

UNDEF



The United Nations
Democracy Fund

**POST PROJECT EVALUATIONS FOR THE
UNITED NATIONS DEMOCRACY FUND**

EVALUATION REPORT

UDF-16-730-UKR

**Teenagers transforming communities in Ukraine through civic
education.**

20 September 2020

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I. Executive Summary

Evaluation Overview

“Teenagers transforming communities in Ukraine through civic education” (UDF-16-730-UKR) was a two-year USD 198,000 project sponsored by the United Nations Democracy Fund (UNDEF) that targeted 13-16-year-olds throughout Ukraine run from 2018 to 2020. The evaluation was conducted remotely in the summer of 2020 and focused on key elements of UNDEF’s standard evaluation criteria: 1) relevance (focus on project design and time), 2) effectiveness (focus on outcomes), 3) efficiency (focus on output delivery and project management), 4) impact (focus on short-term outcome effects and long-term demonstrated change), 5) sustainability (focus on viability of the initiatives and continuing civic engagement), and 6) UNDEF value added (focus on the unique position of UNDEF funding provided to the project).

Method

The evaluator completed desk review, online surveys, and an implementation of Key Informant Interviews (KIIs). A total of 94 adults (53% response rate) and 63 teenage participants (54.78% response rate) responded to the online survey. Additionally, 34 KIIs were conducted via Zoom or Skype with 18 teenage participants, and 16 adult project participants including 6 local facilitators and trainers, 3 experts, 2 donors, and 5 EIDOS staff (implementers). All interviews were transcribed and analyzed through the generation of emerging themes to identify and present the key findings highlighted in the evaluation report. Survey and interview data were triangulated with the secondary data for a comprehensive analysis.

Results

The evaluator concludes that the project was overall very successful in achieving its goals and meeting the mandate of UNDEF. The project targeted 13-16 y/o teenagers, and this target group turned out to be appropriate and effective to achieve intended outcomes.

The project had visible short- and long-term impacts on over 3,000 teenagers from 20 regions in Ukraine. It increased awareness of the need for non-formal civic education among civic activists, educated teenagers on ways to actively engage in civic life of their communities, and build a strong community of civic activists who are ready to make a change in Ukraine. The project satisfied all 3 outcomes and delivered stellar results.

The evaluation demonstrated that this project was **relevant** within the context of decentralization and civic engagement, particularly among the youth of Ukraine, and met the UNDEF mandate well. Specifically, the project has achieved the largest success with Outcome 2: Capacity development of “Junior Agents of Change” through non-formal civic education (capacity development) and Outcome 3: Engagement of youth in democratic decisions in their communities (participation). The evaluation showed that the project was effective in increasing awareness about the ways to get involved with civic initiatives among the youth in Ukraine in at least 3 categories of beneficiaries in all 24 regions of Ukraine: teenagers, teachers, and local community activists.

The project followed a levels-up approach and consisted of 5 stages of competition, with a strict and demanding results-oriented approach at each stage. 125 were selected to participate civic education training, and 67 implemented their own civic community projects,

reaching over 10,000 Ukrainians in 20 regions and raising UAH(Ukrainian hryvna) 244,710 (~US\$10,000). Additionally, 58 teenagers conducted 67 sessions of *the World's Largest Lesson* in their schools to 2,270 peers, and 48 of them completed local governance research projects.

The final 15 participants traveled to Italy for a civic education study abroad leadership tour. At the end, 160 teenagers participated in the final all-Ukrainian virtual forum "Shuttle to the Dreams" attracting over 3,500 viewers online.

Among direct adult beneficiaries, the project reached 24 community activists, who worked with teenagers and served as local representatives, and 102 teachers from 24 regions of Ukraine who became acutely aware of the needs for civic education.

Each stage demonstrated good results, with the 2nd and 4th stages of the project perceived as the most useful to achieve civic education and engagement by teenagers.

To a great extent, there was a reasonable relationship between available resources and the project's results. The project was able to **efficiently** utilize resources to successfully deliver the results. Although a few items, such as travel, were initially under-budgeted, the implementer found a way to adjust and successfully complete the project. According to the survey results, the majority of adults and teenagers evaluated internal information and communication efforts of the project as satisfactory. However, the project missed the opportunity to widely publicize the activities. During the 2018-2020 evaluation period, publicity efforts were below average as the actual results did not meet the target (output 1.5). The results of this evaluation showed that the project, as it was designed and implemented, yielded a high likelihood of being sustainable in its pursuit to make changes in civic education and civic engagement.

The results showed that, to a certain extent, the project was able to take advantage of **UNDEF's unique position and of comparative advantage** to achieve results that could not have been achieved had support come from other donors.

Conclusions

- The project objectives addressed a real need to engage in non-formal civic education of teenagers from all 24 regions of Ukraine. Among teenagers, 2,885 became aware of civic education opportunities, and 125 participated in the 18-month course and level-up competition "Junior Agents of Change."
- The project outputs and activities were well designed and significantly contributed to outcomes of the projects.
- The project was able to reach direct beneficiaries, specifically teenagers and local activists and civic education experts, and to successfully engage them in civic education initiatives.
- The efficiency of the project was overall highly satisfactory.
- The project was able to successfully adapt to challenges of the COVID-19 pandemic by conducting successful, high-quality online activities and events for participants and by keeping constant communication with all teenage participants throughout the duration of the project.

Recommendations

Future projects need to:

- Concentrate on underprivileged beneficiaries and solely target teenagers from small towns and hard-to-reach areas. These are the most underserved beneficiaries, and the ones that can benefit the most from the project.

- Use Junior Agents of Change alums as ambassadors, local representatives, and trainers in future activities. Continue to utilize alums as mentors for new project participants.
- Consider working with other donors (e.g. USAID DOBRE, US Virtual Exchange Programs) and implementers (America House Kyiv, Insha Osvita) who focus on teenage civic education to leverage connections and to expand the network.
- Continue organizing a series of events with high-profile speakers and collaborative activities for adult and teenage beneficiaries online.
- Consider moving part of the training online. In particular, consider recording basic lectures and some hands-on activities from Stages 1, 2, 3, and 4 and making such online learning courses available to teenagers across Ukraine. Utilize alums for helping to set up, produce, run, and monitor the courses and communication.
- Continue communicating with local representatives and teachers who participated in various project activities and utilize this network to expand the project's reach.
- Consider translating into English the methodology produced as a result of this project so that it can be utilized in other regions around the world.

II. Introduction and Development Context

(i) The project overview and evaluation objectives

“Teenagers transforming communities in Ukraine through civic education” (UDF-16-730-UKR) was a two-year USD 198,000 project sponsored by the United Nations Democracy Fund (UNDEF) and implemented by the Center for Political Studies and Analysis “Eidos” in partnership with three organizations: the Minor Academy of Sciences of Ukraine, NGO “Heart in Palms,” and Charitable Foundation “Agents of Change.” The project ran from April 1, 2018 to June 30, 2020 and targeted 13-16-year-olds throughout Ukraine as well as teachers and civic education leaders. The project’s main goal was *to foster responsible citizenship of young people in Ukraine and enable proactive participation in community decision-making through non-formal civic education.*¹

The main objective of this stand-alone post-project evaluation was to independently evaluate the success of the project in achieving its goals and to generate conclusions, recommendations, and lessons learned that can be applicable to other similar UNDEF-supported projects in the future.

(ii) Evaluation methodology

The evaluation was conducted in the summer of 2020, with remote (due to the COVID-19 pandemic) data collection having been conducted between July and September of 2020. The evaluation focused on key elements of UNDEF’s standard evaluation criteria: 1) relevance (focus on project design and time), 2) effectiveness (focus on outcomes), 3) efficiency (focus on output delivery and project management), 4) impact (focus on short-term outcome effects and long-term demonstrated change), 5) sustainability (focus on the viability of the initiatives and continuing civic engagement), and 6) UNDEF value added (focus on the unique position of UNDEF funding provided to the project).² Additionally, the evaluation produced lessons learned from the project. The overall project performance, the outputs in relation to the inputs, the financial management, and the implementing timetable were considered.

¹ Project Document UDF-16-730-UKR

² A more detailed break-down of evaluation questions can be found in the Annex 1 “Evaluation Questions.”

After a comprehensive desk review, the evaluator collected data remotely (due to the COVID-19 pandemic) between July of 2020 and September of 2020. Online surveys and KIIs were employed. A total of 94 adults (53% response rate) and 63 teenage participants (54.78% response rate) responded to the online survey (via SurveyMonkey). Additionally, 34 key informant interviews (KIIs) were conducted via Zoom or Skype with 18 teenage participants and 16 adults (more details can be found in Annex 6). All interviews were transcribed and analyzed through the generation of emerging themes to identify and present the key findings highlighted in the evaluation report. Survey and interview data were triangulated with the secondary data for a comprehensive analysis.

(iii) Development context

Decentralization and Self-governance in Ukraine

Ukraine has experienced a turbulent transition since the 2013–2014 Revolution of Dignity, which resulted in a change of political orientation of the Ukrainian state and the launch of reforms targeting closer cooperation with Western democracies and gradual integration into European structures. It is important to understand the overall political orientation of Ukraine and subsequent democratization and self-governance efforts, supported from multiple angles, as they provide additional insight into the success of many democratization processes and civic engagement in the country.

Since 2014, the Government of Ukraine (GoU) has undertaken an extensive reform program targeting decentralization and local self-governance. After changing some legal codes, several reform initiatives were launched, and municipalities and amalgamated hromadas (districts),³ or newly consolidated territorial communities (CTCs) (OTГ in Ukrainian), have obtained more autonomy and received increased budgets. Across Ukraine, 899 CTCs have been created as of May 10, 2019, according to the Ministry of Regional Development, Construction, and Municipal Services of Ukraine (MRD).⁴ State budget support for community development and local infrastructure has increased 39-fold from 2014 to 2018.⁵

However, decentralization and local self-governance reform have yet to be completed. On June 12, 2020, the Cabinet of Ministries of Ukraine approved 24 regulations on defining the administrative centers and approving territories in each region: “The approved documents (from the package of enactments, necessary for the local self-government and territorial power arrangement reform tasks to be fulfilled) are targeted to fixing within the legal framework (coupled with other laws to be passed within the reform in the near future) the territorial basis, making it possible to finally ensure the local self-government jurisdiction ubiquity within the territory of each formed capable amalgamated hromada” (decentralization.gov.ua).⁶ Still, implementation of the decentralization reform faces political

³ Hromada is a Ukrainian term for a community or public, people united by mutual interest, position or goal. The term hromada is commonly used in local governance projects in Ukraine. Decentralization efforts in Ukraine are focused on promoting the formation of amalgamated hromadas, i.e., communities that are organized for self-governance.

⁴ MRD, Monitoring of the Decentralization Process of Power and Local Self-Government Reform as of May 19, 2019, p. 6. <https://storage.decentralization.gov.ua/uploads/library/file/402/10.05.2019.pdf>

⁵ Monitoring of the Process of Decentralization of Power and Local Self-Government Reform as of September 10, 2018 / Ministry of Regional Development, Construction, Housing and Communal Services of Ukraine, p. 23. – https://storage.decentralization.gov.ua/uploads/library/file/312/10.09.2018_EN.pdf

⁶ <https://decentralization.gov.ua/en/news/12533>

opposition at both the regional and local levels^{7,8} As of 2020, amalgamated hromadas united about 42% of all territorial hromadas in Ukraine, according to the Ukraine's official website, decentralization.gov.ua.

