

# **YOUTH SOCIAL INCLUSION FOR CIVIC ENGAGEMENT IN UKRAINE 2008–2011**

## **FINAL PROJECT EVALUATION**

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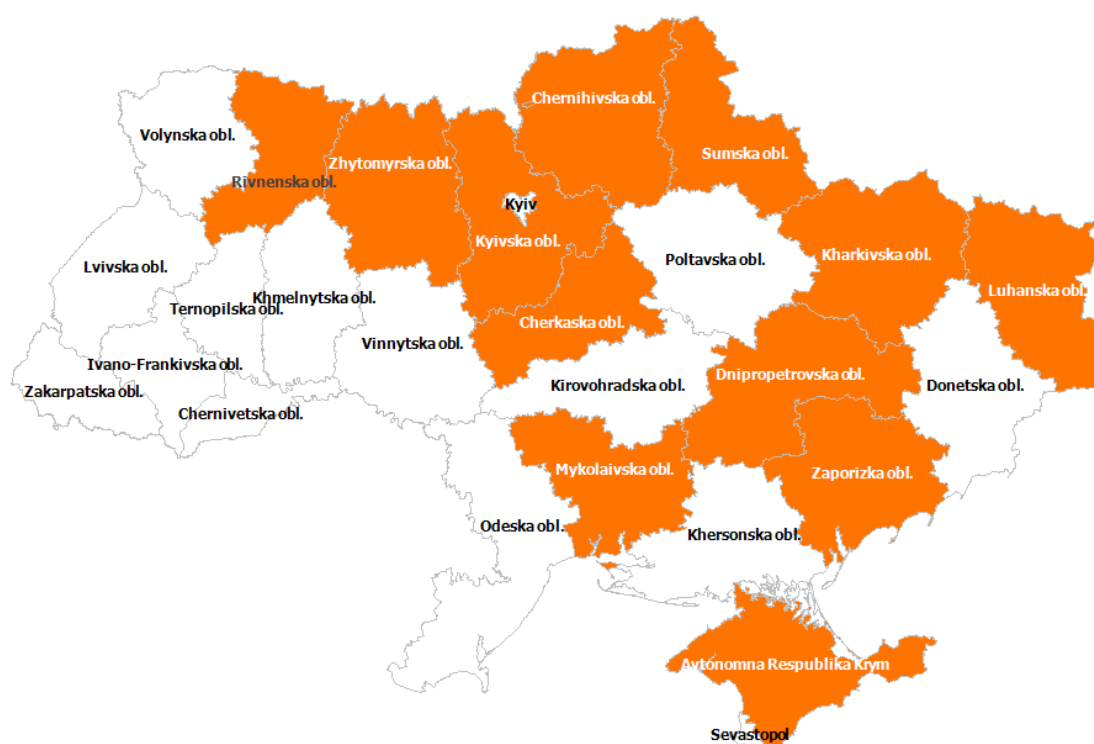
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## Acronyms

<b>AR Crimea</b>	Autonomous Republic of Crimea (Avtonomna Respublika Krym)
<b>CPAP</b>	Country Programme Action Plan
<b>EU</b>	European Union
<b>ICT</b>	Information and communication technologies
<b>LDP</b>	Local Development UNDP Programme
<b>NGO</b>	Non-Governmental Organizations
<b>UNDP</b>	United Nations Development Programme
<b>UNV</b>	United Nations Volunteers

## 1. Map of the oblasts the Project has operated in

The twelve oblasts of Ukraine which the Project has operated in are marked in orange on the map below:



## 2. Executive summary

The final evaluation of the Project "Youth Social Inclusion for Civic Engagement in Ukraine" (hereinafter referred as the Project) financed through UNV's Special Voluntary Funds is a UNV requirement. The primary objective of the evaluation is to evaluate the project's relevance, effectiveness, efficiency, impact and sustainability<sup>1</sup>; in doing so, measuring progress against the original and revised project objectives.

The evaluation was conducted in July-August 2011. The evaluation methods were desk review, key informant interviews, opinion poll of youth aged 15-35 in the villages with and without youth centers.

### 2.1. Project description.

According to Project Document the Project implementation was planned on 1 September 2008 – 30 August 2011. The Project Board made a decision on no-cost extension of the Project till September 30. The Project was funded by the UNV, UNDP and Intel. Ministry of Ukraine Youth and Sport was National Implementing Partner of the Project. The Project addressed the issue of youth inclusion, a new concept for Ukraine, with the introduction of innovative approaches such as: using volunteerism as a tool for achieving local development goals; bridging the gap between young people from rural and urban areas; introducing ICT as a tool for youth social activism; creating an environment for social community projects; and fostering inter-generational dialogue.

According to Project Document the Project aimed at achieving the three outputs:

- **Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations.** It covered the capacity building support to up to 52 youth centers situated mostly in rural communities and founded within previous UNDP projects.
- **Output 2. Developed social competencies and skills of youth.** It covered adaptation and implementation of Skills for Success Programme developed by Intel Corporation and Intel Foundation. The Program provides students in 5-11 grades the opportunity to gain the basic ICT, social and critical thinking skills needed for success in their future adult life. Also within this Output e-learning training courses and Youth Knowledge Portal were launched <http://molodistua.org>.
- **Output 3. Strengthened social solidarity among generations.** The historical and social component of the Project named Living Heritage is aimed at the creation of a collection of oral stories by young people from the lives of older generations. In fact, activities within Output 3 were cancelled by the decision of Project Board in early 2010 due to unsuccessful fundraising efforts in line with request of the former Ministry of Ukraine for Family, Youth and Sports. According to progress reports only pilot projects in 2 oblasts were undertaken in 2009.

According to Project Document the Project should cover Autonomous Republic of Crimea and 11 oblasts of Ukraine (Cherkaska, Chernihivska, Zhytomyrska, Dnipropetrovska, Kharkivska, Rivnenska, Kyivska, Mykolaivska, Zaporizka, Sumska Luhanska). Due to reduction of Project budget according to the Project Board decision the activities within Output 1 were limited to the first 8 regions while activities within Output 2 covered all of them,

### 2.2. Main findings.

#### Relevance

*The Project design is relevant* to the problems of youth and older generations exclusion problem; low level of development of volunteerism in Ukraine; lack of possibilities for leisure activities and unhealthy behavior of youth; significant gap between rural/small town and urban youth in financial situation, access to education, employment, using computer and Internet. Activities within Output 2 are not totally relevant to the last problem as according to the Skills for Success Programme database only 56% of training sessions took place in villages

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<sup>1</sup> Relevance, effectiveness, efficiency and sustainability are rated along a similar three-point rating system: relevant/effective/efficient/sustainable, partially relevant/cost-effective/sustainable, not relevant/cost-effective/sustainable.

and small towns (while according to the last progress report 38 of 41 youth centers engaged into Project activities within Output 1 are situated in villages and small towns).

### **Effectiveness**

The Project fulfilled or intensively overfulfilled initial and revised targets for Output 1 and Output 2. Only revised target for Number of social projects implemented by youth within Output 2 was underfulfilled (the initial target was fulfilled). However, the Project haven't ensured tracking of the indicators referred to online products: Number of youth who were trained on ICT models using service Web 2.0 and online communities and Number of visits to the Youth Portal website. *So the activities within Output 1 and 2 which were possible to evaluate are effective.*

Currently there is no effect from Output 3, but according to UNV Programme Officer the results of the pilot projects are used as a base for the preparation of two project proposals for oncoming UNDP activity in Ukraine and neighboring countries.

### **Efficiency**

According to the Project Document the planned funds for Output 1 and Output 2 and Project management constituted 1 054 100 USD. Due to unsuccessful fundraising efforts and budget cut from Intel in crisis 2009 the Project received by 18% lower budget than planned for Output 1 and Output 2 (895 065 USD according to the budget reports), but largely overfulfilled most of the initial targets referred to these outputs. This fact proves *highly efficient use of the resources*, although the Project failed to find additional funding of 156 300 USD and cancelled activities within Output 3.

The Project didn't evaluate usage of e-learning courses worked out within Output 2 – this would have required quite small financial resources and allowed to evaluate efficiency of using these courses for this and future projects.

### **Impact**

According to the opinion poll conducted by evaluator to measure impact of activities within Output 1 the youth in the villages with youth centers comparing to the villages without youth centers *have more educational, cultural, leisure and sport possibilities, possibilities to influence on local authorities, computer skills, less often observe health and social problems among youth*. The Project increased volunteer involvement of youth who visited youth centers which constitute 23% of population of surveyed villages. The analysis of student's works and surveying Skills for Success Programme facilitators within Output 2 proved *improving social, intellectual and computer skills of youth*. The activities within Output 3 currently *had impact only on their participants* who proved that gained experience was very interesting to them.

### **Sustainability**

Social, intellectual and computer *skills gained by youth are sustainable per se*.

Within Output 1 minimum 55% (the share of youth centers who expect that expenses for youth center would be stable item of local budget and which were evaluated by NUNV as sustainable) and maximum 85% (those who have any plans for future activities) of 45 youth centers will continue their development without UNDP support.

Within Output 2 *Skills for Success Programme has good sustainability potential* given the large number of trained facilitators (655). Within Output 3 the results of the pilot projects were not published or shared with any stakeholder, *but using these results for future UNDP projects would provide their sustainability*.

### **Was the Project developed to address the right problems and did it use the most effective approach to address those problems or issues?**

Project responded to the problem of youth exclusion in Ukraine (which is proved by European Social Survey, 2008) by increasing the level of social, intellectual and computer skills of youth, creating peer-to-peer networks in different spheres, teaching how to plan and implement social projects, providing professional orientation within Computer Technologies for Future Profession courses. These activities were implemented through local youth centers and Skills for Success Programme and coordinated by National UN Volunteers.

The opinion poll conducted within this evaluation proved that the level of youth inclusion is significantly higher in the villages with youth centers compared to the randomly chosen villages without youth centers with approximately same location and population size. The results of Skills for Success Programme monitoring proved its effectiveness through surveying facilitators, monitoring visits to trainings and analysis of pupil's work. *Consequently the Project was addressed to right problems of youth and used effective approach to solve them.*

### **Did the Project respond appropriately to anticipated risks indicated in the Project Document?**

The Project faced the problem of *less funds raised from donors than anticipated* which was indicated among the possible risks in Project Document. The Project's countermeasures corresponded to the ones indicated in Project Document: the donor-funded activities within Output 3 were planned for years 2 and 3 to allow for more time for fundraising during 2009. When no additional funding were found in crisis 2009 the Project reduced activities within Output 3. This is justified by the fact that strengthening international solidarity is less urgent problem than the problems of access to employment, education, ICT skills, social, cultural and leisure activities by youth in Ukraine which were responded within Output 1 and 2. The Project managed to overfulfill most of the plans for Output 1 and 2 with a budget by 18% lower than planned – *so it was appropriate response.*

### **Did the project achieve sustainability and through what mechanisms?**

According to the representatives of youth centers the Project reached increasing their sustainability by:

- *Networking and supporting partnerships with local authorities (which are the main important partners of most of youth centers), educational institutions, NGOs, business etc, providing information for on grants and fundraising opportunities;*
- *Trainings in fundraising opportunities, project management and social skills.*

Skills for Success Programme *sustainability was ensured by certification and administrative support from the Ministry of Education and Science* which provided good start for the Programme and *large number of trained facilitators.*

The *Youth Portal which is now developed under State Service for Youth and Sport is planned to be a mechanism that will sustain the access to Project's deliverables.* However, the results of pilot project within Output 3 are not published there.

### **What were the most significant changes and results that the Project has generated?**

*All 16 youth centers surveyed by the evaluator and 33 of 38 surveyed youth centers (87%) surveyed by the Project confirmed significant support from the Project* in building their capacity, namely support in organization youth activities; gaining useful knowledge; partnership and networking. The Project helped to establish partnership with 133 organizations which is crucial for sustainability of youth centers.

*655 facilitators (against planned 120) and 8611 (against planned 3000) young people were trained within Skills for Success Programme.* Additional, unanticipated by Project Document "Technology and Entrepreneurship" course was developed. All the facilitators surveyed by evaluator and absolute majority surveyed by the Programme monitoring confirm usefulness of the trainings for the pupils and are satisfied with the Programme and received support.

### **Did the methodology of monitoring and evaluation for Skills for Success educational program provide sufficient information for evaluation of the program?**

The methodology of monitoring lacks surveying of end beneficiaries of the Programme – the pupils, but the evaluator used the results of experimental survey. Other elements of monitoring (surveying facilitators, monitoring visits, analysis of pupil's works) *provided sufficient information on the evaluation of the Programme.*

### **Best practices**

- The practice of assignment of National UN Volunteers as regional coordinators for working with local communities proved its effectiveness;
- Competitions (sport, geocaching and others) and promoting ICT tools are the best methods to attract youth;
- Supporting partnership with local authorities, educational institutions, business and NGOs, creating networks of peers and organizations, providing trainings in fundraising and project management, spreading

information about grants and fundraising opportunities are the best methods to facilitate sustainability of youth centers;

- Project principles that initiative for activities should come from youth and that small finance allow to do good things are good for development of volunteerism and working with youth in general;
- Skills for Success Programme in Ukraine is an example of win-win public-private cooperation: Intel provided international Programme curricula and the Project adapted it for Ukraine, provided it's certification, administrative support and implementation;
- Skills for Success Programme monitoring system effectively helped to improve Programme results.

### **Recommendations to UNV**

- To continue the practice of assignment of National UN Volunteers as regional coordinators for facilitating volunteerism in local communities as it's effectiveness is proved by almost all Project partners and beneficiaries;
- To prepare written overview of specific tasks and expected results for National UN Volunteers (according to mostn National UN Volunteers this would increase the effectiveness of their work);
- To ensure measurability of the results for the all activities of the projects;
- To provide training on standard UNDP/UNV procedures for project managers/international UNVs who don't have relevant experience.

### **Recommendations to UNDP**

*Recommendations for priorities and directions of the new project cycle.*

- To continue community-based interventions in the area of youth social inclusion, promoting educational, professional orientation and ICT possibilities for youth in rural and small towns areas in all regions of Ukraine. The founding and capacity building of the youth centers through support by trained National UN Volunteers, cooperation with ICT corporations are effective ways for such interventions;
- To ensure visibility of successful local intervention on the national level;
- To ensure measurability of the results for the all activities of the projects;
- To provide training on standard UNDP procedures for project managers who don't have relevant experience and to provide more support to such managers in building partnership relationships;
- To facilitate informational exchange among UN agencies and projects, other national and international NGOs working in similar areas and taking into account lessons learned from prior projects by project managers;
- Not to appoint two project managers instead of one.

*Recommendations on how to maximize existing positive impact*

- To publish the results of "Living Heritage» pilot projects on Youth portal for not loosing the idea, perceived knowledge and experience;
- To launch the statistics of usage of e-learning distance courses on Youth Portal and the questionnaires on their impact;
- To spread the Handbook of development youth initiative.

### 3. Introduction

According to Project Document the Project implementation was planned on 1 September 2008 – 30 August 2011 and funded by UNV, UNDP and Intel. Practically the Project has started in December, 2008 (according to the first quarterly progress report) and will be ended by September, 30 2011 (according to the decision of Project Board on no-cost extension of the Project). The Project started on the initiative of UNDP in Ukraine, UNV and Intel, who were partners and donors to the project. Among other Project partners there were The Ministry of Ukraine for Family, Youth and Sports (National Implementing Partner), Ministry of Education and Science of Ukraine, International Charitable Fund "Ukraine 3000" and All-Ukrainian public organization "Ukrainian Association for Youth Cooperation Alternative-V".

The Project had to ensure implementation of the outcome and output as assigned in the UNDP Ukraine CPAP 2008–2011, namely in areas of:

CPAP Programme Component: Prosperity, social inclusion and local development.

Outcome 1. Sustainable economic development through pro-poor policy reform.

Output: Social, economic and cultural development for the multi-ethnic Crimean society, Chornobyl-affected communities and rural settlements enhanced through area-based approaches.

It is also aligned with Ukraine United Nations Development Assistance Framework (UNDAF) outcome: Sustainable economic development through pro-poor policy reform.

The Project aimed at achieving the three outputs:

- Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations;
- Output 2. Developed social competencies and skills of youth;
- Output 3. Strengthened social solidarity among generations.

The final evaluation of projects financed through UNV's Special Voluntary Funds is a UNV requirement. The primary objective of the evaluation is to evaluate the project's relevance, effectiveness, efficiency, impact and sustainability; in doing so, measuring progress against the original and revised project objectives.

The secondary objectives are the following:

- To generate knowledge about good practice in the area of youth social inclusion and volunteer promotions;
- To make recommendations for priorities and directions of the new project cycle;
- To make recommendations on the current monitoring evaluation process for the educational component Skills for Success;
- To identify how to maximize existing positive impacts.

The evaluation was conducted in July-August 2011. The evaluation methods were:

- Desk review;
- Key informant interviews;
- Opinion poll.

The further report is structured as following:

- Project description and evaluation profile;
- Evaluation findings;
- Best practices;
- Conclusions;
- Recommendations;
- Lessons learned.



## **4. Project description and evaluation profile**

### **4.1. Target audiences of the Project and linkages to other projects**

In the Ukrainian Law on 'Supporting the Development of Youth in Ukraine' youth are categorized as being between the ages of 14-35 (about 13,6 millions of the Ukrainian population<sup>2</sup>). The UN defines youth as being 15-24 years old (about 6,6 millions of the Ukrainian population)<sup>3</sup>. The male/female balance among population aged 14-35 is approximately 51/49, 29% of them live in the villages<sup>4</sup>.

The Project was focused on the work with young people aged 14-35, but the activities were not limited to this age category: the age of the participants of Skills for Success Programme implemented within the Project was 8-17 years old (according to Skills for Success Programme data), some of the volunteers and participants of the youth activities were older than 35 (according to the interviews with Project staff, partners and beneficiaries).

The Project covered 11 oblasts of Ukraine (Cherkaska, Chernihivska, Zhytomyrska, Mykolaivska, Dnipropetrovska, Zaporizka, Kharkivska, Luhanska, Sumska, Rivnenska, Kyivska) and the Autonomous Republic of Crimea.

The Project has been undertaken within the UNDP Local Development Programme (LDP). Within the framework of LDP projects (Chernobyl Recovery and Development Programme, Crimea Integration and Development Programme and Human Security for Youth ), 52 youth centers have been established in mostly rural communities in nine oblasts and the Autonomous Republic of Crimea utilizing an Area-Based Development approach. One of the main tasks of the Project was capacity building of these 52 youth centers (Output 1: Increased organizational management and gender capacity of youth centers and volunteer involving organizations). Reduction in funding from Intel Foundation Ukraine in 2009 has resulted in limitation of the Project's work with youth centers in the target oblasts where no National UN Volunteers were assigned – Mykolaivska and Sumska oblasts. The decision to work within the Output 1 was approved by Project Board and limited by 7 oblasts (Cherkaska, Chernihivska, Zhytomyrska, Dnipropetrovska, Kharkivska, Rivnenska, Kyivska) and the Autonomous Republic of Crimea.

Skills for Success Programme implemented within Output 2 (Developed social competencies and skills of youth) except for mentioned 8 operated in 4 additional target oblasts: Luhanska, Sumska, Zaporizka, Mykolaivska. According to E-Communities Coordinator the reason for the choice of these oblasts was the availability of partner organizations. However, the Programme also worked with initiative groups from other oblasts (Lvivska, Khersonska, Donetsk, Chernivetska, Zakarpatska, Kirovohradska) who approached the Project with the request to take part in the trainings.

Generally the Project covers main macroregions of Ukraine: western, northern, central, southern, eastern, - with significant bias towards northern and eastern region (see the map in Chapter 1).

### **4.2. Stakeholders**

The Project was planned to be launched in September 2008, though in reality its implementation has started in December 2008 due to long process of hiring the staff. The Project started on the initiative of UNDP in Ukraine, UNV and Intel, who were partners and donors to the project. The Ministry of Ukraine for Family, Youth and Sports was the National Implementing Partner of the Project. Additional project partners include Ministry of

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<sup>2</sup> According to State Statistics Committee of Ukraine data on 1.01.2011.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

Education and Science of Ukraine, International Charitable Fund "Ukraine 3000" and All-Ukrainian public organization "Ukrainian Association for Youth Cooperation Alternative-V". Project donors and partners form the Project Board, which carries out the project's overall direction.

#### 4.3. Project budget and management

As can be see in the table below the Project budget is equally divided among Output 1 and Output 2. The budgeting was based on the Project targets, though it was planned to attract additional funds for Output 3. In fact, activities within Output 3 were cancelled by Project Board due to unsuccessful fundraising efforts.

