past 12 months, have you ever been bullied at school?	1. Yes 2. No
S50.	During the past 12 months, have you ever witnessed a conflict at school?	1. Yes 2. No
S51.	During the past 12 months, have you ever been bullied through online services? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)	1. Yes 2. No
S52.	During the past 12 months, how many times were you in a physical fight?	1. Never 2. 1-3 times 3. 4-6 times 4. 7-10 times 5. 11 or more times
S53.	Do you think violence is justified?	1. Yes. It is the only way to get what you want. 2. Yes. Sometimes people don't understand unless you physically hurt them. 3. Yes. But only as a counterattack to defend yourself against violent attacks. 4. No way. Violence is not a key to conflict resolution.

Section 8: Other general questions

S54.	What is your typical performance mark?	1. Mostly "5" 2. Mostly "4" 3. Mostly "3" 4. Sometimes "2"
S55.	How often do you miss the classes?	1. 1-3 times per week 2. 2-3 times per month 3. 2-3 times per quarter 4. Almost never → go to S57
S56.	What is the frequent reason of missing the classes?	1. Sickness 2. Household chores 3. Household business 4. Baby care 5. Other reasons
S57.	How often do you get help from your parents or other adult family members to do your homework assignments?	1. Almost every day 2. Few times per week 3. Few times per month 4. Few times per quarter 5. Never, I prefer not to ask for help 6. Never, there is nobody to ask for help

Section 9: Tracking questions

In case we want to contact you in the future, we would like to ask some questions that would help us to locate you.

S58	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	_____ _____
S59	What is your email address?	_____@_____ . _____

S61	What is your name on Facebook?	
S62	What is your name on Odnoklassniki.ru?	
S63	What is your name on Vkontakte.ru?	

We completed all the questions. Many thanks for your answers! *End of an interview.*

CONFIDENTIAL

Stockholm International Peace Research Institute | *Center for Social and Economic Research SOCECONIC* | *University of Central Asia*

Panel survey
Impact Evaluation Study of the LivingSidebySide® Peacebuilding Programme in Kyrgyzstan
Household Questionnaire HH2

Household Control Information

Household Code |___|___|___|___|___|___|___|___|

Name of HH head _____

Interviewer Code ☐

RESPONDENT

Name and ID of key respondent _____ ☐ *(individual code)*

TYPE OF STUDENT *(mark group which is student belong to)*

☐ №1: Those who were trained in Round 1 in pilot school
☐ №2:Those who were trained in Round 2 in pilot school
☐ №3: Control group in pilot school
☐ №4: Control group in control school

Survey Results

Interview №	Date of visit	Time		Other person(s) present?	Interviewer assessment of interview	Comments
		Start	End	1 Yes	1 Reliable	*If "unreliable', please indicate reason here)*
	(DD.MM)	(HH:MM)	(HH:MM)	2 No	2 Unreliable	
1						
2						
3						

☐ Household questionnaire is fully completed
☐ Household questionnaire is partly completed

Reasons for incomplete answers

☐ Refusals to answer some questions
☐ Respondent is not prepared for a long interview
☐ Other reasons, please specify

Which modules? ☐ ☐ ☐ ☐ ☐ ☐

Household ID |___|___|___|___|___|___|___|

Consent Form

Hello. We are from the Center for Economic and Social Research SOCECONIC. We would like to invite you to participate in our study to learn more about tolerance among school-going youth in Kyrgyzstan. We are visiting your household because your son or daughter wished to participate in the tolerance training provided in some schools in Kyrgyzstan.

All information collected for this study will be kept strictly confidential. While the data collected will be used for research purposes, information that could identify you or your household will never be publicly released in any research report or publication. Your participation in this study will not harm you in any way. The results from this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

The average time it takes to complete the interview is about 30 minutes. You will answer questions about your household members, individual attitudes and values, as well as some questions about the child who is part of the study. In addition, we have a number of questions to the student.

If you decide to participate in this study, you are free to opt out any time or decide to not answer particular questions. We would greatly appreciate your help in responding to this survey.

Before we begin the interview, we want to make sure you understand the following information about the study

- You have the right to ask questions at any point before the interview, during the interview, or after the interview is completed.
- The intention of the study is to conduct further interviews with you in the future. As a result, your personal details will be kept on record in order that you can be re-contacted to participate in future studies that form part of this project.
- If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0550 58 15 14.

Do you have any questions? Would you be willing to participate?

An interviewer ticks ☐ ***Yes*** or ☐ ***No***

Name and signature of the respondent _____

Date _____

1.HOUSEHOLD COMPOSITION

I want to start by asking about your household members. Household comprises in most cases family members, but also may include non-family members, who may live in your dwelling and share common housekeeping arrangements.

	H101	H102	H103	H104
ID CODE	Please list all peole, both family and not related people, who share common housekeeping arrangements (i.e. share or are supported by a common budget) Please start the list with information about household head Family name and first name	What is [NAME's] sex? Male 1 Female 2	What are [NAME's] month and year of birth *MM.YYYY*	What is [NAME's] relationship to the head of the household? Head 1 Spouse 2 Son/Daughter 3 Son/Daughter-in-law 4 Father/Mother 5 Father/Mother-in-law 6 Siblings 7 Grandchild 8 Nephew/Niece 9 Other relative 10 Other 11
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

2. CONCERNS

I would like to ask you about your concerns. I will list it, please assess the level of your concern about each item according to scale from 0 (No concern at all) to 5 (Very concerned).

H201	How worried are you when you think of following?	No concern at all 0	1	2	3	4	Very concerned 5	Not applicable (90)
1	Crime level in Kyrgyzstan	☐	☐	☐	☐	☐	☐	☐
2	Inter-ethnic tensions in Kyrgyzstan	☐	☐	☐	☐	☐	☐	☐
3	Local political disorders	☐	☐	☐	☐	☐	☐	☐
4	Relations with your neighbours	☐	☐	☐	☐	☐	☐	☐

3. PERCEPTION OF SECURITY

Now, I will ask you how do you feel about security at your place of living

H301	How much do you agree with following statements on a scale from 1 to 5?	Strongly agree 1	2	3	4	Strongly disagree 5
1	I feel safe when walking alone in the neighbourhood during the daylight.	☐	☐	☐	☐	☐
2	I feel safe when walking alone in the neighbourhood during the night.	☐	☐	☐	☐	☐
3	I avoid using certain ways and do not go to certain areas that I think are dangerous	☐	☐	☐	☐	☐
4	My neighbourhood is overall peaceful	☐	☐	☐	☐	☐
5	The level of violence increased a lot comparing to one year ago	☐	☐	☐	☐	☐
6	I heard weapons being fired in my neighbourhood in the last 2 months	☐	☐	☐	☐	☐
7	The police does a good job	☐	☐	☐	☐	☐

4. SOCIAL RELATIONS

4.A. TRUST AND INFORMATION

Now I want to ask about your perception of the level of trust to people and informational sources.

H401	On scale from 1 to 4, how much do you agree with following statements?	Strongly disagree			Strongly agree	Don't know
	Interviewer. Show the corresponding scale	1	2	3	4	99
1	In general, you can trust people	☐	☐	☐	☐	☐
2	Nowadays, you cannot rely on anybody	☐	☐	☐	☐	☐
3	Most people who live in this community can be trusted	☐	☐	☐	☐	☐
4	In this community, you have to be cautious, otherwise someone is likely to take advantage of you	☐	☐	☐	☐	☐
5	Most people in this community are willing to help you if you need	☐	☐	☐	☐	☐
6	In this community, people generally trust each other in matters of lending and borrowing money	☐	☐	☐	☐	☐
7	Leaders of this community do not use public funds for anything, but to benefit the community at large	☐	☐	☐	☐	☐
H402	On a scale from 1 to 4, how much do you generally trust the following?	no trust at all			a lot of trust	Don't know
	Interviewer. Show the corresponding scale	1	2	3	4	99
1	Family members	☐	☐	☐	☐	☐
2	Neighbours	☐	☐	☐	☐	☐
3	People in your surrounding village/city	☐	☐	☐	☐	☐
4	People you don't know	☐	☐	☐	☐	☐
5	People from your own ethnic or lingual group	☐	☐	☐	☐	☐
6	People from other ethnic or lingual group	☐	☐	☐	☐	☐
7	Police	☐	☐	☐	☐	☐
8	Schools, universities and higher education institutions	☐	☐	☐	☐	☐
9	Informal community leaders (aksakals, etc.)	☐	☐	☐	☐	☐
10	Media	☐	☐	☐	☐	☐

4. SOCIAL RELATIONS

4.B. VALUES

	while I read the items, please indicate how important each of items is for your identity?	Not important at	Not very important	Quite important	Very important	Not applicable
		1	2	3	4	90
H403	1 Your ethnicity					
	2 Your citizenship					
	3 Your job					
	4 Your income level					
	5 Your education level					
	6 Your religion					
	7 Your neigbourhood					

	How much do you agree or disagree that it is possible to belong to the Kyrgyzstan's society and…	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree	Not applicable
		1	2	3	4	90
H404	1 Belong to ethnic group different from Kyrgyz					
	2 Not share national values or follow national traditions					
	3 Not speak Kyrgyz language					
	4 Not be a citizen of the Kyrgyz Republic					

	This list has various groups of people. Could you please rate your attitude towards and relations with each of these groups?	Very negative	Rather negative	Rather positive	Very positive	Struggling to answer	Tick those who you would not wish to have as a neighbour. *Mark all that apply.*
		1	2	3	4	99	
H405	1 People of different ethnicity						|__|
	2 People of different religion						|__|
	3 People with disabilities						|__|
	4 Unemployed people						|__|
	5 Rich people						|__|
	6 Homeless people						|__|
	7 Drug addicts and alcoholics						|__|

4.C. FEELINGS AND PERCEPTIONS

	H406. How much do you agree with these statements?	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
1	Kyrgyz should be the only official language in the country					
2	Ethnic minorities should be given freedom to practice their culture and traditions					
3	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities					
4	We need to protect our culture, religion and language from influence of other ethnic, religious and ethnic groups living in our country					
5	We are living in a tolerant and peaceful multi-ethnic country in general					
6	I feel myself at home in Kyrgyzstan					
7	If a person of a different ethnicity was put in charge of me, I would not mind taking advice and directions from him or her					
8	If a person of a different religion was put in charge of me, I would not mind taking advice and directions from him or her					
9	If a person of a different gender was put in charge of me, I would not mind taking advice and directions from him or her					
10	I like to get to know people from other cultures and backgrounds on an individual level					
11	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons					
12	I am able to effectively communicate with people representing different cultures and backgrounds.					
13	I avoid contacts with people of another background because they are completely different from people of my group/background.					
14	I am often invited by people of other groups for different events and celebrations.					
15	I don't have any friends from an ethnic background different than my own.					

5. STUDENTS ACADEMIC PERFORMANCE AND BEHAVIOUR

A note for interviewer. These questions should be answered by one of the parents of the student. If both parents are

Interviewer. Let's talk about [NAME] and his/her performance and behaviour at school				
H501	ID code of respondent from household roaster	_____		
H503	Are you a member of a school parent committee	Yes	→	H504
		No	→	H505
H504	How often did you participate in meetings of the parent committee with teachers during the current academic year (since April 2014)?	Never		1
		Once		2
		Twice		3
		More than 2 times		4
H505	How often did you attend parent meetings at school in the period of April-May 2014?	Never		1
		Once		2
		Twice		3
		More than 2 times		4
H505a	How many days did [NAME] miss in the period of April-May 2014, excluding holidays and weekends?	_____ days		
H505b	What is the main reason of missing classes?	Illness		3
		Doesn't like studying		4
		Housework		5
		Conflicts at school		6
		Agricultural work		8
		Other		9
H506	How many hours a day on average did [NAME] spend on doing his homework on a regular school day in the period of April-May 2014?	Doesn't do homework		1
		Less than 1 hour		2
		1-3 hours		3
		3-5 hours		4
		More than 5 hours		5
		Don't know		99
H507	What was [NAME]'s grade in math for the 4th quarter?	_____		
		Don't know		99
H508	Do you know who is [NAME]'s teacher-curator?	yes		1
		no		2
H509	Did [NAME] help you with housework or business after school in April-May 2014?	Yes	1	
		No	2 →	H511
H510	If yes, how many hours per day on average did [NAME] help you with housework or business?	Less than 1 hour		1
		1-3 hours		2
		3-5 hours		3
		More than 5 hours		4
H511	Do you think that the current education that [NAME] receives will help him/her in the future?	Yes		1
		No		2
		Don't know		99

5. STUDENTS ACADEMIC PERFORMANCE AND BEHAVIOUR (cont.)

H512	Has [NAME] experienced conflicts at school in April-May 2014?	Yes		1
		No		2
		Don'know		99
H513	Has [NAME] been bullied/harassed by other students in April-May 2014?	Yes	1	
		No	2 →	H518
		Don'know	99 →	H518
H514	If yes, how often was [NAME] bullied/harassed by other students during that period?	Once		1
		2-3 times		2
		More than 3 times		3

H515	How was [NAME] bullied/harassed by other students during this academic year *(select all that apply)*	Physically	1	
		Verbally	2	
		Virtually	3	
		Don'know	99	
H516	What kind of bullying/harassment was it?	Racketeering/extortion	1	
		Fight	2	
		Mockery	3	
		Other	4	
		Don'know	99	
H517	What was the reasonf of bullying/harassment	Ethnic issues	1	
		Gender issues	2	
		Religious issues	3	
		Physical disability	4	
		Income level difference	5	
		Other	6	
		Don'know	99	
H518	Has [NAME] experienced a conflict outside the school (e.g. in the yard or during sports or other activities outside school) in April-May 2014?	Yes	1	
		No	2 →	H523
		Don'know	99 →	H523
H519	If yes, how often did [NAME] experience conflicts outside the school in April-May 2014?	Once	1	
		2-3 times	2	
		More than 3 times	3	
H520	How did [NAME] participate in the conflicts outside the school?	Physically	1	
		Verbally	2	
		Virtually	3	
		Don'know	99	
H521	What kind of conflict was it?	Racketeering/extortion	1	
		Fight	2	
		Mockery	3	
		Other	4	
		Don'know	99	
H522	What was the reason of the conflicts that took place outside the school?	Ethnic issues	1	
		Gender issues	2	
		Religious issues	3	
		Physical disability	4	
		Income level difference	5	
		Other	6	
		Don'know	99	

5B: LivingSidebySide® Programme

Interviewer: section 5B is only for households of students from groups №1 and №2.
Go to next section if it is household of student from groups №3 or №4.

H523	Has [NAME] talked to you or other household members about LivingSidebySide® program?	Yes			1
		No	-->	H526	2
		Don't know	-->	H526	99
H524	With whom did [NAME] discuss program?	Parents or guardians			1
		Siblings			2
		Other family members			3
H525	What program issues did [NAME] discuss with you or other family members?	About training in general			1
		About tolerance			2
		Belief and perception issues			3
		Conflict resolution skills			4
		Other, specify _____			99
H526	Did [NAME] participate in all classes of this program?	Yes			1
		No			2
		Don't know			99
H527	Do you think this program was useful for [NAME]?	Very useful			1
		Useful			2
		Not useful at all	-->	H529	3
		Don't know	-->		99
H528	If program was useful, what spheres of [NAME]'s life did the program have a positive impact on? *Mark all that apply*	Academic progress in school			1
		Relations with classmates and friends			2
		Family relations			3
		Relations with teachers at school			4
		Future plans			5
		Extracurriculum activities			6
		Opinion, perception, belief			7
		Other, specify: _____			8
H529	If program was not useful, what spheres of [NAME]'s life did the programme have a negative impact on? *Mark all that apply*	Academic progress in school			1
		Relations with classmates and friends			2
		Family relations			3
		Relations with teachers at school			4
		Future plans			5
		Extracurriculum activities			6
		Opinion, perception, belief			7
		Other, specify: _____			8
H530	How fully did [NAME] feel himself/herself involved into program classes?	Fully	-->		1
		Not always			2
		Less involved			3
		Don't know	-->		99
H531	In your opinion, what were the reasons of incomplete involvement of [NAME] into program classes?	Because of ethnicity			1
		Because of religion			2
		Because of gender			3
		Because of academic achievements			4
		Other, specify _____			99

6. FAMILY CONFLICTS

Now, if you do not mind, let me ask a couple of questions about the situation in the household. You may skip these questions, if you do not want to answer them.

H601	Who in your household decides whether to save money for a kid's further education?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H602	Who in your household decides whether to buy any commodities?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H603	During the past 4 weeks, how often did conflicts take place in your household?	Never --> H606	1
		1-2 times	2
		3-5 times	3
		More than 5 times	4
		Don't know	99
H604	What was the most common reason for these conflicts?	Financial reasons	1
		Gender issues	2
		Petty everyday disagreements	3
		Disagreements over upbringing of children	4
		Jealousy	5
		Alcohol abuse	6
		Other	7
		Don't know	99
H605	How do your household members behave in family conflict situations?	Openly and peacefully express their views and feelings regarding the disputed issue	1
		Compromise in order to reach an agreement	2
		Silent and afraid to express their views	3
		Behave aggressively, resort to the use of physical power	4
		Other _____	5

6.A.Tracking questions

In case we want to contact you in the future, we would like to ask some questions that would help us to locate you.