Civic involvement

Young people have been playing an important role in the Ukrainian protest movements since the 1990s and well into the 2010s. Currently, almost 14% of Ukraine's population is between the ages of 0 and 14, and 12% is between the ages of 15 and 24.⁹ However, research has showed that young people were not able "to institutionalize their participation in the political process" (Diuk, 2013, p. 179).¹⁰ Compared to young people in Russia and Azerbaijan, Ukrainian youth have had less trust in their country's institutions, according to the national poll conducted in 2012.¹¹ A 2017 nation-wide poll showed that 74% of young Ukrainians aged between 14 and 29 have a deep mistrust of political leaders. The same poll also showed that, while 58% agree or strongly agree that democracy is a good form of government in general and 49% believe opposition is necessary for a healthy democracy, democracy did not make the top three values, as the top three were: 1) economic prosperity (28%), 2) employment (21%), and 3) security (16%).¹² Moreover, democracy was often "the last pick, chosen by up to 7% of the respondents while economic well-being has been selected by almost one third of participants."¹³ Only 10% of young Ukrainians are interested in politics.¹⁴ However, Diuk (2013) reported that young Ukrainians are more active in non-governmental organizations than their peers in other post-Soviet countries, providing hope that they will once again play a role in politics.¹⁵

According to the 2016 UNICEF Ukraine annual report, young people in Ukraine continue to be under-represented in many national policies and programmatic frameworks.¹⁶ Recent studies among Ukrainians showed that the majority of Ukrainians (49%) believe that they can in no way affect life in their city or village, and another 31% believe that they can only slightly, according to a study prepared by the Kyiv International Institute of Sociology for UNDP in Ukraine in 2016.¹⁷ Understanding how the city works, where the budget comes from, who manages it and to what it directs them, and how to participate in local decision-making is problematic for many young Ukrainians.

⁷ Several reasons exist for opposition: among them is resistance from legacy, post-Soviet administrative units that are unwilling to dismantle because they would lose power and the status quo.

⁸ Final report of USAID-funded *Political Economy Analysis (PEA) on Decentralization Reform in Ukraine*, September 2018.

⁹ Worldpopulationreview (2020). Ukraine population, 2020. <https://worldpopulationreview.com/countries/ukraine-population>.

¹⁰ Diuk, N. (2013). Youth as an agent for change: The next generation in Ukraine. *Democratizatsia*, 21(2), 179-196. <https://www.ned.org/docs/179-196-Diuk.pdf>.

¹¹ Diuk, N. (2013). Youth as an agent for change: The next generation in Ukraine. *Democratizatsia*, 21(2), 179-196.

¹² Nationwide opinion poll results Ukrainian "Generation Z": Attitudes and values 2017. http://neweurope.org.ua/wp-content/uploads/2017/11/Ukr_Generation_eng_inet-3.pdf.

¹³ Nationwide opinion poll results Ukrainian "Generation Z": Attitudes and values 2017. P. 129. http://neweurope.org.ua/wp-content/uploads/2017/11/Ukr_Generation_eng_inet-3.pdf.

¹⁴ Nationwide opinion poll results Ukrainian "Generation Z": Attitudes and values 2017.

¹⁵ Diuk, N. (2013). Youth as an agent for change: The next generation in Ukraine. *Democratizatsia*, 21(2), 179-196.

¹⁶ UNICEF (2016). UNICEF Ukraine annual report 2016. https://www.unicef.org/about/annualreport/files/Ukraine_2016_COAR.pdf.

¹⁷ As cited in the project description on the official project website <https://agencyzmin.org.ua/> (in Ukrainian).

Project Strategy and Approach

The purpose of the project “Teenagers transforming communities in Ukraine through civic education” was to fill a gap in civic education and youth civic engagement. Results of this evaluation showed that teenagers who participated in the project are now implementing civic initiatives on the ground and demonstrating a special interest in the social and political processes locally.¹⁸ The growing responsibility of communities for their development and self-governance in the context of decentralization reform in Ukraine demonstrates the relevance of this UNDEF project and its importance for further democratization of Ukraine.

The evaluation revealed that the highly impactful interventions happened at Stages 2, 3, and 5 of the training. These stages were originally created and developed specifically for the UNDEF-sponsored project and were not part of the original concept. An early pilot training program “Junior Agents of Change” took place in 2016 and had a limited scope (with a maximum of 50 participants from only 2 regions in Ukraine). This UNDEF-supported project allowed the expansion of the non-formal civic education interventions from a pilot program to the national level in Ukraine and helped to further refine and develop the original non-formal civic education methodology. A more detailed explanation of all activities and the training program, along with outcomes and results, can be found in the next section.

Logical Framework

The logical framework below provides an overview of the whole project and its results.

Outcome 1: Raising awareness of public on needs for civic education for youth		
Output	Activities	Indicators and Results
1.1: Conduct project presentations in 24 regions across Ukraine to 13-16 y.o.	1.1.1: Recruit local representative 1.1.2: Train them 1.1.3: Provide materials for presentations 1.1.4. Conduct a survey	<ul style="list-style-type: none"> • 24 of local representative recruited • 2885 targeted teenagers attended presentations • 67 presentations conducted • 1450 teenagers who completed surveys
1.2: National essay competition among 13-16 y.o.	1.2.1: Teenagers review materials 1.2.2: Teenagers complete essays 1.2.3: Best 125 selected to participate in the 5-stage 18-month-project “Junior Agents of Change” School.	<ul style="list-style-type: none"> • 396 of essays submitted (below target of 500) • Quality of essays (high) • Selection of representatives from all regions
1.3: National civic education conference for teachers in Kyiv	1.3.1. Recruit teachers and civic education leaders 1.3.2 conduct one-day conference 1.3.3. Evaluate results via survey	<ul style="list-style-type: none"> • 102 participants from 15 regions (goal exceeded) • 13 expert speakers • Satisfaction rate 97% from surveys
1.4: Final national forum (online due to COVID-19)	1.4.1. Organize peer-to-peer final forum 1.4.2. Conduct hands-on activities 1.4.3. Conduct post-forum workshop	<ul style="list-style-type: none"> • 160 teenagers participated online • 6-hour long online forum with speakers and workshops • 24 post-forum workshop 13-18 y.o. participants
1.5: Communication a	1.4.1.: Seek media support	<ul style="list-style-type: none"> • 50 media materials in support (below 300 target)

¹⁸ Project description on the official project website <https://agencyzmin.org.ua/> (in Ukrainian).

campaign	1.4.2: create and support website 1.4.3: Publish project-related materials and books	<ul style="list-style-type: none"> • 500 copies of book on project results • 500 copies of program methodology • 150 tool kits to work from home
Outcome 2: Capacity development of “Junior Agents of Change” through non-formal civic education		
Output	Activities	Indicators
2.1 Training of local coordinators/trainers	2.1.1: Identify trainers competitively 2.1.2: Two-day training 2.1.3: Produce support materials	<ul style="list-style-type: none"> • 11 trainers • 88% reported they will continue to actively take part in teenager civic education (eval. survey)
2.2: Stage 1: Five 3-day workshops in four cities	2.2.1: Develop training «Values in the World of Opportunities» (Personal identity, dreams and values, basics of project mgmt) 2.2.2: Conduct training sessions in Kyiv (2), Lviv, Vinnitsa, and Poltava	<ul style="list-style-type: none"> • 125 selected teenagers from 23 regions • 116 concept notes of community engagement • Use of knowledge to plan projects
2.3: Stage 2: Five 3-day workshops in four cities and realization of local projects	2.3.1: Develop training «From Dream to Action» (Civil Society, Entrepreneurship, Volunteering, Financial Literacy, Fundraising, Presentation Skills) 2.3.2: Conduct training sessions in Kyiv (2), Lviv, Vinnitsa, and Poltava 2.3.3: Work to refine plans for successful implementation	<ul style="list-style-type: none"> • 106 selected 13-16 y.o. took part (target met) • 67 projects were completed in local communities • 20 regions covered • 244710 UAN raised • 1085 people involved in activities • Use of knowledge to implement projects
2.4: Stage 3: Two 4-day workshops in Kyiv and Lviv	2.4.1: Develop training «From Local to Global» (sustainable development, presentation skills, business, community resilience) 2.4.2: Prepare and conduct the World’s Largest Lesson (UNICEF)	<ul style="list-style-type: none"> • 64 selected participants (target exceeded) • 58 participants conducted 67 lessons in 20 regions reaching 2270 peers • Use of knowledge to reflect on sustainable development
2.5: Stage 4: Two 3-day workshops in Kyiv and Lviv	2.5.1: Develop training “How the City Works” (city mgmt, local governance, decentralization, budgeting, elections) 2.5.2: Visits to local and Kyiv government and UN offices	<ul style="list-style-type: none"> • 50 selected participants • 48 conducted surveys and completed research reports “How My City Works” • Better understanding of local governance
2.6: Stage 5: Five-day leadership study abroad tour to Italy	2.6.1: Prepare a trip and training 2.6.2: Conflict mediation training at “Rondine Cittadella della Pace” in Arezzo, Italy	<ul style="list-style-type: none"> • 15 competitively selected finalists, aged 14-17, represented 10 regions • Attitudes change after meeting youth from Armenia, Mali, Columbia, Russia
2.7: Methodology for replicating the program	2.7.1: Document methodology for training program replication 2.7.2: Print 500 copies for distribution 2.7.3: Advance the use of methodology in Ukraine	<ul style="list-style-type: none"> • A 74-page book “Civic education: the art of change making” • 500 copies printed and distributed among teachers, leaders, and the Ministry of Education • The Small Academy of Sciences of Ukraine supported the next round at regional-scale • The Ministry of Education consider the program

Outcome 3: Engagement of youth in democratic decisions in their communities

Output	Activities	Indicators
3.1: Successfully complete 115 local community project concepts	3.1.1: Train teenagers to prepare and present concept projects in four locations: Kyiv, Lviv, Poltava, Vinntisa (stage 1)	<ul style="list-style-type: none"> • 116 concept projects from 23 regions were successfully conceived • Topics: Culture (33%), Education (23 %), Social (17 %), Charity (12 %), Urban (17 %), Health (3 %), Environment (3 %).
3.2: Successfully complete 60 projects and present results in Kyiv and Lviv (stage 3)	3.2.1: Train teenagers to plan, create a team, organize, fundraise, and deliver results as part of project implementation	<ul style="list-style-type: none"> • 67 local community projects from 20 regions completed • 244710 UAN raised • 1085 people involved in activities
3.3: Present 50 «The World’s Largest Lesson» to at least 1,000 peers	3.3.1: Train and prepare teenagers to deliver lessons	<ul style="list-style-type: none"> • 58 teen participants conducted 67 «The World’s Largest Lesson” in 20 regions of Ukraine. • Formats were: class lessons, public events, quizzes, and lecture with guest speakers. • 2270 children were informed about the UN Sustainable Development Goals.
3.4: Produce 50 research reports on how the local city works	3.4.1: Train and mobilize teenagers to conduct own research and write reports to evaluate the local governance and provide recommendations for improvement	<ul style="list-style-type: none"> • 48 teenagers completed 48 research projects in 20 regions • 2293 people surveyed or interviewed by participants throughout Ukraine

Evaluation Findings

According to the project’s final narrative report submitted by the implementer, successful results have been achieved under all 3 project outcomes set in the Project Launch Document (for more information, see Logical Framework). This evaluation looked closely at these assessments by the implementer to validate and explain them further regarding effectiveness, sustainability, relevance, efficiency, impact, and the added value of UNDEF.

(i) *Relevance*

The evaluation demonstrated that **this project was relevant within the context of decentralization and civic engagement**, particularly among the youth of Ukraine, and met the UNDEF mandate well. Specifically, the project successfully integrated the UN's Sustainable Development Goals into its programming.