**Table 1. Project costs distribution according to the budget report**

	USD	%
Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations	156 884.5	17.5
Output 2. Developed social competencies and skills of youth	156 925.4	17.5
Output 3. Strengthened social solidarity among generations	2 492.1	0.3
Project management	578 763.6	64.7
Total	895 065.6	100

The input distribution among donors was the following: Intel supported 22% of Program budget, UNDP – 22% and UNV – 56%.

The Project was managed by a Project Board, the group responsible for making by consensus management decisions. According to Project Document the Project Board contained three roles, including:

- **Executive (Ministry for Family, Youth and Sport):** individual representing the project ownership to chair the group. The Executive is ultimately responsible for the project, supported by the Senior Beneficiary and Senior Supplier.
- **Senior Supplier (UNDP, UN Volunteers and Intel):** group representing the interests of the parties concerned which provide funding and/or technical expertise to the project. The Senior Supplier's primary function within the Board is to provide guidance regarding the technical feasibility of the project.
- **Senior Beneficiary (Ministry of Education and Science, Ukraine 3000 International Foundation and Ukrainian Association for Youth Cooperation "Alternative-V"):** group of individuals representing the interests of those who will ultimately benefit from the project. The Senior Beneficiary's primary function within the Board is to ensure the realization of project results from the perspective of project beneficiaries.

The Project staff included International Project Manager, National Project Manager, E-Communities Coordinator, E-Communities Coordinator Assistant, Coordinator for Living Heritage, Communication/Reporting Specialist, Financial and Administrative Assistant, Project Assistant and 11 National UN Volunteers who were regional representatives of the Project continuously and directly working with local communities. The appointment of two project managers is unusual for UNDP Projects: the stakeholders mentioned the reason of combining national expertise in cooperation with authorities with international experience in volunteerism and the reason of double financial control.

Detailed information on National UN Volunteers is put in the table below:

**Table 2. National UN Volunteers**

Oblast	City or town of Duty Station	Sex	Age(as on August 2011)
1. AR Crimea	Symferopol	male	44
2. Cherkaska	Cherkasy	female	27
3. Chernihivska	Chernihiv	female	27
4. Dnipropetrovska	Dnipropetrovsk	female	60
5. Kharkivska	Kharkiv	female	23
6. Kyivska	Borodyanka	male	39
7. Kyivska	Ivankiv	female	51
8. Rivnenska	Rivne	female	27
9. Zhytomyrska	Ovruch	female	56

10.	Zhytomyrska	Brusyliv	female	55
11.	Kyiv (E-community Coordinator's assistant)	Kyiv	Female	29

There were no age or gender quotas for NUNV selection – the most qualified candidates were selected for the position. Almost all National UN Volunteers had the experience of working with youth.

#### 4.4. Project activities description

According to the Project Document the Project aims to support youth inclusion in Ukraine and youth civic engagement. The Project is addressed to the following problems:

- Lack of competencies in organizational management, volunteer management, financial management and gender inclusiveness of Youth Centers and volunteer-involving organizations.
- Underdeveloped social competencies and skills in young women and men to actively engage in shaping their own and society's future.
- Lack of ICT skills, ICT usage models as well as access to information and education, including on-line learning through up-to-date information and communication resources.
- Lack of social solidarity between youth and elderly generations, leading to a breakdown in community.
- Insufficient understanding of the beneficial role of volunteerism among local community members and young people specifically.
- Insufficient understanding and lack of capacity in governmental, private and non-governmental organizations to effectively utilize volunteers.

A brief description of the activities aimed at achieving each output based on progress reports and other data provided by National Project Manager is given below.

##### ***Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations***

According to the progress report of 2011 41 youth centers were receiving capacity development support from the Project (27 of them are situated in the villages and 11 in the cities with population less than 50 000).

The main directions of the Project's activities are:

- 1) Supporting local youth activities and capacity building events;
- 2) Building of the "peer to peer" networks;
- 3) Efforts for increasing sustainability of the youth centers.

According to the summarized data provided by National Project Manager within the first direction 595 events were supported with more than 12,000 participants. 137 of them referred to «high complexity» level (more than one group of youth working together, fundraising or use of external resources), others – to «low complexity» (single local group, using their own resources).

The main types of events were:

- Capacity development activities (trainings in project management, fundraising, PR management, team building etc);
- Educational direction (volunteer schools and trainings, social skills, leadership and communications skills, ICT skills);
- Ecological education and activities;
- Sport activities;
- Health orientation activities;
- Culture and leisure activities.

The summer school was organized in 2009 for youth centers leaders and representatives of youth work placement centers, and the international summer camp (in two parts in two regions) was organized in 2010.

During the last summer camp participants were invited to present project proposals for their own communities. Each proposal could win up to \$100 support from the Project. To do this, participants had to find additional funding, which was equal to or higher than the amount from the Project. According to Annual Project report 25 initiatives of young people were approved and supported by the Project with implementation planned by the end of December 2010.

Within the second direction the Project engaged youth through peer connections in schools, higher education establishments and volunteer-involving organizations. These efforts resulted in the creation of a 45 of thematic peer-to-peer networks with different spheres of interests: project management, educational, cultural and health topics, volunteerism etc.

The efforts within the third direction were the following:

- Provide support for legalization of status;
- Assist in fundraising efforts and increasing cooperation with local partners.

Only three of 41 youth centers have legal status. Many of the youth centers are not interested in registering as a legal entity as this could restrain cooperation with the authorities while most youth centers strongly depend on support of local authorities.

The Project also supported youth centers in their fundraising and sustainability planning efforts; provided information on funding and international volunteering opportunities; facilitated (through meetings, presentations, round tables, forums etc.) cooperation among youth centers, regional, district and local authorities, adults who support youth, NGOs interested in working with youth, volunteer groups (in particular, in the format of peer-to-peer networks), schools, colleges, universities, libraries, sport clubs, youth work placement centers, and international volunteers. The youth centers launched cooperation with 133 local partners with the Project support.

The Project has conducted assessment of sustainability of the youth centers. According to the evaluation conducted by National UN Volunteers in 2010, 26 out of 52 youth centers are expected to be sustainable (having enough resources, support from different partners and motivated leaders), 19 - partly sustainable (sustainability depends on some circumstances – continuation of support from local authorities, appointment of the new leader etc), 7 – are not sustainable and ended or will probably end their activities.

The main findings of the Project work are included in a Handbook for Increasing Youth Initiative and Sustainability. The Handbook focuses on how to increase youth initiative and shows the other examples of sustainability approaches based on experience. The Handbook is spread by National UN Volunteers on a national and regional level among the Project's partners, local departments of the Ministry of Ukraine of Family, Youth and Sports, other UNDP Projects etc.

### ***Output 2. Developed social competencies and skills of youth***

Skills for Success Programme is the essential part of the component. It was developed by Intel Corporation and Intel Foundation and adapted to the Ukrainian educational standards in January 2009. The Program provides students in 5-11 grades the opportunity to gain the following basic skills needed for success in their future adult life:

- Computer literacy, knowledge of basic office applications and the ability to use them to develop and implement social mini-projects;
- Critical thinking, the ability to independently and gradually solve a problem;
- Cooperation skills and ability to work effectively together;
- Use of Internet Resources for finding information on career guidance, career observation, choice of studies and future career;
- Adaptation to rapidly changing conditions of life, development of their own educational and life trajectories.

Within the Project Skills for Success Programme offered two courses in Ukraine (Computer Technologies for Local Community for pupils of 5-7 classes and Computer Technologies and Future Profession for pupils of 8-11 classes) that are taught in the schools as extracurricular classes by the Programme facilitators (usually school teachers) trained during the 5-day training, provided with educational materials. There is support through permanent advisory members and regional coordinators, E-communities Coordinator blogs for facilitators, coaches and observers of the program available at the site of <http://www.uspih.iteach.com>. 655 facilitators passed the training and received Programme certificates.

The third course "Technology and Entrepreneurship" was worked out and introduced to facilitators, but not launched within the Project.

The target regions of the Project are the priority for Skills for Success Programme, though it is not limited by this geographical focus. According to the Programme database 29% of the trainings for pupils took place in the villages and 27% - in the cities with population less than 50 000 citizens. 4 trainings were conducted for children with physical disabilities. 8611 young people were trained within Project implementation.

Skills for Success Programme has advanced monitoring system which was launched in 2009 by the expert who implemented the Programme in Russia and then continued by E-communities Coordinator:

- Trainings for teachers are evaluated by monitoring visits (every new trainer was visited at least 1 time) and polling of the teachers who passed the trainings (the polling takes place immediately after passing the training and after finishing the first course). The trainers are informed about the results of the monitoring visits and polling;
- Trainings for pupils are evaluated by analysis of pupil's works and social projects prepared within the course, monitoring visits (the new teachers and the teachers with unsatisfactory results of analysis of pupil's work are visited in the first turn) and polling of teachers at the end of each course. The teachers are informed about the results of the monitoring visits. The pupils were experimentally surveyed only once within Computer Technologies and Future Profession course.

Besides the Project launched Knowledge Portal <http://molodistua.org> which contains the following sections:

- News and Information:
  - News
  - International Youth Activity
  - Youth Policy of Ukraine
  - Youth organizations and NGOs
- Education and Skills:
  - Intel® "Skills for Success"
  - Course on Web 2.0
  - Course on Career Development
  - Course on Making Presentations
  - Course on Time management
  - Course on Creative problem solving
  - Course on Conflict Resolution
  - Course on Project Management

The Portal is maintained and developed by Ministry of Ukraine for Education and Science, Youth and Sports of Ukraine.

### ***Output 3. Strengthened social solidarity among generations.***

The historical and social component of the Project named Living Heritage is aimed at the creation of a collection of oral stories by young people from the lives of older generations. It was planned to place the collected information on a separate website for free use and to create educational methodological oral history materials with recommendations on the use of the electronic collection and the addition of new materials to it.

Preparation for the implementation and pilot project for the component in Kyivska and Zhytomyrska oblasts were undertaken in 2009.

The initially planned funding for the Living Heritage component was not sufficient for its full-scale implementation, and it was envisaged in Project Document that additional fundraising would be found. However, the first fundraising efforts failed during the economic crisis in 2009. As no additional funding was available the Project Board decided to suspend the component since early 2010.

The pilot materials of Living Heritage are not available for public use. However, the Coordinator used gained experience while participating in Project «Connecting Central Europe through Local History». The site of this Project shows what Living Heritage results could be: <http://www.forumhistoriae.sk/euroclio/index.html>

#### **4.4. Scope and methodology of the evaluation**

##### **4.4.1 Evaluation criteria**

Key performance criteria are applied in evaluation of all aspects of the project:

- Relevance: "The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances."
- Effectiveness: "An aggregate measure of (or judgment about) the merit or worth of an activity, i.e. the extent to which an intervention has attained, or is expected to attain, its major relevant objectives efficiently."
- Efficiency: "A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results."
- Impact: "Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."
- Sustainability: "The continuation of benefit from a development intervention after major development assistance has been completed".

The main evaluation questions are:

- Was the project developed to address the right problems and did it use the most effective approach to address those problems or issues?
- Did the project achieve sustainability and through what mechanisms?
- What were the most significant changes and results that the project has generated?
- Did the methodology of monitoring and evaluation for Skills for Success educational program provide sufficient information for evaluation of the program?

The secondary objectives are the following:

- To generate knowledge about good practice in the area of youth social inclusion and volunteer promotions;
- To make recommendations for priorities and directions of the new project cycle;
- To make recommendations on the current monitoring evaluation process for the educational component Skills for Success;
- To identify how to maximize existing positive impacts.
- 

##### **4.4.2 Evaluation methodology and process**

The evaluator has already evaluated the Youth Social Inclusion for Civic Engagement in Ukraine Project (hereinafter referred as the Project) in December, 2010-February, 2011 within Outcome evaluation of UNDP Country Programme 2006-2011 in Ukraine in the area Fostering Democratic Governance (though the Project belongs to Local Development and Human Security Programme it was decided to evaluate it within this mission). However, the outcome evaluation was focused not on the Project's outputs, but on the UNDP Country

Programme Action Plan outcome: Sustainable economic development through pro-poor policy reform. That evaluation was considered as mid-term as many of the Project's activities has not been finished by the time of the evaluation.

The information gathered during mid-term evaluations was used during the final evaluation – further the interviews conducted within mid-term and final evaluation will be mentioned together.

During the final evaluation conducted in July-August 2011 the following methods were employed:

- Document review;
- Key informant interviews;
- Telephone interviews with project beneficiaries;
- Opinion poll in the villages with and without youth centers.

The evaluator reviewed a wide variety of project-specific documents as well as general literature related to youth policy in Ukraine. The documentation included the Country Programme Action Plan (CPAP) and Project Document, Annual Work Plans (AWPs), quarterly reports, reports on Skills for Success monitoring.

Key informant interviews and interviews with project beneficiaries constituted a critical component of the methodology. The guides were developed for each stakeholder interview. In developing the tools, the evaluation team drew upon a variety of project documentation as indicated above to explore programmatic progress and impact, as well as including forward looking questions to explore UNDP's strategic orientation in the Ukraine. The interviews were conducted on a voluntary basis, respondents were encouraged to speak frankly about the strengths and weaknesses of the Project, as well as offer their opinions about UNDP's future engagement in the Ukraine. Guides were administered in a flexible way, building on the natural evolution of the discussions.

Given the forward-looking orientation of the evaluation, the exercise drew upon a wide range of both current programme stakeholders, as well as potential future stakeholders. In particular, interviews were conducted with the following stakeholders (with some of them the interviews were taken within both mid-term and final evaluation):

- Project staff:, National Project Manager, E-Communities Coordinator, E-Communities Coordinator Assistant, Coordinator for Living Heritage, National UN Volunteers (14 persons);
- Project partners, namely the representatives of Ministry of Ukraine for Education and Science, Youth and Sports of Ukraine, UNDP Senior Programme Manager UNV Programme Officer, Intel , All-Ukrainian Association of Youth Cooperation "Alternative-V" (5 persons);
- Youth experts from Peace Corps in Ukraine, Ukraine 3000 Foundation, Academy of Pedagogical Sciences of Ukraine, Institute of Demography and Social Studies (3 persons);
- Representatives of youth centers (16 persons);
- Local partners of the youth centers (10 persons);
- Skills for Success Programme facilitators (12 persons).

A complete list of documentation reviewed and interviews conducted is available in Annex 1 and 3.

The end beneficiaries of Skills for Success Programme (pupils and parents) were surveyed within monitoring of the Programme, but the end beneficiaries of youth center's services haven't been surveyed within the Project. Therefore it was proposed to conduct a representative survey of youth living in the villages with and without youth centers.

In June-August 2010 Center for Social Expertise of the Institute of Sociology of NAS of Ukraine conducted a poll with sample of 800 young people between the ages of 15-24 from five regions of Ukraine for UNICEF. Three of them – Kyivska and Zhytomyrska oblasts and Autonomous Republic of Crimea – correspond to the Project's target regions. In these three regions about 120 respondents were surveyed in the villages which were not covered by the Project's activities. This data was used for comparative purpose.



In July-August, 2011 there was conducted an opinion poll of 2 group of people aged 15-35 living in the villages of Kyivska and Zhytomyr oblasts and Autonomous Republic of Crimea:

- Experimental group: 200 respondents from the villages with active youth centers (25 villages)
- Control group: 80 respondents from the villages without youth centers (there were selected the villages with approximately the same population and geographical location as the villages with youth centers). This data was incorporated with the data on 120 respondents from randomly selected villages surveyed by the Center for Social Expertise of the Institute of Sociology of NAS of Ukraine.

These two groups were surveyed by the same methodology and questionnaire used Center for Social Expertise of the Institute of Sociology of NAS of Ukraine. The questionnaire for experimental group included additional questions about the status and experience of visiting the youth centre.

All the questionnaires and guides can be found in Annex 2.

Performance criteria within Output 1 were measured by the data from open sources on Ukrainian youth, the data from progress reports and NUNVs reports, youth centers survey conducted by the Project, interviews with Project partners, National UN Volunteers, youth centers, their local partners and opinion poll.

Performance criteria within Output 2 were measured mainly by the data from open sources on Ukrainian youth, reports and data of Skills for Success Programme monitoring, interviews with Programme facilitators and National UN Volunteers.

Performance criteria within Output 3 were measured by the data from open sources on Ukrainian youth, Living Heritage materials, interviews with Project partners and National UN Volunteers.

The evaluation matrix showing the link between all evaluation sources, methods and evaluation criteria can be found in Annex 4.

#### **4.4.3. Evaluation limitations**

The youth centers survey conducted by the Project in April, 2011 provides the data for measurement of the Project's impact on the youth centers, but not on youth. The opinion poll within this evaluation can only determine how the youth in the villages with youth centers differ from the youth in the villages without youth centers and within the same villages how the youth who visit youth centers differ from those who don't visit youth centers – but this could not be considered as the impact of the Project, this is the impact of active communities and authorities that launched and maintained youth centers with the help of current and former UNDP projects. Conducting comparative opinion poll in the villages with youth centers at the beginning and at the end of the Project would have provided direct measurement of Project impact on youth.

The monitoring system of Skills for Success Programme doesn't envisages surveying the end beneficiaries – pupils. However, they were once surveyed within Computer Technologies and Future Profession course - this data was used within evaluation.

The evaluation of the effect of Youth Knowledge Portal and online distance learning courses can't be made as the Project don't have the contacts and any information about of the users of portal and particular courses. It's impossible to evaluate the effect from launching such courses without statistics on the number of users and their assessment of the courses.

### **5. Evaluation findings**

The findings will be analyzed for the Project in general and for Output 1, Output 2 and Output 3 separately according to the criteria of relevance, effectiveness, efficiency, impact and sustainability. The partnership strategy will be separately analyzed for the Project in general.

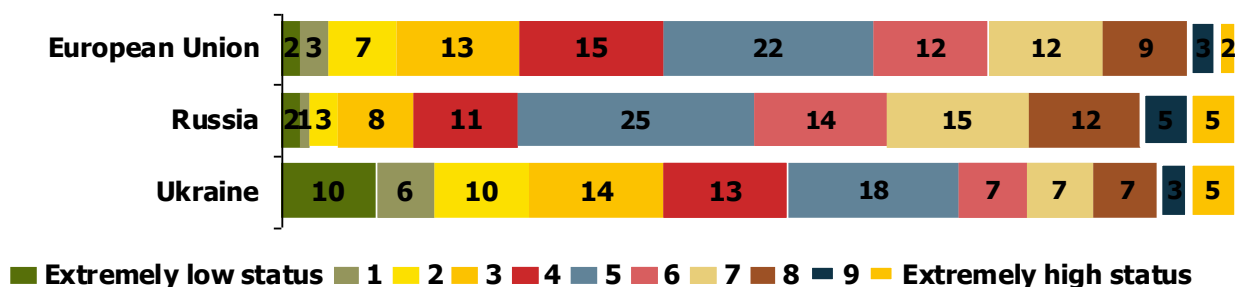
#### **5.1. Relevance**

According to the data from European Social Survey in 2008 in Ukraine the perceived status of young people is significantly lower in Ukraine comparing to EU countries and Russia while the perceived status of the people in their 40s is significantly higher (see Graphs 1 and 2). This data proves the problem of youth social exclusion in Ukraine and the relevance of Project focus.