H606	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	Me _____	
		My spouse _____	
		Other HH member _____	
H607	What is your email address(es)?	_____@_____._____	
		_____@_____._____	
H608	What is your name on Facebook?	_____	
		No name in Facebook	2
H609	What is your name on Odnoklassniki.ru?	_____	
		No name in Odnoklassniki.ru	2
H610	What is your name on Vkontakte.ru?	_____	
		No name in Vkontakte.ru	2

END OF HOUSEHOLD QUESTIONNAIRE
We completed questions regarding your household. Many thanks for your answers! Now please let us talk to you son/daughter

Studen ID in HH roaster

Module for students ST2

Section 1. Personal characteristics

S2.	I feel I really fit in at my school/neighbourhood	1. Agree → S4. 2. Disagree
S3.	If you answered "Disagree"", please indicate all applicable reasons why you are not good as a part of school/neighbourhood?	1. My ethnicity 2. My religion 3. Income level of my family 4. My academic progress 5. My appearance 6. My gender 7. My illness/disability 8. My personal interests and hobbies 9. Other _____
S4.	Are there any groups of people who make you feel uncomfortable when you are walking outside or visiting any events (cinema, cafe)?	1. Yes 2. No → S6.
S5.	Please list 3 groups that make you feel uncomfortable?	1. _____ 2. _____ 3. _____

Section 2: Feelings and perception

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S6.	Kyrgyz should be the only official language in the country					
S7.	Ethnic minorities should be given freedom to practice their culture and traditions					
S8.	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities					
S9.	We need to protect our culture, religion and language from influence of other ethnic, religious and ethnic groups living in our country					
S10.	We are living in a tolerant and peaceful multi-ethnic country in general					
S11.	I feel myself at home in Kyrgyzstan					
S12.	If a person of a different ethnicity was put in charge of me, I would not mind taking advice and directions from him or her					
S13.	If a person of a different religion was put in charge of me, I would not mind taking advice and directions from him or her					
S14.	If a person of a different gender was put in charge of me, I would not mind taking advice and directions from him or her					
S15.	I feel comfortable when dancing with a person of my ethnicity in public place					
S16.	I feel comfortable when dancing with a person of another ethnicity in public place.					

Section 3: Friendship

S17.	How many friends do you have at school?	_____ friends
S18.	How many of them are from different ethnic group?	_____ friends
S19.	How many friends do you have outside the school?	_____ friends
S20.	How many of them are from different ethnic group?	_____ friends

Interviewer: For questions S21-S25 ask student to name his/her friends who are in grades 9-10.

		Codes of friends				
		№1	№2	№3	№4	№5
S21.	With whom did you spend your leisure time in the last week?					
S22.	With whom did you communicate online last week?					
S23.	Who would defend you if you were having conflict with other students?					
S24.	Who would you talk to if something bad or upsetting happened to you?					
S25.	Whom would you miss most if you relocate to another city?					

Section 4: Information

Do you agree or disagree with the statements below?			Agree	Disagree
			1	2
S26.	My family talks about ethnic issues over dinner			
S27.	I talk about political issues with my friends			
S28.	I talk about the topics of discrimination, prejudice and bias with my friends			
S29.	How often do you watch TV per day?	1. Never	4. More than 3 hours	
		2. Less than 1 hour	5. Don't know	
		3. 1-2 hours	6. We have no TV	
S30.	How often do you browse Internet per day?	1. Never	4. More than 3 hours	
		2. Less than 1 hour	5. Don't know	
		3. 1-2 hours	6. We have no Internet	
S31.	How often do you attend a mosque/church or another religious institution?	1. More than once a week	4. Once a month	
		2. Once a week	5 Several times per year	
		3. 2-3 times per month	6 Never	

Section 5: Attitudes

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S32.	I like attending multicultural events					
S33.	I like to get to know people from other cultures and backgrounds on an individual level					
S34.	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons					
S35.	I am able to effectively communicate with people representing different cultures and backgrounds					
S36.	It is easy to cross group boundaries and make friends with people of different groups outside the school					
S37.	Outside the school, I tend to interact mostly with people like myself					
S38.	I avoid contacts with people of another background because they are completely different from people of my group/background					
S39.	I am often invited by people of other groups for different events and celebrations.					
S40.	I don't have any friends from an ethnic background different than my own					

Section 6: At school

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S41.	Students in my class get along very well regardless of their background					
S42.	Students at my school tend to interact mostly with students like themselves					
S43.	Students and teachers tend to group themselves and others by ethnicity					
S44.	Teachers and administrative staff at my school do their best to create a safe and non-discriminatory environment for every student					

S45.	My school creates opportunities for students to get to know each other (for example afterschool programs for students to mix)					
S46.	It is easy to cross group boundaries and make friends with people of different groups in the school					

Section 6: At school (cont.)

S47.	Imagine that you are verbally insulted by a student who belongs to a group/category other than your own, what is your likely reaction?	1. Politely tell him/her not to do so again. 2. Insult him/her back using offensive xenophobic slurs 3. Hit him/her violently 4. Do or say nothing, but report him/her to my class curator or school administration 5. Do or say nothing, but next day come with a number of my friends for a "serious talk" with him/her 6. Ignore him/her and forget about that case.

Section 7: Experience

S48.	Have you ever had someone at home, school, or anywhere else who has made you feel afraid, threatened you, or hurt you?	1. Yes 2. No	
S49.	During the past 2 months, have you ever been bullied at school?	1. Yes 2. No	
S50.	During the past 2 months, have you ever witnessed a conflict at school?	1. Yes 2. No	
S51.	During the past 2 months, have you ever been bullied through online services? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)	1. Yes 2. No	
S52.	During the past 2 months, how many times were you in a physical fight?	1. Never 2. 1-3 times 3. 4-6 times	4. 7-10 times 5. 11 or more times
S53.	Do you think violence is justified?	1. Yes. It is the only way to get what you want. 2. Yes. Sometimes people don't understand unless you physically hurt them. 3. Yes. But only as a counterattack to defend yourself against violent attacks 4. Absolutely no. Violence is not the key to conflict resolution	

Section 8: Other general questions

S54.	What is your typical performance mark?	1. Mostly "5" 2. Mostly "4"	3. Mostly "3" 4. Sometimes "2"
S55.	How often did you miss the classes in April-May 2014?	1. 1-3 times per week 2. 2-3 times per month	3. 2-3 per quarter 4. Almost never → S57
S56.	What is the most common reason for missing the classes?	1. Sickness 2. Household chores 3. Household business	4. Babycare 5. Other
S57.	How often did you get help from your parents or other adult family members to do your homework assignments in April-May 2014?	1. Almost every day 2. Several times per week 3. Several times per mont	4. Several times per quarter 5. Never, I prefer to not ask for help 6. Never, there is nobody to ask for help

Section 9: Tracking questions

In case we want to contact you in the future, we would like to ask some questions that would help us to locate you.

S58	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	
S59	What is your email address(es)?	_____@_____._____
S61	What is your name on Facebook?	
S62	What is your name on Odnoklassniki.ru?	

S63	What is your name on Vkontakte.ru?	

We completed survey. Many thanks for your answers!

CONFIDENTIAL

Stockholm International Peace Research Institute

Center for Social and Economic Research SOCECONIC

University of Central Asia

Baseline survey

Impact Evaluation Study of the LivingSidebySide® Peacebuilding Programme in Kyrgyzstan

Household Questionnaire HH3

Household Control Information

Household Code |___|___|___|___|___|___|___|___|

Name of HH head _____

Interviewer Code ☐

RESPONDENT

Name and ID of key respondent _____ ☐ *(individual code)*

TYPE OF STUDENT *(mark the group to which student relates)*

☐ **№**1: Those who were selected for training in Round 3 in pilot school
☐ **№**2: Control group in pilot school
☐ **№**3: Control group in control school

SURVEY RESULTS

Interview **№**	Date of visit	Time		Other person(s) present?	Interviewer assessment of interview	Comments
		Start	End	1 Yes	1 Reliable	*If "unreliable', please indicate reason here)*
	(DD.MM)	(HH:MM)	(HH:MM)	2 No	2 Unreliable	
1						
2						
3						

☐ Household questionnaire is fully completed
☐ Household questionnaire is partly completed

Reasons for incomplete answers

☐ Refusals to answer some questions
☐ Respondent is not prepared for a long interview
☐ Other reasons, please specify _____

Which modules? ☐ ☐ ☐ ☐ ☐ ☐

Household code

Consent Form

Hello. We are from the Center for Social and Economic Research SOCECONIC. We would like to invite you to participate in our study to learn more about tolerance among school-going youth in Kyrgyzstan. We are visiting your household because your son or daughter wished to participate in the tolerance training provided in some schools in Kyrgyzstan. **NB! We are independent researchers who are only conducting the survey. We do not participate in the LivingSidebySide® programme trainings, nor we are involved in the selection process. We are from an independent research organisation.**

All information collected for this study will be kept strictly confidential. While the data collected will be used for research purposes, information that could identify you or your household will never be publicly released in any research report or publication. Your participation in this study will not harm you in any way. The results from this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

The average time it takes to complete the interview is about **one hour**. You will answer questions about your household members, individual attitudes and values, as well as some questions about the child who is part of the study. We will also ask your spouse/another member of the household to answer several questions about the child. In addition, we have a number of questions to the student.

If you decide to participate in this study, you are free to opt out any time or decide to not answer particular questions. We would greatly appreciate your help in responding to this survey.

Before we begin the interview, we want to make sure you understand the following information about the study:

- You have the right to ask questions at any point before the interview, during the interview, or after the interview is completed.
- The intention of the study is to conduct further interviews with you in the future. As a result, your personal details will be kept on record in order that you can be re-contacted to participate in future studies that form part of this project.
- If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0550 58 15 14.

Do you have any questions? Would you be willing to participate?

An interviewer ticks: ☐ ***Yes*** or ☐ ***No***

Name and signature of the respondent _____

Date _____

CONTENT OF HOUSEHOLD QUESTIONNAIRE

1. HOUSEHOLD
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1. HOUSEHOLD

1.A. HOUSEHOLD COMPOSITION

I want to start by asking about your household members. Household comprises in most cases family members, but also may include non-family members, who may live in your dwelling and share common housekeeping arrangements.

	H101	H102	H103	H104	H105	H106	H107	H108
ID CODE	Please list all people, both family members and not related people, who share common housekeeping arrangements (i.e. share or are supported by a common budget). Please list also people who are household members but do not live in the household. Please start the list with information about the household head. Family name and first name	What is [NAME's] sex? Male 1 Female 2	What are [NAME's] month and year of birth? MM.YYYY	What is [NAME's] relationship to the head of the household? Head 1 Spouse/ Partner 2 Son/ Daughter 3 Son/ Daughter-in-law 4 Father/ Mother 5 Father/ Mother-in-law 6 Sister/ Brother 7 Grandchild 8 Nephew/ Niece 9 Other relative 10 Other 11	What is [NAME's] ethnicity? *Refer to passport if of mixed ethnic origin.* Kyrgyz 1 Uzbek 2 Russian 3 Dungan 4 Uigur 5 Tajik 6 Kazakh 7 Other 8	Did [NAME] stay in the household during the last week? Yes 1 No, stayed elsewhere in Kyrgyzstan 2 No, stayed abroad 3 *If YES--> go to next Section*	*Only if No in H106:* For what reason? Work 1 Business trip 2 School/ study 3 Vacation 4 Visiting family/ friends 5 In hospital 6 Insecurity/violence 7 Other 8	*Only if No in H106:* How many months has [NAME] been absent since last departure? ____ *months*
01								
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								

1. HOUSEHOLD

1.B. ADULTS: MARITAL STATUS, EDUCATION, EMPLOYMENT

Ask only household members aged 18 and older

	H109	H110	H111			H112	H113	H114
ID CODE	What is [NAME's] marital status?	What is [NAME's] completed level of education?	Which languages can [NAME] read, write and speak? *List up to 3 languages*			What is [NAME's] labor market status?	*Only if the answer is 1 to 3 in H112:* What is the main sector of employment?	*Only if answer in H112 is 1 to 3:* What is the occupation?
	Married 1	Illiterate 1	Kyrgyz 1			Self-employed 1	Agriculture 1	High-skilled worker 1
	Divorced 2	Primary 2	Uzbek 2			Wage employed 2	Construction 2	Service or sales worker 2
	Lives together 3	Basic 3	Russian 3			Business owner 3	Trade/bazaars 3	
	Separated 4	Secondary general 4	English 4			Unemployed 4	Transport 4	Skilled worker 3
	Widowed 5	Primary professional 5	Turkish 5			Retired 5	Government work 5	Unskilled worker 4
	Single 6	Secondary professional 6	German 6			Student 6	Education, healthcare 6	
	Other 7	Incompleted university 7	Chinese 7			Housewife 7		
		University (bachelor, diploma, I 8	Others 8			Handicapped 8	Other private services 7	
		Kandidate or doctor nauk 9				Other 9	Other public sectors 8	
			Lang1	*Lang2*	*Lang3*			
01								
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								

Note to interviewer: Please enter information about adult members in the same rows as it was in the main list.

1. HOUSEHOLD

1.C. CHILD EDUCATION

I would like now to turn to the questions related to education of children in your household aged 6-17 years.

	H115			H116	H117	H118	H119	H120	H121	H122	H123
ID CODE	Which languages can [NAME] read, write and speak? *List up to 3 languages* Kyrgyz 1 Uzbek 2 Russian 3 English 4 Turkish 5 German 6 Chinese 7 Others 8			Did [NAME] attend kindergarden before starting Grade 1? Yes 1 No 2	Is [NAME] currently enrolled at an educational institution? Yes 1 No 2 *If Yes --> H119* *If No --> H118*	Why is [NAME] not studying at the moment? *(Please indicate the main reason and list only 1 answer)* Costs too much 1 School is too far 2 Illness 3 Doesn't like studying 4 Works to support family 5 Conflict with teachers or pupils 6 Will start school in 1-2 year(s) 7 Finished 8 Political unrest 9 Other reasons 10 --> Go to 2.A.	In what level is [NAME] enrolled in the current academic year (2014-2015)? General school (grade 1-11) 1 Professional technical 2 Secondary special (schools with specialized curriculum) 3 University (bachelor, diploma, master) 4	In what grade is [NAME] enrolled in the current academic year (2014-2015), i.e. in which year of school or university is he/she?	Is [NAME] currently attending the educational institution (excl. holidays)? Yes 1 No 2 If No --> 2.A.	How many weeks of school did [NAME] miss in the past two quarters since January 2014 (excl.holidays and school closure)? *Weeks*	What was the main reason for [NAME] to miss school? *(list only 1 answer)* Costs too much 1 School is too far 2 Illness 3 Doesn't like studying 4 Works to support family 5 Conflict with teachers or pupils 6 Political unrest 7 Agricultural works 8 Other reasons 9
	Lang1	Lang2	Lang3								
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											
11											
12											
13											
14											

Note to interviewer: Please enter information about children education in the same rows as it was in the main list. Please check that all rows are filled in for children aged 6-17 years.

2. HOUSING AND ASSETS

2A. HOUSING AND LAND

H201	What is the type of your housing?	Separate apartment	1
		Separate house or a part of it	2
		Temporary accommodation	3
		Other	4
H202	How many rooms are available to live in the dwelling? *Including living rooms, but excluding kitchen, bathroom, and storage rooms*	|___|___| rooms	
H203	What is the total area of the dwelling of your household?	|___|___|___|.|__| sq.m.	
H204	What is the distance (in meters) between your house and...?	Local administration	1 _____meters
		Secondary school	2 _____meters
		Hospital	3 _____meters
		Pharmacy	4 _____meters
H205	Does your household own any plot of land?	Yes	1
		No	2 --> 2.B.
H206	How many plots or land does your household own? (include household garden if used for agricultural purposes)	|____| plots	

2.B. ASSETS

I would like to ask you about the assets your household possesses, including additional housing, vehicles and home appliances

		H207	H208	H209
№	Type of asset (please only name the assets which are working or require only minor repair)	Possession	Quantity	How much it would cost if you were to sell it today?
		Yes 1		*In thousand Soms*
		No 2		
1	Main dwelling			
2	Additional house / apartment			
3	Car / minibus			
4	Refrigerator			
5	TV			
6	Personal computer / laptop			
7	Satellite dish			
8	Mobile phone			
9	Internet access			

3. HOUSEHOLD INCOME AND EXPENSES

Now I would like to ask you about the household income since September 2013

H301	How much does your household spend on average per month for food since September 2013?	_____ on average per month (in soms)
H302	How much does your household spend on average per month for clothing and shoes since September 2013?	_____ on average per month (in soms)
H303	How much does your household spend on average per month for utilities (energy, heating, hot water, etc.) since September 2013?	_____ on average per month (in soms)
H304	How much does your household spend on average per month for other expenses since September 2013?	_____ on average per month (in soms)
H305	How would you describe economic status of your household?	Income is not enough to cover food expenses 1 Income is enough for food expenses, but not much beyond 2 Income is enough for food and non-food expenses 3 Income is enough to afford buying advanced electronics or a car 4 Our household can buy anything we want 5
H306	What is the average monthly income of your household since September 2013 (including wages of all working members of your household, pensions, remittances from family members working abroad, financial aid, and other social benefits)?	_____ on average per month (in soms)

4. SHOCKS

Now I would like to ask about shocks your household as a whole or any member faced since September 2013

H401 Has your household been affected by any of the following shocks since September 2013?	Yes	No
1 Fire	☐	☐
2 Insufficient water supply	☐	☐
3 Political riots	☐	☐
4 Theft of assets (cash, crops, livestock)	☐	☐
5 Destruction of assets (housing, car)	☐	☐
6 Loss of job	☐	☐
7 Sharp fall of remittances from abroad	☐	☐
8 Death of a major breadwinner	☐	☐
9 Death of another HH member	☐	☐
10 Death of close relative, non-member of HH	☐	☐
11 Illness of a major breadwinner	☐	☐
12 Illness of another HH member	☐	☐
13 Divorce	☐	☐
14 Accident	☐	☐
15 Insufficient energy supply	☐	☐
16 Increased violence in the neighbourhood	☐	☐
17 Other	☐	☐

5. SUBJECTIVE WELL-BEING

Now I would like to ask you about your satisfaction with different aspects of your life

		0	1	2	3	4	5	6	7	8	9	10	Not applicable (90)
		Rate: 0 (Completely dissatisfied) ----------> 10 (Completely Satisfied)											
H501	How satisfied are you with your life, all things considered? Please rate from 0 to 10.												
H502	*How satisfied are you today with the following areas of your life? Please rate them from 0 (completely dissatisfied) to 10 (completely satisfied)*												
1	Your health												
2	Your job (if employed)												
3	Your personal income												
4	Standard of living of your household												
5	The quality of education at your children's school												
6	Childrens'/young generation's future												
7	How would you rate your household's current economic situation compared with other people in this town or village?												

		highly increased	moderately increased	stayed the same	moderately decreased	highly decreased
		1	2	3	4	5
H503	If you look 1 year back, how has your overall feeling of satisfaction with your life changed since that date?					
H504	How do you think the economic situation of your household will be in one year from now?					
H505	If you look 1 year back, how has your household's economic situation changed since that date?					