Desk review showed that with an active pursuit of decentralization and local governance, the Ukrainian community, supported by the international donor community, has been continuing its efforts to transfer more power and control over local issues to local hromadas (districts)¹⁹. However, such power comes with civic responsibilities and, just as any successful democratization processes, require active civic engagement. Multiple previous evaluation reports that focused on understanding and documenting the impact of donor support in Ukraine consistently recommended the inclusion and engagement of youth, particularly

¹⁹ Monitoring of the Process of Decentralization of Power and Local Self-Government Reform as of 10 September 2018 / Ministry of Regional Development, Construction, Housing and Communal Services of Ukraine, p. 23. – https://storage.decentralization.gov.ua/uploads/library/file/312/10.09.2018_EN.pdf

«The project is a real step, a new vision of the role of teachers and children themselves. And then we implement ideas, received manuals with materials. One project cannot solve a problem in general, but it significantly helped to form a new vision of civic education».

Teacher, survey

teenagers, middle-, and high-school students across Ukraine in civic initiatives.²⁰ Thus, civic education and engagement continue to be essential factors that contribute to the overall democratization process.

Survey results demonstrated that all direct beneficiaries found the project to be relevant to and important in achieving the goal of advancing civic education in Ukraine among teenagers and specifically contributing to increasing awareness among teenagers about and engaging them in civic initiatives. Over 94% of adult (M=4.65) and over 98% of teenager survey respondents (M=4.7) agreed or strongly agreed that this project was extremely relevant to developing civic education in Ukraine. In the words of one experienced trainer, the project was

“one of the most relevant projects in civic education in which I have ever participated.”

All direct beneficiaries saw this project as highly relevant. As one trainer KI put it, teenagers saw that they “can do change and that they can change something themselves.” A teenage survey participant agreed, “The main challenge was to become more active in the life of my community. I believe this is a challenge overcome, because now I feel more confident and can assemble a team and create project. This project gave me a knowledge base.”

Finally, in the words of the expert, this project was “the best project for the development of adolescents in Ukraine and their involvement in civic, socially useful activities. Unlike other projects where children are described problems and often start from them, in “Agents of Change” they are not limited thematically and are not forced to do something socially useful. Instead, teenagers learn to understand their dreams, values, interests without [trainers] imposing the only correct worldview, how the system is arranged at the local level. Thus, civic activities come to teenagers as a way of self-realization toward their dreams. A dream is a much stronger driver than a problem.”

(ii) Effectiveness

The project was able to successfully achieve its goal of increasing awareness of civic education and involvement among teenagers in Ukraine. **Specifically, the project has achieved the largest success with outcomes 2 and 3.** In particular, the project was effective because of four factors, identified through desk review, surveys, and KIIs: 1) an ability to utilize implementers’ network of teachers and other educational leaders in all 24 regions of Ukraine, 2) a well-designed, prolonged training of teenagers, which helped to empower teenagers and helped them to focus on their dreams, 3) well-organized management and communication about the project, with constant internal communication, audience-specific, targeted messaging (to attract the attention of various beneficiaries), and 4) the ability of organizers to solve issues in a timely and effective manner and to create a sense of community and belonging among participants.

First, the project was effective in reaching teenagers across Ukraine because, as part of the project design, the implementers were able to successfully create and utilize a network of teachers and educational leaders in all 24 regions of Ukraine and to mobilize them to share

²⁰ See, for instance, USAID Ukraine Local Governance Project WOPE (Whole-of-Project Evaluation): <https://bit.ly/2OVpMIF> and USAID Midterm evaluation of the Confidence Building Initiative (UCBI) 2014-2017: <http://bit.ly/2o4XSKd>.

the information about the program and to motivate students to apply. Implementers recruited 24 local representatives, one from each region in Ukraine, and created a team of 12 trainers, who represented four main, major regions: Kyiv, Lviv, Poltava, and Vinnitsa, which were later used as the project's regional hubs. Additionally, the implementer conducted a high-profile training seminar in February of 2020, where the civic education methodology and results of the nation-wide projects were presented to 98 teachers from 23 regions in Ukraine. Surveyed teachers reported high levels of satisfaction with the activity and were motivated to learn more about ways to engage teenagers using the novel methodology.

A big part of the success was due to the fact that the implementer was able to leverage the existing connections with representatives of the Ministry of Education and Science of Ukraine. 6 out of 7 adult KIs pointed out that, because the Ministry of Education wrote a letter of



NASA representative Jorge Sotomayor at the final online forum

«The goal of the project was achieved because the teenagers believed in themselves and started implementing their projects, improving the life of their community, and becoming active citizens».

Teacher, KI

support for the project (at the request of the implementer), the information about the project was able to reach many small schools in rural regions. Additionally, the project was effective because of implementer's and co-implementer's ability to leverage its connection with the government entity, Junior Academy of Sciences of Ukraine²¹. The implementer collaborated actively with JAS staff members who, in turn, helped the implementer attract a high-profile speaker, a Houston-based NASA representative Jorge Sotomayor, to speak at the final event, an online forum "Shuttle to the Dreams."

The project reached the national level, according to 47 (78%) of surveyed adults and 35 (58%) of surveyed teenagers. Among interviewed teenage KIs, 16 (93%) said they saw the effectiveness of this project to be due in part to its ability to attract teenagers from "all corners of Ukraine." Additionally, 11 teenage KIs, including 10 finalists, said that they have learned about the project because their former or current teachers shared information with them, in person or via social media, who, in turn, may have received that information from various channels (their professional networks, schools, Ministry letters, etc.). Although this network was not nearly as active throughout the project, according to 3 local representative KIIs, local representatives and others who only participated in the project in the first two stages continued to follow the project's news and events, according to 6 adult KIs and 3 teenage KIs. Overall, 46 (76%) of surveyed adults and 27 (67.5%) surveyed teenagers agreed or strongly agreed that it was super easy to receive information about the news and activities of the project.

Second, the project was effective because it had a well-designed, prolonged, involved, and hands-on training, which helped to empower teenagers and helped them to focus on their dreams. All 18 interviewed teenagers and 6 of 7 adults said that the success of this program

²¹ JAS is "an educational system that provides organization and coordination of students' science research activities; creates conditions for their intellectual, spiritual, and creative development and vocational self-determination, and supports as well the scientific potential of growth of the country."
http://man.gov.ua/en/about_the_academy/jasu

was largely due to the effective, originally authored methodology, developed by one of the co-implementers, a child psychologist Kateryna Klyuzko. In the words of Klyuzko, her goal with this project was to create a training and educational program which allows “children to be happy while they learn so that they can be motivated by their happiness and so that they want to learn and open their hearts”²². A focus on realizing dreams was clear throughout the whole program and, as a result, helped to keep the focus of teenagers and motivated them to be actively involved and to participate in the project: “Here I felt empowered, and I was able to change things as a result of what I learn. These were not just lectures where you listen to nice speeches and go home; we had to work hard to see the result,” one teenage finalist KI said. Another teenage KI from Stage 4 confirmed, “Truly, this was the project for those who wanted to do something and change their place for better.” Although the basics of this original methodology were developed before this project, UNDEF support allowed the author, a co-implementer, to refine and expand the methodology through a nation-wide practical application as part of the project. The project also produced a written document--a methodology book titled “Civic education: The art of making change.” According to implementer KIs, hard and online copies were distributed to the following beneficiaries: 98 teachers, who participated in the teacher forum in February of 2020, trainers and local representatives, and government workers at the Junior Academy of Sciences and the Ministry of Education and Science of Ukraine. A book was only produced in Ukrainian, however, but was printed and distributed to direct beneficiaries and is available online²³.



Teenagers are working on presentations of their projects (stage 2)

Survey results showed that 40 (93%) teenage participants completely agreed that this project helped them to learn a great deal about civic engagement, and 36 (83.7%) agreed or strongly agreed that they became more active citizens in their communities as a result of this project. Among adults, 59 (88%) agreed or strongly agreed that this project helped to attract attention to civic education in Ukraine, and 56 (86%) agreed or strongly

agreed that this project helped them to learn more about teenager civic education. Third, the effectiveness was due to well-organized management and internal communication regarding the project, with constant internal communication with participants and trainers and audience-specific, targeted messaging to attract the attention of various beneficiaries. All 18 teenage KIs reported that they felt empowered and excited about the project throughout its duration. They emphasized continuous, helpful communication and support from trainers and organizers. They also reported an ability to develop their points of view and focus better on their dreams of how to change the world around them. In particular, several teenage participants mentioned that, before the project, they had no idea how they could take part in or influence local civil initiatives in their community because they “had no idea how the budget works or who is responsible for what in the municipality” (teenage KI). The program, however, provided in-depth training and hands-on practical experience for participants to learn “how the city works” (4th stage teenage KI) and what they can do “to make the city more beautiful and youth friendly” (5th stage teenage KI).

²² Kateryna Klyuzko, public presentation (video recording, Nov. 5, 2018). <https://www.facebook.com/ParticipantTrainingProgram/videos/274304919891254>.

²³ <https://agentyzmin.org.ua/library/>.

Finally, organizers' ability to address issues as they arose in a timely manner and to create a sense of community and belonging among all participants contributed to making this project effective. With the COVID-19 pandemic, the final project event, an all-Ukrainian forum, had to be changed from in-person to online. Despite the initial disappointment of some participants (according to 3 teenage KIs), this change was successfully implemented. As virtual observation of the event and KIs with direct beneficiaries demonstrated, organizers were able to effectively address relevant and important civic education topics. The implementer developed an original, catchy cosmic theme "Shuttle to the Dreams" to guide the online all-day forum, invited high-profile speakers from Ukraine (e.g., a female influencer, business woman, and a community activist) and abroad (e.g., a U.S.-based NASA representative), offered two hands-on practical training workshops with a leading Ukrainian urban space design agency Comixans, and developed many civic-focused contests with prizes (which were later sent by mail to participants).



A famous business woman and activist speaks with online participants (final online forum)

40 (65%) surveyed adults reported that the virtual delivery of the final online events worked really well. Similarly, 24 (63%) teenagers agreed or strongly agreed with the same statement. Additionally, all 36 teenagers who reported via survey that they attended the final online forum agreed or strongly agreed it was a super event. However, 4 teenage KIs said that they did not find online activities as effective as in-person training. 2 reported they had technical difficulties (e.g. poor Internet connection, electric outage) connecting to the final online forum and thus were not able to participate.

Despite some disadvantages, the online forum allowed much greater participation, with over 160 teenagers participating and over 3,500 people watching a live stream of the event, according to the implementer. With the rapid internet penetration, particularly through a mobile connection, as well as the world changes in light of the COVID-19 pandemic, online events had become widely acceptable in Ukraine by May of 2020, when the final forum took place. Online events are well positioned to reach a large population of Ukraine, as the highest internet usage in Ukraine, between 82% and 90%, is among Ukrainians under age 45²⁴. And, although there is a gap in regular usage of internet in Ukraine, with 74% in urban areas vs. 54% in rural areas²⁵, this online forum has overall been successful in reaching young Ukrainians with civic education training and activities, especially in times of pandemic, according to KIs.

(iii) Efficiency

To a great extent, there was a reasonable relationship between available resources and the project's results. In terms of the value of the money, the project's efficiency and cost-benefit ratio were satisfactory. Throughout the project, the implementer shared some costs and provided support whenever the grant budget did not allow expenditures, according to implementer KIs. The main challenge was to adjust the budget to ongoing price increases for venues and other direct expenditures, according to one implementer KI. Another implementer KI said they were "able to secure some deals only because we would say, you

²⁴ Factum Group Ukraine (2019, March). Ukraine Internet penetration report. https://inau.ua/sites/default/files/file/1903/dani_ustanovchyh_doslidzhen_za_1-y_kvartal_2019_0.pdf.