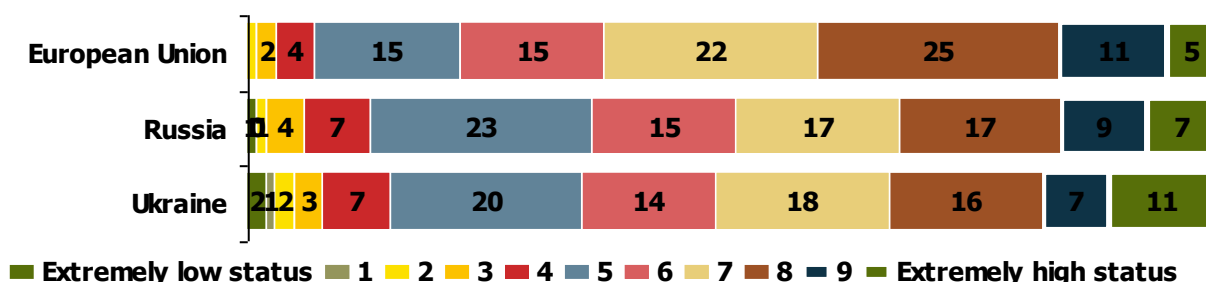


**Graph 1. How most people view status of people in their 20s, %**

Source: European Social Survey (<http://www.europeansocialsurvey.org/>)



**Graph 2. How most people view status of people in their 40s, %**

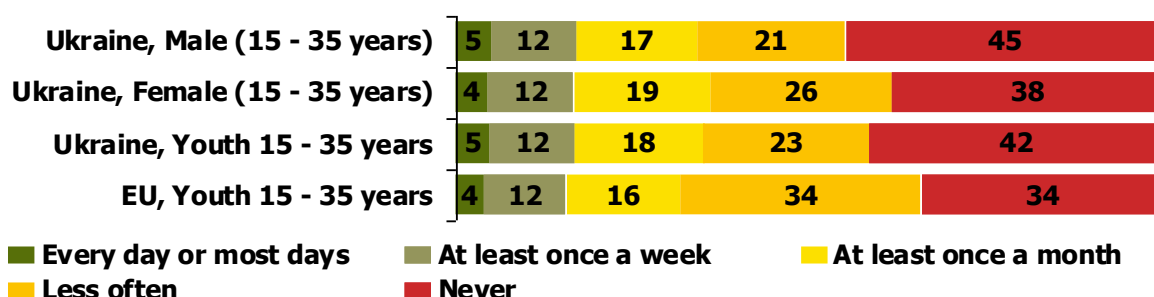


Source: European Social Survey (<http://www.europeansocialsurvey.org/>)

The level of involvement to volunteerism within formal organizations is quite low in Ukraine: according to Gallup World Poll in 2009 only 14% of Ukrainians volunteered their time while in France there are 20%, in Iceland – 25%, in Germany – 28%, in Canada – 35% and in Belgium – 40%<sup>5</sup> volunteers. However, the level on informal volunteerism is significantly higher (see Graph 3), but still lower than in EU countries.

In Ukraine females more often volunteer their time than males while males are much more involved in unhealthy behavior than females (this is the reason of 8 years difference in life expectancy of males and females). So the Project focus on gender gaps is also relevant to the country situation.

**Graph 3. How often do you help others or do volunteer work?**



Source: GfK Roper Reports Worldwide, urban population only, 2011

According to GfK Ukraine Omnibus data for the first 6 months of 2011 approximately twice more young citizens aged 15-35 of the big cities (with population more than 500 000 citizens) have higher education and access to Internet than rural youth. 60% of urban youth is employed while among rural youth this figure is 47%.

<sup>5</sup> <http://www.prosperity.com/country.aspx?id=UP>

6 of 10 surveyed local partners of the Project (mostly local authorities) spontaneously named employment as the main problem of local youth, 4 – lack of leisure possibilities, 2 – passive social position of youth and lack of access to education. 77% of youth living in the villages of Kyiv, Zhytomyr oblasts and Autonomous Republic Crimea named employment as the main problem, 63% problems of housing and domestic conditions, 38% - access to qualitative education, 25% - lack of interesting leisure. The Project responds to these needs by facilitating leisure, educational and social activities.

Therefore the abovementioned data proves that the Project focus on youth social inclusion and volunteerism in rural communities, development of ICT skills and gender gaps is relevant to the country needs.

Several donors are providing funds for specific youth projects in Ukraine: e. g. UNFPA and USAID are working with reproductive health and safe behavior issues for youth; UNICEF is working on children's health and protecting children's rights; ICF «International HIV/AIDS Alliance», UNDP and other donors are working on combating HIV epidemic which is spread mainly among youth; several donors are working with youth in the sphere of education and international cooperation – in particular, the Delegation of the European Union has several youth programs. Except UNDP, the only donor who promotes volunteerism, educational and social opportunities for youth is Peace Corps Ukraine; in fact, it's not focused on rural communities and promoting ICT skills. Therefore involvement of rural/small towns communities and promoting ICT skills is the main advantage of the Project comparing to other donor projects in the field.

### ***Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations***

According to the progress reports 27 of 41 youth centers and volunteer involving organizations are situated in the villages and 11 in the cities with population less than 50 000 citizens where educational and employment problems of youth are especially relevant.

The capacity building support by the Project is relevant to the needs of the youth centers – in particular, youth center leaders especially appreciate trainings in fundraising, project management, leadership skills, team building and volunteer work. Among other important support activities, the following directions were mentioned: supporting the partnership with authorities and NGOs, networking, information and consultations on granting opportunities, assistance in organization of events, stimulating effect on the youth from the cooperation with the Project, computer skills development.

### ***Output 2. Developed social competencies and skills of youth***

According to the Programme database 29% of the training sessions for pupils within Skills for Success Programme took place in villages and 27% - in cities with population less than 50 000 citizens. Development of critical thinking, social and ICT skills of youth are relevant both in villages/small towns and big cities, but considering significant rural/urban gap more priority should be given to conducting trainings sessions in the rural areas.

Computer Technologies for Local Community is relevant to the need of youth social inclusion and Computer Technologies and Future Profession is relevant to the need of professional orientation of youth. The discrepancy between labour market demand and educational system supply is a significant problem of Ukraine<sup>6</sup>.

### ***Output 3. Strengthened social solidarity among generations***

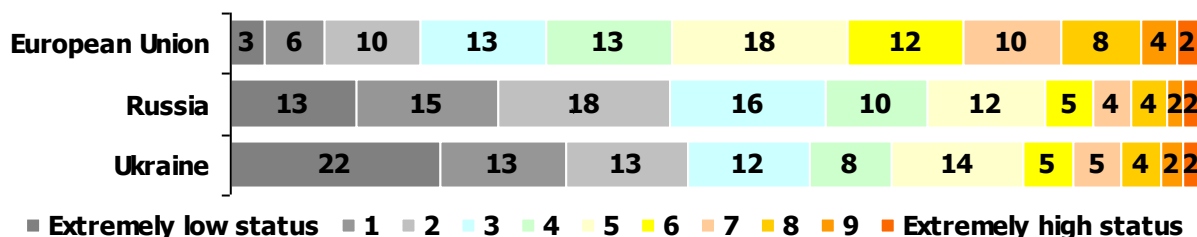
According to the data from European Social Survey in 2008 in Ukraine the perceived status of people of older age is very low (see Graph 4). The collapse of Soviet Union caused alienation between generations, different political regimes formed different conflict versions of the Ukrainian history – that's why studying real «live» history by the dialog between younger and older generations is also relevant to the needs of the country.

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<sup>6</sup> Youth and Youth Policy in Ukraine: Social and Democratic Aspects / Edited by E.M. Libanova. – K.: M.V. Ptoukha Institute for Demography and Social Studies of the NAS of Ukraine, 2010. – 248 p.

**Graph 4. How most people view status of people over 70s**

Source: European Social Survey (<http://www.europeansocialsurvey.org/>)



## 5.2. Effectiveness

The following table shows Project indicators and targets appointed by Project Document.

INDICATORS IN PROJECT DOCUMENT	EXPECTED RESULT CUMULATIVE
<b>Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations</b>	
Capacity and organizational assessment of youth centers and volunteer-involving organizations	Completed
Comprehensive capacity building program for youth centers and volunteer-involving organizations	Developed
# Of youth centres with business plans for financial viability developed	Up to 52
# Of people who completed the capacity building training program	Up to 7000 (3500 women / 3500 men)
# Of functional peer-to-peer networks	20
# Local partners (e.g. village councils, local administrations, local businesses, community organizations, etc) involved in supporting youth and volunteerism development	5 per community
<b>Output 2. Developed social competencies and skills of youth</b>	
# Of young people trained on ICT models, using Web 2.0 services and e-communities	1000 (600 women / 400 men)
# Of social projects developed and implemented	100
# Of functional peer-to-peer networks	20
# Of Regional Trainers certified to conduct "Skills for Success" training	120 (60 women / 60 men)
# Youth trained in "Skills for Success" program	3000 (1500 women / 1500 men)
# Of on-line courses available on Project web portal	6
# Of young people who completed the on-line training series	500 (250 f/250m)
<b>Output 3. Strengthened social solidarity among generations</b>	
Specialized training program developed and conducted for youth in communication and journalism basics, etc.	Developed and completed
# Of young women and men trained	250 (125 women / 125 men)

# Of elderly women and men interviewed and personal stories compiled	1500 (900 women 600 men)
Personal histories of elderly women and men compiled, published and presented to the elderly and general public	Completed
Living Heritage Treasury E-Library established	Completed

During the Project implementation some of the indicators and targets were modified during the confirmation of Annual Work Plans by the decisions of Project Board based on the Project implementation. Finally in Annual Work Plan for 2011 the indicators # Of young people trained on ICT models, using Web 2.0 services and e-communities and # Of young people who completed the on-line training series were cancelled as they were not tracked because of absence of mandatory registration on the site. The indicator on Development a plan for sustainable development of the Youth Portal was added. The indicator # Of youth centres with business plans for financial viability developed was expanded into # Number of Youth Centers receiving financial/personnel support through current administrative structure including schools, Culture House, etc. Also there was added an indicator of Number of volunteers mobilized. The target on # Of social projects developed and implemented was increased from 100 to 150, on Number of peer-to-peer networks - from 40 to 45, on # Of Regional Trainers certified to conduct "Skills for Success" training – from 120 to 570, # Youth trained in "Skills for Success" program – from 3000 to 7000. The table of comparison of the targets and indicators for 2011 with achieved results according to the data provided by National Project Manager is given below.

INDICATORS IN PROJECT DOCUMENT	EXPECTED RESULT CUMULATIVE	ACTUAL RESULT CUMULATIVE
<b><i>Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations</i></b>		
Capacity building and institutional assessment of youth centers and organizations that involve volunteers	Done	Done
Capacity and organizational assessment of youth centers and volunteer-involving organizations	Done	Done
# Number of youth centers receiving financial/personnel support through current administrative structure including schools, Culture House, etc.	40	41
Number of people who complete training program for capacity building	Up to 7000 (3500 women / 3500 men)	Up to 8200 (5500 women / 2700 men)
Number of functioning "peer-to-peer" networks	45	45
Number of local partners	5 per region	16,63 per region (133 in total)
<b><i>Output 2. Developed social competencies and skills of youth</i></b>		
Number of visits to the Youth Portal website created under the Project	7000	Tracking is impossible because the Portal was launched at the end of the Project and statistics services were launched only on August, 17 2011

Number of social projects implemented by youth in target Youth Centers and educational institutions	Low complexity (single local group, using their own resources) = 1600;  High complexity (either more than one group of youth working together, fundraising or use of external resources) = 150	Low complexity: 1258  High complexity: 137
Number of volunteers mobilized.	1000	3051
Number of regional trainers received certificates for "Skills for Success" training	575 (475 women / 100 men)	655 (513 women/142 men)
Number of young people who passed the "Skills for Success" training course	7000 (3500 f/3500m)	8611 (4840 women /3771 men)
Number of online courses available on the Youth Portal Project (www.molodistua.org)	6	7
Develop a plan for sustainable development of the Youth Portal	Done	Development of the Youth Portal (Knowledge Hub) completed and Ministry of Ukraine for Education and Science, Youth and Sports of Ukraine Ministry took the responsibility for it's maintaining and development
<b>Output 3. Strengthened social solidarity among generations</b>		
Specialized training program developed and conducted for youth in interviewing, communication, preparing information for database and internet use, etc.	Developed and completed	Done
# of young women and men trained in collection of oral histories and preparation of information for the Living Heritage database	500 (250 women / 250 men)	Component has been closed.
Number of elderly women and men interviewed and personal stories compiled and placed on database	500 (250m250f)	
Selected personal histories and the manual for the process of collection published and presented to the elderly, general public and educators	5000	
Living Heritage Treasury E-Library established	Completed	
Living Heritage monitoring process for sustainability of collection and use of data completed	In process	

As can be seen from the table below the Project fulfilled all the plans for the Output 1 and overfulfilled the indicator for Number of people who complete training program for capacity building and Number of regional partners. The indicator for the number of functional peer-to-peer network was overfulfilled comparing to initial target.

As for the Output 2 the Project:

- Overfulfilled the targets for Number of volunteers mobilized, Number of regional trainers received certificates for "Skills for Success" training and Number of online courses available on the Youth Portal Project,
- Underfulfilled the targets for Number of social projects implemented by youth (but overfulfilled the target initially indicated in Project Document),
- Haven't ensured tracking of the indicators of Number of youth who were trained on ICT models using service Web 2.0 and online communities and of Number of visits to the Youth Portal website.

The activities within Output 3 were closed.

However, the Project indicators are purely quantitative and don't include the information about quality. Both quantitative and qualitative effectiveness of the activities within each of the outputs will be analyzed further.

### ***Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations***

The effectiveness of the activities within Output 1 will be evaluated in the following ways:

- Evaluation of cooperation with the Project by representatives of youth centers;
- Evaluation of cooperation with the Project by representative of local authorities and NGOs;
- Evaluation of the youth centers activities by youth.

#### *Evaluation of cooperation with the Project by representatives of youth centers*

16 representatives of youth centers were surveyed by evaluator and 38 – by the Project in April, 2011. 33 of 38 surveyed youth centers (87%) confirmed significant support from the project in building their capacity. According to the respondents, development of capacity of youth centers and volunteer movement by the Project resulted in the education, gaining the new skills (social, educational, computer, leadership etc), activation and networking of the youth and transfer of valuable skills for the youth centers and volunteer groups on the local level. The meetings organized by the Project resulted in increasing the number of partners of youth centers.

Most often the respondents named the following direction of support from the Project:

- Support in organization youth activities;
- New knowledge (grants and fundraising opportunities, project management, social skills, volunteer schools etc);
- Partnership and networking.

We don't have the data to compare the condition of youth centers in 2008 and 2011, but most of the surveyed youth centers recognized:

- Increasing participation of youth;
- Increasing number of youth and volunteer activities;
- Increasing number of contacts with other youth centers;
- Increasing number of partners and support from local community, authorities and educational institutions, which is crucial for sustainability of youth centers;
- Increasing authority of youth centers.

Almost all of youth centers surveyed by evaluator proved that there are representatives of vulnerable groups (invalids, children from vulnerable families etc) among youth engaged into their activities.

The practice of assignment of National UN Volunteers as regional coordinators for working with local communities showed to be very effective – all youth centers surveyed by the evaluator highly appreciated the support from National UN Volunteers. Also the respondents recognized that the Project helps to develop volunteerism in their settlements; especially effective were volunteer schools and summer camps.

30 of 38 youth centers surveyed by the Project have approximately equal number of participants among boys and girls (a small number have more girls or boys depending on cultural or sport specialization). Neither Project, nor youth centers have implemented any special actions or strategies to reach gender equality<sup>7</sup>.

The youth centers surveyed by the evaluator often use Handbook for Increasing Youth Initiative and Sustainability, the usage of Project site and Knowledge portal is low mostly due to absence of Internet in youth centers. All without exception respondents expressed a desire to continue cooperation within the Project or similar projects in future.

*Evaluation of cooperation with the Project by representatives of local authorities and NGOs*

10 local partners were surveyed by the evaluator. 8 of them highly appreciate the experience of cooperation with National UN Volunteers and recognize the positive impact of the Project on activeness of youth. Also all respondents indicated the important role of youth centers in interaction with youth. Half of the respondents mentioned that youth centers are especially useful for vulnerable groups engaged into youth activities.

*Evaluation of the youth centers activities by youth.*

46% of youth living in the villages with youth center know that there is a youth centers in their village and 23% has taken part in the activities of the youth centers. It can be assumed that some youth centers are identified with school/library/club, but not as a separate organization or group.

Though the Project haven't implemented any gender-specific strategies planned in Project Document there are no statistically significant gender differences nor in knowledge neither in visiting youth centers (see table 3). Also most of those who know about youth centre assert that it's equally visited by males and females.

**Table 3. B19. Do you visit this youth center?**  
% of those who know about youth centers

Only: <b>Settlements with Youth Center</b>	Male	Female	Total
Regularly	10	9	10
At times	19	15	17
Rarely	12	22	17
Visited previously, but not now	17	7	12
No	42	46	44
Total	100	100	100

57% respondents who know about youth centers, but don't visit it because just don't have time for it, 5% don't have time to go there, only 24% said that they are not interested in activities of the youth centers .

According to table 4 most respondents visit youth centers to take part in sport competitions, other competitions and festivals of the region, to use computer or Internet and to pass seminars on different topics. So sport and other competitions and promoting ICT skills are the most powerful teasers for catching attention of youth (as for the competitions about a half NUNV interviewed named geocaching to be very attractive by youth). Only 5% named participation in social and volunteer projects as main reason to visit youth centre (see table 5).

**Table 4. B21. Why do you visit the youth center?\***  
% of those who visit youth centers

Only: <b>Settlements with Youth Center</b>	Male	Female	Total
Pass seminars on different topics	20	11	<b>15</b>
Take part in the organization of different competitions and festivals of the region	19	25	<b>22</b>

<sup>7</sup> No one among the interviewed respondents have named any correspondent fact, also there is no information on any gender-specific actions in the Project reports.

Attend counseling on employment, creating own business or projects	0	0	<b>0</b>
Get information about local or international program of developing and educational programs	13	0	<b>6</b>
Pass psychological counseling on choosing a future profession or solving major life problems	7	0	<b>3</b>
To use/learn how to use computer/Internet	28	13	<b>20</b>
Pass studies of foreign languages	0	0	<b>0</b>
Take part in the social and volunteer projects	10	0	<b>5</b>
Take part in sport competitions	53	38	<b>45</b>
Communicative with friends, leisure	16	8	<b>12</b>
Other	0	3	<b>2</b>
Difficult to answer	8	27	<b>18</b>
Total	100	100	<b>100</b>

*\* Insufficient number of respondents for reliable analysis by gender*

According to table 5 youth who visited youth centers in 2-3 times more often participated in different volunteer activities (organizations and actions to support clean environment or protection of recreational areas, organization of interesting recreation activities for children, youth, families, projects dealing with social advertisement campaign) than those who haven't visited youth centers. Notable that those who haven't visited youth centers more often participated in actions or movement to protect the rights and interests of groups of people whose rights have been infringed and campaigns to protect ethnical minorities (see table 6). Thus it can be supposed that non-visitors of youth centers more often belong to marginalized vulnerable groups.

**Table 5. Which public movements, organizations and projects you have participated in during the past 12 months?**

*% from sample in settlements with youth centers*

<p>■ Significantly higher for those, who visit or visited Youth Center<sup>8</sup></p> <p>■ Significantly lower for those, who visit or visited Youth Center</p>	Visit or visited Youth Center	Have access, but never visited, or don't know about Youth Center	Total
Action or movement in support of urgent political decisions	7	15	<b>10</b>
Action or movement to protect the rights and interests of the young people	9	5	<b>6</b>
Action or movement to protect the rights and interests of groups of people whose rights have been infringed (people with special requirements, HIV-infected, homeless, etc.)	1	7	<b>6</b>
Campaign to protect ethnic minorities	1	5	<b>5</b>
Some project dealing with social advertisement campaign in support of a youth movement	6	2	<b>5</b>
Organizing training for young people outside their usual school program (seminars, trainings, courses, etc.)	7	7	<b>10</b>
Organization and actions to support clean environment or protection of recreational areas	9	3	<b>6</b>
Organization of interesting recreation activities for children, youth, families	17	9	<b>11</b>
Organization of holidays, festivals, concerts, performances of some	15	10	<b>12</b>

<sup>8</sup> Here and further statistically significant data is indicated with 90% probability level



creative art groups			
Organization of sport events, tourist trips, leisure activities	19	14	<b>19</b>
Other	4	1	<b>1</b>
Difficult to answer	31	42	<b>35</b>
Shares or a protest movement against the government decisions	0	0	<b>1</b>
Shares or movement in support of freedom of speech	0	0	<b>1</b>
Don't take part	25	27	<b>22</b>
Total	100	100	<b>100</b>

50% of those who visit youth centres are satisfied with their activities, 33% are partly satisfied and partly dissatisfied and only 8% are rather dissatisfied.

According to table 6 41% of those who know about youth center assert that there are youth leaders among active visitors or facilitators of youth centers – this proves rather high level of authority of youth centers especially among females.

**Table 6. B18. Is there somebody who can be considered as youth leader in your settlement?**  
*% of those who know about youth center*

Only: <b>Settlements with Youth Center</b> ■ Significantly higher for males ■ Significantly lower for males	Male	Female	Total
Yes, particularly among active visitors/facilitators of the youth centre	42	39	<b>41</b>
Yes, but not among active visitors/facilitators of the youth centre	10	15	<b>12</b>
No	31	11	<b>21</b>
Difficult to answer	17	35	<b>26</b>
Total	100	100	<b>100</b>

### **Output 2. Developed social competencies and skills of youth**

Skills for Success Programme largely overfulfilled the plans and even lacked resources for organizing trainings for all teachers and initiative groups from different regions willing to take part in the Programme. Additional, unanticipated by Project Document "Computer Technology and Entrepreneurship" course was developed in early 2011.