		0	1	2	3	4	5	6	7	8	9	10
H506	How do you see yourself, are you generally a person who is fully willing to take risks or do you avoid taking risks?	*(0) Completely unwilling to take risks ----------> (10) Completely willing to take risks*										

6. WORRIES

I would like to ask you now about worries you may have. I will name them and ask you to indicate the degree of your worry from 0 'Not worried at all' to 5 'Extremely worried'

H601	How worried are you when you think of the following?	Not worried at all ⬇ 0	1	2	3	4	Extremely worried ⬇ 5	Not applicable (90)
1	Crime level in Kyrgyzstan	☐	☐	☐	☐	☐	☐	☐
2	Inter-ethnic tensions in Kyrgyzstan	☐	☐	☐	☐	☐	☐	☐
3	Local political disorders	☐	☐	☐	☐	☐	☐	☐
4	Relations with your neighbours	☐	☐	☐	☐	☐	☐	☐

7. PERCEPTION OF SECURITY

Now, I will ask you how you feel about the security at your place of living.

H701	How much do you agree with the following statements on a scale from 1 to 5?	Strongly disagree 1	2	3	4	Strongly agree 5
1	I feel safe when walking alone in the neighbourhood during the day.	☐	☐	☐	☐	☐
2	I feel safe when walking alone in the neighbourhood during the night.	☐	☐	☐	☐	☐
3	I avoid using certain ways and do not go to certain areas that I think are dangerous.	☐	☐	☐	☐	☐
4	My neighbourhood is overall peaceful.	☐	☐	☐	☐	☐
5	The level of violence increased a lot compared to one year ago.	☐	☐	☐	☐	☐
6	The police does a good job.	☐	☐	☐	☐	☐

SOCIAL ATTITUDES

8. TRUST

Now I want to ask about your perception of the level of trust to people

H801	On a scale from 1 to 4, how much do you agree with the following statements? *Interviewer: Show the corresponding scale. Tick respondent's answers*	Strongly disagree 1	2	3	Strongly agree 4	Don't know 99
1	In general, you can trust people.	☐	☐	☐	☐	☐
2	Nowadays, you cannot rely on anybody.	☐	☐	☐	☐	☐
3	Most people who live in this community can be trusted.	☐	☐	☐	☐	☐
4	In this community, you have to be cautious, otherwise someone is likely to take advantage of you.	☐	☐	☐	☐	☐
5	Most people in this community are willing to help if you need it.	☐	☐	☐	☐	☐
6	In this community, people generally trust each other in matters of lending and borrowing money.	☐	☐	☐	☐	☐
7	Leaders of this community do not use public funds for anything, but to benefit the community at large.	☐	☐	☐	☐	☐

H802	On a scale from 1 to 4, how much do you generally trust the following?	No trust at all 1	2	3	A lot of trust 4	Don't know 99
1	Family members	☐	☐	☐	☐	☐
2	Neighbours	☐	☐	☐	☐	☐
3	People in your surrounding village/city	☐	☐	☐	☐	☐
4	People you do not know	☐	☐	☐	☐	☐
5	People from your own ethnic or linguistic group	☐	☐	☐	☐	☐
6	People from other ethnic or linguistic groups	☐	☐	☐	☐	☐
7	Police	☐	☐	☐	☐	☐
8	Schools, universities and higher education institutions	☐	☐	☐	☐	☐
9	Informal community leaders (aksakals, etc.)	☐	☐	☐	☐	☐
10	Media	☐	☐	☐	☐	☐

9.VALUES

H901	While I read the items, please indicate how important each of them is for your identity?	Not important at all	Not very important	Quite Important	Very important	Not applicable
		1	2	3	4	90
	1 Your ethnicity					
	2 Your citizenship					
	3 Your job					
	4 Your income level					
	5 Your level of education					
	6 Your religion					
	7 Your neighbourhood					
H902	How much do you agree or disagree that it is possible to belong to the Kyrgyzstan's society and….	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree	Not applicable
		1	2	3	4	90
	1 Belong to an ethnic group different from Kyrgyz					
	2 Not share national values or follow national customs and traditions					
	3 Not speak Kyrgyz language					

10. FEELINGS AND PERCEPTIONS

	How much do you agree with the following statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
			1	2	3	4	5
H1001	1	Kyrgyz language should be the only official language in the country					
	2	Ethnic minorities should be given freedom to practice their culture and traditions					
	3	“Kyrgyzstan is our common home”. People of all ethnicities should have equal rights, including equal political representation and economic possibilities					
	4	We need to protect our culture, religion and language from the influence of other ethnic, religious and linguistic groups living in our country					
	5	We are living in a tolerant and peaceful multi-ethnic country in general					
	6	I feel myself at home in Kyrgyzstan					
	7	It is hard to climb the career ladder if your boss is a representative of another ethnicity					
	8	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons					
	9	I avoid contacts with people of another background because they are completely different from people of my group/background					
	10	I am often invited by people of other groups for different events and celebrations					
	11	I don’t have any friends from an ethnic background different than my own					

Respondent's ID code from household roster

Student's ID code from household roster

11. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR

A note for interviewer: These questions should be answered by one of the parents of the student. If both parents are absent, then ask grandmother / grandfather or other guardian.

Interviewer: Let's talk about [NAME] and his/her performance and behaviour at school

H1101	Are you a member of a school parent committee?	Yes 1 → H1102 No 2 → H1103
H1102	How often did you participate in the meetings of the parent committee with teachers during the past academic year (2013-14)?	Never 1 Once 2 Two times 3 More than 2 times 4
H1103	How often did you attend parent meetings at school during the past year (2013-14)?	Never 1 Once 2 Two times 3 More than 2 times 4
H1104	How many days of school did [NAME] miss in the 4th quarter in the last academic year (excl. weekends and holidays)?	_____ days
H1105	What was the main reason for [NAME] to miss school? (list only 1 answer)	Sickness 1 Doesn't like studying 2 Works to support family 3 Conflict with teachers/ pupils 4 Agricultural works 5 Other 6
H1106	How many hours a day on average does [NAME] spend on doing his homework on a regular school day?	Does not do homework 1 Less than 1 hour 2 1-3 hours 3 3-5 hours 4 More than 5 hours 5 Don't know 99
H1107	What was [NAME] 's grade in math for the 4th quarter in the last academic year?	_____ Don't know 99
H1108	Do you know who [NAME] 's teacher-curator is?	Yes 1 No 2
H1109	Does [NAME] help you with housework or business after school?	Yes 1 No 2 → H1111
H1110	If yes, how many hours per day on average does [NAME] help you with housework or business?	Less than 1 hour 1 1-3 hours 2 3-5 hours 3 More than 5 hours 4
H1111	Do you think that the current education that [NAME] receives will help him/her in the future?	Yes 1 No 2 Don't know 99

10. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR (cont.)

H1112	Has [NAME] been bullied / harassed by other students during the 4th quarter of the last academic year?	Yes	1	
		No	2 →	H1117
		Don't know	99 →	H1117
H1113	If so, how often was [NAME] bullied / harassed by other students during that period?	Once		1
		2-3 times		2
		More than 3 times		3
H1114	How was [NAME] bullied / harassed by other students during that period? *(Select all that apply)*	Physically		1
		Verbally		2
		Virtually		3
		Don't know		99
H1115	What kind of bullying/harassment was it?	Racketeering / extortion		1
		Fight		2
		Mockery		3
		Other		4
		Don't know		99
H1116	What was the reason of bullying/harassment?	Ethnic issues		1
		Gender issues		2
		Religious differences		3
		Physical disability		4
		Income level differences		5
		Other		6
		Don't know		99
H1117	Has [NAME] ever experienced a conflict outside the school (e.g. in the yard or during sports or other activities outside school) during the last two months?	Yes	1	
		No	2 →	H1201
		Don't know	99 →	H1201
H1118	If yes, how often did [NAME] experience conflicts outside the school during the last two months?	Once		1
		2-3 times		2
		More than 3 times		3
H1119	How did [NAME] participate in the conflicts outside the school?	Physically		1
		Verbally		2
		Virtually		3
		Don't know		99
H1120	What kind of conflict was it?	Racketeering / extortion		1
		Fight		2
		Mockery		3
		Other		4
		Don't know		99
H1121	What was the reason of the conflicts that took place outside the school?	Ethnic issues		1
		Gender issues		2
		Religious differences		3
		Physical disability		4
		Income level differences		5
		Other		6
		Don't know		99

12. FAMILY CONFLICTS

Now, if you do not mind, let me ask a couple of questions about the situation in the household. You may skip these questions, if you do not want to answer them.

H1201	Who in your household decides whether to save money for a kid's further education?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	90
H1202	Who in your household decides whether to buy any commodities?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H1203	During the past month, how often did conflicts take place in your household?	Not once --> H1301	1
		1-2 times	2
		3-5 times	3
		More than 5 times	4
		Don't know	99
H1204	What was the most common reason of these conflicts?	Financial reason	1
		Gender issues	2
		Petty everyday disagreements	3
		Disagreements over upbringing of children	4
		Jealousy	5
		Alcohol abuse	6
		Other reasons	7
		Don't know	99
H1205	How do your household members behave in family conflict situation?	Openly and peacefully express their views and feelings regarding the disputed issue	1
		Compromise in order to reach an agreement	2
		Silent and afraid to express their views	3
		Behave aggressively, resort to the use of physical power	4
		Other means	5

13. TRACKING QUESTIONS

In case we want to contact you in the future, we would like to ask some questions that would help us to locate you.

H1301	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	Me	
		My spouse	
		Other HH member	
H1302	What is your email address(es)?	_____@_____ . _____	
		_____@_____ . _____	
H1303	What is your name on Odnoklassniki.ru?	_____	
		No name in Odnoklassniki.ru	2
H1304	What is your name on Vkontakte.ru?	_____	
		No name in Vkontakte.ru	2

END OF HOUSEHOLD QUESTIONNAIRE
We completed questions regarding your household. Many thanks for your answers!

Student's ID code from household roster

14. STUDENT MODULE

Section 1. SURROUNDING

S1.	I feel I really fit at my school/in my neighborhood.		1. Agree go to → S3. 2. Disagree
S2.	If "Disagree", what do you think is the reason for that?	1. My ethnicity 2. My religion 3. My family income 4. My academic performance 5. My appearance 6. My gender 7. My illness/my physical disability 8. My personal interests and hobbies 9. Other _____	

Section 2: PERCEPTIONS AND FEELINGS

	How much do you agree with these statements?	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S3.	Kyrgyz language should be the only official language in the country.					
S4.	Ethnic minorities should be given freedom to practice their culture and traditions.					
S5.	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities.					
S6.	We need to protect our culture, religion and language from the influence of other ethnic, religious and linguistic groups living in our country.					
S7.	We are living in a tolerant and peaceful multi-ethnic country in general.					
S8.	I feel myself at home in Kyrgyzstan.					
S9.	I would feel comfortable dancing with a person of the same ethnicity in a public place.					
S10.	I would feel comfortable dancing with a person of another ethnicity in a public place.					

Section 3: INFORMATION

	Do you agree or disagree with the statements below?		Agree	Disagree
			1	2
S11.	My family talks about ethnic conflicts over dinner			
S12.	I talk about political conflicts with my friends			
S13.	I talk about the topics of discrimination, prejudice and bias with my friends			
S14.	How much time do you spend watching TV per day?	1. Never 2. Less than 1 hour 3. 1-2 hours	4. More than 3 hours 5. Don't know 6. We have no TV	
S15.	How much time do you spend browsing Internet per day?	1. Never 2. Less than 1 hour 3. 1-2 hours	4. More than 3 hours 5. Don't know 6. We have no internet	
S16.	How often do you attend a mosque/church or other religious institution?	1. More than once a week 2. Once a week 3. 2-3 times a month	4.Once a month 5 Several times a year 6 Never	

Section 4: ATTITUDES

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S17.	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons.					
S18.	I avoid contacts with people of another background because they are completely different from people of my group/background.					
S19.	I am often invited by people of other groups for different events and celebrations.					
S20.	Ethnic intolerance is often a result of small actions like spreading rumours and committing theft.					
S21.	If I stand by while others commit evil actions, I'm also responsible					
S22.	I believe I should marry someone from my regional, religious or ethnic group					
S23.	If you disagree with something that someone is doing or saying you should keep quiet					
S24.	There is mistrust in my community					
S25.	Complaining about inefficient rules or regulations is useless					

Section 5: AT SCHOOL

How much do you agree with these statements?		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S26.	Students in my class get along very well regardless of their background.					
S27.	Students and teachers tend to group themselves and others by ethnicity.					
S28.	Teachers and administrative staff at my school do their best to create a safe and non-discriminatory environment for every student.					
S29.	My school creates opportunities for students to get to know each other (for example afterschool programs for students to mix).					
S30.	Imagine that you are verbally insulted by a student who belongs to a group/category other than your own, what is your likely reaction?	1. Politely tell him/her not to do so again. 2. Insult him/her back using offensive xenophobic slurs. 3. Hit him/her violently. 4. Do or say nothing, but report him/her to my class curator or school administration. 5. Do or say nothing, but next day come with a number of my friends for a "serious talk" with him/her. 6. Ignore him/her and forget about that case.				

Section 6: ACADEMIC PERFORMANCE

S31.	What was your average grade for the last quarter at school?	1. Mostly "5" 2. Mostly "4"	3. Mostly "3" 4. Sometimes "2"
S32.	How often did you miss the classes during the last quarter in the last academic year?	1. 1-3 times per week 2. 2-3 times per month	3. 2-3 times per quarter 4. Almost never -> S34.
S33.	What is the most frequent reason for missing the classes?	1. Sickness 2. Household chores 3. Household business	4. Babycare 5. Other
S34.	How often do you get help from your parents or other adult family members with your homework assignments?	1. Almost every day 2. Several times per week 3. Several times per month	4. Several times per term 5. Never, I prefer not to ask for help 6. Never, there is nobody to ask for help

Section 7: CONFLICTS

S35	Have you been bullied/harassed by other students in the last term during the past academic year?	Yes	1
		No	2 → S40
		Don'know	99 → S40
S36	If so, how often were you bullied/harassed by other students during that period?	Once	1
		2-3 times	2
		More than 3 times	3
S37	How were you bullied/harassed by other students during this academic year *(select all that apply)*	Physically	1
		Verbally	2
		Virtually	3
		Don'know	99
S38	What kind of bullying/harassment was it exactly?	Racketeering/extortion	1
		Fight	2
		Mockery	3
		Other	4
		Don'know	99
S39	What was the reason for bullying/harassment	Ethnic issues	1
		Gender issues	2
		Religious issues	3
		Physical disability	4
		Income level difference	5
		Other	6
		Don'know	99
S40	Have you experienced a conflict outside the school (e.g. in the yard or during sports or other extra-curricular activities) in the last two months?	Yes	1
		No	2 → S45.
		Don'know	99 → S45.
S41	If so, how often did you experience conflicts outside the school in the last two months?	Once	1
		2-3 times	2
		More than 3 times	3
S42	How did you participate in the conflicts outside the school?	Physically	1
		Verbally	2
		Virtually	3
		Don'know	99
S43	What kind of conflict was it?	Racketeering/extortion	1
		Fight	2
		Mockery	3
		Other	4
		Don'know	99
S44	What was the reason for the conflicts that happened outside the school?	Ethnic issues	1
		Gender issues	2
		Religious issues	3
		Physical disability	4
		Income level difference	5
		Other	6
		Don'know	99

S45.	Do you think violence is justified?	Yes. It is the only way to get what you want.	1
		Yes. Sometimes people do not understand unless you physically hurt them.	2
		Yes. But only as a counter-attack to defend myself.	3
		Absolutely no. Violence is not key to conflict resolution.	4

MODULE FOR STUDENTS (cont.)

Section 8: PERCEPTION OF SECURITY

Now, I will ask you about how you feel regarding security at your place of living.