²⁵ According to Vitaly Moroz, head of new media at Internews Ukraine, <https://www.dw.com/en/low-prices-good-connectivity-ukrainian-internet-infrastructure-allows-usage-to-grow-rapidly/a-49266786>.

are contributing to a good cause, to the all-Ukrainian teenager-centered project supported by UN.” The evaluator acknowledged that, in some cases, the activities did not have the most suitable human and financial resources allocated:

- The investment in human resources for the project management was uneven, as different professional fees were originally budgeted on a lower end of market pricing in Ukraine (e.g. payment for ambassador services was lower than a market average for providing similar services, according to implementers). In some cases, the expenses were insufficient to ensure complete engagement by most qualified experts, trainers, and local representatives. The project benefited from close attention and proactive leadership of the project manager to ensure a high quality of project implementation.
- The budget allocated for travel was insufficient to ensure complete participation of the underserved public. Specifically, the most disadvantaged teenagers from rural areas and hard-to-reach regions faced difficulty traveling to the training sessions. In a few cases, the implementer provided additional financial support to these participants outside the grant budget. The travel for a study trip to Italy was also underestimated as the originally proposed airline and train costs were estimated below market price.
- The budget allocated for printing educational materials was insufficient. The implementer had to adjust the budget as a result.
- Compared to the resources allocated for informational media coverage of the project, the results were not satisfactory. Specifically, the regional and national media coverage of the project was almost non-existent, as the project implementers did not have an effective strategy to reaching out to the regional and national media, and the vast majority of media publications submitted for review were social media posts or short announcements by the implementers, co-implementers, or other direct beneficiaries. The lack of effective publicity can also relate to an overall difficulty of reaching the media in Ukraine due to demands for payments for news coverage²⁶ and a low level of professionalism among journalists in the media, despite many advancements in the development of independent media in the country.²⁷ There was some media coverage of the project only because participants themselves actively reached out:

“There was an informational vacuum about the project. When I was doing the project, I wrote an article for a local newspaper. And more people knew about the project and teenagers wanted to participate in the future. And I talked about the project with sponsors and on the radio; and I did write a lot about it on the website and continue to tell a story who my project volunteers are and how they worked. I think there should be more publicity about the project on TV, radio, and Internet. I think it is important to talk about the project with the media. It would be great to give them ideas because this project is worth covering.”

Although there was limited media coverage of the project on a national scale, the implementer found a way to leverage its connections with partners, co-implementers, and other local NGOs to place announcements about each stage of the project and to get continuous coverage in the online channels of communication. Such coverage, combined with the saturated internal communication, allowed direct beneficiaries of the project to be

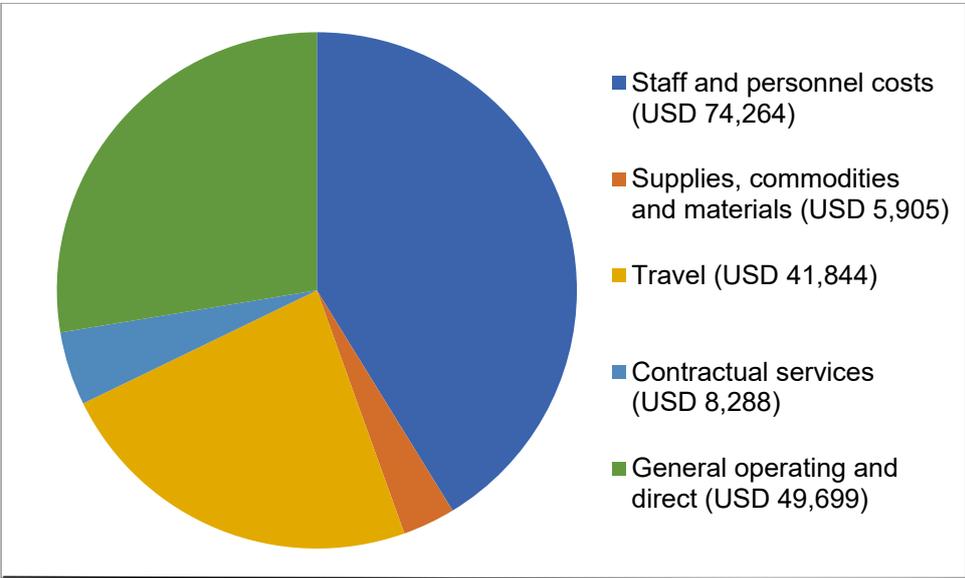
²⁶ Tsetsura, K., & Grynko, A. (2009). An exploratory study of the media transparency in Ukraine. *Public Relations Journal*, 3(2). http://www.prsa.org/SearchResults/download/6D-030205/0/An_Exploratory_Study_of_the_Media_Transparency_in_

²⁷ Tsetsura, K., Palyvoda, L., & Orlova, D. (2016). *Performance evaluation of Ukraine Media Project, 2011-2015*. Evaluation report, Social Impact for USAID. Retrieved from <https://bit.ly/2HoiODW>.

informed about the project and its activities to a much greater extent than non-direct beneficiaries. Thus, output 1.5 was not achieved.

The project’s total budget was \$180,000, and Figure 1 provides a breakdown of major types of expenditures. The desk review of the budget-related documentation showed that, during the project length, the budget has been revised and approved by UNDEF. The grantee was able to optimize the existing resources and reduce the costs of other expenditures to accommodate budget changes. Major revisions were needed to accommodate the change in programming due to the COVID pandemic. The project reporting materials were organized and mid-term and final reports were delivered to the grantor. The largest revised budget increase was in contractual services (by 2.5% of the total budget). Specifically, the implementer added the development and distribution of materials needed for conducting the final online activities (a final forum and urban workshop) and adjusted pricing on producing 500 hard copies of each of the two main documents of the civic education methodology book “Junior Agents of Change” and the project book “The book of little changes.” The revised budget assumed distribution of materials among direct beneficiaries. Teenage survey respondents and KIs reported receiving materials from the implementer, however, it was not possible to independently evaluate among whom all the copies have been distributed.

Figure 1. Project Budget by Expenditures



The project management was done by a qualified team. The project manager was a highly organized, communication-oriented decision maker who was able to address challenges as they arose and resolve conflicts that trainer teams had in the early stages of the project (according to both implementer and trainer KIs). The close communication with all beneficiaries and active involvement of the project manager as well as other implementers’ representatives ensured the smooth operation of the project.

According to the information collected, the project manager and the team met regularly and were in constant communication. The project manager carried out virtual meetings with the beneficiaries as necessary, maintained almost daily contact, either through telephone or Telegram groups, and was always readily available for any clarification needed. The project manager also provided regular and on-time updates and answered any questions. The project manager’s work was evaluated as excellent by all interviewed beneficiaries.

Overall, beneficiaries evaluated the efficiency of the project as very high. Adult survey respondents agreed or completely agreed that the organization of all activities of the project was effective (57, 93.4%). All 40 surveyed teenagers completely agreed with the same statement. All interviewed teenagers and trainers said they particularly appreciated the carefully chosen locations for training retreats and accommodations as well as food and other basic needs.

The results of this evaluation showed that the information dissemination of the project, particularly in rural areas and small schools, as well as media coverage of all stages of the project, could have been improved. 14 teenage KIs pointed out that, while information about the project was mostly shared via the FB page, FB is not their preferred method of communication. Hence, many said that it was hard for them and their friends to follow the news about the project. All teenage KIs suggested incorporating more communication via more teenager-friendly channels, such as Instagram, YouTube, and TikTok, in the future. This evaluation showed that, towards the end of the project, the implementer started to utilize youth-friendly social media platforms and received some impressive national media coverage of the project. However, there was little media coverage of the project's activities while the project was active.

The evaluation also showed that, despite targeted attempts to attract underprivileged teenagers and schoolchildren from rural and hard-to-reach areas from IDP families and from conflict-affected regions, the implementer was marginally successful. The overall number of participants from underprivileged groups was rather low. The number of women was consistently higher than targeted. This might be due to the overall situation in Ukraine, in which women of all ages are traditionally more active in the civic life of their communities²⁸. The implementers specifically worked to incorporate representatives from underserved groups in the early stages of the project, however, at the later stages of the projects, almost all non-privileged teenage participants were eliminated as the quality of their work was not satisfactory compared to other participants. However, as evident from teenage survey responses, many of these underprivileged teenagers were not prepared for intense training sessions at the early stages as they had never been exposed to similar activities. As one early stage participant noted, "I felt unworthy of being in such a society, so I was afraid to even say something so that no one would think badly of me."

As one expert pointed out, in order to attract to this project and keep more underprivileged teenagers engaged in the future, there would need to be "more simple steps or activities at the grassroots level--at the selection stage" to better prepare potential participants on what is to come. That person also suggested creating "fan teams" and peer support groups that would follow participants through stages, perform simple tasks, and thus be involved as well.

(iv) Impact

The project was able to make an impact to a great extent. The most immediate, readily available, and clear impact of the project is represented in 67 projects that teenagers implemented in their local communities in 20 regions of Ukraine, directly corresponding to Outcome 3. At Stage 2, 109 teenagers first learned about community engagement and then were invited to work closely with trainers on developing and refining their own passion projects; 67 of them were able to successfully implement their projects. All projects were highlighted in the book in a form of small case studies and featured all 67 teenage

²⁸ Strelnyk, O. (2019). Mothers' civic activism and the war in Ukraine. *Laboratorium: Russian Review of Social Research*, 11(2), 103-124.

participants who completed their civic community involvement projects. 9 teenage survey respondents who were not successful in implementing their projects reported that the main reasons for non-implementation of the projects were: 1) their self-doubts and fears (n=7), 2) a lack of support from family, teachers, and local authorities (n=5), and 3) a lack of time (n=2) (respondents could name more than one reason). As one trainer KI put it, “Once teenagers believe in their abilities, the sky is the limit for their ideas.”

To illustrate the impact, the implementer put together a print and online report “The book of little changes” in English²⁹ and Ukrainian³⁰, which the evaluator carefully reviewed. According to implementer KIs, the implementer distributed 500 hard copies of the book among Stage 3 participants, teachers who participated in the teacher forum, trainers, local representatives, and government authorities, including the Ministry of Education and Science as well as other potential beneficiaries. Hard copies of the book were also sent to a UNDEF representative.

The short-term impact was vivid, according to KIs. As one teenager said: “At a minimum, agents prepared us to make sure we learn how to behave in COVID and how to make sure we recycle.” 14 teenage KIs discussed how they dealt with the pandemic and how they found a way to keep in touch and encourage one another through difficult times. Their strong network also allowed project alums to work closely with the organizers and participants of the next season of the project, which started in the middle of the COVID pandemic, after the UNDEF-sponsored activities were over.

All 18 teenage KIs said that they absolutely loved and felt greatly impacted by the program. All said that their lives had dramatically changed as a result of participating in this program. 17 teenage KIs said that the project gave them tools and knowledge to make changes in their communities and in their lives and gave them strength to approach local authorities, business people, activists, and teachers who could aid in helping teenagers in their civic initiatives. Most importantly, 16 teenage KIs shared that they have now become much more active in their local communities as a result of this project. 9 teenager KIs reported that they were not at all involved in the lives of their local community before this project and that this



Teenagers are mapping their place in the world

project inspired them to think about civic life and to act to improve their communities in a way they had not previously believed to be possible. For instance, 1 teenage KI reported that he organized a youth modern festival in his small hometown as part of implementing his project at Stage 2. He built a team of like-minded teenage friends and found support from adults and the local authorities. Now, he and his team continue to organize events in their small town as well as in a nearby village, and they are making plans to expand their activities after the COVID pandemic is over.

Another finalist shared a story about how she now works on expanding her project, which, in her own words, had a limited impact at first: “For the original project, I had fewer than 20 participants, only from my school. But now, my

²⁹ <https://agencyzmin.org.ua/wp-content/uploads/2020/03/The-book-of-little-changes.pdf>
³⁰ <https://agencyzmin.org.ua/wp-content/uploads/2020/03/Knyha-Zmin-3.pdf>

friends and I work on expanding our project online to unite several schools in our city [of more than 350,000] and to attract hundreds of school children across Ukraine.”