The teachers surveyed by the evaluator (12 persons) and within Programme monitoring consider the Programme to be highly useful for the pupils. They are very satisfied with the support from the Programme (particularly from National UN Volunteers). All of the teachers surveyed by evaluator used Skills for Success site, about a half – the Project site, Youth Portal and Handbook for Increasing Youth Initiative and Sustainability.

The Skills for Success Programme showed effectiveness to the large extent because of effective cooperation with former Ministry of Education and Science (resulted in certification of Skills for Success Programme and providing administrative support at schools) and due to ongoing monitoring system which allows timely and quick identification of problems and finding solutions to increase the effectiveness of the program. Analyzing the polling data, consultations with monitoring specialists and master-classes allow trainers and facilitators continuously improve their skills.

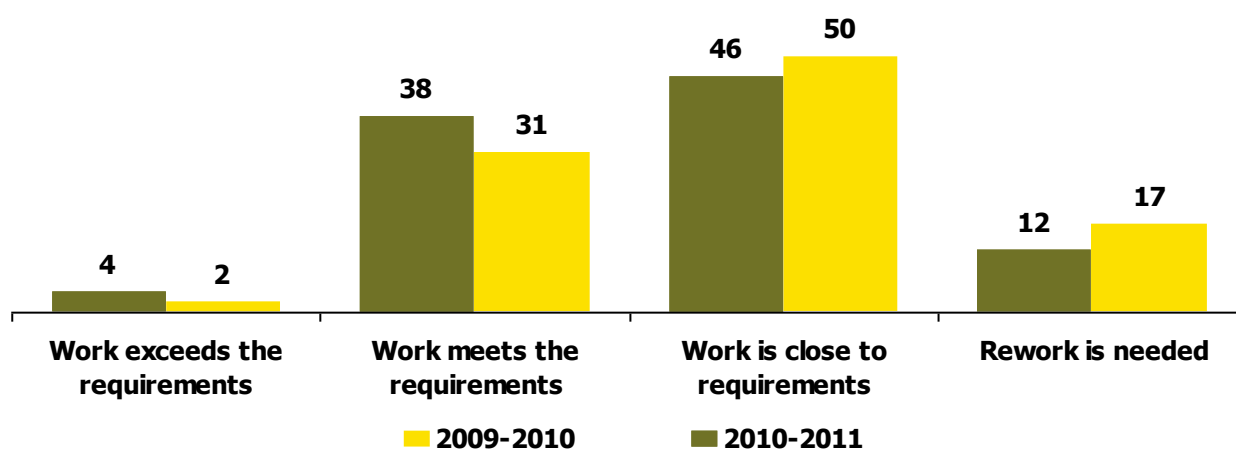
At the beginning of the Programme all the teachers willing to take part in the Programme were invited to pass training, but only 47% of them began to work with students (according to the first monitoring report). The monitoring system showed that in many cases the school director haven't allocated hours for the Programme. When the Programme started to invite for trainings only those teachers who confirmed that school director has allocated hours for the course this figure reached 80% (according to the second monitoring report).

Also at the beginning of the Programme the persons who conducted monitoring visits had no communication with trainers and teachers – this model was changed and now monitoring specialists gives positive recommendation on improving teaching process.

The improvements of the Programme facilitated by monitoring resulted in significant improvement of pupil's works and social projects within Computer Technologies for Local Community course: in 2009-2010 33% of

pupil's works met the Programme evaluation criteria and in 2010-2011- 42% (see Graph 5). Computer Technologies for Future Profession started a year later so the comparative data is absent.

**Graph 5. Results of the evaluation of social projects within Computer Technologies for Local Community course, comparison of data of the first and last monitoring reports, %**



Due to delay in signing the report of the first monitoring team and the new contract with it by the first National Director of the Project from Ministry of Family Youth and Sport there was no monitoring coordinator from December 2009 to May 2010.

The tools for the monitoring and evaluation presented in Programme monitoring reports are detailed and well-composed. In fact, they were improved on the basis of the data for the whole studying semester – after working out the new tool it would be more effective to test it on 5-10 respondents or monitoring visits.

The most significant shortage of the questionnaires is that respondent can't give answer "Hard to say" on any of the questions. This is not right from the methodological point of view, because in some cases if we're not giving such opportunity to respondent, the resulting data can be distorted<sup>9</sup>. Also adding this alternative allows to evaluate the effectiveness of the question – if too many «Hard to say» answers it's possibly due to the incomprehensiveness of the question itself.

The questionnaire for teachers lacks the question about the initial level of computer skills of the pupils.

The share of facilitators visited by monitoring specialists was different each year.

The monitoring reports on each year have different structure – so it's hard to track the process on their base. Also the monitoring reports don't indicate which data could be tracked from previous years and which could not and why (the reports contain the data on one year almost without any cohesion with the previous year), lack of the analysis by gender and other possible important factors (geographical focus, urban/rural settlement etc).

However, the gender proportion of the pupils who passed the courses within the Programme is almost evenly distributed (44% boys and 56% girls). Some of the surveyed teachers said that the course was equally interesting for boys and girls, some – that it was more interesting for girls, others – that it was more interesting for boys, so there is no clear gender tendency

Besides it would be useful to conduct the survey of end beneficiaries of the Programme – pupils. It would be good both for understanding the Programme impact on the pupils and for presentation of the Programme results. Experimental survey with students of course "Computer Technologies and Profession" proved efficiency of surveying evaluation study with students.

<sup>9</sup> Панина Н.В. Технология социологического исследования. К.: Ин-т социологии НАН Украины, 1997. - р. 37.

As was mentioned above unfortunately it's impossible to measure the effectiveness of e-learning courses and Youth Portal – the Project should have envisaged the possibility for this.

### ***Output 3. Strengthened social solidarity among generations***

For the time of the evaluation there is no effect within Output 3, but according to UNV Programme Officer the results of the pilot projects are used as a base for the preparation of two project proposals for oncoming UNDP activity in Ukraine and neighboring countries. Also some effect could be reached if the materials of Living Heritage methodology and pilot projects (which were highly evaluated by participants) were shared with potential stakeholders or at least put on the Project site. The Project partners evaluate the component as missed opportunity to implement potentially very interesting and useful activity.

### **5.3. Efficiency**

According to the Project Document the planned funds for Output 1 and Output 2 and Project management 1 054 100 USD. The Project spent by 18% lower budget than planned (895 065 USD), but largely overfulfilled most of the initial targets referred to Output 1 and Output 2 – this fact proves highly efficient use of the resources, although the Project failed to find additional funding of 156 300 USD and cancelled activities within Output 3.

Such efficiency is a good achievement in the situation of complicated management structure of the Project: it had two project managers (International and National), three donors and National Implementing Partner. According to the interviews with Project partners and staff not all partners had the same view of their roles, duties and relationships which caused misunderstandings and delays in some Project activities mostly during the first half of the Project period (6 month break in Skills for Success monitoring, delays in hiring the Communication Specialist and launching Youth Portal). According to both National and International project managers the training in UNDP/UNV procedures and more information from previous and related UNDP projects (both project managers said that they don't have information on Human Security for Ukrainian Youth project) would help them to work more efficiently from the very beginning of the Project.

The reason of appointment two project managers which is unusual for UNDP Projects is rather unclear: the stakeholders mentioned the reason of combining national expertise in cooperation with authorities with international experience in volunteerism and the reason of double financial control. The modality of work with two project managers has enabled combination of two different mindsets and division of work, still the difference in previous experience and approaches sometimes resulted in misunderstandings and miscommunications with the partners. Almost all the Project partners and staff including National and International managers agree that there should be one project manager.

The NUNV appointment as the regional coordinators of the Project was efficient solution which is proven by the opinion of Project management, partners and beneficiaries and overfulfillment of the plans connected with activities facilitated by National UN Volunteers. Though the beneficiaries were highly satisfied with cooperation with National UN Volunteers, some of the Project staff and partners consider certain National UN Volunteers to be insufficiently qualified or too old for working with youth.

The initial and actual budgets for Output 1 and Output 2 can't be compared as initial activities planned for each Outputs were different from actual ones (for example, creating peer-to-peer networks initially partially referred to Output 2 and the social projects of high complexity actually were implemented within Output 1).

### ***Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations***

The interviewed representatives of youth centers valued all types of Project support (supporting local youth activities and capacity building events, networking and supporting partnership with local authorities and NGOs) which justifies spending the budget on every of this three directions.

National UN Volunteers had their own budgets for their regions allowing it to be targeted to the needs of youth in particular different communities. According to the National UN Volunteers interviewed by evaluator it was efficient as different communities had different needs and initiatives and it's hard to mobilize people for the

activities which are not targeted to their needs. Also the respondents mentioned that Project helped the participants of it's activities to realize that with small finance they can do good things.

The National UN Volunteers interviewed mentioned that monitoring visits to youth centers could be more useful at the very beginning of the Project to study the situation and have better understanding of it before planning the activities. Also early monitoring visits would provide the more baseline data for measuring Project's achievements.

### ***Output 2. Developed social competencies and skills of youth***

The efficiency of spending budget on Skills for Success Programme monitoring is proved by improving the Programme results on the basis of monitoring findings.

The only inefficient moment in implementation of the activities within Output 2 is that the Project haven't ensured the evaluation of e-learning courses though it requires quite small financial resources. This doesn't allow to evaluate efficiency of using such courses for this and future projects.

The Youth Portal was launched towards the end of the Project and although it is too early to measure its efficiency it is one of the mechanisms that will sustain the access to project's deliverables.

### ***Output 3. Strengthened social solidarity among generations***

Usage of the results of Living Heritage pilot projects in future UNDP projects will justify the expense of 2 492 USD within Output 3.

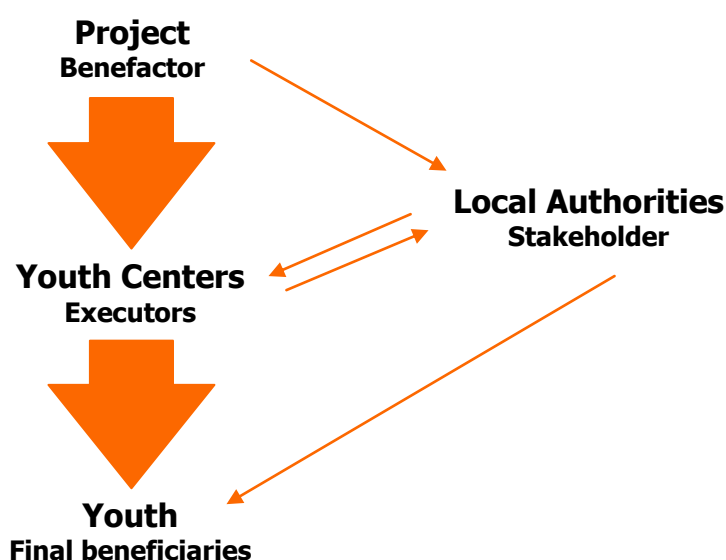
## **5.4. Impact**

The Project has visible positive impact on the target audience – the negative impact haven't been tracked.

### ***Output 1. Increased organizational management and gender capacity of youth centers and volunteer involving organizations***

Within current evaluation we can't distinguish pure impact of the Project and the work of youth centers on local youth. Further will be shown the joint impact of the surroundings of active community, active local authorities (at least active enough to organize the youth center) and the youth centers supported by the Project comparing to randomly selected villages with approximately similar location and population size (see Scheme 1 – the measured joint impact is marked with arrows).

***Scheme 1. Scheme of measured joint impact on youth***



The opinion poll proved that youth (mostly both males and females) in the villages with youth centers compared to youth in the villages without youth centers have significantly higher level of social inclusion:

- Have more access to qualitative education (38% positive answers among youth in villages with youth centers against 28% among youth in villages without youth centers) and possibility to choose the profession according to the preferences (50% against 36% correspondently);
- Have more possibility to be involved into cultural life (48% against 21%);
- Have more possibilities to influence on local authorities, process of taking decisions important for the settlement (17% against 10%) and more often consider that their interests are taken into account by local authorities (32% against 16%);
- More often recognize having the organization, capable to represent and defend their interests (20% against 4%). 84% of youth living in the villages with youth centers and 74% of youth living in the villages without youth centers recognize that they need such organization.;
- Have more access to youth-related programs, competitions, festivals ,exhibitions in the field of culture and arts (49% against 22%);
- Have more access to participation in research, ethnographic, archeological, historical expeditions, public associations and clubs (18% against 11%);
- Have more access to sport sections, tourism activities and active leisure (57% against 28%);
- Less often observe in youth surroundings such social problems as theft of property (5% among youth in the villages with youth centers observe it every week against 11% among youth in the villages without youth centers), quarrels (15% against 23% correspondently), fighting (23% against 12%).

Also youth in the villages with youth centers compared to youth in the villages:

- Less often observe in youth surroundings serious diseases (54% among youth in the villages with youth centers observe it less often than once a month or never every week against 46% among youth in the villages without youth centers).
- More often have desktop or laptop computer at home (69% against 35% among youth living in the villages of 3 selected oblasts according to GfK Ukraine data by January, 2010 – July, 2011), have access to Internet (57% against 38% correspondently) and more often use it for searching study materials, downloading software, music and films.

The tables on this data could be found in Annex 5.

However, the efforts on development of volunteerism within the Project were not enough to have an influence on all young people living in the villages with youth centers: according to table 9 there is no significant difference in involvement into different volunteer activities experimental and control group of youth. Moreover youth in the settlements without youth centers is less involved into projects dealing with social advertisement campaign in support of a youth movement, trainings for young people outside their usual school program, sport and leisure activities (see table 9).

So the Project impact in development of volunteerism was limited to 23% of youth who visited youth centers (as we've seen in chapter 5.2 the level of involvement into volunteer and other social and leisure activities among youth who haven't visited youth center is significantly higher than among those who haven't – but this impact was not enough to cover all young people living in villages with youth centers).

However, youth in villages with youth centers is more engaged into actions or movements in support of urgent political decisions – this is unintended effect of the Project. Other unintended effect is that young people living in villages with youth centers are more involved into Rap and Hip-Hop subcultures (16% among experimental versus 11% among control group) which could be collateral effect of higher level of social inclusion and access to information.

<b>Table 7. B5. Which public movements, organizations and projects you have participated in during the past 12 months?</b>						
■ Significantly higher in settlements with Youth Centers ■ Significantly lower in settlements with Youth Centers	Male		Female		Total	
	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center
Action or movement in support of urgent political decisions	6	16	5	9	6	13
Action or movement to protect the rights and interests of the young people	6	5	7	7	6	6
Action or movement to protect the rights and interests of groups of people whose rights have been infringed (people with special requirements, HIV-infected, homeless, etc.)	6	6	6	6	6	6
Campaign to protect ethnic minorities	10	5	3	4	7	4
Some project dealing with social advertisement campaign in support of a youth movement	4	2	14	4	8	3
Organizing training for young people outside their usual school program (seminars, trainings, courses, etc.)	11	5	19	9	15	7
Organization and actions to support clean environment or protection of recreational areas	5	5	9	4	7	4
Organization of interesting recreation activities for children, youth, families	5	10	15	13	10	11
Organization of holidays, festivals, concerts, performances of some creative art groups	11	12	16	11	14	11
Organization of sport events, tourist trips, leisure activities	27	16	21	14	24	15
Shares or a protest movement against the government decisions	5	0	2	0	4	0
Shares or movement in support of freedom of speech	2	0	2	0	2	0
Other	0	1	1	2	1	2
Total	100	100	100	100	100	100

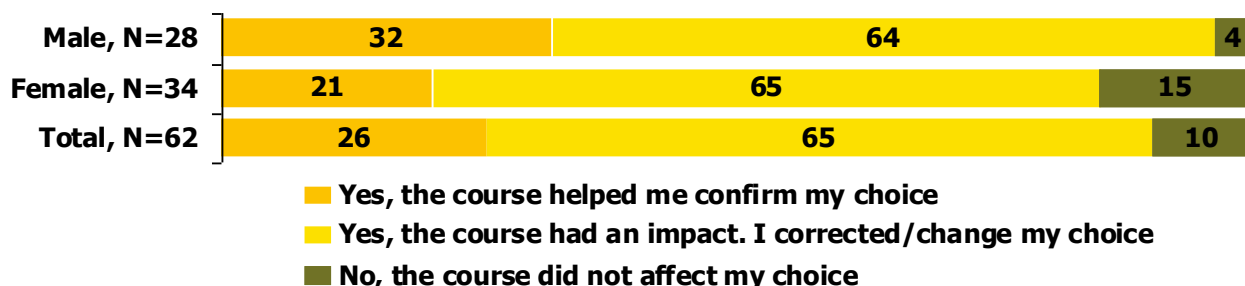
### **Output 2. Developed social competencies and skills of youth**

As was mentioned above most teachers recognize positive impact of Skills for Success Programme on critical thinking, cooperation skills and computer skills. In fact, teachers are evaluating their own work so it would be wrong to rely totally on their feedback.

The analysis of pupil's work and social projects give objective criteria on development of pupil's skills – as was mentioned above the quality of works and social projects significantly increased during 2009-2011 which indicates increasing positive impact of the Programme. In fact, the urban/rural focus of the Programme could be different in different years and possible prevailing of citizens of urban communities with better computer skills could be the reason of improving the quality of works.

The experimental survey of the end beneficiaries of the Programme gives us the best understanding of it's impact: according to Graph 6 90% of respondents recognized that course helped them in choosing future profession. Notable that the course made more impact on males in this regards than on females (more girls have already chosen the future profile of study – that's why they felt less impact). Also 98% would recommend

**Graph 6. Did this course affect your choice of profile study? (%)**

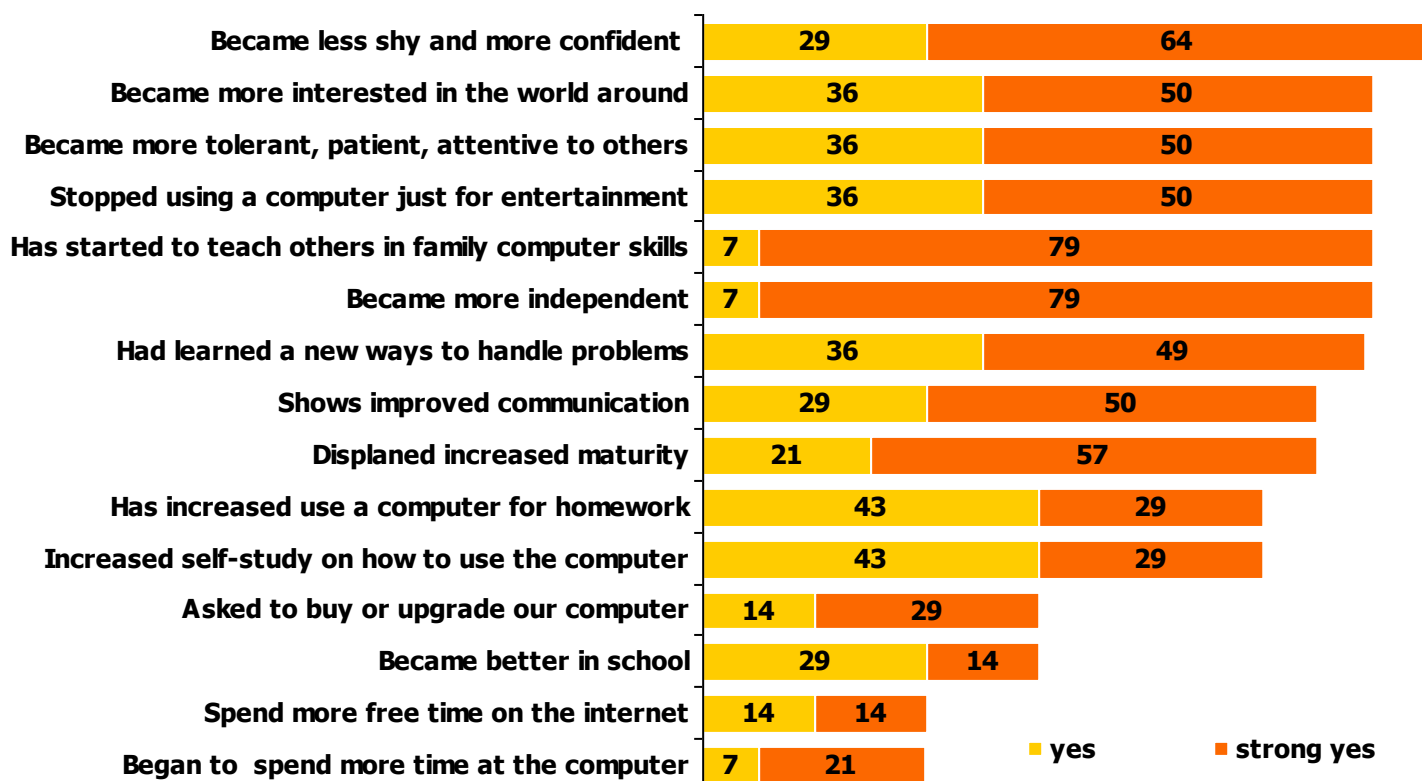


the course to friends who need to make a choice of profession.