	How much do you agree with the following statements on a scale from 1 to 5?	Strongly disagree				Strongly agree
		1	2	3	4	5
S46.	I feel safe when walking alone in the neighbourhood during the daytime	☐	☐	☐	☐	☐
S47.	I feel safe when walking alone in the neighbourhood during the night	☐	☐	☐	☐	☐
S48.	I avoid using certain ways and do not go to certain areas that I think are dangerous	☐	☐	☐	☐	☐
S49.	My neighbourhood is overall peaceful	☐	☐	☐	☐	☐
S50.	The level of interethnic violence increased a lot compared to one year ago	☐	☐	☐	☐	☐
S51.	The police does a good job	☐	☐	☐	☐	☐

Section 9: SELF-EFFICACY AND LOCUS OF CONTROL

Please rate how certain you are that you can do each of the things described below by writing the appropriate number

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all						*Moderately can do*				*Highly certain can do*

	Self-efficacy	Confidence (0-100)
S52.	Resist peer pressure to do things in school that get me into trouble	
S53.	Make and keep friends of the opposite sex	
S54.	Make and keep friends of the same sex	
S55.	Make and keep friends of the same ethnic group	
S56.	Make and keep friends of another ethnic group	
S57.	Make and keep friends of the same religious group	
S58.	Make and keep friends of another religious group	
S59.	Work well in a group	
S60.	Express my opinion when other classmates disagree with me	
S61.	Stand up for myself when I feel I am being treated unfairly	
S62.	Get others to stop hurting my feelings	
S63.	Stand firm to someone who is asking me to do something unreasonable or inconvenient	
S64.	Get a friend to help me when I have problems	
S65.	Get myself to study when there are other interesting things to do	
S66.	Finish my homework assignments by deadlines	
S67.	Plan my schoolwork for the day	

For each question please circle Yes or No

	Question	Yes or No
S68.	Do you think your school grades are mostly affected by accidental happening? (regardless of your capacities)?	1. Yes 2. No
S69.	Do you think teachers are often unfair to students?	1. Yes 2. No
S70.	Do you believe that high-test scores are a matter of hard work; luck has little or nothing to do with it?	1. Yes 2. No
S71.	Do you believe that most problems will solve themselves if you just don't fool with them?	1. Yes 2. No
S72.	Do you feel that most of the time it is not worth trying hard because things never turn out right anyway?	1. Yes 2. No
S73.	Do you feel that one of the best ways to handle most problems is just not to think about them?	1. Yes 2. No
S74.	Do you feel that you have a lot of choice in deciding who your friends are?	1. Yes 2. No
S75.	Do you feel that when someone your age decides to hit you there's little you can do to stop him or her?	1. Yes 2. No
S76.	Do you believe that whether or not people like you depends on the way you act?	1. Yes 2. No

MODULE FOR STUDENTS (cont.)

Section 10: FEEDBACK

S77.	How did you feel answering our questions?	1. Comfortable → S79 2. Uncomfortable 3. Don't know → S79
S78.	Which question in particular made you feel most uncomfortable?	№ |___|___|

Section 11: TRACKING QUESTIONS

In case we want to contact you in the future, we would like to ask some questions that would help us locate you.

S79.	Your mobile phone number. Please list your additional mobile numbers if you have more than one mobile phone number.	
S80.	Your email address(es)	_____@_____._____
S81.	Your name on Facebook	
S82.	Your name on Odnoklassniki.ru	
S83.	Your name on Vkontakte.ru	

We completed the survey. Many thanks for your answers! *End of interview.*

Stockholm International Peace Research Institute

Center for Social and Economic Research SOCECONIC

University of Central Asia

Follow-up survey

Impact Evaluation Study of the LivingSidebySide® Peacebuilding Programme in Kyrgyzstan

Household Questionnaire HH3

Household Control Information

Household Code |___|___|___|___|___|___|___|___|

Name of HH head _____

Interviewer Code ☐

RESPONDENT

Name and ID of key respondent _____ ☐ *(individual code)*

TYPE OF STUDENT *(mark the group to which student relates)*

☐ **№**1: Those who were trained in Round 3 in pilot school
☐ **№**2: Control group in pilot school
☐ **№**3: Control group in control school

SURVEY RESULTS

Interview **№**	Date of visit	Time		Other person(s) present?	Interviewer assessment of interview	Comments
		Start	End	1 Yes	1 Reliable	*If "unreliable', please indicate reason here)*
	(DD.MM)	(HH:MM)	(HH:MM)	2 No	2 Unreliable	
1						
2						
3						

☐ Household questionnaire is fully completed
☐ Household questionnaire is partly completed

Reasons for incomplete answers

☐ Refusals to answer some questions
☐ Respondent is not prepared for a long interview
☐ Other reasons, please specify _____

Which modules? ☐ ☐ ☐ ☐ ☐ ☐

Household ID |__|__|__|__|__|__|__|__|

Consent Form

Hello. We are from the Center for Economic and Social Research SOCECONIC. We would like to ask you to continue to participate in our study to learn more about the lives of school-going youth in Kyrgyzstan. We are visiting your household the second time now because your son or daughter wished to participate in the training provided in some schools in Kyrgyzstan. We need to ask follow-up questions after the LivingSidebySide® Peacebuilding training. NB! We are independent researchers who are only conducting the survey. We do not participate in the LivingSidebySide® programme trainings. We are from an independent research organisation.

All information collected for this study will be kept strictly confidential. While the data collected will be used for research purposes, information that could identify you or your household will never be publicly released in any research report or publication. Your participation in this study will not harm you in any way. The results of this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

The average time it takes to complete the interview is about 1 hour. You will answer questions about your household members, individual attitudes and values, as well as some questions about the child who is part of the study. In addition, we have a number of questions to the student.

If you decide to participate in this study, you are free to opt out any time or decide to not answer particular questions. We would greatly appreciate your help in responding to this survey.

Before we begin the interview, we want to make sure you understand the following information about the study

- You have the right to ask questions at any point before the interview, during the interview, or after the interview is completed.

- The intention of the study is to conduct further interviews with you in the future. As a result, your personal details will be kept on record in order that you can be re-contacted to participate in future studies that form part of this project.

- If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0550 58 15 14.

Do you have any questions? Would you be willing to participate?

An interviewer ticks ☐ *Yes* or ☐ *No*

Name and signature of the respondent _____

Date _____

CONTENT OF HOUSEHOLD QUESTIONNAIRE

1. HOUSEHOLD COMPOSITION

2. PERCEPTION OF SECURITY

3. CONCERNS

4. SOCIAL RELATIONS
    - 4.A. TRUST
    - 4.B. VALUES
    - 4.C. PERCEPTIONS

5. ACADEMIC PERFORMANCE
    - 5.A. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR
    - 5.B: LivingSidebySide® Programme

6. FAMILY CONFLICTS
    - 6. FAMILY CONFLICTS

7. TRACKING QUESTIONS

8. MODULE FOR STUDENTS
    - Section 1. SURROUNDING
    - Section 2: FEELINGS AND PERCEPTION
    - Section 3: INFORMATION
    - Section 4: ATTITUDES
    - Section 5: AT SCHOOL
    - Section 6: OTHER GENERAL QUESTIONS
    - Section 7: CONFLICTS
    - Section 8. PERCEPTION OF SECURITY
    - Section 9: SELF-EFFICACY AND LOCUS OF CONTROL
    - Section 10. LivingSidebySide® Programme
    - Section 11: FEEDBACK

1. HOUSEHOLD COMPOSITION

I want to start by asking a number of questions about your household composition and household members. Household comprises in most cases of family members, but also may include non-family members, who may live in your dwelling and share common housekeeping arrangements.

	H101	H102	H103	H104
ID CODE	Please list all people, both family and not related people, who share common housekeeping arrangements (i.e. share or are supported by a common budget) Please list also people who are household members but do not live in the household. Please start the list with information about household head	What is [NAME's] sex? Male 1 Female 2	What are [NAME's] month and year of birth *MM.YYYY*	What is [NAME's] relationship to the head of the household? Head 1 Spouse 2 Son/Daughter 3 Son/Daughter-in-law 4 Father/Mother 5 Father/Mother-in-law 6 Siblings 7 Grandchild 8 Nephew/Niece 9 Other relative 10 Other 11
	Family name and first name			
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

2. PERCEPTION OF SECURITY

Now, I will ask you about how you feel regarding security at your place of living

H201	How much do you agree with the following statements on a scale from 1 to 5? CARD 1	Strongly agree				Strongly disagree
		1	2	3	4	5
1	I feel safe when walking alone in the neighbourhood during the daytime	☐	☐	☐	☐	☐
2	I feel safe when walking alone in the neighbourhood during the night.	☐	☐	☐	☐	☐
3	I avoid using certain ways and do not go to certain areas that I think are dangerous	☐	☐	☐	☐	☐
4	My neighbourhood is overall peaceful	☐	☐	☐	☐	☐
5	The level of internethnic violence increased a lot comparing to one year ago	☐	☐	☐	☐	☐
6	The police does a good job	☐	☐	☐	☐	☐

3. CONCERNS

I would like to ask you about your concerns. I will list it, please assess the level of your concern about each item according to scale from 0 (No concern at all) to 5 (Very concerned).

H301	How worried are you when you think of following? CARD 2	No concern at all ⬇					Very concerned ⬇
		0	1	2	3	4	5
1	Crime level in Kyrgyzstan	☐	☐	☐	☐	☐	☐
2	Inter-ethnic tensions in Kyrgyzstan	☐	☐	☐	☐	☐	☐
3	Local political disorders	☐	☐	☐	☐	☐	☐
4	Relations with your neighbours	☐	☐	☐	☐	☐	☐

4. SOCIAL RELATIONS

4.A. TRUST

Now I want to ask about your perception of the level of trust to people and sources of information.

H401	On scale from 1 to 4, how much do you agree with following statements? CARD 3 *Interviewer: Show the corresponding scale to the respondent. Tick the box related to the respondent's answer.*	Strongly disagree 1	2	3	Strongly agree 4
1	In general, you can trust people	☐	☐	☐	☐
2	Nowadays, you cannot rely on anybody	☐	☐	☐	☐
3	Most people who live in this community can be trusted	☐	☐	☐	☐
4	In this community, you have to be cautious, otherwise someone is likely to take advantage of you	☐	☐	☐	☐
5	Most people in this community are willing to help you if you need it	☐	☐	☐	☐
6	In this community, people generally trust each other in matters of lending and borrowing money	☐	☐	☐	☐
7	Leaders of this community do not use public funds for anything, but to benefit the community at large	☐	☐	☐	☐

H402	On a scale from 1 to 4, how much do you generally trust the following? CARD 4 *Interviewer: Show the corresponding scale to the respondent*	No trust at all 1	2	3	A lot of trust 4
1	Family members	☐	☐	☐	☐
2	Neighbours	☐	☐	☐	☐
3	People in your surrounding village/city	☐	☐	☐	☐
4	People you don't know	☐	☐	☐	☐
5	People from your own ethnic or linguistic group	☐	☐	☐	☐
6	People from other ethnic or linguistic groups	☐	☐	☐	☐
7	Police	☐	☐	☐	☐
8	Schools, universities and higher education institutions	☐	☐	☐	☐
9	Informal community leaders (aksakals, etc.)	☐	☐	☐	☐
10	Media (TV, newspapers, etc)	☐	☐	☐	☐
11	People of your religious group	☐	☐	☐	☐
12	People of other religious groups	☐	☐	☐	☐

4. SOCIAL RELATIONS

4.B. VALUES

	While I read the items, please indicate how important each of them is for your identity? CARD 5	Not important at all	Not very important	Quite important	Very important
		1	2	3	4
H403	1 Your ethnicity				
	2 Your citizenship				
	3 Your job				
	4 Your income level				
	5 Your education level				
	6 Your religion				
	7 Your village/neigbourhood				
	How much do you agree or disagree that it is possible to belong to the Kyrgyzstan's society and…	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
	CARD 6	1	2	3	4
H404	1 Belong to ethnic group different from Kyrgyz				
	2 Not share national values or follow national traditions				
	3 Not speak Kyrgyz language				

4. SOCIAL RELATIONS
4.C. PERCEPTIONS

H405. How much do you agree with the following statements? CARD 1		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
1	Kyrgyz language should be the only official language in the country					
2	Ethnic minorities should be given freedom to practice their culture and traditions					
3	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities					
4	We need to protect our culture, religion and language from influence of other ethnic, religious and language groups living in our country					
5	We live in a tolerant and peaceful multi-ethnic country in general					
6	I feel myself at home in Kyrgyzstan					
7	It is difficult to get promotion at work if my boss represents a different ethnicity					
8	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons					
9	I avoid contacts with people of another ethnicity or religion because they are completely different from people of my group/background.					
10	I am often invited by people of other groups for different events and celebrations.					
11	I don’t have any friends from an ethnic background different than my own.					

Student's ID from HH roster	
Respondent's ID from HH roster	

5. ACADEMIC PERFORMANCE

5.A. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR

A note for interviewer. These questions should be answered by one of the parents of the student. If both parents are absent, then ask grandparents or other guardian

Interviewer: Let's talk about [NAME] and his/her performance and behaviour at school				
H501	Are you a member of a school parent committee	Yes	1 →	H502
		No	2 →	H503
H502	How often did you participate in meetings of the parent committee with teachers and the school director during the last academic year (2013- 2014)?	Never		1
		Once		2
		Twice		3
		More than 2 times		4
H503	How often did you attend parent meetings at school during the last academic year (2013- 2014)?	Never		1
		Once		2
		Twice		3
		More than 2 times		4
H503a	How many days did [NAME] miss during the last school semester of the past academic year, excluding holidays and weekends?	_____	days	
H503b	What is the main reason of missing classes?	Illness		1
		Doesn't like studying		2
		Housework		3
		Conflicts at school		4
		Agricultural work		5
		Other		6
H504	How many hours a day on average does [NAME] spend on doing his/her homework on a regular school day?	Doesn't do homework		1
		Less than 1 hour		2
		1-3 hours		3
		3-5 hours		4
		More than 5 hours		5
		Don't know		99
H505	What was [NAME]'s grade in math for the 4th term of the last academic year?	_____		
		Don't know		99
H506	Do you know the name of [NAME]'s supervisor at school?	Yes		1
		No		2
H507	Does [NAME] help you with housework or business after school?	Yes	1	
		No	2 →	H509
H508	If yes, how many hours per day on average does [NAME] spend helping you with housework or business after school?	Less than 1 hour		1
		1-3 hours		2
		3-5 hours		3
		More than 5 hours		4
H509	Do you think that the current education that [NAME] receives will help him/her in the future?	Yes		1
		No		2
		Don't know		99
H510	Has [NAME] been bullied/harassed by other students in the last term during the past academic year?	Yes	1	
		No	2 →	H515
		Don'know	99 →	H515

5.A. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR (cont.)				
H511	If yes, how often was [NAME] bullied/harassed by other students during that period?	Once		1
		2-3 times		2
		More than 3 times		3
H512	How was [NAME] bullied/harassed by other students during this academic year *(select all that apply)*	Physically		1
		Verbally		2
		Virtually		3
		Don'know		99
H513	What kind of bullying/harassment was it exactly?	Racketeering/extortion		1
		Fight		2
		Mockery		3
		Other (specify) _____		4
		Don'know		99
H514	What was the reason for bullying/harassment	Ethnic issues		1
		Gender issues		2
		Religious issues		3
		Physical disability		4
		Income level difference		5
		Other (specify) _____		6
		Don'know		99
H515	Has [NAME] experienced a conflict outside the school (e.g. in the yard or during sports or other extra-curricular activities) in the last two months?	Yes	1	
		No	2 →	H520
		Don'know	99 →	H520
H516	If yes, how often did [NAME] experience conflicts outside the school in the last two months?	Once		1
		2-3 times		2
		More than 3 times		3
H517	How did [NAME] participate in the conflicts outside the school?	Physically		1
		Verbally		2
		Virtually		3
		Don'know		99
H518	What kind of conflict was it?	Racketeering/extortion		1
		Fight		2
		Mockery		3
		Other (specify) _____		4
		Don'know		99
H519	What was the reason for the conflicts that happened outside the school?	Ethnic issues		1
		Gender issues		2
		Religious issues		3
		Physical disability		4
		Income level difference		5
		Other		6
		Don'know		99

5.B: LivingSidebySide® Programme

Interviewer: Section 5B is only for households of students from group 1.
Go to next section if it is household of student from group 2 or 3.

H520	Has [NAME] talked to you or other household members about LivingSideBySide® programme?	Yes			1
		No	-->	H523	2
		Don't know	-->	H523	99
H521	With whom did [NAME] discuss the programme?	Parents or guardians			1
		Siblings			2
		Other family members			3
H522	What programme issues did [NAME] discuss with you or other family members?	About training in general			1
		About tolerance			2
		Belief and perception issues			3
		Conflict resolution skills			4
		Other, specify _____			99
H523	Did [NAME] participate in all classes of this programme?	Yes			1
		No			2
		Don't know			99
H524	How useful do you think the programme was for [NAME]?	Very useful			1
		Somewhat useful			2
		Not useful at all	-->	H526	3
		Don't know	-->	H529	99
H525	What spheres of [NAME]'s life did the programme affect positively? *Mark all that apply*	Academic progress in school			1
		Relations with classmates and friends			2
		Family relations			3
		Relations with teachers at school			4
		Future plans			5
		Extra-curricular activities			6
		Opinion, perception, belief			7
		Other, specify: _____			8
H526	Do you think the programme affected [NAME] negatively?	Yes			1
		No	-->	H528	2
H527	What spheres of [NAME]'s life did the programme affect negatively? *Mark all that apply*	Academic progress in school			1
		Relations with classmates and friends			2
		Family relations			3
		Relations with teachers at school			4
		Future plans			5
		Extra-curricular activities			6
		Opinion, perception, belief			7
		Other, specify: _____			8
H528	Could you please tell us more about the positive or negative impact that the programme had on [NAME]? Please give a specific example (if there is any).				
H529	How fully did [NAME] feel involved into the programme classes?	Fully	-->	H601	1
		Not always			2
		Less involved			3
		Don't know	-->	H601	99
H530	In your opinion, what were the reasons of incomplete involvement of [NAME] into the programme classes?	Because of ethnicity			1
		Because of religion			2
		Because of gender			3
		Because of academic achievements			4
		Other, specify _____			99

6. FAMILY CONFLICTS

Now, if you do not mind, let me ask a couple of questions about the situation in your household. You may skip these questions, if you do not want to answer them.