To a large extent, the project has also been successful not only in achieving short-term goals but also in delivering a long-term impact on civic engagement and youth involvement in civic processes. A big part of this impact was due to the unique network of agents created by the program. All teenage interviewees emphasized the family-like atmosphere and extremely friendly, community-oriented meetings and training sessions. Everyone reported that they now felt they were part of the elite group, Agents of Change, a group that can and should do anything to help their country and their community flourish. Throughout the program, participants were able to establish close contacts and relationships among themselves, their trainers, and the organizers.

«Now we want to do more, we cannot stop. We now know what we can give and have more ideas and goals. And Drive is great – and now we want to enter better schools, universities. And we cannot wait to achieve what we want for Ukraine».

Teenage KI

The continuous support and encouragement that organizers provided to participants greatly improved the possibility for long-term success. The implementer was able to create a strong network of teenage and adult participants. The implementer also engaged in ongoing, saturated internal communication and produced plenty of supporting materials that can now be used by others. In addition to “The book of little changes,” several materials prepared and distributed as a result of this project to achieve impact are now publicly available to all for download and can be used by anyone in the future: 1) a comic book for teenagers, “10 steps to change” (in Ukrainian)³¹, and 2) an original methodology book “Civic education: The art of making change” (in

Ukrainian)³².

Some tensions within the team of implementers and between the implementers and trainers occurred in the beginning of the project, however, according to all KIIs, these tensions were successfully resolved through negotiations throughout the project. All teenage KIIs and survey results confirmed that teenage participants had not been aware of any internal tensions or problems throughout the project, which speaks highly to the professionalism of all adult implementers and trainers.

The impact of the project is also visible in its long-term influence on civic engagement and youth involvement in the future. Survey results confirmed that direct beneficiaries agreed that the project has had significant impact on all beneficiaries (see Table 1).

All interviewed implementers (n=5) and trainers (n=4) reported that they focused a lot on making sure teenagers felt ownership of their projects, and KIIs with teenagers revealed that all teenagers felt a sense of belonging to the Agents of Change network and to their mini-projects. The project has not only changed lives “in extraordinary ways” but has also helped teenagers to discover their passion for political involvement and activism, “solving world-size problems” and making small towns “the most beautiful and most desirable places to live in Ukraine by 2040.”

³¹ https://agencyzmin.org.ua/wp-content/uploads/2020/06/book_kids_preview.pdf.

³² <https://agencyzmin.org.ua/library/>.

16 out of 18 teenage KIs reported that they have found a calling to help their community as a result of this project, and 8 of them shared that the project helped them to finalize their career choice. 1 teenage KI said: “We also were able to learn more about the opportunities and things we can do.” For example, 3 interviewees (who were among 15 finalists who visited Italy) reported that, as a result of this project, they decided to pursue a career in

Table 1. Project Impact (number and percentage of those who agreed or strongly agreed with each statement)

Direct Beneficiaries →	Teenage participants (n=40)	Trainers and Local Representatives (n=23)	Teachers (n=32)
Project Impact ↓			
The project has greatly changed my understanding how I can get involved in my community to influence teenagers’ civic education in Ukraine.	35, 87.5% (M=4.6)	16, 69.6% (M=4.09)	31, 93.9% (M=4.36)
Overall, this project has greatly impacted those who did not directly participate in project’s activities.	27, 80% (M=4.2)	17, 73.9% (M=3.91)	20, 62.5% (M=3.78)
This project helped me to make specific, visible changes in teenagers’ civic education in my village, town or city.	27, 67.5% (M=3.9)	16, 69.6% (M=4.17)	24, 77.4% (M=4.06)
My attitudes toward civic education and/or engagement have been changed for better as a result of this project.	39, 97.5% (M=4.7)	18, 81.8% (M=4.27)	27, 90% (M=4.33)

international relations, and 2 said they decided to study conflict resolution. 1 finalist who is now a first-year sociology student at a prestigious university in Kyiv said, “I discovered in myself love for politics; when we participated in a simulation how the country works, I really loved it. I decided to choose [my profession] between sociology and political relations, and [participation in] the Agents opened my eyes and helped me to understand what I can choose and how.”

Additionally, 7 teenage KIs, in various stages of the project, reported that they got interested in politics and local and national governance solely as a result of this project. As 1 interviewee put it, “I was the one who never even would think about political involvement. And now I can explain my parents how the budget of our country works and how I can help support local young candidates in the next election cycle.” 5 KIs reported that, after the project, they got involved in the youth councils in their native towns and villages, and 1 female even said she is now “considering to become a president of Ukraine” one day.

Another finalist said that her personal life has changed too: “Thank you to this project that helped me to give me ideas about my future profession and opened my view on the world and how I can change the world. It also changed our family habits: my family now uses recycle bags; we turn off the water when we brush teeth -- this is what I learned from the World Largest Lesson.” Another participant also pointed out: “And that we are all guests on this planet so that everyone can and has to do own contribution into saving the planet.”

In the words of 1 teenage semi-finalist, the biggest impact of this project was creating in teenagers “a desire to at least be interested in what is happening in the country and in the

world.” The long-term impact, in the words of 1 finalist, can be summarized as such: “We would never stop because now we know 2 things: 1) what we can do to help Ukraine and 2) we are bored without these kinds of projects.”

The evaluation showed that Stage 5 of the project had a high impact on finalists. After the trip to Italy, finalists wrote in their post-trip reports, showing that the teenagers loved the study trip and that the trip further helped them to understand the importance of civic engagement. The evaluator reviewed all available reports (11) as part of desk research. The review can be summarized by a quote from one participant who said the following about Rondine Cittadella della Pace, an organization finalists visited during their study abroad learning experience:

“Rondine will also leave a big mark in my memory, because this organization, which is located in a small village, has a greater impact on the world in terms of peacekeeping than some countries. That’s why Rondine is another step up, because during the 4 stages of Agents I realized my role in the life of my city and country, and now I realized that even ordinary students can change the world by their actions.”

However, it was hard to evaluate the impact of the project on changes in civic education in Ukraine as a result of recommendations submitted by the implementer to the Ministry of Education and Science of Ukraine (Target 1.3). Due to personnel changes in the Ministry, the implementer lost the primary contact and no current representative of the Ministry agreed to an interview for this evaluation. Although the final report from the implementer as well as implementer KIs stated they submitted the recommendations and received an invitation to further cooperate and incorporate project’s experience in the Ministry’s strategy 2030, this could not be independently verified.

(v) Sustainability

The results of this evaluation showed that the project, as it was designed and implemented, created a high likelihood of a continuing pursuit of making a change in communities as part of civic education and civic engagement.

«Now you are an agent, and you must bear this title with honor. And it's not even in the projects, but in self-awareness and perception of the world as it really is... That's what we are, people who strive for improvement. Not "today", but step by step, together, lighting candles in the dark. The worst thing is inaction. Indifference. It is better to light a small candle than to curse the darkness" is the most popular quote we used in Italy».
Finalist KI, post-trip report

The evaluation showed two major sustainability results of the project: 1) as a result of the UNDEF-supported project, other sources of funding were secured and 2) active alumni participation in activities beyond the project is documented. First, the next round of Agents of Change got support from the government of Ukraine, the Junior Academy of Sciences. In 2020, it is running completely online. Alums from the UNDEF-sponsored program serve as mentors to a new generation of agents of change and continue to brainstorm and help with projects for the current and past participants, according to 3 implementers and 12 teenage KIs.

The project’s sustainability rests on the prolonged engagement of the participants because the program cycle was 18 months. All 14 KIs with finalists also demonstrated that teenagers found the Italy experience extremely educational and reported that the trip helped to cement their commitment to Agents

of Change and to expand their worldview beyond the period of the project.

The multi-stage project programming, complete with constant internal communication between the stages, allowed for the building of a strong, connected community of project participants and alumni, teenagers, and adults, who are ready to help one another and all future participants of the Agents of Change. All 18 teenage KIs said that they continued to be actively involved in the life of their communities and regularly communicate with fellow participants, in person and via social media channels, such as Telegram, since the pandemic began. According to 3 implementers and 15 teenage KIs, the implementer continues to curate and run the Telegram channel for communicating with alums and continues to provide support and encouragement. 1 teenage interviewee said that she has had multiple conversations with former trainers and participants on how to deal with the stress of the pandemic and that these conversations have helped her get through tough times and stay focused on changes she wants to make in her local community. Additionally, 20 survey respondents and teenage KIs reported that trainers’ support and the network of friends they gained as a result of this project have had the most impact on them personally. 10 teenage KIs reported that they have met their best friends through this project. “I gained the network of like-minded individuals and friends through this project, and this is what really motivates me to continue because I know they are always ready to help if needed,” said a teenage KI.

Table 2 summarizes survey results on the likelihood of a continuing pursuit of making a change in communities as a result of the project, as reported by direct beneficiaries. Overall, all direct beneficiaries reported high levels of commitment to continued civic engagement and active involvement in the civic life of their communities. Among teenage survey respondents and KIs, the main challenges that might prevent participants from continuing civic engagement in their community in the future were: 1) relocation from the home town to study at a university (n=14), 2) a lack of time (n=7), 3) a lack of interest and engagement by the

Table 2. Sustainability: Likelihood of continuing pursuit to make a change in communities as a result of this project (survey results; number and percentage of those who agreed or strongly agreed with each statement)

Direct Beneficiaries →	Teenage participants (n=40)	Trainers and Local Representatives (n=23)	Teachers (n=31)
Project Impact ↓ I feel really confident that, because of this project, I will continue to be actively involved in civic life of my village, town, or city.	36, 90% (M=4.4)	21, 91.3% (M=4.52)	29, 93.6% (M=4.56)
I am sure my peers and I will maintain interest in civic education and/or in civic engagement as a result of this project.	38, 95% (M=4.5)	22, 95.7% (M=4.52)	30, 96.7% (M=4.48)
I am more than willing and able to continue civic engagement activities on my own.	34, 85% (M=4.33)	21, 91.3% (M=4.48)	29, 96.7% (M=4.43)
I am sure that, as a result of this project, adults (or colleagues) in my community (teachers, parents, other community members in my town, or city) will continue support teenagers’ engagement in civic activities.	32, 80% (M=4.12)	17, 73.9% (M=4.22)	29, 93.6% (M=4.26)

local community (n=6), 4) an old Soviet-style mentality of adults, including parents and authorities, 5) bureaucracy (n=6), and, 6) personal issues (n=4). All of those who reported the main challenge to be convincing the local community, authorities, and parents, were participants from across all 5 stages. One shared a specific example: "Here is a situation from my city a few weeks ago. The youth council made a mural, and the people, instead of thanking the young people, began to insult the artist because the picture was not how they envisioned it to be."

12 of all surveyed adults reported that they thought nothing could stop them from continuing civic engagement in their communities. The main challenges adult beneficiaries identified are as follows: 1) a lack of time (n=9) and 2) a lack of financial support to continue activities (n=4). Other challenges that received 3 votes each were: 1) a COVID pandemic, 2) a lack of cooperation and/or understanding from local authorities, 3) non-motivation of community, and, 4) a career change.

Trainer and implementer KIs expressed concern about the inability to continue the project at the same level if the specially trained team of coaches will not be able to continue. The team for this project was specifically recruited and trained, however, one KI suggested that perhaps it might make sense to find a way to keep this team on reserve so it can be readily activated when needed, which would require some financial commitment.

Interestingly, none of teenagers saw a lack of support as an obstacle to continue their involvement. At least 6 teenage KIs specifically mentioned that now they feel confident they can raise money or find ways to receive support for projects they want to complete in their communities. KIs and survey results showed that overall, teenage participants were motivated to continue being actively engaged in civic activities in the future. The implementer can support the interest through continuous engagement of alums within the network.