Surveying the students of Computer Technologies for Local Community course could show whether the course has the impact on engagement into volunteer activities.

Highly positive intended impact of the Programme also demonstrated surveying parents of the children which passed the training. Most parents of that children (93%) noticed positive changes in their children after going through the Programme in the combined group, which trained students with different physical abilities including the ones with and without special needs.

**Graph 7. How the participation in sessions affected your child? (%)**



All the 12 Skills for Success Programme facilitators surveyed by the evaluator confirmed that trainings were highly useful and highly evaluated by the pupils – so there is no grounds for any doubts in the data gathered within the Programme.

### **Output 3. Strengthened social solidarity among generations**

For the time of evaluation the activities within Output 3 had impact only on their participants (Living Heritage Coordinator, National UN Volunteers and youth engaged into pilot project) which proved that gained experience was very interesting to them. However, according to UNV Programme Officer the results of these activities will have an impact on future UNDP projects.

## **5.5. Sustainability**

Social, intellectual, computer and other skills gained by the youth constitute sustainable resource for their adult life (as we've seen above the opinion poll and Skills for Success Programme monitoring prove gaining the skills and opportunities by youth engaged into Project activities).

### ***Output 1. Increased organizational management and gender capacity of youth centres and volunteer involving organizations***

Most of the 52 youth centers created within LDP lived without UNDP's support for 1-2 years and 45 (87%) now continue their activities (according to the evaluation conducted by National UN Volunteers in 2010) - this proves significant level of sustainability of the youth centers. According to this evaluation 26 out of 45 (57%) youth centers are expected to be sustainable (having enough resources, support from different partners and motivated leaders), others – partly sustainable (sustainability depends on some circumstances – continuation of support from local authorities, appointment of the new leader etc).

All 16 youth centers surveyed by the evaluator confirmed their intention to continue their activities, also 38 youth centers surveyed by the Project have the Action plan for future period which confirms that they will continue their activities after the end of the Project. 8 of 10 surveyed local partners consider that youth centers will continue their activities after the Project ends.

24 of 38 (63%) youth centers surveyed by the Project confirmed that the level of support from different partners increased in past 2 years– in absolute majority of cases this refers to the support from local authorities. 21 of 38 youth centers (55%) expect that expenses for youth center would be stable item of local budget. Many of the youth centers are not interested in registering as a legal entity as this could restrain cooperation with the authorities while most youth centers strongly depend on support of local authorities (only three of 41 youth centers have legal status, another two youth centers expect legalization in the nearest 2 years). According to the National UN Volunteers reports 42 of 52 youth centers are supported by local authorities. The representatives of local authorities which participated in the meetings with youth centers organized by the Project prepared mutual "Action Plan for the period of March-December 2011" as the background for there discussion and meetings later this year.

The National Project Director confirmed that State Service for Youth and Sport will continue the cooperation with youth centers – this should also contribute to their sustainability.

So the conclusion is that minimum 55% (the share of youth centers who expect that expenses for youth center would be stable item of local budget and which were evaluated by NUNV as sustainable) and maximum 85% (those who have any plans for future activities) of 45 youth centers will continue their development without UNDP support. The experience of the period of 2007-2008 when 87% of youth centers survived without UNDP support proves that 85% is more realistic figure.

### ***Output 2. Developed social competencies and skills of youth***

Skills for Success Programme has good sustainability potential given the large number of people trained as trainers and facilitators. Partnership with the Project provided the Programme a good start and support of the authorities – now the Programme will be developed and implemented further.

The Youth Portal is the tool that will sustain the access to Project's deliverables.

### ***Output 3. Strengthened social solidarity among generations***

The results of the Living Heritage pilot projects can be perceived as sustainable if they are used for future UNDP projects.



## **5.6. Answers to main evaluation questions**

### **5.6.1. Was the Project developed to address the right problems and did it use the most effective approach to address those problems or issues?**

According to the youth opinion poll conducted by UNICEF in 2010<sup>10</sup> employment is the main problem of youth, the opinion poll conducted within this evaluation showed the same result. The data of European Social Survey-2008 (see chapter 5.1.) reveals the problem of youth inclusion in Ukraine (which is much wider problem than employment, but connected with the latter). The Project responded to these problems by increasing the level of social, intellectual and computer skills, creating peer-to-peer networks in different spheres, teaching how to plan and implement social projects, professional orientation within Computer Technologies for Future Profession. This was implemented through local youth centers and Skills for Success Programme coordinated by National UN Volunteers.

The opinion poll conducted within this evaluation proved that the level of youth inclusion is significantly higher in the villages with youth centers compared to the randomly chosen villages without youth centers with approximately same location and population size – this proves effectiveness of supporting youth centers.

The results of Skills for Success Programme monitoring proves it's effectiveness through surveying facilitators, monitoring visits to trainings and analysis of pupil's work. Skills for Success Programme monitoring became not only the effective tool for evaluation, but first of all effective tool for continuous improving the Programme implementation which is proved by comparison of 2009/2010 and 2010/2011 results.

All the available data sources prove significant gap in access to resources between urban and rural youth. Particularly, according to GfK Ukraine data for the first half of 2011 60% of urban youth is employed while among rural youth this figure is 47% - so the rural focus of the Project is relevant to the problem. However, Skills for Success Programme implementation was insufficiently focused on youth living in the villages and small towns.

The problem of low level of volunteer movement development addressed by the Project is also relevant for Ukraine (see the data in chapter 5.1.). The opinion poll showed that there are no significant differences in the level of involvement into volunteer activities between youth living in the villages with and without youth centers. So the efforts on development of volunteerism within the Project were not enough to have an influence on all young people living in the villages with youth centers, though they significantly influenced those who visited youth centers.

According to most National UN Volunteers interviewed the Project principles that initiative for activities should come from youth and that with small finance you can do good things were effective for development of volunteerism and working with youth in general.

### **5.6.2. Did the Project respond appropriately to anticipated risks indicated in the Project Document?**

The first and second risks indicated in Project Documents were **formation of new central government in Ukraine and local elections**. The indicated countermeasures were signing Memorandums of Understanding with national and regional partners ensuring succession of activity and with local NGOs as key partners not dependant on political dynamic.

The interviews with the second National Project Director proved that the Project managed to organize effective cooperation with State Service for Youth and Sport – so the first risk was appropriately responded.

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<sup>10</sup> "Youth Policy Review" Final report prepared by the International consultant David Rivett and the Center for Social Expertise of the Institute of Sociology of NAS of Ukraine – p. 73.

Absolute majority of representatives of youth centers surveyed by the evaluator told that local elections haven't influenced their partnership with local authorities, in some cases reorganization caused losing old and necessity to set new partnership. The Project support in establishing partnership with NGOs was valued by them. Also according to the National UN Volunteers interviewed the Memorandums of Understanding helped them in cooperation with local authorities.

The third risk indicated in Project Documents was **limited ICT capacity and access to internet in youth centers, schools and universities**. Schools and youth centers usually have computers, but rarely have Internet (most of youth centers plan to connect to Internet in future). According to National UN Volunteers and Skills for Success monitoring reports the problem was solved mainly by using alternative sources of Internet (home, public places) and the help National UN Volunteers (which distributed necessary data and information).

The fourth risk was **less funds raised from donors than anticipated** actualized by financial crisis in 2009. The Project's countermeasures corresponded to the ones indicated in Project Document: the donor-funded activities within Output 3 were planned for years 2 and 3 to allow for more time for fundraising during 2009. When no additional funding was found in 2009 the Project reduced activities within Output 3 in line with the request of Ministry of Family, Youth and Sport. This is justified by the fact that strengthening international solidarity is less urgent issue than access to employment, education, ICT skills, social, cultural and leisure activities by youth in Ukraine (the latter problems were responded within the activities of Output 1 and 2). The Project managed to overfulfill the plans for Output 1 and 2 with a budget by 18% lower than planned.

Correspondently the Project appropriately responded to anticipated risks indicated in the Project Document.

### **5.6.3. Did the Project achieve sustainability and through what mechanisms?**

Social, intellectual and computer skills gained by youth are sustainable per se.

From 55% to 85% of youth centers will be able to develop without UNDP support. The Project increased sustainability of youth center mainly by:

- Networking and supporting partnerships with local authorities (which are the main important partners of most of youth centers), educational institutions, NGOs, business etc, providing information for on grants and fundraising opportunities. The Project overfilled the target for the number of local partners by three times;
- Trainings in fundraising opportunities, project management and social skills.

Absolute majority of youth centers surveyed by the Project and evaluator named these issues as the best support from the Project.

Skills for Success Programme sustainability is ensured by certification and administrative support from the Ministry of Education which provided good start for the Programme and large number of trained facilitators (655).

The Youth Portal which is now developed under State Service for Youth and Sport is planned to be a mechanism that will sustain the access to Project's deliverables. However, the results of pilot project within Output 3 are not published there.

### **5.6.4. What were the most significant changes and results that the Project has generated?**

All 16 youth centers surveyed by the evaluator and 33 of 38 surveyed youth centers (87%) confirmed significant support from the project in building their capacity, namely support in organization youth activities; new knowledge (grants and fundraising opportunities, project management, social skills, volunteer schools etc); partnership and networking. The Project helped to establish partnership with 133 organizations which is in 3 times more than initial target, which is crucial for sustainability of youth centers.

655 facilitators (against planned 120) and 8611 (against planned 3000) young people were trained within Skills for Success Programme. Additional, unanticipated by Project Document "Technology and Entrepreneurship" course was developed. Skills for Success Programme monitoring helped to improve Programme results in 2010/2011 comparing to 2009/2010. All the facilitators surveyed by evaluator and absolute majority surveyed

by the Programme monitoring confirm usefulness of the trainings for the pupils and are satisfied with the Programme and received support.

#### **5.6.5. Did the methodology of monitoring and evaluation for Skills for Success educational program provide sufficient information for evaluation of the program?**

The methodology of monitoring lacks surveying of end beneficiaries of the Programme – the pupils, but the evaluator used the results of experimental survey. Other elements of monitoring (surveying facilitators, monitoring visits, analysis of pupil's works) provided sufficient information on the evaluation of the Programme. However, the evaluation was also complicated with the fact that monitoring reports on each year have different structure – so it's hard to track the process on their base. Besides the monitoring reports don't indicate which data could be tracked from previous years and which could not and why (the reports contain the data on one year almost without any cohesion with the previous year), lack of the analysis by gender and other possible important factors (geographical focus, urban/rural settlement etc).

#### **5.7. Cooperation with key partners**

The partnership with the main stakeholders will be evaluated further.

##### ***UNV***

The cooperation of the Project and UNV Programme is a good example of successful cooperation between the UN agencies: development of volunteer movement are well combined with community-based approach, the appointment of National UN Volunteers as regional coordinators of the Project proved to be effective practice. National UN Volunteers based in the regions have received training support on the issues of teaching leadership, team building and project management; motivating volunteers; capacity building and sustainability; fundraising; internet and computer skills. They have also been trained as facilitators for the distance learning courses, and several National UN Volunteers are working as facilitators for Skills for Success Programme. Meetings of National UN Volunteers and the Project personnel based in Kyiv were conducted regularly.

Some respondents among the Project partners and staff recommended to pay more attention on the procedure of selection of National UN Volunteers, particularly, on their qualification and age.

According to most National UN Volunteers interviewed at the beginning of their work it was hard to transfer numerous and wide Project tasks into concrete local initiatives, they couldn't catch the main goal of the Project and their concrete tasks - what is supporting a youth center actually mean. That's why they would like the Project management to conduct joint monitoring visits to youth centers at the beginning of the Project and to clearly define the role and tasks for National UN Volunteers. Also National UN Volunteers would like to have more qualitative indicators of their work while the Project is measured mainly by quantitative indicators.

The Project had no cooperation with other UN agencies and projects, though the sharing the experience and best practices with UNDP Crimea Integration and Development Programme, Community Based Approach to Local Development, Municipal Governance and Sustainable Development Programme could be very beneficial.

##### ***Intel***

Intel is highly satisfied with the implementation of Skills for Success Programme and support received from UNDP and National UN Volunteers in this regard, but is not totally satisfied with the whole Project.

The National Implementing Partner's signatory authority was unclear to Intel when they signed the cost sharing agreement. Intel expected decisions to be made primarily with donor partners, UNDP and UNV. Thus they were highly dissatisfied with the first National Project Director and perceived this partnership as a «brake». Also Intel representatives were not sure in sustainability of the youth centers.

Intel representatives were also unsatisfied with lack of Project visibility.

More clarification of the partner's roles and improving communication between them were needed.

### ***Ministry of Education, Sciences, Youth and Sport***

While (according to the interviews with Project partners and staff) the partnership with the first National Project Director was not always effective and resulted in delays in Project activities, the partnership with the second National Project Director was successful (according to interviews with both National Project Director and Project staff). The second National Project Director highly appreciate creating the network of youth centers, promoting youth volunteerism and creating Youth Portal which now belongs to the State Service for Youth and Sport.

Also the cooperation with former Ministry of Education resulted in certification of Skills for Success Programme and providing administrative support to it.

### ***Academy of Pedagogical Sciences***

The cooperation with Academy of Pedagogical Sciences resulted in adaptation of Computer Technologies for Future Profession and e-learning distance courses.

### ***National and international NGOs***

The partnership with All-Ukrainian Association of Youth Cooperation "Alternative-V" was successful; the organization was participating in trainings for UNVs and provided support in organization of the summer camp in 2010.

Lack of funds has suspended cooperation with Ukraine 3000 Foundation that was supposed to be major partner in implementing the Living Heritage component.

The Project personnel has also discussed possible joint activities with the Peace Corps in Ukraine and FLEX (Future Leaders Exchange) Alumni Association, but this did not result in any continuous cooperation.

## **5.8. Visibility**

According to the Annual Project report communication of Project activities rose in 2010. The Project activities were mostly covered by local media, but there was one communication on Inter and one on Novy TV channel which belong to the most popular Ukrainian media. The Project organized two press tours (in Cherkassy and Crimea regions) and a 2 press-conferences on launching Computer Technology and Entrepreneurship and Presentation of the Handbook and Youth Portal.

Most of the Project staff and partners consider these efforts to be insufficient and would like to have more visibility.

The Handbook «Active Youth. Proven receipts» is a good summary of Projects findings within working with youth and is positively evaluated by the respondents who read it.

## **6. Best practices**

Summarizing evaluation findings the following Project activities and procedures could be referred as best practices.

### **Output 1**

According to the opinion poll competitions (sport and other) and promoting ICT tools are the most for attractive activities for youth. National UN Volunteers interviewed by evaluator proved effectiveness of geocaching competitions for catching attention of youth.

According to representatives of youth centers supporting partnership with local authorities, educational institutions, business and NGOs, creating networks of peers and organizations, providing trainings in fundraising and project management, spreading information about grants and fundraising opportunities facilitated their sustainability most of all.

According to most National UN Volunteers interviewed the Project principles that initiative for activities should come from youth and that with small finance you can do good things were effective for development of volunteerism and working with youth in general.

## **Output 2**

Skills for Success Programme in Ukraine gives an example of effective public-private cooperation: Intel provided Programme curricula which has been deployed in 13 countries and already reached more than 1 million learners<sup>11</sup> and the Project adapted it for Ukraine and provided it's certification, administrative support and implementation. As a result according to Programme statistics 655 facilitators (against 120 planned in Project Document) and 8611 young people (against planned 3000) were trained within Programme in 2,5 years.

Skills for Success Programme monitoring helped to improve Programme results in 2010/2011 comparing to 2009/2010 (according to the comparison of monitoring reports).

## **Output 1 and Output 2**

The effectiveness of the practice of assignment of National UN Volunteers as regional coordinators for working with local communities is proved by all representatives of youth centers and Skills for Success facilitators surveyed by evaluator and overfulfilment of most of the targets implemented by National UN Volunteers.

## **7. Conclusions**

The conclusions on key performance criteria and answers to the main evaluation questions are given below. Relevance, effectiveness, efficiency and sustainability are rated along a similar three-point rating system: relevant/effective/efficient/sustainable, partially relevant/cost-effective/sustainable, not relevant/cost-effective/sustainable.

### **Relevance**

The nationally representative surveys prove the problems which the Project was addressed to: significant level of exclusion of younger and older generations in Ukraine (comparing to EU countries and Russia); low level of development of volunteerism in Ukraine; significant gap between rural/small town and urban youth in financial situation, access to education, employment, using computer and Internet; gender gap in volunteer activities, using computer and Internet etc. Development of volunteerism, intellectual, social and ICT skills and intergeneration solidarity within three Project outputs *are relevant* to these problems. However, activities within Output 2 are not totally relevant to the problem of exclusion of youth from rural areas as according to the Skills for Success Programme database only 56% of training sessions took place in villages and small towns (while according to the progress reports 38 of 41 youth centers engaged into Project activities within Output 1 are situated in villages and small towns).

Computer Technologies for Future Profession course within Skills for Success Programme is relevant for the need of professional orientation of youth while the discrepancy between labour market demand and educational system supply is significant problem of Ukraine.

### **Effectiveness**

Within Output 1 the Project intensively overfulfilled initial and revised plans on the Number of people who complete training program for capacity building, Number of regional partners. The indicator for the number of functional peer-to-peer network was overfulfilled comparing to initial target. *So the activities within Output 1 are effective.*

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<sup>11</sup> According to Programme website <http://www.intel.com/about/corporateresponsibility/education/programs/learn/index.htm>

Within Output 2 the Project overfulfilled the targets for Number of volunteers mobilized, Number of regional trainers received certificates for "Skills for Success" training and Number of online courses available on the Youth Portal Project, but underfulfilled the revised targets for Number of social projects implemented by youth (correspondent target initially indicated in Project Document is overfulfilled). Also the Project haven't ensured tracking of the indicators of number of youth who were trained on ICT models using service Web 2.0 and online communities and of number of visits to the Youth Portal website. *So the activities within Output 2 which were possible to evaluate are also effective.*

*The main objectives of Output 1 and 2 were achieved.* For the time of the evaluation there is no effect within Output 3, but according to UNV Program Officer the results of the pilot projects are planned to be used for future UNDP projects. Also some effect could be reached if the materials of Living Heritage methodology and pilot projects were shared with potential stakeholders or at least put on the Project site.

### **Efficiency**

According to the Project Document the planned funds for Output 1 and Output 2 and Project management constituted 1 054 100 USD. Due to unsuccessful fundraising efforts and budget cut from Intel in crisis 2009 the Project received by 18% lower budget than planned for Output 1 and Output 2 (895 065 USD according to the budget reports), but largely overfulfilled most of the initial targets referred to these outputs. This fact proves *highly efficient use of the resources*, although the Project failed to find additional funding of 156 300 USD and cancelled activities within Output 3.

According to the National UN Volunteers interviewed by evaluator having small regional budgets to be spent on particular needs and initiatives of youth in different communities within Output 1 is an efficient practice.

The efficiency of spending budget on Skills for Success Programme monitoring is proved by improving the Programme results on the basis of monitoring findings. The most inefficient moment in Project implementation is that the Project haven't ensured the evaluation of e-learning courses within Output 2 though it requires quite small financial resources. This doesn't allow to evaluate efficiency of using these courses for this and future projects.

Usage of the results of Living Heritage pilot projects in future UNDP projects will justify the expense of 2 492 USD within Output 3.

### **Impact**

According to the opinion poll conducted by evaluator to measure impact of activities within Output 1 youth in the villages with youth centers comparing to the villages without youth centers *have more educational, cultural, leisure and sport possibilities, possibilities to influence on local authorities, computer skills, less often observe health and social problems among youth*. This is the result of joint impact of the surroundings of active community, active local authorities (at least active enough to organize the youth center) and the youth centers supported by the Project.

However, the efforts on development of volunteerism within the Project were not enough to have an influence on all young people living in the villages with youth centers: there is no significant difference in involvement into different volunteer activities experimental and control group of youth (though the Project increased volunteer involvement of youth who visited youth centers which constitute 23% of population of surveyed villages)

The analysis of student's works and surveying Skills for Success Programme facilitators within Output 2 proved *improving social, intellectual and computer skills of youth*. According to the experimental survey of youth participated in the Programme 90% of respondents recognized that course helped them in choosing future profession. 93% of parents noticed positive changes in their children after going through the Programme.