H601	Who in your household decides whether to save money for a kid's further education?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H602	Who in your household decides whether to buy any commodities?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H603	During the past 4 weeks, how often did conflicts happen in your household?	Never --> H701	1
		1-2 times	2
		3-5 times	3
		More than 5 times	4
		Don't know	99
H604	What was the most common reason for these conflicts?	Financial reasons	1
		Gender issues	2
		Petty everyday disagreements	3
		Disagreements over upbringing of children	4
		Jealousy	5
		Alcohol abuse	6
		Other	7
		Don't know	99
H605	How do your household members behave in family conflict situations?	Openly and peacefully express their views and feelings regarding the disputed issue	1
		Compromise in order to reach an agreement	2
		Silent and afraid to express their views	3
		Behave aggressively, resort to the use of physical power	4
		Other _____	5

7. TRACKING QUESTIONS

In case we want to contact you in the future, we would like to ask some questions that would help us to locate you.

H701	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	Me _____	
		My spouse _____	
		Other HH member _____	
H702	What is your email address(es)?	_____@_____ . _____	
		_____@_____ . _____	
H703	What is your name on Odnoklassniki.ru?	_____	
		No name in Odnoklassniki.ru	2
H704	What is your name on Vkontakte.ru?	_____	
		No name in Vkontakte.ru	2

END OF HOUSEHOLD QUESTIONNAIRE
We completed questions regarding your household. Many thanks for your answers!
Now let me please talk to your son/daughter who applied for participation in the LivingSidebySide® programme. Can I talk to him/her in private?

Student ID in HH roster

Did the student answer your questions in private during the interview?	Yes 1
	No 2

MODULE FOR STUDENTS

Section 1. SURROUNDING

S1	I feel I really fit in at my school/neighbourhood		1. Agree → S3 2. Disagree
S2	If you answered "Disagree"", please indicate all applicable reasons why you think you don't fit in at your school/neighbourhood	1. My ethnicity	
		2. My religion	
		3. Income level of my family	
		4. My academic performance	
		5. My appearance	
		6. My gender	
		7. My illness/disability	
		8. My personal interests and hobbies	
		9. Other _____	

Section 2: FEELINGS AND PERCEPTION

How much do you agree with the following statements? SHOW THE CARD		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S3	Kyrgyz language should be the only official language in the country.					
S4	Ethnic minorities should be given freedom to practice their culture and traditions.					
S5	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities.					
S6	We need to protect our culture, religion and language from influence of other ethnic, religious and language groups living in our country.					
S7	We live in a tolerant and peaceful multi-ethnic country in general.					
S8	I feel myself at home in Kyrgyzstan.					
S9	I feel comfortable when dancing with a person of my ethnicity in public place.					
S10	I feel comfortable when dancing with a person of other ethnicity in public place.					

Section 3: INFORMATION

Do you agree or disagree with the statements below?			Agree	Disagree
			1	2
S11	My family talks about ethnic issues over dinner			
S12	I talk about political issues with my friends			
S13	I talk about the topics of discrimination, prejudice and bias with my friends toward people of different ethnicity and religion			
S14	How much time do you spend watching TV per day, on average?	1. Never	4. More than 3 hours	
		2. Less than 1 hour	5. Don't know	
		3. 1-2 hours	6. We have no TV	
S15	How much time do you spend browsing Internet per day?	1. Never	4. More than 3 hours	
		2. Less than 1 hour	5. Don't know	
		3. 1-2 hours	6. We have no Internet	
S16	How often do you attend a mosque/church or other religious institutions?	1. More than once per week	4. Once per month	
		2. Once a week	5 Several times per year	
		3. 2-3 times per month	6 Never	

Section 4: ATTITUDES

How much do you agree with these statements? SHOW THE CARD		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S17	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons					
S18	I avoid contacts with people of another background because they are completely different from people of my group/background					
S19	I am often invited by people of other groups for different events and celebrations.					
S20	Ethnic intolerance stems from insignificant actions such as spreading the rumours or thefts					
S21	If I stand by while others commit evil actions, I'm also responsible					
S22	I believe I should marry someone from my regional, religious or ethnic group					
S23	If you disagree with something that someone is doing or saying you should keep quiet					
S24	There is mistrust in my community					
S25	Complaining about inefficient rules or regulations is useless					

Section 5: AT SCHOOL

How much do you agree with these statements? SHOW THE CARD		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S26	Students in my class get along very well regardless of their background					
S27	Students and teachers tend to group themselves and others by ethnicity					
S28	Teachers and administrative staff at my school do their best to create a safe and non-discriminatory environment for every student					
S29	My school creates opportunities for students to get to know each other better (for example afterschool programs for students to mix)					

S30	Imagine that you are verbally insulted by a student who belongs to a group/category other than your own, what is your likely reaction?	1. Politely tell him/her not to do so again.
		2. Insult him/her back using offensive xenophobic slurs
		3. Hit him/her violently
		4. Do or say nothing, but report him/her to my class supervisor or school administration
		5. Do or say nothing, but next day come with a number of my friends for a "serious talk" with him/her
		6. Ignore him/her and forget about that

Section 6: OTHER GENERAL QUESTIONS

S31	What was your average grade during the last term at school?	1. Mostly "5"	3. Mostly "3"
		2. Mostly "4"	4. Sometimes "2"
S32	How often did you miss the classes in the last academic year?	1. 1-3 times per week	3. 2-3 times per term
		2. 2-3 times per month	4. Almost never -> S34
S33	What is the most frequent reason for missing the classes?	1. Sickness	4. Babycare
		2. Household chores	5. Other
		3. Household business	
S34	How often do you get help from your parents or other adult family members with your homework assignments?	1. Almost every day	4. Several times per term
		2. Several times per week	5. Never, I prefer not to ask for help
		3. Several times per month	6. Never, there is nobody to ask for help

Section 7: CONFLICTS

S35	Have you been bullied/harassed by other students in the last term during the past academic year?	Yes	1	
		No	2 →	S40
		Don'know	99 →	S40
S36	If yes, how often were you bullied/harassed by other students during that period?	Once		1
		2-3 times		2
		More than 3 times		3
S37	How were you bullied/harassed by other students during this academic year *(select all that apply)*	Physically		1
		Verbally		2
		Virtually		3
		Don'know		99
S38	What kind of bullying/harassment was it exactly?	Racketeering/extortion		1
		Fight		2
		Mockery		3
		Other		4
		Don'know		99

Section 7: CONFLICTS (cont.)

S39	What was the reason for bullying/harassment	Ethnic issues	1
		Gender issues	2
		Religious issues	3
		Physical disability	4
		Income level difference	5
		Other	6
		Don'know	99
S40	Have you experienced a conflict outside the school (e.g. in the yard or during sports or other extra-curricular activities) in the last two months?	Yes 1	
		No 2 →	S45
		Don'know 99 →	S45
S41	If yes, how often did you experience conflicts outside the school in the last two months?	Once	1
		2-3 times	2
		More than 3 times	3
S42	How did you participate in the conflicts outside the school?	Physically	1
		Verbally	2
		Virtually	3
		Don'know	99
S43	What kind of conflict was it?	Racketeering/extortion	1
		Fight	2
		Mockery	3
		Other	4
		Don'know	99
S44	What was the reason for the conflicts that happened outside the school?	Ethnic issues	1
		Gender issues	2
		Religious issues	3
		Physical disability	4
		Income level difference	5
		Other	6
		Don'know	99
S45	Do you think violence is justified?	Yes. It is the only way to get what you want.	1
		Yes. Sometimes people do not understand unless you physically hurt them.	2
		Yes. But only as a counter-attack to defend myself.	3
		Absolutely no. Violence is not key to conflict resolution.	4

Section 8. PERCEPTION OF SECURITY

Now, I will ask you about how you feel regarding security at your place of living.

	How much do you agree with the following statements on a scale from 1 to 5? SHOW THE CARD	Strongly agree				Strongly disagree
		1	2	3	4	5
S46	I feel safe when walking alone in the neighbourhood during the daytime.	☐	☐	☐	☐	☐
S47	I feel safe when walking alone in the neighbourhood during the night.	☐	☐	☐	☐	☐
S48	I avoid using certain ways and do not go to certain areas that I think are dangerous.	☐	☐	☐	☐	☐
S49	My neighbourhood is overall peaceful.	☐	☐	☐	☐	☐
S50	The level of interethnic violence increased a lot compared to one year ago.	☐	☐	☐	☐	☐
S51	The police does a good job.	☐	☐	☐	☐	☐

Section 9: SELF-EFFICACY AND LOCUS OF CONTROL

Please rate how certain you are that you can do each of the things described below by writing the appropriate number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all					*Moderately can do*					*Highly certain can do*

	Self-efficacy SHOW THE CARD	Confidence (0-100)
S52	Resist peer pressure to do things in school that get me into trouble	
S53	Make and keep friends of the opposite sex	
S54	Make and keep friends of the same sex	
S55	Make and keep friends of the same ethnic group	
S56	Make and keep friends of another ethnic group	
S57	Make and keep friends of the same religious group	
S58	Make and keep friends of another religious group	
S59	Work well in a group	
S60	Express my opinion when other classmates disagree with me	
S61	Stand up for myself when I feel I am being treated unfairly	
S62	Get others to stop hurting my feelings	
S63	Stand firm to someone who is asking me to do something unreasonable or inconvenient	
S64	Get a friend to help me when I have problems	
S65	Get myself to study when there are other interesting things to do	
S66	Finish my homework assignments by deadlines	
S67	Plan my schoolwork for the day	

For each question please circle Yes or No

	Question	Yes or No
S68	Do you think your school grades are mostly affected by accidental happening? (regardless of your capacities)?	1. Yes 2. No
S69	Do you think teachers are often unfair to students?	1. Yes 2. No
S70	Do you believe that high-test scores are a matter of hard work; luck has little or nothing to do with it?	1. Yes 2. No
S71	Do you believe that most problems will solve themselves if you just don't fool with them?	1. Yes 2. No
S72	Do you feel that most of the time it is not worth trying hard because things never turn out right anyway?	1. Yes 2. No
S73	Do you feel that one of the best ways to handle most problems is just not to think about them?	1. Yes 2. No
S74	Do you feel that you have a lot of choice in deciding who your friends are?	1. Yes 2. No
S75	Do you feel that when someone your age decides to hit you there's little you can do to stop him or her?	1. Yes 2. No
S76	Do you believe that whether or not people like you depends on the way you act?	1. Yes 2. No

MODULE FOR STUDENTS (cont.)

Section 10. LivingSidebySide® Programme

Interviewer: Please ask the student if he/she has participated in the LivingSidebySide® Programme.
Section 10 is to be only answered by students-participants of the programme.
Please go on to the next section if the student has not participated in the programme.

S77	Have you talked with anyone about the LivingSidebySide® programme?	Yes	1
		No	2
S78	Have you attended all sessions of the programme?	Yes -> S80	1
		No	2
S79	If no, what was the reason that you skipped the sessions? *Mark all that apply*	1. I was busy with extra-curricular activities (sports, courses, classes with tutor)	1
		2. My parents (or my family) did not let me attend particular sessions because of their content	2
		3. I had to help my family with housework or family business	3
		4. Other reason. *Please fill in here*: _____	4
S80	How useful do you think the programme was for you?	Very useful	1
		Somewhat useful	2
		Not useful at all -> S82	3
		Don't know -> S85	4
S81	Which spheres of your life did the programme have a positive impact on: *Mark all that apply*	Your academic performance and studies at school	1
		Your relationships with peers and friends	2
		Your relationship within your family	3
		Your relationship with teachers at school	4
		Your plans for the future	5
		Your extra-curricular activities	6
		Your thoughts, perceptions, and/or beliefs	7
		Other. *Please fill in here*: _____	8
S82	Do you think the programme had a negative impact on you?	Yes	1
		No -> S84	2
S83	What spheres of your life did the program have a negative impact on: *Mark all that apply*	Your academic performance and studies at school	1
		Your relationships with peers and friends	2
		Your relationship within your family	3
		Your relationship with teachers at school	4
		Your plans for the future	5
		Your extra-curricular activities	6
		Your thoughts, perceptions, and/or beliefs	7
		Other. *Please fill in here*: _____	8
S84	If there is anything in particular that the programme positively or negatively affected in your life and that you would like to tell us about, please be specific and fill in below:		

Section 10. LivingSidebySide® Programme (cont.)			
S85	Did you feel that you were treated equally as other students during the sessions?	Yes -> S87	1
		No	2
S86	If no, why do you think you were not treated equally? *Mark all that apply*	Because I am different from others in terms of ethnicity	1
		Because I have different religious beliefs	2
		Because of my gender	3
		Because my academic performance is low in other classes	4
		Other reason. *Please fill in here*: _____	5
S87	Did you receive teacher's support and encouragement during any of the session?	Yes	1
		No	2
S88	Have you discussed the programme with your family?	Yes	1
		No -> S91	2
S89	With whom from your family exactly have you discussed the programme? Please specify the household member's code from the household roster.	My parents	1
		My siblings	2
		Other members of the family. *Please fill in here:* HH roster code ☐	3
S90	What exactly did you share? *Please specify topics of the discussion*	_____ _____ _____	
S91	Have you sometimes missed other classes at school or activities outside the school because of the programme?	Yes	1
		No	2

MODULE FOR STUDENTS (cont.)

Section 11: FEEDBACK

S92	How did you feel answering our questions?	1. Comfortable → S94 2. Uncomfortable 3. Don't know → S94
S93	Which question in particular made you feel most uncomfortable?	№ |___|___|

In case we want to contact you in the future, we would like to ask some questions that would help us locate you.

S94	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	
S95	What is your email address(es)?	_____@_____._____
S96	What is your name on Facebook?	
S97	What is your name on Odnoklassniki.ru?	
S98	What is your name on Vkontakte.ru?	

We completed the survey. Many thanks for your answers! *End of interview.*

[redacted] CONFIDENTIAL

Stockholm International Peace Research Institute | *Center for Social and Economic Research SOCECONIC* | *University of Central Asia*

One-year follow-up survey

Impact Evaluation Study of the LivingSidebySide® Peacebuilding Programme in Kyrgyzstan

Household Questionnaire

Household Control Information

Household Code |___|___|___|___|___|___|___|___|

Name of HH head _____

Interviewer:

Code ☐

Sex 1. Male 2. Female

Ethnicity 1. Kyrgyz 2. Uzbek 3. Russian 4. Tajik 5. Other _____

RESPONDENT

Name and ID of key respondent (from HH roster) _____ ☐ *(individual code)*

TYPE OF STUDENT *(mark the group to which student relates)*

☐ **№1: Those who were trained in Round 1 in pilot school**
☐ **№2: Those who were trained in Round 2 in pilot school**
☐ **№3: Control group in pilot school**
☐ **№4: Control group in control school**

SURVEY RESULTS

Interview №	Date of visit	Time		Other person(s) present?	Interviewer assessment of interview	Comments
		Start	End	1 Yes	1 Reliable	*If "unreliable', please indicate reason here)*
	(DD.MM)	(HH:MM)	(HH:MM)	2 No	2 Unreliable	
1						
2						
3						

☐ **Household questionnaire is fully completed**
☐ **Household questionnaire is partly completed**

Language of the interview 1.Kyrgyz 2. Uzbek 3. Russian

Reasons for incomplete answers

☐ Refusals to answer some questions
☐ Respondent is not prepared for a long interview
☐ Other reasons, please specify _____

Which modules? ☐ ☐ ☐ ☐ ☐ ☐

Household ID |__|__|__|__|__|__|__|__|

Consent Form

Hello. We are from the Center for Social and Economic Research SOCECONIC. We would like to ask you to continue to participate in our study to learn more about the lives of school-going youth in Kyrgyzstan. We are visiting your household one year after the first two rounds of the LivingSidebySide® Peacebuilding programme because your son or daughter participated or wished to participate in the training provided in some schools in Kyrgyzstan. We are interested in your experience with the LivingSidebySide® Peacebuilding training. **NB! We are independent researchers who are only conducting the survey. We do not participate in the LivingSidebySide® programme trainings and are not affiliated with LivingSidebySide® in any way. We are from an independent research organisation.**

All information collected for this study will be kept strictly confidential. While the data collected will be used for research purposes, information that could identify you or your household will never be publicly released in any research report or publication. Your participation in this study will not harm you in any way. The results from this study will help decide future policy to improve the lives of young people in Kyrgyzstan.

The average time it takes to complete the interview is about 1,5 hour. You will answer questions about your household members, individual attitudes and values, as well as some questions about the student who is part of the study. In addition, we have a number of questions to the student.

If you decide to participate in this study, you are free to opt out any time or decide to not answer particular questions. We would greatly appreciate your help in responding to this survey.

Before we begin the interview, we want to make sure you understand the following information about the study:

- You have the right to ask questions at any point before the interview, during the interview, or after the interview is completed.
- The intention of the study is to conduct further interviews with you in the future. As a result, your personal details will be kept on record in order that you can be re-contacted to participate in future studies that form part of this project.
- If you have any questions about the study or have complaints about how you were treated by our field staff, please feel free to contact our office at 0550 58 15 14.