Survey and interview respondents provided a number of suggestions for ensuring a sustainable future for the project:

- "The most valuable way to work in the future is to focus solely on small places and villages and give opportunities to teenagers in small places. Have someone come to present the ideas and make sure that they have heard it from someone who came from Kyiv or from outside." (Teenage, KII)
- "Give more opportunities to those teenagers who do not have anything. Kyiv is saturated with grant-supported projects. And teenagers in small rural areas are idea hungry and thirsty." (Teacher, survey)
- "Find ways to utilize opportunities through other programs donors organize." (Expert, KII)
- "Provide more information about each activity of the project through social networks and through schools. It is important to get in touch with teachers and work through schools so that they spread the word to recruit more participants." (Teenage KII)

(vi) UNDEF added value

The results showed that, to a certain extent, the project was able to take advantage of UNDEF's unique position and of comparative advantage to achieve results that could not have been achieved had support come from other donors.

First, the desk review showed that the implementer included a logo of UNDEF on all internal and external materials throughout the project and always communicated the fact that UNDEF sponsored the project. The implementer also leveraged its connections with partners, co-

implementers, and other local NGOs to place announcements about each stage of the project and always mentioned UNDEF sponsorship.

Teenage participants were also encouraged to actively think about UNDEF and the UN when Stage 3 of the project focused on global issues and asked them to conduct the UNICEF

«The fact that the project was supported by UNDEF often helped: in involving children, in communicating with invited speakers, in the presentation of results. Local Ukrainian donor organizations working with projects of this type, in my opinion, do not have enough resources to fund them on such a scale».
Trainer, survey

World’s Largest Lesson. Participants also visited the UNDP office in Kyiv and had an opportunity to learn about UN work around the world.

As a result of these efforts, all surveyed and interviewed teenage and adult respondents knew that the project was sponsored by UNDEF. Of 59 adults, 47 (79.6%) agreed or strongly agreed that they really wanted to participate in this project specifically because it was sponsored by UNDEF. In contrast, only 21 (52.5%) of teenage survey respondents said they really wanted to participate because of the donor. This is clearly UNDEF value added.

KIIs showed that many participants saw UNDEF support as an important confirmation of project’s quality and their ability to successfully implement their

projects. 3 teenage KIIs mentioned that they were able to successfully secure sponsors for their project or receive support from local authorities and school principals and teachers precisely because they said they participated in the UN-sponsored project. One elaborated: “Our teenager initiatives were immediately respected when we mentioned that the big project was sponsored by the UN. UN was a mark of high quality.” 1 trainer KI confirmed: “UN has a strong brand, and the brand is important.”

The results on whether another donor could accomplish the same goals for the project were mixed, as the majority of survey respondents were not sure whether the project could accomplish the same goal if supported by another donor (21, or 52% of teenagers, and 36, or 61% of adults).

10 teenage KIIs emphasized that they saw value in UNDEF as a sponsor of the project. 1 said, “Through the project I learned more that what place Ukraine has in the world and how problems in the civic community and engagement can be understood by the world.” Another pointed out, “Yes, I think this was an advantage. For example, I had to make the World Largest Lesson, which helped me to learn more about UN, and I really like that task.” Another UNDEF indication of value added was the fact that, in the eyes of participants, the donor did not have any ties to political leaders of Ukraine. 1 teenage KI specified that the value was in the fact that “I also think I was sure what I can expect from this program because knowing that UNDEF is a donor gave me a sense of authority and I knew I wanted to participate in the program. And I definitely knew that this is a big donor, and the project is not sponsored by



Participants visit the UN office in Kyiv

some Ukrainian politician. I personally try not to participate in those programs as they can be biased.”

When asked whether without support from UNDEF, the government of Ukraine, another NGO, and/or other donor could successfully plan and implement the same project to achieve even better results, again, the majority of survey respondents said they were not sure. However, one important finding was that, according to 11 adult KIs (all 5 implementers, 3 trainers and local representatives, 2 experts, and 1 donor), this project, most likely, would not have received support from any of the aforementioned entities. As 1 KI explained, “such prolong engagement and training projects with teenagers are rarely supported by donors because it is very difficult to work with children over long periods of time and because other similar projects have struggled to demonstrate impact in the past.” Another KI confirmed, “The fact that UNDEF believed in this project and allowed it to scale nationally and to offer Stage 5, a study trip to Italy, through its grant, is a big plus. UNDEF demonstrated its commitment to civic education by supporting such an involved, long-term project for over 2 years.”

Participants also expressed gratitude to UNDEF for supporting this project and changing their lives. As 1 KI said, “I want to thank UNDEF for the support. I would not ever dream of studying abroad, being interested in international relations and pursuing my projects and participating in this opportunity really changed my whole life. And so for this, I am very grateful.”

Overall Assessment and Final Thoughts

The evaluator concludes that the project was overall very successful in achieving its goals and meeting the mandate of UNDEF. The project had visible short- and long-term impacts on teenagers from 20 regions in Ukraine. It increased awareness of the need for non-formal civic education among civic activists, educated teenagers on ways to actively engage in civic life of their communities, and build a strong community of civic activists who are ready to make a change in Ukraine. The project satisfied all 3 outcomes and delivered stellar results. Quotations below from surveys and interviews with teenagers who participated in the project can serve as the most telling closing thoughts for this report.

In your opinion, what was the main goal of this project?

“Show that despite the fact that we are teenagers, we can change our country. We can influence many things. It only takes a little desire, time and perseverance. This project helped to believe in myself and opened my eyes to many things.”

“Show teenagers what civic participation is and that we are at a fairly young age can change our lives, the lives of others, lives in small steps villages, communities, and cities. I believe that the goal was achieved, because I am personally after the project radically changed and have a vision what is possible to achieve.”

“The aim was to open a new world of proactive civic and political for young people positions, to develop leadership potential and faith in the implementation of our ideas and goals. This goal was one hundred percent achieved.”

What would you like to add?

“We need time to grow, but just like the strawberry field, once one strawberry seedling started to grow and the first strawberry turned red, the whole field will soon be overflowing

with strawberries. Our first strawberry has ripened, and it turned out to be the most important one of all.”

“This is the best and most useful project for teenagers in Ukraine that I have ever had participate. After it, my life changed for the better. This project gave me superpower to change myself and the world.”

“I want to thank all people who made this project possible. Thank you for believing in us!”

Conclusions

1. The project objectives addressed a real need to engage in non-formal civic education of teenagers from all 24 regions of Ukraine.
2. The project was aligned with the mandate and the strategic aims of UNDEF.
3. The project outputs and activities were well designed and significantly contributed to outcomes of the projects.
4. Major outcomes of the project were achieved. Most targets were met and indicators allowed for measurement and evaluation of activities at every stage of the project’s implementation.
5. Although many outcome indicators were structured to measure the outputs and not the impact or the outcome *per se*, the project was able to achieve both short-term and long-term impacts on civic education in Ukraine.
6. The project was able to reach direct beneficiaries, specifically teenagers and local activists and civic education experts, and successfully engage them in civic education initiatives.
7. The efficiency of the project was overall highly satisfactory.
8. The project provided civic education to at least 106 teenagers who completed the Stage 1 training and developed original project concepts. However, the project’s clearest impact was a change in attitudes and behaviors of those 67 teenagers who completed their own projects. Additionally, the project’s impact reached 98 teachers and 24 local representatives across Ukraine who learned about civic education and received additional motivation and information to continue their work.
9. The project was able to successfully adapt to challenges of the COVID-19 pandemic by conducting high-quality online events for participants and by constantly communicating with all teenage participants throughout the duration of the project.
10. External information about the campaign was limited and, hence, constrained the ability of the project to enjoy wide news coverage. The project missed an opportunity to tell a powerful story about life-changing experiences as a result of civic education in real time.

Recommendations

Future similar projects by this and other implementers need to:

1. Concentrate on underprivileged beneficiaries and solely target teenagers from small towns and hard-to-reach areas. These are the most underserved beneficiaries and the ones who can benefit most from the project.

2. Design and conduct specific initial training sessions and hands-on workshops in small rural schools. At the early recruitment stage (before the essay competition deadline), future projects should provide a needed boost to spark interest in such programs among teenagers who previously have never participated in such activities. To be able to dream big, teenagers must first know what is possible.
3. Keep the coaching team that made this project possible. Expand the team by attracting project's alumni.
4. Use Agents of Change alums as ambassadors, local representatives, and trainers in future activities. Continue to utilize alums as mentors for new project participants.
5. Continue communication and find ways to support a strong network of alums, with the final 15 participants at the center of such network, to expand the project to all.
6. Consider sending Agents of Change alumni who completed at least 4 stages of the project to school districts of small towns and underrepresented regions, together with motivated trainers to recruit future participants.
7. Continue actively working with the Ministry of Education and Science to utilize a network of school districts and make sure the information about the Agents of Change training reaches small, remote village schools.
8. Continue to be active in the Ministry of Education and Science Special Working Group to develop a new civic education program by 2030.
9. Consider working with other donors (e.g. USAID DOBRE, US Virtual Exchange Programs) and implementers (America House Kyiv, Insha Osvita) who focus on teenage civic education to leverage connections and to expand the network.
10. Continue organizing a series of online events with high-profile speakers and with collaborative activities for adult and teenage beneficiaries.
11. Consider moving part of the training online. In particular, consider recording basic lectures and some hands-on activities from Stages 1, 2, 3, and 4 and making such online learning course available to teenagers across Ukraine. Utilize alums for helping to set up, produce, run, and monitor the course and project communication.
12. Continue communicating with local representatives and teachers who participated in various project activities and utilize this network to expand the project's reach.
13. Create a robust media and information campaign to achieve wide coverage of project events in real time.
14. Utilize multiple relevant channels of communication with direct and indirect beneficiaries. Particularly, expand the use of the project's Instagram and other teenager-friendly social media channels, such as TikTok and Telegram, to communicate about project activities and recruit new participants.
15. Engage teenage and adult alums of the current project in planning new cycles of the project and creating an alumni association of Agents of Change to ensure the long-term impact and sustainability of the project. Ideally, current Agents of Change will teach future Agents of Change how to engage in civic life.
16. Consider attracting child psychology students and young professionals to implement and expand the methodology across the country. Think about the ways to create internships to enhance the learning process and to provide additional support to trainers and teenage participants.

17. Consider translating into English the methodology produced as a result of this project so that it can be utilized in other regions around the world.
18. Consider conducting trainings of trainers. They need to be organized so that the information about the project reaches small villages and activities and the number of participants from such areas grows over time.

Lessons Learned

Other grantees can learn the following valuable lessons from this project:

1. Explore incorporating “World’s Largest Lesson” and other UN resources available to support teenage civic education in future programming.
2. Simplicity is key: design simple yet clear guidelines for all competition stages and provide extensive training to all teenage and adult beneficiaries early in the project if they design a progressive competition.
3. Consider offering an attractive prize in the form of a study abroad leadership tour in collaboration with an established leadership educational program.
4. Support a connected alumni network to expand their reach and increase sustainability.
5. Evaluate the overall environment to identify and focus on the most vulnerable and underserved direct beneficiaries who live in small, rural areas.
6. Explore market costs for professional services and direct expenses for responsible yet effective and fair budgeting for project activities and personnel.
7. Plan early to develop and implement a strategic communication campaign to tell a multi-dimensional transmedia narrative story³³ about their project through multiple channels that are most used by direct beneficiaries and target audiences³⁴. Consider hiring an experienced media communication specialist to help with regional and national media coverage efforts beyond simple announcements.
8. Consider utilizing methodology and the best practices from this project for teenager civic education.

³³ *Digital Humanities: A transmedia narrative. A resource Guide.* Sacred Heart University. <https://library.sacredheart.edu/c.php?g=989333&p=7276674>.