The activities within Output 3 *had impact only on their participants* (Living Heritage Coordinator, National UN Volunteers and youth engaged into pilot project) who proved that gained experience was very interesting to them,

## **Sustainability**

Social, intellectual and computer *skills gained by youth are sustainable per se.*

Within Output 1 minimum 55% (the share of youth centers who expect that expenses for youth center would be stable item of local budget and which were evaluated by NUNV as sustainable) and maximum 85% (those who have any plans for future activities) of 45 youth centers will continue their development without UNDP support. The experience of the period of 2007-2008 when 87% of youth centers survived without UNDP support proves that *sustainability of 85% of youth centers* is more realistic figure.

Within Output 2 *Skills for Success Programme has good sustainability potential* given the large number of trained facilitators (655). Partnership with the Project provided the Programme a good start and support of the authorities – now the Programme will be developed and implemented further.

The results of the Living Heritage pilot projects can be perceived as sustainable if they are used for future UNDP projects.

### **Was the Project developed to address the right problems and did it use the most effective approach to address those problems or issues?**

Recent opinion polls prove that employment is the main problem of youth. The data on European Social Survey-2008 reveals the problem of youth inclusion in Ukraine which is much wider problem than employment, but connected with the latter. The Project responded to these problems by increasing the level of social, intellectual and computer skills, creating peer-to-peer networks in different spheres, teaching how to plan and implement social projects, professional orientation within Computer Technologies for Future Profession. This was implemented through local youth centers and Skills for Success Programme coordinated by National UN Volunteers.

The opinion poll conducted within this evaluation proved that the level of youth inclusion is significantly higher in the villages with youth centers compared to the randomly chosen villages without youth centers with approximately same location and population size – this proves effectiveness of supporting youth centers.

The results of Skills for Success Programme monitoring proves it's effectiveness through surveying facilitators, monitoring visits to trainings and analysis of pupil's work. Skills for Success Programme monitoring became not only the effective tool for evaluation, but first of all effective tool for continuous improving the Programme implementation which is proved by comparison of 2009/2010 and 2010/2011 results.

*Consequently the Project was addressed to right problems of youth and used effective approach to solve them.*

### **Did the Project respond appropriately to anticipated risks indicated in the Project Document?**

The interviews with Project staff, partners and beneficiaries showed that they haven't faced significant problems due to the formation of new central government in Ukraine, local elections, limited ICT capacity and access to Internet in youth centers, schools and universities.

The Project faced the problem of less funds *raised from donors than anticipated* actualized by financial crisis in 2009. The Project's countermeasures corresponded to the ones indicated in Project Document: the donor-funded activities within Output 3 were planned for years 2 and 3 to allow for more time for fundraising during 2009. When no additional funding were found in 2009 the Project reduced activities within Output 3 according to the request of Ministry of Family, Youth and Sport. This is justified by the fact that strengthening international solidarity is less urgent problem than access to employment, education, ICT skills, social, cultural and leisure activities by youth in Ukraine (the latter problems were responded within the activities of Output 1 and 2). The Project managed to overfulfill the plans for Output 1 and 2 with a budget by 18% lower than planned – *so it was appropriate response.*

## **Did the project achieve sustainability and through what mechanisms?**

Minimum 55% (the share of youth centers who expect that expenses for youth center would be stable item of local budget and which were evaluated by NUNV as sustainable) and maximum 85% (those who have any plans for future activities) of 45 youth centers will continue their development without UNDP support. According to the representatives of youth centers the Project reached increasing of their sustainability by:

- *Networking and supporting partnerships with local authorities (which are the main important partners of most of youth centers), educational institutions, NGOs, business etc, providing information for on grants and fundraising opportunities;*
- *Trainings in fundraising opportunities, project management and social skills.*

Most of youth centers surveyed by the Project and evaluator named these issues as the best support from the Project.

*Skills for Success Programme sustainability was ensured by certification and administrative support from the Ministry of Education and Science which provided good start for the Programme and large number of trained facilitators.*

*The Youth Portal which is now developed under State Service for Youth and Sport is planned to be a mechanism that will sustain the access to Project's deliverables.* However, the results of pilot project within Output 3 are not published there.

## **What were the most significant changes and results that the Project has generated?**

*All 16 youth centers surveyed by the evaluator and 33 of 38 surveyed youth centers (87%) surveyed by the Project confirmed significant support from the Project in building their capacity, namely support in organization youth activities; new knowledge (grants and fundraising opportunities, project management, social skills, volunteer schools etc); partnership and networking. The Project helped to establish partnership with 133 organizations which is in 3 times more than initial target, which is crucial for sustainability of youth centers.*

*655 facilitators (against planned 120) and 8611 (against planned 3000) young people were trained within Skills for Success Programme. Additional, unanticipated by Project Document "Technology and Entrepreneurship" course was developed. All the facilitators surveyed by evaluator and absolute majority surveyed by the Programme monitoring confirm usefulness of the trainings for the pupils and are satisfied with the Programme and received support.*

## **Did the methodology of monitoring and evaluation for Skills for Success educational program provide sufficient information for evaluation of the program?**

The methodology of monitoring lacks surveying of end beneficiaries of the Programme – the pupils, but the evaluator used the results of experimental survey. Other elements of monitoring (surveying facilitators, monitoring visits, analysis of pupil's works) *provided sufficient information on the evaluation of the Programme.*

## **8. Recommendations**

### **Recommendations to UNV**

- To continue the practice of assignment of National UN Volunteers as regional coordinators for facilitating volunteerism in local communities as it's effectiveness is proved by almost all Project partners and beneficiaries;
- To prepare written overview of specific tasks and expected results for National UN Volunteers (according to mostn National UN Volunteers this would increase the effectiveness of their work);
- To ensure measurability of the results for the all activities of the projects (the e-learning courses effectiveness haven't been measured through Project, also baseline opinion poll of youth living in the villages with youth centers would allow to track the changes withing the period of Project implementation);
- To provide training on standard UNDP/UNV procedures for project managers/international UNVs who don't have relevant experience (the Project managers and National UN Volunteers indicated the need in it);



- To pay more attention on NUNV qualifications as within the Project some of the National UN Volunteers lacked qualification and understanding of the nature of work;
- Provide connection between UNV programs working in similar areas and access to evaluation and lessons learned from prior programs (according to Project managers such information would increase efficiency of their work).

## **Recommendations to UNDP**

### *Recommendations for priorities and directions of the new project cycle.*

- To continue community-based interventions in the area of youth social inclusion, promoting educational, professional orientation and ICT possibilities for youth in rural and small towns areas in all regions of Ukraine. The founding and capacity building of the youth centers through support by trained National UN Volunteers, cooperation with ICT corporations are effective ways for such interventions;
- To ensure visibility of successful local intervention on the national level;
- To ensure measurability of the results for the all activities of the projects (the e-learning courses effectiveness haven't been measured through Project, also baseline opinion poll of youth living in the villages with youth centers would allow to track the changes withing the period of Project implementation);
- To provide training on standard UNDP procedures for project managers who don't have relevant experience and to provide more support to such managers in building partnership relationships;
- To facilitate informational exchange among UN agencies and projects, other national and international NGOs working in similar areas and taking into account lessons learned from prior projects by project managers;
- Not to appoint two project managers instead of one.

### *Recommendations on how to maximize existing positive impact*

- To publish the results of "Living Heritage» pilot projects on Youth portal for not losing the idea, perceived knowledge and experience;
- To launch the statistics of usage of e-learning distance courses on Youth Portal and the questionnaires on their impact;
- To spread the Handbook of development youth initiative;
- To share with the Project materials with other relevant UN projects (i.e. future) and stakeholders.

## **Recommendations to Intel (regarding development of Skills for Success Programme)**

- To expand the Programme on all oblasts and prioritize working in rural and small towns area where the access to education, employment and computer skills is much lower than in the cities;
- To conduct pre-tests of the new evaluation tools (5-10 respondents or monitoring visits would be enough for the pre-test);
- To include option «hard to say» to the evaluation questionnaire;
- To include the questions about initial level of computer skills of the pupils to the questionnaire for facilitators;
- The number of monitoring visits to facilitators should be set according to the sample size formula for small (hypergeometric) populations (the file for determining sample size was sent to the Programme Coordinator and she confirmed understanding and intention to use it);
- To work out unified standards of monitoring reports structure;
- To include to the monitoring reports the information on the data which could be tracked from previous year, analysis by gender, geographic, urban/rural parameters;

- To conduct the survey of end beneficiaries of the Programme – pupils (the best method could be telephone interview). The comparative surveys of pupil of the same schools who have and haven't passed the Programme are also possible<sup>12</sup>.

## 9. Lessons learned

- More attention should be paid on communications between partners, especially in the context of complex multistakeholder partnerships, so as to formally clarify the roles and expectations at the outset;
- Training on standard UNDP procedures (particularly, NEX modality) should be required from project managers who don't have relevant experience;
- The evaluation of interventions should be the priority from the very beginning. The Project didn't evaluate usage of e-learning courses – this would have required quite small financial resources and allowed to evaluate efficiency of using these courses for this and future projects. Also conducting comparative opinion poll in the villages with youth centers at the beginning and at the end of the Project would have provided direct measurement of Project impact on youth.
- Visibility on national level is needed for popularization of best practices in local interventions - according to the Project partners visibility on local level is not sufficient for effective dissemination of Project findings.

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<sup>12</sup> The evaluator discussed this possibility with E-communities Coordinator and she shared with the concerns that instead of the Programme evaluation pupils will evaluate their relationships with the teachers and will copy the answers off their classmates. In fact, the questions can be put irrespectively to the teacher's work (Was the content of the course interesting for you? What was good, what was bad? Did the course stimulate you to start any volunteer activities? Did the course helped to choose future profession? etc) and the survey could be conducted by telephone interview during some time after completing the course. The comparative surveys of pupil of the same schools who have and haven't passed the Programme are also possible.

## **ANNEX 1. DOCUMENTS CONSULTED**

### **External documents:**

1. Millenium Development Goals. Ukraine – 2010. National report. – Kyiv, 2010.
2. Youth and Youth Policy in Ukraine: Social and Democratic Aspects / edited by E.M. Libanova. – K.: M.V. Ptoukha Institute for Demography and Social Studies of the NAS of Ukraine, 2010. – 248 p.
3. "Youth Policy Review" Final report prepared by the International consultant David Rivett and the Center for Social Expertise of the Institute of Sociology of NAS of Ukraine.

### **UNDP and Project's Documents:**

1. Board meeting minutes
2. Memorandum of Understanding with the Ministry of Education and Science.
3. Memorandums of cooperation and understanding / partnership agreements with local, district and regional authorities.
4. Monthly plans from National UN Volunteers to Manager
5. Project Document: Youth Social Inclusion for Civic Engagement in Ukraine.
6. Reports and materials from Living Heritage component
7. Reports and website for Skills for Success component
8. Training plans for regional and cross-regional events conducted by the projects
9. Youth Social Inclusion for Civic Engagement in Ukraine Communication strategy and report on its implementation
10. UNDP: Country Programme Action Plan (2006-2010). Kyiv, 2006.
11. YSI Quarterly Progress Report (April-June 2009)
12. YSI Quarterly Progress Report (April-June 2010)
13. YSI Quarterly Progress Report (December 2008 – March 2009)
14. YSI Quarterly Progress Report (Fourth Quarter 2009)
15. YSI Quarterly Progress Report (January-March 2010)
16. YSI Quarterly Progress Report (July-September 2009)
17. YSI Quarterly Progress Report (July-September 2010)

## **ANNEX 2. GUIDES AND QUESTIONNAIRES**

### **GUIDE FOR INTERVIEWS WITH UNDP MANAGEMENT, PROJECT PARTNERS AND COORDINATORS**

#### **Implementing Partners and Youth Experts:**

1. What are the most challenging aspects of youth problems and youth policy in Ukraine? What should be done to solve them?
2. Are there any regional peculiarities of youth issues in Ukraine? What are they?
3. To what extent is the work of the government effective in solving these problems? What non-governmental organizations and donors work in youth issues and youth policy? Which activities do they run efficiently and which not? To what extent are the activities of state government and NGOs coordinated? How does this cooperation impact on the general situation in the sector?
4. How had the situation in youth policy changed from 2008 to 2011? What affected these changes?
5. What is your forecast for the future? How will the administrative reform – merging of the Ministry for Family, Youth and Sports with the Ministry for Education and Sciences – affect the situation?
6. Do the activities of «Youth Social Inclusion for Civic Engagement» Project meet the needs of youth and youth policy issues? Is the project design relevant for solving these problems? Are the regions selected for the project implementation the most relevant ones (the list of regions )?
7. What is the added value that the UN Volunteers bring to the Project? Does the Project show good example of cooperation between UN agencies? Why?
8. What is the added value that Intel Corporation bring to the Project? Does the Project show good example of cooperation between UNDP and private company? Why?
9. Do the Project activities meet the needs of youth and youth policy issues? Is the Project design relevant for solving these problems? To what extent does the Project affect them?
10. Does the Project activities stimulate volunteerism? To what extent the Project worked with socially excluded youth?
11. How would you evaluate the Project operations within the area of the development of youth centres and volunteer organizations capacity?
12. How would you evaluate the Project operations within the Skill for Success Programme?
13. How would you evaluate the Project operations within «Living Heritage»? Do you think it worth to continue activities in this area?
14. To what extent the Project took the gender dimension into account?
15. Which component of the Project is the most successful? The most important? Why? In general, is project effective in resolving issues within its agenda? What are the main achievements of the project? What was not achieved? What factors caused the effectiveness/ineffectiveness?
16. Will the project have long-term impact? How do you evaluate sustainability strategy?
17. What would you recommend to improve in the project design/implementation for future? Do you have any other suggestions or recommendations for further project implementation and development of similar projects in the future?

#### **Regional Authorities and Local Partners:**

1. What are the most challenging aspects of youth problems and youth policy in Ukraine? What should be done to solve them?
2. Are there any regional peculiarities of youth issues in your region/village? What are they? What do you think should be done to improve overall situation in youth issues particularly in your region/village?
3. Are there governmental activities for solving youth issues in your region/village? Describe them shortly. How would you evaluate them? Are they effective or no? To what extent?
4. What non-governmental organizations and donors work in youth issues and youth policy in your region/village? Which activities do they run? How would you evaluate them? Are they effective or no? To what extent?

5. Is there any cooperation between state government and NGOs in activities, devoted to solving youth issues in your region/village? To what extent are these activities coordinated? How does this cooperation impact on the general situation in the sector?
6. How had the situation in youth policy changed during 2006-2010? What affected these changes?
7. Do you observe any changes due to the administrative reform – merging of the Ministry for Family, Youth and Sports with the Ministry for Education and Sciences – affect situation and/or policy in youth sector? Are these changes mostly positive or negative?
8. What is your forecast for the future situation? Are you expecting any improvements? Why do you think so?
9. What do you know about the Project «Youth Social Inclusion for Civic Engagement»? Did your organization take any part within the Project? What was it? What are your impressions on this cooperation?
10. Do you have any experience on cooperation with UNV? What was it? What are your impressions on this cooperation?
11. Do the Project activities meet the needs of youth and youth policy issues? Is the Project design relevant for solving these problems? To what extent does the Project affect them?
12. Does the Project activities stimulate volunteerism in the settlement/region? To what extent the Project worked with socially excluded youth?
13. How would you evaluate the project operations within the area of the development of youth centres and volunteer organizations capacity? What is the status of youth centers? What services or activities are mostly needed and valued by local youth? What is the support from local authorities/NGOs?
14. How would you evaluate the project operations within the Skill for Success Programme? Is it needed and valued by local youth?
15. How would you evaluate the project operations within «Living Heritage»? Do you think it worth to continue activities in this area?
16. Are there any gender differences among youth engaged in the Project activities? If yes, why? To what extent the project took the gender dimension into account?
17. Which component of the Project is the most successful? The most important? Why? In general, is project effective in resolving issues within its agenda? What are the main achievements of the project? What was not achieved? What factors caused the effectiveness/ineffectiveness?
18. Will the project have long-term impact? Will the youth centres/volunteer organizations continue running their activities after the project completion?
19. What would you recommend to improve in the project design/implementation for future? Do you have any other suggestions or recommendations for further project implementation and development of similar projects in the future?

#### **National UN Volunteers:**

1. What are the most challenging aspects of youth problems and youth policy in your region? In your opinion, whether there are any peculiarities in comparison with the situation in Ukraine in general?
2. What do you know about the project «Youth Social Inclusion for Civic Engagement», which activities are you familiar with? Which one of the project fields of work seems be the most important with regard to the youth needs and problems? Which activity was the most effective? Least effective?
3. In which activities did you take part in? How would you evaluate these events and their effectiveness with regard to the youth problems? What activities are relevant, which are not, which ones should be run in the future, which are currently missing?
4. How many youth centers operate in your region? How many of them do you work with? Why was the cooperation not been established with the other centers (it is necessary to have the list of youth centers within the Project in each region for not mixing them with the others)?
5. Which activities did you run together with the youth centers? How would you evaluate these events and their effectiveness? Which activities were relevant, which were not, which ones should be run in the future, which are currently missing?
6. Do you know the relations of the project team with other stakeholders and partners in your region, in particular – with the state authorities? Is there anything to be improved in relations with stakeholders

and project partners? Are the project's activities coordinated with other similar projects/other organizations working in this sphere?

7. Did you have positive experience of working with the project management team? What negative aspects of working with the project management team would you recall? What had caused disadvantages/negative experience?
8. How one can improve the project activities in the future? Is there any need to change the project objectives? What would you recommend to improve in the project design/implementation?
9. In general, is project effective in resolving issues within its agenda? What are the main achievements of the project? What was not achieved? What factors had caused the effectiveness/ineffectiveness?
10. Will the project have long-term impact? Will the youth centers/volunteer organizations continue running their activities after the project completion?
11. Do you have any other suggestions or recommendations for further project implementation and development of similar projects in the future?
12. What youth centers would advise us to address for the project evaluation?


### **Representatives of youth centers:**

1. When was your youth center created? What was achieved during period of functioning? What are your plans for future?
2. Do you receive any support from local authorities? What is it? Do you observe any changes due to the administrative reform – merging of the Ministry for Family, Youth and Sports with the Ministry for Education and Sciences – affect situation and/or policy in youth sector? Are these changes mostly positive or negative?
3. What is your forecast for the future situation? Are you expecting any improvements? Why do you think so?
4. What support did your center receive from the Project «Youth Social Inclusion for Civic Engagement»? How do you evaluate this support – what was more and what was less useful? What support do you feel lack of?
5. How would you evaluate the cooperation experience with the project representatives? What was the most positive aspect of this cooperation? What negative aspects of cooperation can you recall? What had caused these disadvantages/ negative experience?
6. What support have you received from UNV? How would you evaluate your cooperation? What was positive/negative?
7. Do you cooperate with other youth centers in your region? And beyond your region? What are the results of this cooperation?
8. Are there any gender differences among youth engaged in the activities facilitated by Project? If yes, why? To what extent the project took the gender dimension into account?
9. Do you have any suggestions or recommendations for further project implementation and development of similar initiatives in the future?

### **Skills for Success Facilitators:**

1. When did your begin working within the Programme «Skills for Success»? How did you know about it? What did cooperation start with?
2. What trainings did you conduct?
  - computer technologies and community
  - computer technologies and profession
  - computer technologies and entrepreneurship
3. To what extent are these trainings useful for school children? Please, give me any examples. What can you name as major achievements of these trainings?
4. Please compare these trainings. What trainings were more useful? What less? Why? What age groups is it relevant the most for?

5. Are these trainings have long-term impact? Will your trainees gain benefits from what they learnt during trainings? Please, give me any examples
6. Are there any gender differences among impact on boys and girls? If yes, why? To what extent the project took the gender dimension into account?
7. What would you sign out as main problems to successful Programme implementation in your case?
8. What support do you receive from the Project «Youth Social Inclusion for Civic Engagement»? How often do you communicate with the project representatives?
9. What support have you received from UNV? How would you evaluate your cooperation? What was positive/negative?
10. What support do you feel lack of?
11. Did you get positive experience of cooperation within the Project? What negative aspects of cooperation would you recall? What caused disadvantages/negative experience?
12. Do you have any other suggestions or recommendations for further project implementation and development of similar projects in the future?