Do you have any questions? Would you be willing to participate?

An interviewer ticks ☐ ***Yes*** or ☐ ***No***

Name and signature of the respondent _____

Date _____

CONTENT OF HOUSEHOLD QUESTIONNAIRE

1. INFORMATION ON HOUSEHOLD MEMBERS

- 1.A. HOUSEHOLD COMPOSITION
- 1.B. HOUSEHOLD RELATIONSHIP MATRIX

2. HOUSEHOLD INCOME

3. PERCEPTION OF SECURITY

4. CONCERNS

5. SOCIAL RELATIONS

- 5.A. TRUST
- 5.B. SOURCES OF INFORMATION
- 5.C. VALUES
- 5.D. PERCEPTIONS

6. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR

7. PARENTS' ATTITUDES

8: LivingSidebySide® Programme

9. FAMILY DECISION-MAKING AND CONFLICTS

10. TRACKING QUESTIONS

11. MODULE FOR STUDENTS

- Section 1. SURROUNDING
- Section 2: FEELINGS AND PERCEPTION
- Section 3: INFORMATION
- Section 4: OTHER GENERAL QUESTIONS
- Section 5: CONFLICTS
- Section 6. RELATIONSHIP WITH PARENTS
- Section 7. PERCEPTION OF SECURITY
- Section 8. LivingSidebySide® Programme
- Section 9: FEEDBACK

1. INFORMATION ON HOUSEHOLD MEMBERS

1.A. HOUSEHOLD COMPOSITION

I want to start by asking a number of questions about your household composition and household members. Household comprises in most cases family members, but also may include non-family members, who may live in your dwelling and share common housekeeping arrangements.

		H101	H102	H103	H104	H105
ID CODE	ID CODE Baseline	Please list all people, both family and not related people, who share common housekeeping arrangements (i.e. share or are supported by a common budget) Please list also people who are household members but do not live in the household. Please start the list with information about household head **Family name and first name**	What is [NAME's] sex? Male 1 Female 2	What are [NAME's] month and year of birth? *MM.YYYY*	Does [NAME] currently stay in the household? Yes 1 No, stays elsewhere in Kyrgyzstan 2 No, stays abroad 3 ***If No--> go to H106***	*Only if No in H104:* For what reason? Work 1 Short-term business trip 2 School/ study 3 Vacation 4 Visiting family/ friends 5 In hospital 6 Other 7
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

1.B. HOUSEHOLD RELATIONSHIP MATRIX

H106. What is [ID CODE]'s relationship to other household members? Please use the relationship codes (from 1 to 15) given below.

No.	Rel. of No. 01	Rel. of No. 02	Rel. of No. 03	Rel. of No. 04	Rel. of No. 05	Rel. of No. 06	Rel. of No. 07	Rel. of No. 08	Rel. of No. 09	Rel. of No. 10	Rel. of No. 11	Rel. of No.12	Rel. of No.13	Rel. of No.14
01.														
02.														
03.														
04.														
05.														
06.														
07.														
08.														
09.														
10.														
11.														
12.														
13.														
14.														

RELATIONSHIP CODES:
1. Spouse
2. Father/ mother
3. Stepfather/ Stepmother
4. Father-in-law/ Mother-in-law
5. Son/ Dauther
6. Stepson/ Stepdaughter
7. Son-in-law/ Daughter-in-law
8. Grandparent
9. Grandchild
10. Sibling
11. Uncle/ Aunt
12. Nephew/ Niece
13. Other relative
14. Cousin
15. Other non-relative

2. HOUSEHOLD INCOME

Now I would like to ask you about the household income

H201	What is the current monthly income of your household (including wages of all working members of your household, pensions, remittances from family members working abroad, financial aid, and other social benefits)?	_____ *on average per month (in soms)*
H202	How much does your household spends currently on food, clothing, utilities etc. per month?	_____ *on average per month (in soms)*
H203	Has your household's economic situation changed since the last time we visited your household in spring-summer 2014? If yes, how?	Drastically deteriorated 1 Deteriorated 2 Hasn't changed 3 Improved 4 Drastically improved 5 Don't know 99

3. PERCEPTION OF SECURITY

Now, I will ask you about how you feel with regards to security in your neighbourhood

H301	**How much do you agree with following statements on a scale from 1 to 5?** CARD 1	Strongly disagree				Strongly agree
		1	**2**	**3**	**4**	**5**
1	I feel safe when walking alone in the neighbourhood during the daytime	☐	☐	☐	☐	☐
2	I feel safe when walking alone in the neighbourhood during the night.	☐	☐	☐	☐	☐
3	I avoid using certain ways and do not go to certain areas that I think are dangerous	☐	☐	☐	☐	☐
4	My neighbourhood is overall peaceful	☐	☐	☐	☐	☐
5	The level of internethnic violence in my neighbourhood increased a lot as compared to one year ago	☐	☐	☐	☐	☐
6	The police does a good job in my neighbourhood	☐	☐	☐	☐	☐

4. CONCERNS

I would like to ask you about your concerns. I will list it, please assess the level of your concern about each item according to a scale from 0 (No concern at all) to 5 (Very concerned).

H401	**How worried are you when you think of the following?** CARD 2	**Not worried at all** ⬇					**Extremely worried** ⬇
		0	1	2	3	4	5
1	Crime level in Kyrgyzstan	☐	☐	☐	☐	☐	☐
2	Inter-ethnic tensions in Kyrgyzstan	☐	☐	☐	☐	☐	☐
3	Local political disorders in your community	☐	☐	☐	☐	☐	☐
4	Relations with your neighbours	☐	☐	☐	☐	☐	☐
5	Economic inequality	☐	☐	☐	☐	☐	☐
6	Gender inequality	☐	☐	☐	☐	☐	☐

5. SOCIAL RELATIONS

5.A. TRUST

Now I want to ask about your perception of the level of trust to people and informational sources.

H501	**On scale from 1 to 4, how much do you agree with following statements?** CARD 3 *Interviewer: Show the corresponding scale to the respondent. Tick the box related to the respondent's answer.*	Strongly disagree 1	2	3	Strongly agree 4
1	In general, you can trust people	☐	☐	☐	☐
2	Nowadays, you cannot rely on anybody	☐	☐	☐	☐
3	Most people who live in this community can be trusted	☐	☐	☐	☐
4	In this community, you have to be cautious, otherwise someone is likely to take advantage of you	☐	☐	☐	☐
5	Most people in this community are willing to help you if you need	☐	☐	☐	☐
6	In this community, people generally trust each other in matters of lending and borrowing money	☐	☐	☐	☐
7	Leaders of this community do not use public funds for any other purpose, but to benefit the community at large	☐	☐	☐	☐

H502	**On a scale from 1 to 4, how much do you generally trust the following?** CARD 4 *Interviewer: Show the corresponding scale to the respondent.*	No trust at all 1	2	3	A lot of trust 4
1	Family members	☐	☐	☐	☐
2	Neighbours	☐	☐	☐	☐
3	People in your village/town	☐	☐	☐	☐
4	People you don't know	☐	☐	☐	☐
5	People from your own ethnic or linguistic group	☐	☐	☐	☐
6	People from other ethnic or linguistic groups	☐	☐	☐	☐
7	People of your religious group	☐	☐	☐	☐
8	People of other religious groups	☐	☐	☐	☐
9	Police	☐	☐	☐	☐
10	Schools, universities and higher education institutions	☐	☐	☐	☐
11	Informal community leaders (aksakals, etc.)	☐	☐	☐	☐
12	Media (TV, newspapers, etc)	☐	☐	☐	☐

5. SOCIAL RELATIONS

5.B. SOURCES OF INFORMATION

	Please rate how often you rely on each of the following sources of information?	Never	Rarely	Sometimes	Often	Always
		1	2	3	4	5
H503	1 TV channels					
	2 Newspapers/ magazines					
	3 Radio					
	4 Internet					

	Which of the following sources do you rely most to get your daily share of news? *(Select only one option and specify 1-2 channels next ot it)*
H504	***TV Channels***
	1 Channels of Kyrgyztan
	2 Channels of Uzbekistan
	3 Channels of Russia
	4 Foreign/Western channels
	5 Other _____
	6 I don't watch TV

	Which newspapers do you normally read? *(Please list 1-2 newspapers. If you don't read at all, please write 0)*
H505	

5.C. VALUES

	While I read the items, please indicate how important each item is for your identity? CARD 5	Not important at all	Not very important	Quite important	Very important
		1	2	3	4
H506	1 Your ethnicity				
	2 Your citizenship				
	3 Your job				
	4 Your income level				
	5 Your education level				
	6 Your religion				
	7 Your village/neigbourhood				
	How much do you agree or disagree that it is possible to belong to the Kyrgyzstan's society and…	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
	CARD 6	1	2	3	4
H507	1 Belong to an ethnic group different from Kyrgyz				
	2 Not share national values or follow national traditions				
	3 Not speak Kyrgyz language				

5. SOCIAL RELATIONS

5.D. PERCEPTIONS

H508	How much do you agree with the following statements? CARD 1	Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
1	Kyrgyz language should be the only official language in the country.					
2	Ethnic minorities should be given freedom to practice their culture and traditions.					
3	"Kyrgyzstan is our common home". People of all ethnicities should have equal rights, including equal political representation and economic possibilities.					
4	We need to protect our culture, religion and language from influence of other ethnic, religious and language groups living in our country.					
5	We live in a tolerant and peaceful multi-ethnic country in general.					
6	I feel myself at home in Kyrgyzstan.					
7	It is difficult to get promotion at work if my boss represents a different ethnicity.					
8	I get angry when people make stereotypical jokes about other people for ethnic, religious, gender and other prejudiced reasons.					
9	I avoid contacts with people of another ethnicity or religion because they are completely different from people of my group/background.					
10	I am often invited by people of other groups for different events and celebrations.					
11	I don't have any friends from an ethnic background different than my own.					
12	The responsibility of integrating minority groups into society lies mainly with the minority groups themselves.					
13	Majority (titular) group is responsible for successful integration of minority groups and peaceful coexistence.					

H509	What conflict or threat is/was the most serious in your opinion?		
	Israeli-Palestinian conflict		1
	Russian-Ukrainian conflict		2
	Religious extremism		3
	Ethnic conflict in Kyrgyzstan		4
	Syrian conflict		5
	Iraq war		6
	Afghan war		7
	Yemeni conflict		8
	Don't know		99
H510	What are the ways to resolve the conflict?		
	Tolerance and acceptance of differences		1
	Terrorist acts		2
	Communication and negotiation		3
	Territorial sovereignty		4
	State-led and UN peacebuilding military operations		5
	Cross-cultural education and training		6
	Don't know		99

Student's ID from HH roster	
Respondent's ID from HH roster	

6. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR

A note for interviewer. *These questions should be answered by one of the parents of the student. If both parents are absent, then ask grandparents or other guardian*

Interviewer: Let's talk about [NAME] and his/her performance and behaviour at school

H601	Are you a member of a school parent committee?	Yes	1 →	**H602**
		No	2 →	**H603**
H602	How often did you participate in meetings of the parent committee with teachers and the school director during this academic year (2014-15)?	Never		1
		Once		2
		Twice		3
		More than 2 times		4
H603	How often did you attend parent meetings at school during this academic year (2014-15)?	Never		1
		Once		2
		Twice		3
		More than 2 times		4
H604	How many days did [NAME] miss classes during the past quarter (third quarter) of this academic year (2014-15), excluding holidays and weekends?	_____	days	
H605	What is the main reason of missing classes?	Illness		1
		Doesn't like studying		2
		Housework		3
		Conflicts at school		4
		Agricultural work		5
		Other		6
H606	How many hours a day on average does [NAME] spend on doing his/her homework on a regular school day?	Doesn't do homework		1
		Less than 1 hour		2
		1-3 hours		3
		3-5 hours		4
		More than 5 hours		5
		Don't know		99
H607	What was [NAME]'s grade in math for the the past quarter (third quarter) of this academic year?	_____		
		Don't know		99
H608	Do you know the name of [NAME]'s supervisor at school?	Yes		1
		No		2
H609	Does [NAME] help you with housework or business after school?	Yes	1	
		No	2 →	**H611**
H610	If yes, how many hours per day on average does [NAME] spend helping you with housework or business after school?	Less than 1 hour		1
		1-3 hours		2
		3-5 hours		3
		More than 5 hours		4
H611	Do you think that the current education that [NAME] receives will help him/her in the future?	Yes		1
		No		2
		Don't know		99
H612	Has [NAME] been bullied/harassed by other students since we visited your HH last time in spring/summer 2014?	Yes	1	
		No	2 →	**H617**
		Don'know	99 →	**H617**

6. STUDENT'S ACADEMIC PERFORMANCE AND BEHAVIOUR (cont.)				
H613	If yes, how often was [NAME] bullied/harassed by other students since we visited your HH last time in spring/summer 2014?	Once		1
		2-3 times		2
		More than 3 times		3
H614	How was [NAME] bullied/harassed by other students since we visited your HH last time in spring/summer 2014? *(select all that apply)*	Physically		1
		Verbally		2
		By phone		3
		Don'know		99
H615	What kind of bullying/harassment was it exactly?	Racketeering/extortion		1
		Fight		2
		Mockery		3
		Other (specify) _____		4
		Don'know		99
H616	What was the reason for bullying/harassment?	Ethnic issues		1
		Gender issues		2
		Religious issues		3
		Physical disability		4
		Socioeconomic differences between families		5
		Other (specify) _____		6
		Don'know		99
H617	Has [NAME] experienced a conflict outside the school (e.g. in the yard or during sports or other extra-curricular activities) since we visited your HH last time in spring/summer 2014??	Yes	1	
		No	2 →	**H701**
		Don'know	99 →	**H701**
H618	If yes, how often did [NAME] experience conflicts outside the school since we visited your HH last time in spring/summer 2014?	Once		1
		2-3 times		2
		More than 3 times		3
H619	How did [NAME] participate in the conflicts outside the school?	Physically		1
		Verbally		2
		By phone		3
		Don't know		99
H620	What kind of conflict was it?	Racketeering/extortion		1
		Fight		2
		Mockery		3
		Other (specify) _____		4
		Don'know		99
H621	What was the reason for the conflicts that happened outside the school?	Ethnic issues		1
		Gender issues		2
		Religious issues		3
		Physical disability		4
		Socioeconomic differences between families		5
		Other		6
		Don'know		99

7. PARENTS' ATTITUDES

H701	Please tell us how important it is for you … CARD 7	Not important at	Not very important	Somewhat important	Extremely important
		1	2	3	4
1	to know where [NAME] is and who he / she is with at all times				
2	to spend a lot of time doing activities together with [NAME]				
3	that [NAME] participates in sports				
4	that [NAME] participates in extracurricular activities and programs				
5	that [NAME] studies well and successfully graduates from high school				
6	that [NAME] gets the higher education and opportunities he/ she needs to reach his/her potential				
7	that [NAME] stays away from trouble and conflicts with his/her family and peers				
8	that [NAME] feels safe at home, school, your living community				
9	that [NAME] is happy				
10	that [NAME] has a chance to freely express his/her thoughts and to be heard				
11	that [NAME] grows into respectful person and responsible citizen				
H702	Thinking about [NAME]'s friends, what kind of influence do you think they have on [NAME] overall? CARD 8	Negative	Neutral	Positive	Don't know
		1	2	3	99
H703	How important is it for you that [NAME]'s friends are ….. CARD 7	Not important at	Not very important	Somewhat important	Extremely important
		1	2	3	4
	1. of the same ethnicity				
	2. of the same age				
	3. of the same religion				
	4. from the same neighbourhood				
	5. of the same gender				
	6. from the family with the same income level as your family				
H704	How often do you talk to [NAME] about personal subjects, such as …	Never	Sometimes	Quite often	Very often
		1	2	3	4
	1. friendships				
	2. academic studies				
	3. his/her future				
	4. his/her interests and hobbies				
	5. dating				
	6. ethnic issues				
	7. non-academic school events				
	8. household events				
	9. political and economic news				
H705	In general how would you rate your relationship with [NAME]?	Cold	Neither cold, nor warm	Warm	Very warm
		1	2	3	4
H706	How many hours a day do you spend with [NAME] on average?	_____ hours			

8: LivingSidebySide® Programme

Interviewer: *Section 8 is only for households of students from groups 1 and 2.*
Go to next section if it is a household of a student from groups 3 or 4.

H801	After one year since [NAME] participated in LSBS programme, how useful do you think the programme was for [NAME]?	Very useful			1
		Somewhat useful			2
		Not useful at all	-->	**H803**	3
		Don't know	-->		99
H802	What aspects of [NAME]'s life did the programme affect positively? *Mark all that apply*	Academic progress in school			1
		Relations with classmates and friends			2
		Family relations			3
		Relations with teachers at school			4
		Future plans			5
		Extra-curricular activities			6
		Thoughts, perceptions, beliefs			7
		Other, specify: _____			8
H803	Do you think the programme affected [NAME] negatively?	Yes			1
		No	-->	**H805**	2
H804	What aspects of [NAME]'s life did the programme affect negatively? *Mark all that apply*	Academic progress in school			1
		Relations with classmates and friends			2
		Family relations			3
		Relations with teachers at school			4
		Future plans			5
		Extra-curricular activities			6
		Opinion, perception, belief			7
		Other, specify: _____			8

8: LivingSidebySide® Programme (cont.)