³⁴ For more examples, see Hancox, D. (2014, April 8). 5 examples of transmedia storytelling and activism. <http://thewritingplatform.com/2014/04/5-examples-of-transmedia-storytelling-and-activism/>.

ANNEX 1: Evaluation Questions

<u>UNDEF criteria</u>	<u>Key Evaluation Questions</u>	<u>Related sub-questions</u>
Relevance	From project formulation, design and implementation, how relevant the project was to the needs of civic education in Ukraine, in the eyes of various stakeholders?	<p>Were the objectives of the project in line with the needs and priorities with the target beneficiaries?</p> <p>Was the project clearly within stakeholders' mandate and congruent with their strategic framework?</p> <p>Were the project activities/outputs adequate to making progress toward the project outcome?</p> <p>Were the challenges accurately identified? How appropriate were the strategies developed to deal with identified challenges?</p>
Effectiveness	To what extent was the project able to achieve its objectives and goals?	<p>To what extent have the project's objectives been reached?</p> <p>To what extent was the project implementation successful?</p> <p>What could have detracted the objectives from being achieved?</p> <p>Were the project activities adequate to make progress toward the project objectives?</p> <p>What has the project achieved?</p>
Efficiency	To what extent was there a reasonable relationship between available resources and project's results?	<p>Was there a reasonable relationship between project inputs and project outputs?</p> <p>Was the budget designed, and then implemented, in a way that enabled the project to meet its objectives?</p> <p>Were there any deviations of financial use from the original budget?</p> <p>Was the project finished in the projected timeline?</p>
Impact	To what extent was the project able to make an impact? How successful has the project been in achieving short-term goals and delivering a long-term influence impact on civic engagement and youth involvement in civic processes?	<p>What short-term outcomes can be attributed to project?</p> <p>To what extent has the project brought about changes regarding one's understanding of community involvement in local civic processes?</p> <p>What is impact beyond the directly supported stakeholders?</p> <p>How information dissemination was organized/capacity built across nation?</p> <p>What changes, if any, have been made or proposed in civic education in Ukraine as a result of this project?</p>
Sustainability	To what extent has the project, as designed and implemented, created a likelihood of continuing pursuit of making a change in communities as part of civic education and civic engagement?	<p>To what extent has the project established processes and systems that are likely to support continued impact?</p> <p>To what extent has the project been able to create opportunities among various stakeholders to maintain interest in civic education and in civic engagement, as well as making a change, among major stakeholders, specifically among youth?</p> <p>To what extent are various participants willing and able to continue the project activities on their own?</p> <p>What might stand in the way of project participants that could prevent them from continuing their community and civic engagement?</p> <p>To what extent, if any, attitudes toward civic education and engagement have been changed among formal civic education teachers, government representatives (e.g., Ministry of Education), relevant NGOs, and civic education and engagement experts?</p>
UNDEF value added	To what extent was the project able to take advantage of UNDEF unique position and of comparative advantage to achieve results that could not have been achieved had support come from other donors?	<p>Did project design and implementing modalities exploit UNDEF's comparative advantage in the form of an explicit mandate to focus on democratization issues?</p> <p>What was UNDEF able to accomplish through the project that it could not have accomplished as well had the project been supported by alternative donors or other stakeholders (Government, NGOs, etc.)?</p>

ANNEX 2: Survey Instrument

For minors, a parental consent was sought first.

Online Consent Form

Hello,

I am an independent evaluator for the UNDEF-sponsored project “Teenagers transforming communities in Ukraine through civic education.” You participated in this project’s training, workshops and events that the EIDOS organization conducted between 2018 and 2020. Some activities included a national essay competition, participation in the World’s Largest Lesson, and trainings to learn more about the way how your city works.

Together with United Nations Democracy Fund (UNDEF), which sponsored these activities, I am conducting this research to learn more about the effectiveness of this project. Was it useful for you? What did you learn? How did your life change as a result of participation in these activities? Do you feel more confident and ready to make a change in the world? These are some questions I want to ask you to help everyone better plan future activities and projects for teenagers in Ukraine and in other countries.

Do you want to help? Then please participate in the online survey.

You have been selected to participate because we believe you can provide a unique perspective on the project. You were a participant! Your honest responses to our questions will help develop better programs in the future that can benefit you and your peers in your hometown.

Your participation in this survey is completely voluntary and you can choose not to respond to any question for any reason. You can also stop taking this survey at any time.

You will not receive any payment for your participation.

Your name or any identifying information will not be connected to your responses to the survey. I will not ask your name. I will use your responses to analyze aggregated data and to share general findings. No one will know what your answers were and no one will be able to connect your responses with you.

The survey will take about 20 minutes to complete.

Please share this message with your parents so that they know you were invited to participate in this research.

If you or your parents have any questions or concerns, you or they can contact me or UNDEF representative tsetsura@gmail.com

Are you willing to participate in this survey? By clicking YES button, you confirm that you understand this message and agree to participate in the survey.

Yes [click here; the button will take the respondent to the survey]

No [click here; the button takes the respondent to the page: “Thank you.”]

Teenager Survey Questions (*text in italics will not be visible to respondents*)

Thank you for agreeing to take part in this survey! To start, please answer a few general questions.

General information: Your home town ; Select your region

How old are you?

What is your sex?

Which stages of the project did you complete? Select one that is most appropriate

Did you participate in Final Virtual Forum “Шатлуй до мрій” on May 29, 2020? Y N

If yes,

On a scale from 1 (terrible) to 5 (super cool), the Final Virtual Forum was...

If I had a chance to participate in this project once again, I would absolutely do so! 1-5 scale

Scale:

1=Strongly Disagree	2=Disagree	3=Neither Agree Nor Disagree	4=Agree	5=Strongly Agree
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EQ 1 (Relevance): *From project formulation, design and implementation, how relevant the project was to the needs of civic education in Ukraine, in the eyes of various stakeholders?*

1.1. This project was extremely relevant to developing civic education in Ukraine.

1.2. In your opinion, what was the goal of the project in which you participated? Was the goal achieved? Why or why not? *Open-ended question*

- 1.3. My personal participation in this project helped me greatly improve my understanding of what civic engagement is.
- 1.4. In your view, who benefited from this project? *Select all that apply*
- 1.5. Which people **who did not participate directly** in the project benefited from project's activities? *Select all that apply*
- 1.6. Let's talk about project's activities. Which ones did you find most useful? Please rank each activity on a scale from 1 (completely useless) to 5 (super useful). If you did not participate in a particular activity, please select DID NOT PARTICIPATE.

This scale will be clearly visible for each type of activity below: 1 (least useful)-5 (most useful) and DNP=did not participate

Type of Activity	1	2	3	4	5	D N P
National essay competition						
Stage 1 training program: "Values in the World of Opportunities" in one of four locations (Kyiv, Lviv, Vinnitsa, Poltava)						
Stage 1 homework: develop a project concept for a local community						
Stage 2 series of workshops and interactive activities: "From Dream to Action" (Kyiv, Lviv, Vinnitsa, or Poltava)						
Stage 2 homework: implementation of your project at a local level						
Stage 3: training (a 4-day workshop in two separate groups, 30 people each, were conducted in Kyiv and Lviv)						
Stage 3 homework: implementation of UNICEF's World's Largest Lesson in my local community						
Stage 4: 3-day workshop training "How the City Works" in Kyiv and Vinnitsa						
Stage 4 homework: a production of a local research report on the topic of how your village, town, or city works						
Final Virtual Forum " Шатлун до мрій " on May 29, 2020						
Virtual Workshop from Comixans on June 18, 2020						

- 1.7. What was the main challenge for you in this project? Did you overcome this challenge? If so, how? If not, why not? *Open-ended question*

EQ 2 (Effectiveness): *To what extent was the project able to achieve its objectives and goals? 1-5 scale*

2.1. My participation in this project helped me to learn a great deal about civic engagement. 2.2. My participation in this project helped to become more active participant in the community.

2.3. This project was extremely successful in attracting attention from teenagers like myself.

2.4. What, if anything, has created difficulties for you to succeed in this project? *Open-ended question*

2.5. In your opinion, which project activities mostly sparked your desire to act and to participate in civic life of your town, city, etc.? **Please assign places to each activity from 1 (first, gold medal: most useful) to 10 (last: least useful)**. You can rank all activities or choose not to rank those activities, in which you did not take part.

2.6. What have you personally achieved as a result of participation in this project? *Open-ended question*

EQ 3 (Efficiency): *To what extent was there a reasonable relationship between available resources and project's results? 1-5 scale*

3.1. Overall, organization of all activities was very effective.

3.2. In my view, this project greatly increased participation of teenagers like me in civic life in Ukraine.

3.3. A virtual delivery of the final events worked really well.

3.4. What could the project organizers do differently? What should be done in the future to improve the project? *Open-ended question*

EQ 4 (Impact): *To what extent was the project able to make an impact? How successful has the project been in achieving short-term goals and delivering a long-term influence impact on civic engagement and youth involvement in civic processes? 1-5 scale*

- 4.1. This project has greatly changed my understanding how I can get involved in my community to influence change in civic process.
- 4.2. Overall, this project has greatly impacted even those who did not directly participate in project's activities.
- 4.3. It was super easy to get information about the project and its multiple activities.
- 4.4. This project was able to reach teenagers all around Ukraine.
- 4.5. What is the biggest impact this project has had for you? *Open-ended question*
- EQ 5 (Sustainability):** *To what extent has the project, as designed and implemented, created a likelihood of continuing pursuit of making a change in communities as part of civic education and civic engagement? 1-5 scale*
- 5.1. I feel super confident that, because of this project, I will continue to be actively involved in civic life of my village, town, or city.
- 5.2. I am sure my peers and I will maintain interest in civic education and/or in civic engagement as a result of this project.
- 5.3. This project helped me to make a specific, visible change in my village, town or city.
- 5.4. I am more than willing and able to continue civic engagement activities on my own.
- 5.5. What might prevent you from continuing your civic engagement in your community? *Open-ended question*
- 5.6. My attitudes toward civic education and/or engagement have been changed for better as a result of this project.
- 5.7. I am sure that, as a result of this project, adults in my community (teachers, parents, other community members in my town, or city) will continue support teenagers' engagement in civic activities.
- EQ 6 (UNDEF-added value):** *To what extent was the project able to take advantage of UNDEF unique position and of comparative advantage to achieve results that could not have been achieved had support come from other donors? 1-5 scale*
- 6.1. I really wanted to participate in this project because it was specifically supported by the United Nations.
- 6.2 Especially after this project, I know that UN is the organization that supports wonderful initiatives.
- 6.3. Do you want to say anything else about this project? *Open-ended question*

ANNEX 3: Key Informant Interview Guides

Interview Guide

First, a written parental consent will be obtained from a parent and/or guardian..

Verbal Consent Form

Hello,

I am an independent evaluator for the UNDEF-sponsored project “Teenagers transforming communities in Ukraine through civic education.” You participated in this project’s training, workshops and events that the EIDOS organization conducted between 2018 and 2020. You were also traveled to Arezzo, Italy as part of this project!

Now, we need your help.

Together with United Nations Democracy Fund (UNDEF), which sponsored these activities, I am conducting the research to learn more about the effectiveness of this project. How useful was participation for you? What did you learn? How did your life change as a result of participation in this project? Do you feel more confident and ready to make a change in the world? These are some questions I want to ask you to help everyone better plan future activities and projects for teenagers in Ukraine and in other countries.

Do you want to help? Then please participate in this interview.

You have been selected to participate because you can provide a unique perspective on the project.

You were a participant who was chosen for the Italy trip! Your honest responses to our questions will help develop better programs in the future that can benefit you and your peers in your hometown.