Ukraine, 01601, Kyiv, Lesi Ukrainki blvd 34, Floor 6, Ukraine, 01001, Kyiv-1, POB B526 Tel: (044) 230-0260, fax: (044) 230-0262			
<b>QUESTIONNAIRE</b>		Project # <b>140.252</b> August 2011	
Interview #: /___/___/___/___/		Interviewer code: /___/___/___/___/___/ Last name of the interviewer: _____	
<b>Region:</b> AR Crimea ..... 1 Zhytomyrska oblast ..... 2 Kyivska oblast ..... 3 <b>Village:</b> Arkadiievka ..... 1 Vas'kovychi ..... 2 Vodoty ..... 3 Druzhnya ..... 4 Ignatpil ..... 5 Kyrdany ..... 6 Klavdievo-Tarasove ..... 7 Kruglyk ..... 8 Lazarivka ..... 9 Lystvyn ..... 10 Lugyny ..... 11 Melnichne ..... 12 Morozivka ..... 13 Novyi Korgorod ..... 14 Orane ..... 15 Pervomaiskoye ..... 16 Pershotravneve ..... 17 Privetnoye ..... 18 Pryvorottya ..... 19 Rozvazhiv ..... 20 Rusaky ..... 21 Sukachi ..... 22 Trudolubove ..... 23 Phosnya ..... 24 Cheremisovka ..... 25		Interview date: /___/___/___/___/___/ Day Month Start time: /___/___/___/___/___/___/ Hrs Minutes End time: /___/___/___/___/___/___/ Hrs Minutes Duration: /___/___/___/Minutes Address: Street _____ House _____ apartment _____ Phone number: _____ Interviewer (signature): _____	
Name of the interviewer _____		Supervisor: _____	
Hereby I confirm that this interview was conducted with me in full conformity with the manual about this survey and by a person whom I do not know.		Field: _____	
_____		_____	



## INTRODUCTION

Hello! My name is \_\_\_\_\_, I represent the GfK research company. We conduct population surveys on various topics. Can you answer a few questions about youth problems and initiatives in your village? There are no right or wrong answers to the questions. We just want to know your personal opinion. We guarantee confidentiality - all your answers, as well as the answers of other participants will be used only in summary, after statistical processing.

**A1. ARE YOU CONSTANTLY LIVING IN THIS VILLAGE?**

*READ OUT. ONE ANSWER IS ALLOWED.*

- Yes ..... 1  
 No ..... 2 → **!!End of the interview!!**

**A2. GENDER OF THE RESPONDENT (PLEASE SPECIFY WITHOUT ASKING THE RESPONDENT)**

- Male..... 1 → **!!Check the quotas!!**  
 Female..... 2 → **!!Check the quotas!!**

**A3. HOW OLD ARE YOU?**

Write down \_\_\_\_\_

- < 15 years..... 1 → **!!End of the interview!!**  
 15-19 years ..... 2 → **!!Check the quotas!!**  
 20-24 years ..... 2 → **!!Check the quotas!!**  
 25-35 years ..... 4 → **!!Check the quotas!!**  
 36 + ..... 5 → **!!End of the interview!!**

**A4. YOUR OCCUPATION....?**

*READ OUT. MULTIPLE RESPONSE.*

- Student of school, gymnasium ,lyceum ,college..... 1  
 Student of professional training school ..... 2  
 Student of technical college ..... 3  
 University or institute student ..... 4  
 Employee ..... 5  
 Civil servant..... 6  
 Military ..... 7  
 Private entrepreneur ..... 8  
 Unemployed ..... 9  
 Other (specify \_\_\_\_\_) ..... 10  
 Difficult to answer (don't read) ..... 11

**A5. MAIN PAST-TIME AND LEISURE ACTIVITIES:**

*READ OUT. MULTIPLE RESPONSE.*

- Learn a foreign language..... 1  
 Engaged in sports ..... 2  
 Engaged in music, dancing, singing activities ..... 3  
 Engaged in arts ..... 4  
 Cultivate animals/plants ..... 5  
 Drive car/motorbike ..... 6  
 Involved in public activities ..... 7  
 Other (specify)..... 8  
 Difficult to answer (don't read) ..... 9

**A6. DO YOU PERSONALLY HAVE INTERNET ACCESS? IF YES, WHERE DO YOU HAVE IT?**

*Read the options. Several answers are possible. Mark the answer in the column A6 below.*

**A7. WHERE DO YOU USE INTERNET MOST OFTEN?**

*Read the options. Only one answer is possible!!!! Mark the answer in the column A7.*

	A6		A7
Yes, at home	1		1
Yes, at work	2		2
Yes, at school	3		3
Yes, at university/institute	4		4

Yes, at any place via mobile phone using laptop (tethering)	5		5
Yes, at any place via mobile phone	6		6
Yes, at youth centre	7		7
Yes, at other public places (Internet cafe, library, etc)	8		8
Yes, at other place (at friends, relatives, etc )	9		9
Don't have access to the Internet	10	→ Error! Reference source not found. <b>1</b>	

**A8. WITHIN LAST 3 MONTHS, WHAT DID YOU USE INTERNET FOR?**

*Read the options. Several answers are possible*

- E-mail.....1
- Searching for study materials .....2
- Searching for information about a particular product (goods, service) .3
- Instant messenger (ICQ, Google Talk, QIP, Miranda).....4
- Skype and other .....5
- Searching with Internet maps (Yandex Maps, Google Maps).....6
- Downloading software .....7
- Visiting sport and entertainment websites .....8
- Preparing for vacation .....9
- Visiting news sites and reading newspapers .....10
- Playing computer games .....11
- Internet banking .....12
- Searching for a job .....13
- Searching for information about health .....14
- Blogging/maintaining personal blog .....15
- Communicating in forums/ blogs .....16
- Chatting / communicating on online dating sites .....17
- Participating in social networks (Odnoklassniki, etc.).....18
- Watching TV programs, on-line video and listening on-line radio .....19
- Downloading music and films .....20
- Visiting websites of central or local authorities .....21
- Making purchases via Internet .....22
- Difficult to answer .....23

**A9. DO YOU HAVE DESKTOP OR LAPTOP COMPUTER AT HOME?**

- Yes .....1
- No .....2

**RISKS AND THREATS TO THE YOUNG PEOPLE (UNICEF QUESTIONS)**

**C1. HOW FREQUENTLY DO YOU EXPERIENCE AMONG THE YOUTH IN YOUR PLACE OF RESIDENCE SUCH PHENOMENA AS?**

*READ OUT. ONE ANSWER IS ALLOWED.*

	<b>Almost never</b>	<b>Less than once a month</b>	<b>Every month</b>	<b>Every week</b>	<b>Every day</b>	<b>Difficult to answer</b>
1. Purposeless waste of time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
2. Abuse of alcohol drinks	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
3. Use of narcotic drugs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
4. Unemployment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
5. Theft of property	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
6. Quarrels	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
7. Fighting	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
8. Serious diseases	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
9. Extreme work load	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

10. Other (specify)_____	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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**C2. WHAT OF THE ABOVE-MENTION IS OF THE GREATEST CONCERN FOR YOUNG PEOPLE OF YOUR AGE TO-DAY?**

READ OUT. CHECK NO MORE THAN 3 REPLIES.

Solving the problems of housing and domestic problems .....	1
Professional training or retraining .....	2
Employment .....	3
Obtainment of good quality education .....	4
Availability of advice and support for young entrepreneurs.....	5
Desire to spend spare time in an interesting way .....	6
Availability of consultation services and information support for young families .....	7
How to solve problem of the youth participation in public and political life, adoption of important policy decisions, protection of rights of children and the youth .....	8
Other (specify) .....	9
Difficult to answer (don't read) .....	10

**C3. DO YOU PERSONALLY CONSIDER YOURSELF AS BELONGING TO THOSE WHO ARE VULNERABLE, UNPROTECTED?**

READ OUT. ONE ANSWER IS ALLOWED.

Yes .....	1
No .....	2
Other (write down)_____ .....	3
Difficult to answer (don't read) .....	4

**C4. DO YOUNG PEOPLE OF YOUR SETTLEMENT HAVE ACCESS TO?**

READ OUT. ONE ANSWER ON EACH ALTERNATIVE.

	Yes	No	Difficult to answer
1. Qualitative health services	1	2	3
2. Qualitative education	1	2	3
3. Possibility to be involved into cultural life	1	2	3
4. Process of taking decisions important for your settlement	1	2	3
5. Youth-related programs, competitions ,festivals ,exhibitions in the field of culture and arts	1	2	3
6. Participation in research ,ethnographic , archeological, historical expeditions ,public associations and clubs	1	2	3
7. Sport sections, tourism activities and active leisure	1	2	3
8. To psychological support ,assistance provided to the young people who got into difficult life situation	1	2	3

**CIVIC ENGAGEMENT OF YOUNG PEOPLE (UNICEF QUESTIONS)**

**B1. DOES YOUR VILLAGE HAS A YOUTH ORGANIZATION, CAPABLE TO REPRESENT AND DEFEND YOUR INTERESTS?**

READ OUT. ONE ANSWER IS ALLOWED.

Yes .....	1
No .....	2→B4
Difficult to answer (don't read) .....	3→B4

**B2. DO YOU TAKE PART IN THE WORK OF THIS ORGANIZATION?**

READ OUT. ONE ANSWER IS ALLOWED.

Yes .....	1
No .....	2

**B3. DID THIS ORGANIZATION MANAGED TO SOLVE THE PROBLEM OR TASK WHICH YOU PUT FORWARD?**

READ OUT. ONE ANSWER IS ALLOWED.

Yes, fully .....	1
Yes, partially.....	2
No, did not solve.....	3
Difficult to answer (don't read) .....	4

**B4. DOES THE YOUTH OF THE PLACE WHERE YOU LIVE, NEEDS A YOUTH ORGANIZATION THAT COULD REPRESENT AND PROTECT INTERESTS OF YOUNG PEOPLE?**

*READ OUT. ONE ANSWER IS ALLOWED.*

- Yes..... 1  
No..... 2  
*Difficult to answer (don't read)..... 3*

**B5. WHICH PUBLIC MOVEMENTS, ORGANIZATIONS AND PROJECTS YOU HAVE PARTICIPATED IN DURING THE PAST 12 MONTHS?**

*READ OUT. Multiple replies.*

- Action or movement in support of urgent political decisions .....1  
Action or movement to protect the rights and interests of the young people .....2  
Action or movement to protect the rights and interests of groups of people whose rights have been infringed (people with special requirements, HIV-infected, homeless, etc .....3  
Campaign to protect ethnic minorities .....4  
Some project dealing with social advertisement campaign in support of a youth Movement .....5  
Organizing training for young people outside their usual school program (seminars, trainings,courses,etc.).....6  
Organization and actions to support clean environment or protection of recreational areas .7  
Organization of interesting recreation activities for children, youth, families .....8  
Organization of holidays, festivals, concerts, performances of some creative art groups .....9  
Organization of sport events, tourist trips, leisure activities .....10  
Other (specify).....11  
*Difficult to answer (don't read) .....12*

**B6. WHAT PUBLIC MOVEMENTS, ORGANIZATIONS OR PROJECTS, YOU WILL DEFINITELY JOIN OR PARTICIPATE IF THEY WOULD BE ESTABLISHED SOON IN YOUR TOWN / VILLAGE?**

*READ OUT. Multiple replies.*

- Action or movement in support of urgent political decisions .....1  
Action or movement to protect the rights and interests of the young people .....2  
Action or movement to protect the rights and interests of groups of people whose rights have been infringed (people with special requirements, HIV-infected, homeless, etc.) .....3  
Campaign to protect ethnic minorities (specify which) .....4  
Some project dealing with social advertisement campaign in support of a youth movement .....5  
Organizing training for young people outside their usual school program (seminars, trainings, courses, etc.) .....6  
Organization and actions to support clean environment or protection of recreational areas .....7  
Organization of interesting recreation activities for children, youth, families .....8  
Organization of holidays, festivals, concerts, performances of some creative art groups .....9  
Organization of sport events, tourist trips, leisure activities .....10  
Other (specify).....11  
*Difficult to answer (don't read) .....12*

**B7. DO YOU THINK, THAT TODAY THE YOUTH OF UKRAINE CAN FREELY EXPRESS ITS VIEWS?**

*READ OUT. ONE ANSWER IS ALLOWED.*

- Yes..... 1  
No..... 2  
*Difficult to answer (don't read)..... 3*

**B8. IS IT IMPORTANT FOR YOU THAT THE YOUTH CAN PARTICIPATE IN DECISION-MAKING PROCESS UNDERTAKEN BY THE LOCAL AUTHORITIES IN THE CITY / VILLAGE WHERE YOU LIVE?**

READ OUT. ONE ANSWER IS ALLOWED.

- Yes..... 1  
No..... 2  
Difficult to answer (don't read)..... 3

**B9. ARE INTERESTS OF THE YOUNG PEOPLE TAKEN INTO ACCOUNT IN THE PROCESS OF DECISION MAKING BY LOCAL AUTHORITIES IN THE CITY / VILLAGE WHERE YOU LIVE?**

READ OUT. ONE ANSWER IS ALLOWED.

- Yes..... 1  
No..... 2  
Difficult to answer (don't read)..... 3

**B10. CAN YOU PERSONALLY INFLUENCE DECISIONS BY TAKEN BY LOCAL AUTHORITIES IN THE TOWN / VILLAGE WHERE YOU LIVE?**

READ OUT. ONE ANSWER IS ALLOWED.

- Yes..... 1  
No..... 2  
Difficult to answer (don't read)..... 3

**B11. IF LOCAL AUTHORITIES TAKE A DECISION THAT AFFLICTS YOUR LEGAL RIGHTS AND INTERESTS, COULD YOU DO SOMETHING AGAINST THIS DECISION?**

READ OUT. ONE ANSWER IS ALLOWED.

- Yes..... 1  
No..... 2  
Difficult to answer (don't read)..... 3

**B12. DO YOU HAVE ANY OPPORTUNITY TO CHOOSE A PROFESSION ACCORDING TO YOUR PREFERENCES?**

READ OUT. ONE ANSWER IS ALLOWED.

- Yes..... 1  
No..... 2  
Difficult to answer (don't read)..... 3

**B13. DO YOU KNOW ANY UKRAINIAN YOUTH LEADERS OF NATIONAL LEVEL WHO CAN UNITE YOUNG PEOPLE TO ADDRESS THE PRESSING PROBLEMS FACED NOW BY THE YOUTH?**

READ OUT. ONE ANSWER IS ALLOWED.

- Yes..... 1  
No..... 2  
Difficult to answer (don't read)..... 3

**B14. TELL ME, PLEASE, WHICH DIRECTIONS OF PRACTICAL IMPLEMENTATION OF THE YOUTH POLICY ARE OF GREATEST INTEREST FOR YOU.**

READ OUT. CHECK NO MORE THAN 3 REPLIES.

- Social-economic (provision of housing, transportation, household services, professional training, employment, assistance to young entrepreneurs, etc.).....1  
Social and cultural (participation in creative programs, competitions, festivals, empowerment of wider participation in cultural life, excursions, trips , provision of access to music, theater, film, video and audio materials and projects, communicating with creative people, folk artists, etc.)...2  
Support for young families (preparation for family establishment, advice on healthy eating, child upbringing and education, protection of health of children, etc.) .....3  
Support for various associations, clubs (research, ethnographic, historical, geographical, archaeological associations, communication with people belonging to other cultures, nationalities, races, religions, etc.) .....4  
Health and medical aspects (involvement into sport clubs and sections, tourist trips, competitions, raining in healthy eating , teaching aid skills to be applied in cases of emergency, etc.) .....5  
Support for public initiatives, movements and advocating personal rights and freedoms (participation in public organizations, movements or actions aimed at identification and solution of critical problems, raising level of awareness about relevant legislation and legal documents).6  
Other (specify) .....7  
Difficult to answer (don't read).....8

**B15. WHAT IS YOUR LEVEL OF AWARENESS ABOUT THE ISSUES SOLUTION OF WHICH IS THE OBJECTIVE OF IMPLEMENTATION OF THE YOUTH-RELATED POLICIES?**

READ OUT. ONE ANSWER ON EACH ALTERNATIVE.

	Fully not aware of	Average level of awareness	Well aware of	Hard to say
1. Help to solve housing and domestic problems of the young people	1	2	3	4
2. Assistance in career selection guidance, professional training and re-training of the young people	1	2	3	4
3. Help with employment of the young	1	2	3	4
4. Consulting support for young entrepreneurs	1	2	3	4
5. Competitions of business ideas and projects proposed by the young entrepreneurs	1	2	3	4
6. Operation of business incubators for young businessmen	1	2	3	4
7. Programmes, competitions, festivals and exhibitions of youth creativity in various fields of culture and art	1	2	3	4
8. Interesting leisure activities, provision of opportunities for creative self-development	1	2	3	4
9. Consultations and information support for young families	1	2	3	4
10. Involvement in work of research, ethnographic, archaeological and historical expeditions, associations, clubs	1	2	3	4
11. Projects and actions facilitating tolerant attitudes towards different people	1	2	3	4
12. Involvement into work of sport sections and groups, and support of public initiatives in support of sports, tourism and active types of recreation	1	2	3	4
13. Public actions to facilitate the spread among the young people of healthy lifestyle	1	2	3	4
14. Organizations and movements to support youth participation in public and political life, in making important policy decisions, protection of rights of the youth and children	1	2	3	4
15. Environmental volunteerism, participation in activities aimed at protection of the environment	1	2	3	4
16. Consulting support aimed at raising the level of legal culture of the young people	1	2	3	4
17. Psychological support and assistance to the young people who found themselves in difficult life situations	1	2	3	4

**B16. WHAT TYPES OF LIFE STYLES, ADHERED TO BY THE CURRENT YOUNG GENERATION, ARE SO SYMPATHETIC TO YOU THAT YOU ARE READY TO JOIN SUCH STYLE OF LIFE NOW?**

*READ OUT. MULTIPLE RESPONSE.*

- RAP and HIP-HOP .....1
- Punks.....2
- Emos .....3
- Goths .....4
- Rockers and Metallists .....5
- Skinheads.....6

Folklorists .....	7
None .....	8
Other (specify) .....	9
Difficult to answer (don't read) .....	10

#### ADDITIONAL QUESTIONS (ONLY FOR VILLAGES THAT HAVE YOUTH CENTER)

#### **B17. DO YOU KNOW THAT THERE IS THE YOUTH CENTER \_\_\_\_\_ IN YOUR SETTLEMENT?**

*READ OUT. ONE ANSWER IS ALLOWED.*

Yes .....	1
No .....	2 → <b>!!End of the interview!!</b>
Difficult to answer (don't read) .....	3 → <b>!!End of the interview!!</b>

#### **B18. IS THERE SOMEBODY WHO CAN BE CONSIDERED AS YOUTH LEADER IN YOUR SETTLEMENT?**

*READ OUT. ONE ANSWER IS ALLOWED.*

Yes, particularly among active visitors/facilitators of the youth centre.....	1
Yes, but not among active visitors/facilitators of the youth centre .....	2
No .....	3
Difficult to answer (don't read) .....	4

#### **B19. DO YOU VISIT THIS YOUTH CENTER?**

*READ OUT. ONE ANSWER IS ALLOWED.*

Regularly.....	1 → <b>B21</b>
At times .....	2 → <b>B21</b>
Rarely .....	3 → <b>B21</b>
Visited previously, but not now .....	4
No .....	5

#### **B20. WHY NOT?**

*READ OUT. MULTIPLE RESPONSE.*

The Youth Center doesn't work now.....	1 → <b>!!End of the interview!!</b>
It's not interesting for me.....	2 → <b>!!End of the interview!!</b>
I have no time to go there.....	3 → <b>!!End of the interview!!</b>
Other (specify).....	4 → <b>!!End of the interview!!</b>
Difficult to answer (don't read) .....	5 → <b>!!End of the interview!!</b>

#### **B21. WHY DO YOU VISIT THE YOUTH CENTER?**

*READ OUT. MULTIPLE RESPONSE.*

Pass seminars on different topics .....	1
Take part in the organization of different competitions and festivals of the region.....	2
Attend counseling on employment, creating own business or projects .....	3
Get information about local or international program of developing and educational programs .....	4
Pass psychological counseling on choosing a future profession or solving major life problems .....	5
To use/learn how to use computer/Internet.....	6
Pass studies of foreign languages .....	7
Take part in the social and volunteer projects .....	8
Take part in sport competitions.....	9
Other (specify).....	10
Difficult to answer (don't read) .....	11

#### **B22. HOW SATISFIED ARE YOU WITH THE SERVICES AND ACTIVITIES OF YOUTH CENTER?**

*READ OUT. ONE ANSWER IS ALLOWED.*

Absolutely satisfied .....	1
Rather satisfied.....	2
Partly satisfied, partly dissatisfied.....	3
Rather dissatisfied.....	4
Absolutely dissatisfied .....	5
Difficult to answer (don't read) .....	6

#### **B23. WHO VISIT THE YOUTH CENTER MOST OF ALL?**

**READ OUT. ONE ANSWER IS ALLOWED.**

- Males ..... 1  
Females ..... 2  
Equally males and females ..... 3 → **!!End of the interview!!**  
*Difficult to answer (don't read)* ..... 4 → **!!End of the interview!!**

**B24. HOW DO YOU THINK, WHY?**

*READ OUT. MULTIPLE RESPONSE.*

- There are more of them of correspondent age in the settlement ..... 1  
The activities and services of youth center are more interesting for them ..... 2  
They are more active, ccommunicative ..... 3  
They have more free time ..... 4  
Other ..... 5  
*Difficult to answer (don't read)* ..... 6

*THANK YOU FOR YOUR COOPERATION!*



## **ANNEX 3. LIST OF CONTACTED PEOPLE**

### **Project management:**

1. Nina Dementievskaya, E-Communities Project Coordinator
2. Iryna Kostiuk, Living Heritage Project Coordinator
3. Elena Panova Deputy, Country Director
4. Evgenia Petrivska, National Project Manager
5. Oksana Remiga, Senior Programme Manager, Local Development

### **National UN Volunteers:**

1. Nadiya Artemyeva (Chernigiv region).
2. Yuliya Bielovytska (Rivne region).
3. Natalia Bocharova (Dnipropetrovsk region).
4. Yevgen Chepiga (Autonomous Republic of Crimea).
5. Natalia Petrushko (Brusyliv district of Zhytomyr region).
6. Tamara Repeva (Lugyny and Ovruch districts of Zhytomyr region).
7. Svitlana Sobova (Cherkasy region).
8. Valentyna Subbotina (Ivankiv district of Kyiv region).
9. Oleksandra Tsymbal (Kharkiv region).
10. Volodymyr Vasyliiev (Borodyanka and Kyiv-Svyatoshyn districts of Kyiv region).