H805	Did you notice a change in [NAME]'s personal attitudes and behaviour towards other people within this year?	Yes			1
		No	-->	**H809**	2
		Don't know	-->	**H809**	99
H806	If yes, what was the main change that you have noticed?	He/she is more respectful and polite			1
		He/she is more tolerant of differences and different opinions			2
		He/she is more rude and aggressive			3
		He/she is more helpful and cooperative			4
		He/she is less cooperative			5
		He is less tolerant towards differences and opinions different than his/her own			6
		Don't know			99
H807	To what degree do you think the change is attributed to the LivingSidebySide® programme that [NAME] has been part of?	To 0 degree			1
		Insignificant degree			2
		Certain degree			3
		Very significant degree			4
		Don't know			99
H808	Do you think that participation in LSBS programme has a ***persistent long-term*** impact on [NAME]'s life?	Yes			1
		No			2
		Don't know			99
H809	Do you believe that there is a need for implementation of more programmes like LivingSidebySide® in secondary schools in Kyrgyzstan (to promote dialogue, tolerance and peace)?	Yes			1
		No			2
		Don't know			99

9. FAMILY DECISION-MAKING AND CONFLICTS

Now, if you do not mind, let me ask a couple of questions about the situation in your household. You may skip these questions, if you do not want to answer them.

H901	Who in your household decides whether to save money for [NAME]'s further education?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H902	Who in your household decides whether to buy any commodities?	Me	1
		My spouse	2
		Husband's parents	3
		We decide together	4
		Don't know	99
H903	During the past 4 weeks, how often did conflicts happen in your household?	Never **--> H1001**	1
		1-2 times	2
		3-5 times	3
		More than 5 times	4
		Don't know	99
H904	What was the most common reason for these conflicts?	Financial reasons	1
		Gender issues	2
		Petty everyday disagreements	3
		Disagreements over upbringing of children	4
		Jealousy	5
		Alcohol abuse	6
		Other	7
		Don't know	99
H905	How do your household members behave in family conflict situations?	Openly and peacefully express their views and feelings regarding the disputed issue	1
		Compromise in order to reach an agreement	2
		Silent and afraid to express their views	3
		Behave aggressively, resort to the use of physical power	4
		Other _____	5

10. TRACKING QUESTIONS

In case we want to contact you in the future, we would like to ask some questions that would help us to locate you.

H1001	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	Me _____
		My spouse _____
		Other HH member _____

END OF HOUSEHOLD QUESTIONNAIRE
We completed questions regarding your household. Many thanks for your answers!
Now let me please talk to your son/daughter who participated or applied for participation in LivingSidebySide® programme. Can I talk to him/her in private?

Student ID in HH roster | |

Did you interview the student in private?

Yes	1
No	2

MODULE FOR STUDENTS

Section 1. SURROUNDING

S1	I feel I really fit in at my school/neighbourhood	1. Agree →	**S3**
		2. Disagree	
S2	If you answered "Disagree"", please indicate all applicable reasons why you think you don't fit in at your school/neighbourhood?	1. My ethnicity	
		2. My religion	
		3. Income level of my family	
		4. My academic performance	
		5. My appearance	
		6. My gender	
		7. My illness/disability	
		8. My personal interests and hobbies	
		9. Other _____	

Section 2: FEELINGS AND PERCEPTION

How much do you agree with the following statements? SHOW THE CARD		Strongly disagree	Disagree	In the middle	Agree	Strongly agree
		1	2	3	4	5
S3	It is a sole responsibility of minority groups to integrate in the society.					
S4	Majority (titular) group is responsible for successful integration of minority groups and peaceful coexistence just to the same extent as minority groups themselves.					

Section 3: INFORMATION

Do you agree or disagree with the statements below?		Agree	Disagree
		1	2
S5	My family talks about ethnic issues over dinner		
S6	I talk about political issues with my friends		
S7	I talk about the topics of discrimination, prejudice and bias with my friends toward people of different ethnicity and religion		

S8	How much time do you spend watching TV per day, on average?	1. Never	4. More than 3 hours
		2. Less than 1 hour	5. Don't know
		3. 1-2 hours	6. We have no TV
S9	How much time do you spend browsing Internet per day?	1. Never	4. More than 3 hours
		2. Less than 1 hour	5. Don't know
		3. 1-2 hours	6. We have no Internet
S10	How often do you attend a mosque/church or other religious institutions?	1. More than once per week	4. Once per month
		2. Once per week	5 Several times per year
		3. 2-3 times per month	6 Never

Section 4: OTHER GENERAL QUESTIONS

S16	What was your average grade in the past quarter (third quarter) of this academic year?	1. Mostly "5"	3. Mostly "3"
		2. Mostly "4"	4. Sometimes "2"
S17	How often did you miss classes in this academic year 2014-15?	1. 1-3 times per week	3. 2-3 times per quarter
		2. 2-3 times per month	4. Almost never -> **S19**
S18	What was the most frequent reason for missing classes?	1. Sickness	4. Babycare
		2. Household chores	5. Other
		3. Household business	
S19	How often do you get help from your parents or other adult family members with your homework assignments?	1. Almost every day	4. Several times per quarter
		2. Several times per week	5. Never, I prefer not to ask for help
		3. Several times per month	6. Never, there is nobody to ask for help

Section 5: CONFLICTS

S20	Have you been bullied/harassed by other students since the last time we visited your household in spring-summer 2014?	Yes	1	
		No	2 →	**S25**
		Don'know	99 →	**S25**
S21	If yes, how often were you bullied/harassed by other students in this period?	Once		1
		2-3 times		2
		More than 3 times		3
S22	How were you bullied/harassed by other students since the last time we visited your household in spring-summer 2014 *(select all that apply)*	Physically		1
		Verbally		2
		Over the phone		3
		Don'know		99
S23	What kind of bullying/harassment was it exactly?	Racketeering/extortion		1
		Fight		2
		Mockery		3
		Other		4
		Don'know		99
S24	What was the reason for bullying/harassment	Ethnic issues		1
		Gender issues		2
		Religious issues		3
		Physical disability		4
		Income level		5
		Other		6
		Don'know		99
S25	Have you experienced a conflict outside the school (e.g. in the yard or during sports or other extra-curricular activities) since the last time we visited you in spring-summer 2014?	Yes	1	
		No	2 →	**S30**
		Don'know	99 →	**S30**
S26	If yes, how often did you experience conflicts outside the school since the last time we visited you in spring 2014?	Once		1
		2-3 times		2
		More than 3 times		3
S27	How did you participate in the conflicts outside the school?	Physically		1
		Verbally		2
		Over the phone		3
		Don'know		99

S28	What kind of conflict was it?		Racketeering/extortion	1
			Fight	2
			Mockery	3
			Other	4
			Don'know	99
S29	What was the reason for the conflicts that happened outside the school?		Ethnic issues	1
			Gender issues	2
			Religious issues	3
			Physical disability	4
			Income level	5
			Other	6
			Don'know	99
S30	Do you think violence is justified?	Yes. It is the only way to get what you want.		1
		Yes. Sometimes people do not understand unless you physically hurt them.		2
		Yes. But only as a counter-attack to defend myself.		3
		Absolutely no. Violence is not the key to conflict resolution.		4

Section 6. RELATIONSHIP WITH PARENTS

S31	Please tell us how important do you think it is for your parents …	Not important at all	Not very important	Somewhat important	Extremely important
		1	2	3	4
1	to know where you are and who you are with at all times				
2	to spend a lot of time doing activities together with you				
3	that you participate in sports				
4	that you participate in extracurricular activities and programs				
5	that you study well and successfully graduate from high school				
6	that you get the higher education and opportunities you need to reach your potential				
7	that you stay away from trouble and conflicts with your family and peers				
8	that you feel safe at home, school, your living community				
9	that you are happy				
10	that you have a chance to freely express your thoughts and to be heard				
11	that you grow into respectful person and responsible citizen				
S32	Thinking about your friends, what kind of influence do you think they have on you overall?	Negative	Neutral	Positive	Don't know
		1	2	3	99
	How important it is for you that your friends are …..	Not important at all	Not very important	Somewhat important	Extremely important
		1	2	3	4
S33	1. of the same ethnicity				
	2. of the same age				
	3. of the same religion				
	4. of the same neighbourhood				
	5. of the same gender				
	6. of the family with the same income-level as your family				
	How often do you talk to your parents about personal subjects, such as …	Never	Sometimes	Quite often	Very often
		1	2	3	4
S34	1. friendships				
	2. academic studies				
	3. your future				
	4. your interests and hobbies				
	5. dating				
	6. ethnic issues				
	7. non-academic school events				
	8. household events				
	9. political and economic news				
S35.	In general how would you rate your relationship with your parents?	Cold	Neither cold, nor warm	Warm	Very warm
		1	2	3	4

MODULE FOR STUDENTS (cont.)

Section 7. PERCEPTION OF SECURITY

Now, I will ask you about how you feel regarding security at your place of living.

	How much do you agree with the following statements on a scale from 1 to 5? SHOW THE CARD	Strongly disagree				Strongly agree
		1	**2**	**3**	**4**	**5**
S36	I feel safe when walking alone in the neighbourhood during the daytime	☐	☐	☐	☐	☐
S37	I feel safe when walking alone in the neighbourhood during the night	☐	☐	☐	☐	☐
S38	I avoid using certain ways and do not go to certain areas that I think are dangerous	☐	☐	☐	☐	☐
S39	My neighbourhood is overall peaceful	☐	☐	☐	☐	☐
S40	The level of interethnic violence increased a lot compared to one year ago in my neighbourhood.	☐	☐	☐	☐	☐
S41	The police does a good job	☐	☐	☐	☐	☐

MODULE FOR STUDENTS (cont.)

Section 8. LivingSidebySide® Programme

Interviewer: Please ask the student if he/she has participated in the LivingSidebySide® Programme. Section 10 is to be only answered by students-participants of the programme. Please go on to the next section if the student has not participated in the programme.

S42	After one year since you participated in LSBS programme, how useful do you think the programme was for you?	Very useful	1
		Somewhat useful	2
		Not useful at all -> **S44**	3
		Don't know -> **S46**	4
S43	What aspects of your life did the programme affect positively? CARD 13 *Mark all that apply*	Your academic performance and studies at school	1
		Your relations with peers and friends	2
		Your relations within your family	3
		Your relations with teachers at school	4
		Your plans for the future	5
		Your extra-curricular activities	6
		Your thoughts, perceptions and/or beliefs	7
		Other. *Please fill in here* _____	8
S44	Do you think the programme affected you negatively?	Yes	1
		No -> **S46**	2
S45	What aspects of your life did the programme affect negatively? *Mark all that apply*	Your academic performance and studies at school	1
		Your relations with peers and friends	2
		Your relations within your family	3
		Your relations with teachers at school	4
		Your plans for the future	5
		Your extra-curricular activities	6
		Your thoughts, perceptions and/or beliefs	7
		Other. *Please fill in here* _____	8
S46	Did you notice a change in personal attitudes and behaviours of your peers who participated in the LSBS programme towards other people within this year?	Yes	1
		No	2
		Don't know	99
S47	If yes, what was the main change that you have noticed in general?	They are more respectful and polite	1
		They are more tolerant of differences and different opinions	2
		They are more rude and aggressive	3
		They are more helpful and cooperative	4
		They are less cooperative	5
		They are less tolerant towards differences and opinions different than their own	6
		Don't know	99
S48	To what degree do you think the change is attributed to the LivingSidebySide® programme that your peers been part of?	To 0 degree	1
		Insignificant degree	2
		Certain degree	3
		Very significant degree	4
		Don't know	99
S49	Do you think that participation in LSBS has had a long-term impact on your life?	Yes	1
		No	2
		Don't know	99
S50	Do you believe that there is a need for implementation of more programmes like LivingSidebySide® in secondary schools in Kyrgyzstan (to promote dialogue, tolerance and peace)?	Yes	1
		No	2
		Don't know	99

MODULE FOR STUDENTS (cont.)

Section 9: FEEDBACK

S51	How did you feel answering our questions?	1. Comfortable → **S53** 2. Uncomfortable 3. Don't know → **S53**
S52	Which question in particular made you feel uncomfortable?	**№** |___|___|
In case we want to contact you in the future, we would like to ask some questions that would help us locate you.		
S53	What is your mobile phone number? Please list your additional mobile numbers if you have more than one mobile phone number.	

We completed the survey. Many thanks for your answers! *End of interview.*

[redacted]

Sample questionnaire for students

School name and number _____ Date:_____ Time:_____

№	Letter	Student's name	Group number	Identification number	Mobile number	Sex (1-male.,2-female)	Birthdate (dd.mm.yyyy)
1	A						
2	B						
3	C						
4	D						
5	E						
6	F						
7	G						
8	H						
9	I						
10	J						

№	Letter	Student's name	Group number	Identification number	Mobile number	Sex (1-male.,2-female)	Birthdate (dd.mm.yyyy)
11	K						
12	L						
13	M						
14	N						
15	O						
16	P						
17	Q						
18	R						
19	S						
20	T						
21	U						

№	Letter	Student's name	Group number	Identification number	Mobile number	Sex (1-male.,2-female)	Birthdate (dd.mm.yyyy)
22	V						
23	W						
24	X						

Evaluation of the «LivingSidebySide»® training program in Kyrgyzstan

Games instructions

Important! It is highly recommended to conduct games with students outside school hours (after school) and during their spare time. Approximate time required – 2 hours.

Essential elements/Supplies

- 20-24 players
- 25 apple cards and 120 stone cards for players to show their decisions.
- Large sheet of paper with a line drawn across it, on which players show their decisions
- Poster(s) with example of Game 1/Activity 1
- Poster(s) with example of Game 2/Activity 2
- Poster(s) with example of Game 3/Activity 3
- Poster(s) with example of Game 4/Activity 4
- A coin
- 3 small slips of paper with numbers 1 through 3 and 24 slips of paper with words «Player 1» и «Player 2»
- Forms to fill the results of the games
- Cards with letter from A to Z for easy identification of players
- 24 slips of paper with letters from A to Z

For better understanding of the games rules sometimes participating students may require explanation in local languages (Kyrgyz, Uzbek and etc.). If instructor decides to explain rules of the

games in local language, he/she should ensure consistent use of terminology in all schools, where this language is used. For example, instructor should not use one term in Uzbek language at one school and use another term in Uzbek for the same concept/term at another school.

Introduction

Good morning/afternoon! Thank you all very much for coming today. We are researchers from SOCECONIC company, and we came to conduct games with you.

These games will enable us to learn more about you and teach us about how to design better educational programs for schools in Kyrgyzstan just like this one. The activities are also going to be fun and we hope you will enjoy participating in them. You will also earn mobile units by playing them. Now we will explain to you these activities in details.

Each of you will be offered to play 4 games. You will be asked to make choices in each of the 4 games. Please bear in mind that there is no "right" or "wrong" choice, any choice you make is good. If you decide to participate in the games, we would ask you to adhere to the following rules:

Rule 1 Please do not talk to any of the other participants about the choices that you make. Any participant will make his or her choice in private so there is no way others will find out which choice you have made. If you cannot follow this rule we will have to ask you to leave the session and you will not receive mobile credit that you earned from the activities.

Rule 2 Also, please listen carefully to all instructions and follow them. Please do not hesitate to ask if something is unclear.

We will be using "apple" cards as tokens in all activities (show one card). These apples will be transformed to mobile credit once we finish all the activities. Each of you will be asked to provide us your mobile phone number or numbers of somebody close to you (your mother, father or another close person), for which you would like to receive your earned credit. Amount of apples that you'll earn will get multiplied by 3 and this amount will be your earned mobile credit.

Write down on the board:

1 apple = 3 soms

Is it clear?

Now I will walk across the room and each of you will draw a card with letter and a number. You will be called to play based on the letter or a word that starts with this letter. Numbers help us to divide you into 3 groups. Two games are slightly different, depending on the number of your group. Keep the card with letter and number until the end of the session.

When I will call you to play, I will name number of the game. Please, sit down at the table with the number of game that I will name. While you are not playing and waiting for your turn, you will be offered a fascinating exercise to draw a picture. Author of the best picture, selected by voting, will be gifted 10 mobile credits.

Is it clear?

Good! Let's start! Now we will introduce to you the rules of 3 games.

- *Important! When calling each student, supervisor should record order of the game played by each student.*

Game 1 (Activity 1)

- *Supervisor should learn from school principal or director name of the student from needy family in advance or after session. Mobile credits donated during the game should be transferred to him/her or his/her family.*
- *Instructors shouldn't show to participating student results of the games of the previous student in order not to influence his/her decision. Before arrival of each new student to your table, please move all 5 apples behind the line to their initial position.*
- *This game tests generosity. But this shouldn't be communicated to playing students as they should believe that there is no wrong choice in this game. They should believe that any choice is good.*

Depending on the group number of the student, instructor follows one of the options below:

- ***Group 1** You don't know a person you will be donating apples to. He/She is just student from a needy family in your school.*
- ***Group 2** You don't know a person you will be donating apples to, but you know that this person is a student from a needy family in your school and from your ethnic group.*
- ***Group 3** You don't know a person you will be donating apples to, but you know that this person is a student from a needy family in your school and not from your ethnic group.*

In this activity, we will give you 5 apples. These are your apples to keep. But if you'd like, you can donate some or all of the apples to a child from a needy family in your school. We cannot tell you this family's name because we are required to guarantee this family's anonymity. Our team will give your donations to the needy family after the session is over.