Your participation in this interview is completely voluntary and you can choose not to respond to any question for any reason. You can also stop taking this survey at any time.

You will not receive any payment for your participation.

Your name or any identifying information will not be connected to your responses in this interview. As a trained researcher, I guarantee you complete confidentiality – that means that, even though I would know who you are, I promise I will not share any identifying information (your name, your hometown, etc.) with anyone. I will only use your responses to analyze aggregated data and to share general findings. No one will know what your answers were and no one will be able to connect your responses with you.

In order to better understand all the answer to you interview, I would like to voice record the interview. I will destroy this recording as soon as I transcribe (write down) all your answers.

This interview will last approximately 60 minutes.

Do you understand that your participation in this interview is voluntary, unpaid, and that you can end the interview at any point?

Are you willing to participate? Yes___ (check) No___ (check)

Do you allow voice recording of the interview? Yes___ (check) No___ (check)

Please give me your verbal confirmation.

Please share this message with your parents so that they know you were invited to participate in this research.

If you or your parents have any questions or concerns, you or they can contact me or UNDEF representative tsesura@gmail.com or admin4@undefapplication.org

Questions

EQ 1 (Relevance): From project formulation, design and implementation, how relevant the project was to the needs of civic education in Ukraine, in the eyes of various stakeholders?

- In your opinion, what was the goal of the project in which you participated? Was the goal achieved? Why or why not?
- Do you personally think that your participation in this project helped you improve your understanding of civic engagement? What did you learn about civic engagement?
- In your view, who else benefited from this project? Please provide examples and name groups of people who did not participate directly in the project but benefited from its activities.
- What needs to be done in Ukraine to improve civic engagement of teenagers like yourself in Ukraine? Was the project helpful in meeting these needs? Why or why not?

- Let's talk about project's activities. Which ones did you find most useful and why? Which activities and outputs helped you the most to progress and become more active? Please provide examples.
- Which activities were not as helpful or useful? Why? How would you change them if you were to participate in similar projects in the future? *Probe more information.*
- What were the challenges of this project? How well, in your view, the organizers dealt with the challenges? *Probe for examples.*

EQ 2 (Effectiveness): To what extent was the project able to achieve its objectives and goals?

- Do you think your participation in this project helped you learn about civic engagement and helped to become more active participant in the community? Why or why not? *Probe for more information.*
- In your opinion, how successful was the project in attracting attention from teenagers like yourself? Why or why not? What worked especially well and why? *Probe for examples.*
- What, if anything, has created difficulties to reach success of this project? How did the organizers deal with these difficulties? *Probe for examples.*
- Which activities did you find most useful that increased your desire to act and to participate in civic life of your town, city, etc.? What did you do specifically as a result of this project? How did you spread your knowledge, skills, and enthusiasm to others in your town, city, etc.? *Probe for examples.*
- What have you achieved as a result of participation in this project? How effective, useful, and inspiring your work has been for your peers and other citizens in your community? *Probe for more information.*

EQ 3 (Efficiency): To what extent was there a reasonable relationship between available resources and project's results?

- How effective were organizers in arranging activities? What, if anything, could and should have been done differently? *Probe for more information.*
- In your view, was well was the project done to meet the goal of increasing civic participation of teenagers in Ukraine? *Probe for more information.*
- How well, in your view, did changes in virtual delivery of the final events worked of the project? What could have been done differently? *Probe for more information.*

EQ 4 (Impact): To what extent was the project able to make an impact? How successful has the project been in achieving short-term goals and delivering a long-term influence impact on civic engagement and youth involvement in civic processes?

- Can you provide specific examples of activities you have completed and success you have achieved as a result of this project?
- How has the project changed your understanding of community involvement in local civic processes?
- How would you say the impact of this project look like for you? What was the impact of this project on those who did not directly participate in activities? *Probe for examples.*
- How easy it was to get information about the project and its multiple activities? Do you think the project was able to reach attention of teenagers all around Ukraine? Why or why not? What could and should have been done differently? *Probe for examples.*
- What changes, if any, have you made or proposed in your region/town/etc. as a result of this project? *Probe for examples.*
-

EQ 5 (Sustainability): To what extent has the project, as designed and implemented, created a likelihood of continuing pursuit of making a change in communities as part of civic education and civic engagement?

- Do you feel confident that established processes and systems will continue to impact involvement of teenagers like you in civic life of their towns and cities after this project? *Probe for more information*
- What opportunities did this project create for you and your peers others to maintain interest in civic education and in civic engagement? Do you think this project help you to make a change in your town, city, etc.? *Probe for examples*
- To what extent are you willing and able to continue the project activities on your own?

- What might prevent you from continuing your community and civic engagement? *Probe for more information*
- Have your attitudes toward civic education and engagement have been changed? What about attitudes of your teachers, parents, other community members in your town, city, etc.? *Probe for more information*

EQ 6 (UNDEF-added value): To what extent was the project able to take advantage of UNDEF unique position and of comparative advantage to achieve results that could not have been achieved had support come from other donors?

- In your opinion, what, if anything, was especially great about the fact that this project supported by the United Nations Development Fund? What specifically did the project do to focus on democratization, in your view? *Probe for more information*

ANNEX 4: Parental Consent Form

We invite your child to take part in a research study being conducted by Katerina Tsetsura, Ph.D., who is an independent evaluator of the UNDEF-sponsored project “Teenagers transforming communities in Ukraine through civic education.” Your child participated in this project’s training, workshops and events that the EIDOS organization conducted between 2018 and 2020. The evaluation study, as well as your rights as a participant, are described below.

Description: The goal of this evaluation is to learn more about the effectiveness of this project. Was it useful for your child? What did your child learn? How did the life of your child change as a result of participation in these activities? Does your child feel more confident and ready to make a change in the world? These are questions I want to ask your child to help the donor and other NGOs to better plan future activities and projects for teenagers in Ukraine and in other countries. Your child’s interview will be conducted via phone or a virtual conference meeting (e.g., Zoom) and will be audio recorded for use in standard research procedures (e.g., confidential data analysis only). All records will be deleted once data is transcribed. Your child’s identity will not be revealed to anyone but the principal investigator (myself).

Anonymity: Your child will be asked to participate in the online anonymous survey via SurveyMonkey. Your child’s identity will be anonymous. IP address will not be traced/attached to survey responses. The name of your child will not appear in any reports or publications as a result of this study. In no way, responses of your child will be traceable to your child. Thus, anonymity is guaranteed as part of this evaluative online survey.

OR

Confidentiality: Child’s answers will not be associated with the name of your child. Each child will be given an identification number on the interviewer’s sheet. The recording of your child’s interview will be destroyed after it has been transcribed. The name of your child will not appear in any reports of publications as a result of this study. In no way, responses of your child will be traceable to your child. Thus, a complete confidentiality is guaranteed as part of this evaluation interview.

I agree to have you audio record my child during this study. I understand this audio will only be used for the purposes of research (e.g., confidential data analysis only) and will not be available to anyone aside from the researcher:

Signature *Date (dd/mm/year)*

Risks & Benefits: There are no risks to your child’s safety. The research neither raises sensitive or controversial issues nor asks any sensitive questions. Because the interview engages children in thinking about civic education and engagement, there are potential benefits to your child’s ability to further engage in civic education and civic life in the future.

Voluntary Nature and Freedom to Withdraw or Refuse Participation: I understand that this interview is voluntary and that my child has the right to stop participating in this interview at any time, or to refuse to answer any of the interviewer’s questions without prejudice from the researcher.

Grievance Procedure: If I have any concerns or am dissatisfied with any aspect of this study, I may report my grievances, if desired, to a UNDEF representative at admin4@undefapplication.org

Questions? Please feel free to ask the researcher any questions before signing this consent form or at any time during or after the study.

Principal Investigator: Katerina Tsetsura, Ph.D., an independent evaluator of the UNDEF-sponsored project “Teenagers transforming communities in Ukraine through civic education.” **Email:** tsetsura@gmail.com

Informed Consent Statement

I, _____, give permission for my child, _____ to participate in the aforementioned evaluation research project. The study has been explained to me and my questions answered to my satisfaction. I understand that my child’s right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Signature:

Signature *Date*

ANNEX 5: List of Documents Reviewed

1	Initial Project Document
2	Project's revised budget
3	A list of project indicators
4	Mid-term progress report
5	Final narrative project report
6	Signed project extension form
7	Materials related to the implementation plans and related working documents (in Ukrainian)
8	Project-related materials developed for Stages 1-4 of the project (in Ukrainian)
9	Book of Implemented Projects (in English and Ukrainian)
10	Comixans June 18, 2020 workshop materials (in Ukrainian)
11	Materials related to the Final Virtual Forum on May 29, 2020 (in Ukrainian)
12	Methodology of "Young Agents of Change" (in Ukrainian)
13	A list with links to media clips and media/NGO coverage (in Ukrainian)
14	Official website "Young Agents of Change" (all materials, in Ukrainian)
15	Official website of the implementer "EIDOS" (all materials relevant to the project; in Ukrainian)
16	Official websites of all implementing partners: Junior Academy of Science of Ukraine, Charity (in Ukrainian)
17	Official website of Foundation "Agents of Change," NGO "Hearts in Palms"
18	Official websites of other partners, including but not limited to NGO "Result," Rondine
19	Relevant documents from the Ministry of Education and Science of Ukraine, including letter of support to the project from the Ministry of Education and Science of Ukraine (in Ukrainian)
20	Posters and brochures produced for various activities of the project (in Ukrainian)
21	Design files of promotional materials for the project (in Ukrainian)
22	Copies of all essays submitted by teenage participants in the project (in Ukrainian)
23	List of participants of Conference for Teachers (in Ukrainian)
24	All materials related to the Teachers Conference (in Ukrainian)
25	List of teenage participants in all stages (in Ukrainian)
26	Summary of the survey results from Stage (in Ukrainian)
27	Project promotional items (electronic files) (in Ukrainian)
28	Tour to Italy (materials, photos, videos) (in Ukrainian)
29	Material related to Output 3.12. Project Concepts (in Ukrainian)
30	All preparation materials related to each stage of the project (in Ukrainian)
31	Logotype designs
32	Infographics summarizing various stages of the project and project's results (in Ukrainian and English)
33	List of regional trainers (in Ukrainian)
34	List of local representatives (in Ukrainian)
35	Recommendations to the Ministry of Education and Science of Ukraine written as a result of this project (in Ukrainian)
36	EIDOS internal workflow documents
37	Summary of survey results from participants from all stages of in-person training and online forum and workshop

ANNEX 6: List of People Interviewed

Types of Key Informants	Position/Organization// Details	Location
<i>Implementers and Partners (n=5)</i>		
Iryna Kolotylo	Project Manager, EIDOS	Kyiv
Olga Budnik	Executive Director, EIDOS	Kyiv
Tetiana Kavunenko	Former communications Manager, EDIOS	Kyiv
Kateryna Klyuzko	Methodist of the project, Junior Academy of Sciences AND “Hearts in Palms”	Kyiv
Serhyj Kornyluk	Expert and trainer, Junior Academy of Sciences	Kyiv
<i>Participants (n=18), current age: 15-18 y.o.</i>	14 finalists from Stage 5 and 4 other participants from Stages 1-4	From 13 regions: Chernivtsi, Donetsk, Hmel'nitsk, Ivano-Frankivsk, Kirovohrad, Kyiv, Lviv, Mykolaiv, Poltava, Rivne, Vinnitsa, Zakarpatya, Zaporizhzhya
<i>Trainers and/or Local Representatives (n=6)</i>	representing all four project regional hubs	Kyiv, Lviv, Poltava, Vinnitsa
<i>Civic Engagement Experts (n=3)</i>	<i>NGO representatives, experts in civic education</i>	Kyiv
<i>UN and other Western Donors (n=2)</i>		Kyiv