### **Partners:**

6. Iryna Bodnar, Vice President, All-Ukrainian Association of Youth Cooperation "Alternative-V".
7. Igor Khokhich, Director of the Department of Youth Policy, Ministry of Family, Youth and Sports.
8. Giovanni Mozzarelli, Programme Officer, UN Volunteers Programme in Ukraine.
9. Tatiana Nanaieva, Educational and Social Programmes Director, Intel Foundation Ukraine.
10. Oksana Yuryk, International Secretary, All-Ukrainian Association of Youth Cooperation "Alternative-V".

### **Youth Experts:**

1. Marat Kurchevsky, Community Development Project Lead Specialist, US Peace Corps in Ukraine.
2. Oleksandr Liashenko, Academician Secretary of the Department of Didactics, Methodic and Information Technologies in Education, Academy of Pedagogical Sciences of Ukraine.
3. Svitlana Nychyporenko, Senior Research Fellow, Department for Studies of Human Development, Institute of Demography and Social Studies.
4. Oleksandr Oliynyk, Educational and Research Programs Department Director, Ukraine 3000 Foundation.

### **Representatives of Youth Centers:**

1. Zera Amed-Usta "Chemerisovka" Youth Center (Autonomous Republic of Crimea).
2. Galyna Bazirova, Arkadiyivka Youth Center (Autonomous Republic of Crimea).
3. Oksana Grynevych, "Nadiya" Youth Center (Kyrdany, Zhytomyr region).
4. Taisiya Goloburda, "Promin" Youth Center (Lubech, Chernigiv region).
5. Alina Kordyuk, Cherkasy Regional Youth Resource Center (Cherkasy region).
6. Olena Muhailenko "Globus" Youth Center (Kruglyk, Kyiv region).
7. Olena Shcherba, "Prometheus" Youth Center (Tomashgorod, Rivne region).
8. Galina Sherniahovska "Trudolubovo" Youth Center (Autonomous Republic of Crimea).
9. Svitlana Shevchenko, "Globus" Youth Center (Kruglyk, Kyiv region).
10. Oleksandr Telychko, "Spilkuvannya Bez Kordoniv" Youth Organization (Lyubotyn, Kharkiv region).
11. Valentyna Starzhynska, "Gromada" Youth Center (Rozvazhiv, Kyiv region).
12. Mukola Shvets "Molod klavdievo" Youth Center (Klavdievo, Kyiv region)
13. Yevgeniya Sobko "Nadia" "Nadiya" Youth Center (Sofiyivka, Dnipropetrovsk region).
14. Iryna Ugnich, Pryvorittya Youth Center (Zhytomyr region)
15. Julia Zbet "Rozvutky" Youth Center (Sosnuta, Chernigiv region)
16. Yevgeniya Valenko, "Nadiya" Youth Center (Sofiyivka, Dnipropetrovsk region).

### **Skills for Success Programme Facilitators:**

1. Julia Bromirska (Boruspil Kyiv region)
2. Vira Dmutrenko (Struj Lviv region)

3. Oleksandr Illyashenko (Komsomolske, Mykolaiv region)
4. Galuna Meshushena (Konotop Sumy region)
5. Natalia Orel (Chervona Sloboda Symu region)
6. Oleksandr Sheyan (Bobruk Sumy region)
7. Tetyana Sincha (Chernigivka, Zaporizhya region)
8. Iryna Slytska (Shostka, Sumy region)
9. Oksana Tsurypa (Grygorivka, Kirovograd region)
10. Vita Vitoshko (Orzhiv, Rivne region)
11. Larysa Zaporozhets (Lubyanka, Kyiv region)
12. Natalia Zhyk (Ruxtuch Lviv region)

#### **Representatives of State authorities and NGOs**

1. Iruna Birykova Synelnykovo Center of social services for Youth (Dnipropetrovsk region)
2. Iruna Demyra Pokrovsky Center of Social Services for Children and Youth( Dnipropetrovsk region)
3. Olga Galushko Organization "Ekologichni initsiatuvu" (Cherkasy region)
4. Valentuna Kovalenko Ivankiv Department of Family and Youth (Kyiv region)
5. Valentuna Kariyk Cherkasy Department of Family, Youth and Sports (Cherkasy region)
6. Oksana Serdyk Chernihiv Department of Family and Youth (Chernihiv region)
7. Oksana Sergiyevska Zolotonosha Department of Family and Youth (Cherkasy region)
8. Mukola Sergiyshuk Ovruch Department of Family and Youth (Zhutomurska region)
9. Svitlana Vozhdaenko Organization "Youth of Ivankiv"( Kyiv region)
10. Oleksandr Yshapivskui Vyskovetska Village Council (Zhutomurska region)

## ANNEX 4. EVALUATION MATRIX

	Relevance	Effectiveness	Efficiency	Impact	Sustainability
Output 1. Increased organizational management and gender capacity of Youth Centres and volunteer involving organizations	<p><b>Desk research:</b> Training plans for regional and cross-regional events Monthly plans from National UN Volunteers to Manager Quantitative data on Ukrainian youth from GfK Ukraine and open sources Youth centers survey conducted by the Project</p> <p><b>Key informant interview:</b> Representatives of Youth Centers Local village and regional authorities, other local partners where youth-initiated projects have been implemented</p>	<p><b>Desk research:</b> Annual and quarterly Project reports Youth centers survey conducted by the Project Handbook of development youth initiative</p> <p><b>Key informant interview:</b> <i>Iryna Bodnar</i>, Vice President, All-Ukrainian Association of Youth Cooperation "Alternative-V" <i>Oksana Yuryk</i>, International Secretary, All-Ukrainian Association of Youth Cooperation "Alternative-V" National UN Volunteers Representatives of Youth Centers Local village and regional authorities, other local partners where youth-initiated projects have been implemented</p> <p><b>Opinion poll</b></p>	<p><b>Desk research:</b> Budget information</p> <p><b>Key informant interview:</b> <i>Iryna Bodnar</i>, Vice President, All-Ukrainian Association of Youth Cooperation "Alternative-V" <i>Oksana Yuryk</i>, International Secretary, All-Ukrainian Association of Youth Cooperation "Alternative-V" National UN Volunteers Representatives of Youth Centers Local village and regional authorities, other local partners where youth-initiated projects have been implemented</p>	<p><b>Desk research:</b> Youth centers survey conducted by the Project</p> <p><b>Key informant interview:</b> Representatives of Youth Centers Local village and regional authorities, other local partners where youth-initiated projects have been implemented</p> <p><b>Opinion poll</b></p>	<p><b>Desk research:</b> Annual and quarterly Project reports Evaluation of the youth centers conducted by National UN Volunteers Youth centers survey conducted by the Project</p> <p><b>Key informant interview:</b> Representatives of Youth Centers Local village and regional authorities, other local partners where youth-initiated projects have been implemented</p>

	<b>Relevance</b>	<b>Effectiveness</b>	<b>Efficiency</b>	<b>Impact</b>	<b>Sustainability</b>
Output 2. Developed social competencies and skills of youth	<b>Desk research:</b> Quantitative data on Ukrainian youth from GfK Ukraine and open sources Monitoring and evaluation reports within Skills for Success Programme <b>Key informant interview:</b> Skills for Success Programme Facilitators	<b>Desk research:</b> Annual and quarterly Project reports Monitoring and evaluation reports within Skills for Success Programme <b>Key informant interview:</b> Skills for Success Programme Facilitators	<b>Desk research:</b> Budget information <b>Key informant interview:</b> <i>Nina Dementievska</i> E-Communities Project Coordinator National UN Volunteers Skills for Success Programme Facilitators	<b>Desk research:</b> Monitoring and evaluation reports within Skills for Success Programme <b>Key informant interview:</b> Skills for Success Programme Facilitators	<b>Desk research:</b> Monitoring and evaluation reports within Skills for Success Programme <b>Key informant interview:</b> Skills for Success Programme Facilitators
Output 3. Strengthened social solidarity among generations	<b>Desk research:</b> Quantitative data on Ukrainian youth from GfK Ukraine and open sources Reports and materials from Living Heritage component	<b>Key informant interview:</b> <i>Iryna Kostiuk</i> , Living Heritage Project Coordinator <i>Oleksandr Oliynyk</i> , Educational and Research Programs Department Director, Ukraine 3000 Foundation.	<b>Desk research:</b> Budget information <b>Key informant interview:</b> <i>Iryna Kostiuk</i> , Living Heritage Project Coordinator <i>Oleksandr Oliynyk</i> , Educational and Research Programs Department Director, Ukraine 3000 Foundation. National UN Volunteers	<b>Key informant interview:</b> <i>Iryna Kostiuk</i> , Living Heritage Project Coordinator <i>Oleksandr Oliynyk</i> , Educational and Research Programs Department Director, Ukraine 3000 Foundation. National UN Volunteers	<b>Key informant interview:</b> <i>Iryna Kostiuk</i> , Living Heritage Project Coordinator <i>Oleksandr Oliynyk</i> , Educational and Research Programs Department Director, Ukraine 3000 Foundation.

	Relevance	Effectiveness	Efficiency	Impact	Sustainability
Project in total	<p><b>Desk research:</b></p> <p>Millenium Development Goals. Ukraine – 2010. National report. – Kyiv, 2010.</p> <p>Youth Social Inclusion for Civic Engagement in Ukraine project document</p> <p>Youth and Youth Policy in Ukraine: Social and Democratic Aspects / edited by E.M. Libanova. – K.: M.V. Ptoukha Institute for Demography and Social Studies of the NAS of Ukraine, 2010. – 248 p.</p> <p>“Youth Policy Review” Final report prepared by the International consultant David Rivett and the Center for Social Expertise of the Institute of Sociology of NAS of Ukraine</p> <p><b>Key informant interview:</b></p> <p><i>Igor Khokhych</i>, Director of the Department of Youth Policy, Ministry of Family, Youth and Sports.</p> <p><i>Marat Kurchevsky</i>, Community Development Project Lead Specialist, US Peace Corps in Ukraine.</p> <p><i>Oleksandr Liashenko</i>, Academician Secretary of the Department of Didactics, Methodic and Information Technologies in Education, Academy of Pedagogical Sciences of Ukraine.</p> <p><i>Giovanni Mozzarelli</i>, Programme Officer, UN Volunteers Programme in Ukraine</p> <p><i>Svitlana Nychyporenko</i>, Senior Research Fellow, Department for Studies of Human Development, Institute of Demography and Social Studies.</p>	<p><b>Desk research:</b></p> <p>Annual and quarterly Project reports</p> <p><b>Key informant interview:</b> <i>Igor Khokhych</i>, Director of the Department of Youth Policy, Ministry of Family, Youth and Sports.</p>	<p><b>Desk research:</b></p> <p>Budget reports</p> <p>Board meeting minutes</p> <p><b>Key informant interview:</b> <i>Igor Khokhych</i>, Director of the Department of Youth Policy, Ministry of Family, Youth and Sports</p> <p><i>Tatiana Nanaieva</i>, Educational and Social Programmes Director, Intel Foundation Ukraine</p> <p><i>Elena Panova</i>, Deputy Country Director</p> <p><i>Evgeniia Petrivska</i>, National Project Manager</p> <p><i>Oksana Remiga</i>, Senior Programme Manager, Local Development</p>	<p><b>Desk research:</b></p> <p>Annual and quarterly Project reports</p>	<p><b>Key informant interview:</b></p> <p><i>Igor Khokhych</i>, Director of the Department of Youth Policy, Ministry of Family, Youth and Sports</p>

## ANNEX 5. TABLES OF COMPARISON THE VILLAGES WITH AND WITHOUT YOUTH CENTERS

**Table 1. C4. Do young people of your settlement have access to?**

		Male		Female		Total	
		Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center
<div> <div></div> Significantly higher in settlements with Youth Centers           <div></div> Significantly lower in settlements with Youth Centers         </div>							
<b>C4.2. Qualitative education</b>	Yes	26	40	29	36	28	38
	No	64	57	60	55	62	56
	Difficult to answer	9	3	11	9	10	6
	Total	100	100	100	100	100	100
<b>C4.3. Possibility to be involved into cultural life</b>	Yes	23	51	18	46	21	48
	No	64	48	66	47	65	47
	Difficult to answer	13	1	16	8	14	4
	Total	100	100	100	100	100	100
<b>C4.4. Process of taking decisions important for your settlement</b>	Yes	13	38	12	28	13	33
	No	83	54	74	56	78	55
	Difficult to answer	5	9	14	15	9	12
	Total	100	100	100	100	100	100
<b>C4.5. Youth-related programs, competitions ,festivals ,exhibitions in the field of culture and arts</b>	Yes	19	45	25	53	22	49
	No	66	48	60	39	63	44
	Difficult to answer	15	7	15	8	15	8
	Total	100	100	100	100	100	100
<b>C4.6. Participation in research ,ethnographic , archeological, historical expeditions ,public associations and clubs</b>	Yes	10	13	11	22	11	18
	No	74	77	68	69	71	73
	Difficult to answer	16	10	21	9	18	9
	Total	100	100	100	100	100	100
<b>C4.7. Sport sections, tourism activities and active leisure</b>	Yes	30	56	27	59	28	57
	No	58	36	57	32	57	34
	Difficult to answer	13	8	16	10	14	9
	Total	100	100	100	100	100	100

**Table 2. B12. Do you have any opportunity to choose a profession according to your preferences?**

<p> <span style="color: orange;">■</span> Significantly higher in settlements with Youth Centers  <span style="color: gray;">■</span> Significantly lower in settlements with Youth Centers         </p>	Male		Female		Total	
	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center
Yes	40	49	31	50	36	50
No	49	45	51	42	50	44
Difficult to answer	11	6	17	7	14	7
Total	100	100	100	100	100	100

**Table 3. B9. Are interests of the young people taken into account in the process of decision making by local authorities in the city / village where you live?**

<p> <span style="color: orange;">■</span> Significantly higher in settlements with Youth Centers  <span style="color: gray;">■</span> Significantly lower in settlements with Youth Centers         </p>	Male		Female		Total	
	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center
Yes	15	33	18	30	16	32
No	76	60	68	54	72	57
Difficult to answer	10	6	14	16	12	11
Total	100	100	100	100	100	100

**Table 4. B10. Can you personally influence decisions taken by local authorities in the town / village where you live?**

<p> <span style="color: orange;">■</span> Significantly higher in settlements with Youth Centers  <span style="color: gray;">■</span> Significantly lower in settlements with Youth Centers         </p>	Male		Female		Total	
	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center
Yes	10	21	10	13	10	17
No	81	73	83	78	82	75
Difficult to answer	8	6	7	10	8	8
Total	100	100	100	100	100	100

**Table 5. C1. How frequently do you experience among the youth in your place of residence such phenomena as?**

<div> <div>■ Significantly higher in settlements with Youth Centers</div> <div>■ Significantly lower in settlements with Youth Centers</div> </div>		Male		Female		Total	
		Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center
<b>C1.5. Theft of property</b>	Almost never	27	31	29	30	<b>28</b>	<b>31</b>
	Less than once a month	27	25	18	24	<b>23</b>	<b>25</b>
	Every month	10	18	14	13	<b>12</b>	<b>16</b>
	Every week	11	4	10	6	<b>11</b>	<b>5</b>
	Every day	13	2	13	3	<b>13</b>	<b>3</b>
	Difficult to answer	13	20	16	23	<b>14</b>	<b>21</b>
	Total	100	100	100	100	<b>100</b>	<b>100</b>
<b>C1.6. Quarrels</b>	Almost never	14	24	10	20	<b>12</b>	<b>22</b>
	Less than once a month	22	29	11	18	<b>17</b>	<b>24</b>
	Every month	16	15	25	22	<b>20</b>	<b>19</b>
	Every week	24	12	22	18	<b>23</b>	<b>15</b>
	Every day	19	13	19	15	<b>19</b>	<b>14</b>
	Difficult to answer	5	8	12	7	<b>9</b>	<b>7</b>
	Total	100	100	100	100	<b>100</b>	<b>100</b>
<b>C1.7. Fighting</b>	Almost never	15	29	19	20	<b>17</b>	<b>25</b>
	Less than once a month	21	25	16	20	<b>19</b>	<b>23</b>
	Every month	18	19	15	26	<b>17</b>	<b>22</b>
	Every week	24	11	26	14	<b>25</b>	<b>12</b>
	Every day	16	11	14	12	<b>15</b>	<b>11</b>
	Difficult to answer	6	5	9	8	<b>7</b>	<b>7</b>
	Total	100	100	100	100	<b>100</b>	<b>100</b>
<b>C1.8. Serious diseases</b>	Almost never	38	38	31	37	<b>35</b>	<b>37</b>
	Less than once a month	10	20	13	14	<b>11</b>	<b>17</b>
	Every month	7	4	10	8	<b>8</b>	<b>6</b>
	Every week	10	4	7	5	<b>9</b>	<b>5</b>
	Every day	10	5	12	5	<b>11</b>	<b>5</b>
	Difficult to answer	27	28	26	31	<b>26</b>	<b>29</b>
	Total	100	100	100	100	<b>100</b>	<b>100</b>



**Table 6. B11. If local authorities take a decision that afflicts your legal rights and interests, could you do something against this decision?**

<p>■ Significantly higher in settlements with Youth Centers</p> <p>■ Significantly lower in settlements with Youth Centers</p>	Male		Female		Total	
	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center	Settlement without Youth Center	Settlement with Youth Center
Yes, could do something	40	43	19	31	30	37
No, could do nothing	46	47	62	52	54	50
Difficult to answer	14	10	19	17	16	13
Total	100	100	100	100	100	100

**Table 1. A6. Do you personally have internet access? If yes, where do you have it?**

<p>■ Significantly higher in settlements with Youth Centers</p> <p>■ Significantly lower in settlements with Youth Centers</p>	Male		Female		Total	
	Total youth	Settlement with Youth Center	Total youth	Settlement with Youth Center	Total youth*	Settlement with Youth Center
Yes, at home	27	51	20	44	24	48
Yes, at work	5	9	4	7	5	8
Yes, at school	1	2	2	2	1	2
Yes, at university/institute	5	7	4	5	4	6
Yes, at any place via mobile phone using laptop	1	6	1	5	1	6
Yes, at any place via mobile phone	4	13	7	6	5	9
Yes, at youth centre		1		0		1
Yes, at other public places (Internet cafe, etc)	9	7	3	2	6	5
Yes, at other place (at friends, relatives, etc )	10	11	2	4	6	7
Don't have access to the Internet	56	37	68	49	62	43
Total	100	100	100	100	100	100

\*"Total youth" – rural Ukrainian living in 3 selected oblasts : GfK Ukraine Omnibus, January 2010 -July 2011,

**Table 2. A9. Do you have desktop or laptop computer at home?**

<p>■ Significantly higher in settlements with Youth Centers</p> <p>■ Significantly lower in settlements with Youth Centers</p>	Male		Female		Total	
	Total youth	Settlement with Youth Center	Total youth	Settlement with Youth Center	Total youth	Settlement with Youth Center
Yes, only desktop computer	32	38	27	51	29	43
Yes, only laptop	6	20	4	8	5	15
Yes, desktop computer and laptop	1	16	0	5	0	11
No, no desktop computer and no laptop	61	26	69	36	65	31
Total	100	100	100	100	100	100