There is a sheet of paper with a line in the middle [*point to the drawing*]. On your side of the line there are your 5 apples [*point to the apples in the drawing*]. You will push across the line the number of apples that you wish to donate [*demonstrate on drawing*]. The rest of the apples on your side of the line, you can keep! We will give you the mobile units according to the number of apples you have at the end of the whole event.

Two more things: first, there is no right or wrong choice! You should choose to give the amount that you think is best for you, whether that amount is 0, 1, 2, 3, 4 or 5.

Second, no one will know how many apples you donate. Your decision is completely anonymous.

- *Show the poster and provide an example*

On this picture you see that a girl is given 5 apples. A person on the picture donates 2 out of her 5 apples to a child from a needy family. She is left with 3 apples. She will receive these 3 apples (transformed into mobile units) after all activities are done. We will record this on a piece of paper (show the students the record paper).

Does everyone understand the rules for this activity?

Game 2/ Activity 2

- *Important! Before the game read out load rules of this game to every student and make sure that he/she understands them!*
- *This game tests trust and reliability.* However, students should not suspect this as they should believe that any choice is correct and there is no wrong answer. On one hand, this game tests degree to which Player 1 trusts that his/her partner (Player 2) will send back any amount of apples donated to him/her (to Player 2) earlier. On the other hand, this game tests how reliable Player 2 is in terms of returning to Player 1 apples that were sent to Player 2 earlier.

At the beginning of this activity, you'll randomly draw a slip of paper with the words "Player 1" or "Player 2". Depending on this, we will determine your type: "Player 1" or "Player 2". Both types - Player 1 and Player 2 – will receive 5 apples at the beginning of the activity. Each Player 1 will be matched with a particular Player 2 in this room. No one will know whether you are a Player 1 or a Player 2. You will never know the name of the person you are paired with, and this person will never know your name as well.

The activity proceeds in two rounds.

- *Show the poster and provide an example*

In the first round if you are a **Player 1** you will decide how much of your 5 apples to send to your **Player 2** and how much to keep for yourself. We will triple the amount of apples the Player 1 sends to the **Player 2**. So, if a Player 1 sends 1 apple we will give to **Player 2** 3 apples. If 2 apples are sent, we will give that **Player 2**, 6 apples. If all 5 apples are sent we will triple it to 15 apples. **Player 1's** can send any amount they want, including zero.

If you are a **Player 2** you do not have any decisions to make in the first round.

In round 2 Player 1 does not have any decisions to make. We will just remind him/her the decision he/she made in the Round 1. In Round 2 **Player 2** has a decision to make. **Player 2** must decide how many apples to send back to the **Player 1** who sent him/her apples in the first round. In making this

decision **Player 2** will have her original 5 apples PLUS three times the amount that matching **Player 1** sent him/her. So for example, if his/her **Player 1** sent 1 apple we would have tripled that to 3 apples and given it to **Player 2**. So **Player 2** will have her original 5 apples plus the 3 apples that we will give him/her in total 8 apples. From these 8 apples **Player 2** will decide how many, if anything, to send back.

Player 2 can send back any amount she wants—including zero. Alternatively he/she can send some apples back to **Player 1** if he/she wants to do so. He/she can even send it all back if he/she wants.

One important point: if **Player 2** sends some apples back we do not triple them. The only time we triple the amount of units is in Round 1, not in Round 2. So whatever Player 2 sends back, that is exactly what **Player 1** gets.

To summarize, in the first round **Player 1** sends to **Player 2** some amount of apples (possibly zero), which we triple. In Round two, **Player 2** decides how many apples to send back to his/her **Player 1**.

Once again we remind you: Your choices are completely anonymous. No one will ever know what you decided to do in this activity. No one will even know whether you are a **Player 1** or a **Player 2**.

Does everyone understand this activity?

[At the table]

Now, draw a slip of paper.

A student pulls out a piece of paper with the number of the player. You write the number in the form of Results.

Important! *If the number of participants is uneven, the last participant should be recorded as* ***Player 2*** *(meaning that number of slips of paper with words "****Player 2****" is one more than number of slips of paper with words "****Player 1****").*

Round 1

If Player 1: student makes a choice how many to send to Player 2. Ask a question based on the group of the Player 1 (see below).

If Player 2: student does not participate in this Round, goes to his seat.

Round 2 (call Players 2 by alphabet)

If Player 2: Student makes a choice how many to send back. Important! Show, how many apples Player 1 sent him earlier and how many apples in total he/she now has. Ask the question depending on the group of Player 2 (see below)

If Player 1: just remind him how many he/she has sent to Player 2.

- ***Group 1*** *You don't know whom exactly you are sending the apples to or sending apples back. You only know that your paired Player is someone from this group in this room.*
- ***Group 2*** *You don't know whom exactly you are sending the apples to or sending apples back, but you know that your paired Player is from your ethnic group in this room.*
- ***Group 3*** *You don't know whom exactly you are sending the apples to or sending apples back, but you know that your paired Player is from a different from your ethnic group in this room.*

Activity 3 (This activity is played the last)

- *Before the game, please distribute to each participant 5 stones. It's highly desirable to seat each student one by one at the desk to make sure that students cannot talk to each other.*
- *To determine groups for 3 rounds of this game, you randomly draw 4 slips of paper with letters A through V from the bag. Selected letters will be in the first group. Record this in the protocol of the game. Proceed with selecting another 4 slips of paper and assigning to groups according to this order until you distribute all of them. If number of students cannot be evenly distributed among 4 groups, select several used letters again to determine the last group of 4 persons (However, letters that will be drawn 2 times would be defrayed only for the initial draw!)Write down the letters in all 3 protocols for each round.*

This is the last game and we will play all together. This game is played in 3 rounds. We will divide you into the groups of 4 people. You will play this game with 3 of your peers. But we will not tell you who of your peers is in your group.

In this game you have 5 stones in your hand. You will have to decide what to do with these stones. You can keep them or share them with your groupmates (donate stones to the common pool). Every stone that you keep are worth 2 apples for you. Members of your group will not receive anything. If you decide to donate your stones to the common pool, every stone will be worth of 1 apple for each of 4 members of your group.

- *Write down on the board:*

Keep → 1stone = 2 apples to himself

Share/Donate → 1 stone = 1 apple to each member

You make an independent decision. **Do not tell anyone**, how many apples you donate to the common pool. We will play this game 3 times. **Every time you will be a part of new group of 4.** Every time you wouldn't know your groupmates and no one from your group wouldn't know that you are in their group. Every time you have to decide how many stones you would like to donate to the common pool

and how many apples you would like to keep. At the end of the each round, we will inform you personally (at your ear) how much you won.

If you want, you can make a new decision (different from that in previous round) in every subsequent round, or you can decide the same every time. Choose what you like the best.

After we have finished this activity, we will draw a number from the bag. The number corresponds to the round of playing (1-3). You will win the number of apples you won in the round, indicated on the slip of paper. Mobile units, corresponding to the number of apples, will be given to you after all activities are finished.

Now we will show how the game works (*clearly demonstrate all examples described below with stones and a poster*)

Note: The order of the examples should be different for each school.

1. What happens if everybody shares all stones?

   Each group member shares 5 stones, so there are 20 stones now that are each worth 1 apple to each group member. So everybody receives 20*1 = 20 apples
2. What happens if everybody keeps all stones?

   Everybody keeps 5 stones. Each stone is worth 2 apples. So everybody receives 5*2 = 10 apples
3. What happens if some group members share their stones, and other group members keep their stones?

   If 3 group members share all their stones, and 1 person keeps all stones, then there are 15 shared stones that are worth 1 apple each to each group member. The total value of the shared stones is 15*1 = 15 apples. 1 person has 5 stones that are worth 2 apples each. So, the people who share will receive 15 apples each. The person who kept all stones will receive 15 + 10 = 25 apples.

4. You can donate to the common pool **any** number of the stones: 0, 1, 2, 3, 4 or 5. *Demonstrate an example with students.*

Do you have questions? *Make sure that everyone understands the rules.*

We will now play the game.

Each of you has 5 stones. Please decide how many stones you would like to keep and how many stones you would like to share. I'll be walking around. Please whisper to my ear **how many stones you would like to donate.**

- *Walk around and write down how many stones each participant gives to a common pool. Ensure that nobody talks about the stones they shared. Calculate the amount that each person won. Go back to each player and whisper the amount he/she won to the individual's ear.*
- ***Repeat the steps** above for the second and third rounds*
- *After all the rounds: ask a student to draw a number (1-3) from a bag to decide which round is going to be paid.*

Activity 4

In this activity, we will give you 5 options *(show the placate).* Each option will have a different kind of risk. In each option, there are two possible prizes. First, you choose the option, then you will throw a coin. Your winnings will depend if it is heads or tails. Heads – is a back side of the coin with the national emblem, while tails – front side of the coin with indication of its value. If heads, you will earn the amount on the left; if tails, then you will earn the amount on the right.

- *Show the poster and provide an example*

Here are the options. If you choose option 1 you will get 4 apples no matter what. There is no any risk in that option. If you choose option 2 there is a little more risk. You will earn either 3 apples or 5 apples. If you choose option 3 there is even more risk. You will earn either 2 apples or 6 apples. If you choose option 4, there is even more risk. You will earn either 1 or 7 apples. Option 5 has the most risk. You could earn either the smallest amount, nothing, or you could earn the largest amount, 8 apples. Is everything clear?

Option	Heads	Tails	Risk
1	4 apples	4 apples	No risk
2	3 apples	5 apples	Some risk
3	2 apples	6 apples	More risk
4	1 apples	7 apples	Even more risk
5	0 apples	8 apples	Full risk

[At the table]

We will ask you to choose one of the options.

- *Record the variant/scenario that a student chose.*

  Then please throw a coin.
- *Record the result of the throw and tell the student the result of the game.*

Final payout:

Calculate the gain for each student. If the whole sum can be divided by 5, then multiply this amount by 3 and the result is the amount of mobile units to be downloaded to each participating in the games student. If the sum cannot be evenly divided by 5, round it up to the number that can be divided by 5, multiply it by 3 and the result is number of mobile units to be downloaded (transferred) to a student. Call the students one by one and show them their final winnings in terms of mobile units.

Also, transfer mobile units to a student from a needy family. Instructor should calculate this amount on the results of all 4 games and record it in the Form for the Results. Amount of mobile units to be transferred to students from needy families is calculated following way:

- *If the number of apples donated in all 4 games is less than or equal to 30, then multiply this number by 3.*
- *If the number of apples donated in all 4 games is more than 30, then multiply this number by 2.*

For example, if number of donated apples is 20, instructor should multiply this amount by 3 and transfer 60 mobile units to the number of corresponding student. If number of donated apples is 45, instructor should multiply this number by 2 and download/transfer 90 mobile units to the corresponding student.

It's highly recommended to transfer money (mobile units) to each mobile number (participant) on the same day (when the games were played).

[redacted]

Games results
School name and number_____

☐ **№1: Completed training in Round 1 in pilot school**
☐ **№2: Completed training in Round 2 in pilot school**
☐ **№3:** Control group in pilot school
☐ **№4:** Control group in control school

№	Letter	Order Game 1	Order Game 2	Order Game 3	Order Game 4	Result Game 1	Result Game 2	Result Game 3	Result Game 4	Sum of games 1-4 in terms of apples	Sum of games 1-4 in terms of prepaid minutes on mobile phone
1	A										
2	B										
3	C										
4	D										
5	E										
6	F										
7	G										
8	H										
9	I										
10	J										

№	Letter	Order Game 1	Order Game 2	Order Game 3	Order Game 4	Result Game 1	Result Game 2	Result Game 3	Result Game 4	Sum of games 1-4 in terms of apples	Sum of games 1-4 in terms of prepaid minutes on mobile phone
11	K										
12	L										
13	M										
14	N										
15	O										
16	P										
17	Q										
18	R										
19	S										
20	T										
21	U										

№	Letter	Order Game 1	Order Game 2	Order Game 3	Order Game 4	Result Game 1	Result Game 2	Result Game 3	Result Game 4	Sum of games 1-4 in terms of apples	Sum of games 1-4 in terms of prepaid minutes on mobile phone
22	V										
23	W										
24	X										

Please say out loud how much we are about to give to the student in need at this school.

_____ apples

_____ prepaid minutes on mobile phone

Attention: The amount of prepaid minutes on mobile phone that are transferred to the students in need is calculated as follows:
- If the number of apples given based on the results of all 4 games amounts up to 30, then multiply the number of transferred apples on the results of all 4 games to 3.
- If the number of apples passed on the results of all 4 games is over 30 apples, then multiply the number of transferred apple by 2.

[redacted]

Form for Game 1 Results

Groups:
1 Needy student in your school
2 Needy student of your ethnic group in your school
3 Needy student of other ethnic group in your school

№	Letter	Group	Apples at the beginning of the game	Apples donated From 0 to 5	Apples kept
1	A		5		
2	B		5		
3	C		5		
4	D		5		
5	E		5		
6	F		5		
7	G		5		
8	H		5		
9	I		5		
10	J		5		
11	K		5		
12	L		5		
13	M		5		
14	N		5		
15	O		5		
16	P		5		
17	Q		5		
18	R		5		
19	S		5		
20	T		5		
21	U		5		
22	V		5		
23	W		5		
24	X		5		
How many apples in total will be donated to a needy student at school?					

Form for Game 2 Results

1 Student in this room
2 Student of your ethnic group in this room
3 Student of other ethnic group in this room

Players 1

№	Letter of Player 1	Group	Apples at the beginning of the game	Apples transferred to Player 2 (from 0 to 5)	Apples kept	Apples received from Player 2	Apples in total by the end of the game	Letter of matching Player 2
1			5					
2			5					
3			5					
4			5					
5			5					
6			5					
7			5					
8			5					
9			5					
10			5					
11			5					
12			5					

Players 2

№	Letter of Player 2	Group	Apples at the beginning of the game	Apples received from Player 1 x 3	Apples in total before Round 2	Apples transferred to Player 1	Apples in total by the end of the game	Letter of Matching player 1
1			5					
2			5					
3			5					
4			5					
5			5					
6			5					
7			5					
8			5					
9			5					
10			5					
11			5					
12			5					

Form for Game 2 Results

1 Student in this room
2 Student of your ethnic group in this room
3 Student of other ethnic group in this room

Players 1

№	Letter of Player 1	Group	Apples at the beginning of the game	Apples donated to Player 2 (from 0 to 5)	Apples kept	Apples received from Player 2	Apples in total by the end of the game	Letter of matching Player 2
1			5					
2			5					
3			5					
4			5					
5			5					
6			5					
7			5					
8			5					
9			5					
10			5					
11			5					
12			5					

Players 2

№	Letter of Player 2	Group	Apples at the beginning of the game	Apples received from Player 1 1 x 3	Apples in total before Round 2	Apples donated to Player 1	Apples in total by the end of the game	Letter of Matching player 1
1			5					
2			5					
3			5					
4			5					
5			5					
6			5					
7			5					
8			5					
9			5					
10			5					
11			5					
12			5					

Form for Game 3 Results
Round 1

Letter	Group	Stones at the beginning of the round	Stones donated to common pool	Stones kept	Stone for himself/herself x 2	Stones received from the common pool	Total amount of apples at the end of the round
	1	5					
	1	5					
	1	5					
	1	5					
	2	5					
	2	5					
	2	5					
	2	5					
	3	5					
	3	5					
	3	5					
	3	5					
	4	5					
	4	5					
	4	5					
	4	5					
	5	5					
	5	5					
	5	5					
	5	5					
	6	5					
	6	5					
	6	5					
	6	5					

Form for Game 3 Results
Round 2

Letter	Group	Stones at the beginning of the round	Stones donated to common pool	Stones kept	Stones for himself/herself x 2	Stones received from the common pool	Total amount of apples at the end of the round
	1	5					
	1	5					
	1	5					
	1	5					
	2	5					
	2	5					
	2	5					
	2	5					
	3	5					
	3	5					
	3	5					
	3	5					
	4	5					
	4	5					
	4	5					
	4	5					
	5	5					
	5	5					
	5	5					
	5	5					
	6	5					
	6	5					
	6	5					
	6	5					

Form for Game 3 Results
Round 3

Letter	Group	Stones at the beginning of the round	Stones donated to common pool	Stones kept	Stones for himself/herself x 2	Stones received from the common pool	Total amount of apples at the end of the round
	1	5					
	1	5					
	1	5					
	1	5					
	2	5					
	2	5					
	2	5					
	2	5					
	3	5					
	3	5					
	3	5					
	3	5					
	4	5					
	4	5					
	4	5					
	4	5					
	5	5					
	5	5					
	5	5					
	5	5					
	6	5					
	6	5					
	6	5					
	6	5					

Form for Game 3 Results

Final Form

№	Letter	Round that counts	Amount of apples
1	A		
2	B		
3	C		
4	D		
5	E		
6	F		
7	G		
8	H		
9	I		
10	J		
11	K		
12	L		
13	M		
14	N		
15	O		
16	P		
17	Q		
18	R		
19	S		
20	T		
21	U		
22	V		
23	W		
24	X		

Form for Game 4 Results

№	Letter	Variant/ scenario	Result
1	A		
2	B		
3	C		
4	D		
5	E		
6	F		
7	G		
8	H		
9	I		
10	J		
11	K		
12	L		
13	M		
14	N		
15	O		
16	P		
17	Q		
18	R		
19	S		
20	T		
21	U		
22	V		
23	W		
24	X		

Table for check (Verification table)

Variant/ Scenario	Heads	Tails	Risk
1	4 apples	4 apples	No risk
2	3 apples	5 apples	Some degree of risk
3	2 apples	6 apples	More risk
4	1 apple	7 apples	Even more risk
5	0 apples	8 apples	The most risky