



REPORT

on Independent Final Evaluation of the Program
"Establishment of social school enterprises in rural
areas and small towns of Ukraine to encourage young
people to social entrepreneurship in Ivano-Frankivsk,
Zhytomyr and Donetsk regions", implemented by East
Europe Foundation under support of ChildFund
Deutschland e.V and Federal Ministry of Economic
Cooperation and Development of Germany

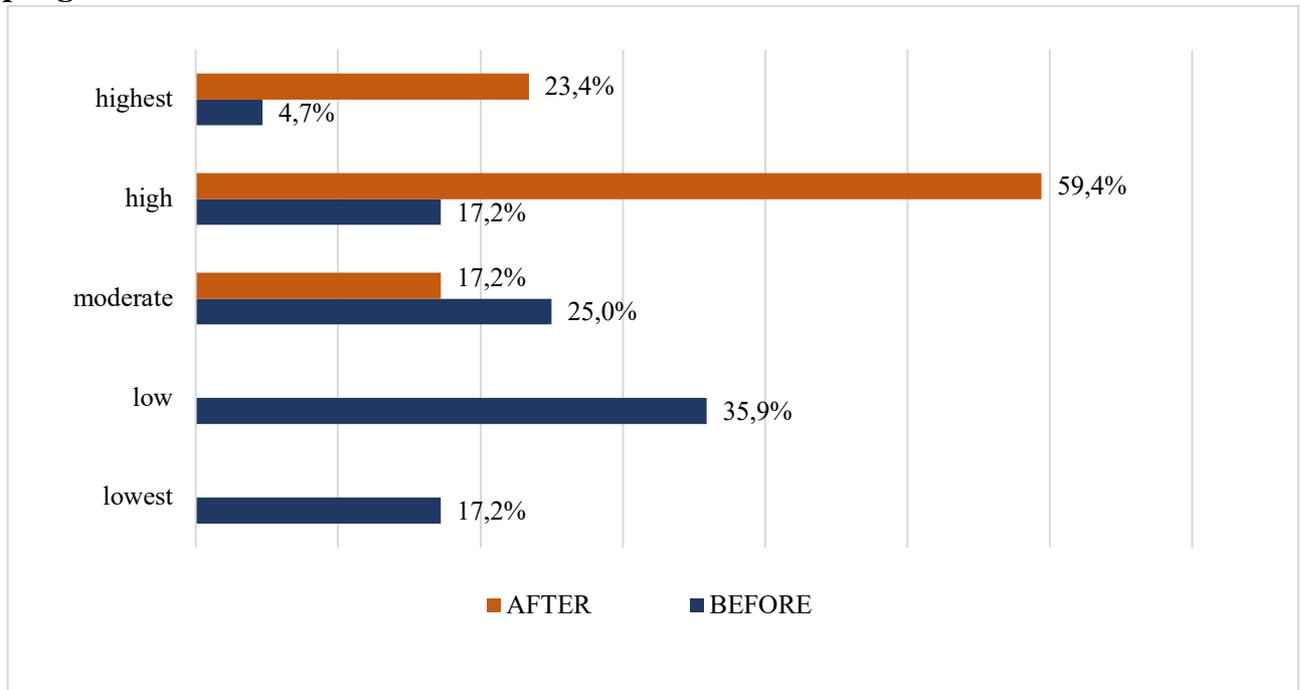
The program Social School Enterprise, implemented by the ICO "East Europe Foundation" was aimed at solving an important social problem of increasing the competitiveness of Ukrainian youth from rural and small towns of Ukraine in the labor market by developing students' social entrepreneurship skills and integrating the school social model into local education. The program was being implemented from September 2019 to August 2021. Together with the German Non-Governmental Organization ChildFund Deutschland e.V. with the financial support of the German Federal Ministry for Economic Cooperation and Development, grant support for pilot SSEs was provided in 7 regions (Vinnytsia, Donetsk, Zhytomyr, Ivano-Frankivsk, Kyiv, Luhansk, Ternopil) where 18 SSEs were established.

Due to the introduction of innovative approaches and tools (development of a manual on Social School Enterprise (SSE); development and implementation of training programs to train teachers for quality teaching of the SSE's elective; training mentors from NGOs to provide practical assistance to teachers and students in starting and running SSE), the program not only fully achieved the overall goal and expected results (inclusion of the curriculum "Social School Enterprise" in the school schedule as an elective; creation of a functional model of SSE; launch of a system of exchange of experience and interaction and networking among the representatives of SSE of different schools and regions), but also provided a lasting impact on the further formation of the target groups (students, teachers, parents) project of an effective social trajectory for social entrepreneurship. The main indicators of this impact are informed choice of the professional orientation of students, raising awareness of SSE (students, parents, teachers), young people's sense of competitiveness and self-confidence, the formation of social responsibility, intentions to continue engagement in SSE when the program is over, strategic cooperation between stakeholders and beneficiaries of the program. Hence:

- The implementation of the program, in general, provided strategic cooperation between stakeholders and beneficiaries of the program. Thus, 90.6% of teachers stated that they personally cooperated with representatives of public organizations during the project "Social School Enterprise": 35.9% - on a regular basis; 42.2% - periodically and 12.5% - situationally.
- Prior to the program, only 4.7% of teachers were well familiarized with the concept of social entrepreneurship, and 17.2% had a general understanding of the basics of social entrepreneurship. After participating in the program, 23.4% of teachers are exceptionally well familiarized with the concept of social entrepreneurship, and 59.4% received a general understanding in this area. Awareness of the SSE among parents also increased (before the project, only 11.7% were well familiarized with social entrepreneurship and 10.8% had a general understanding of the subject. After the participation of their own children, the percentage of parents who assessed their

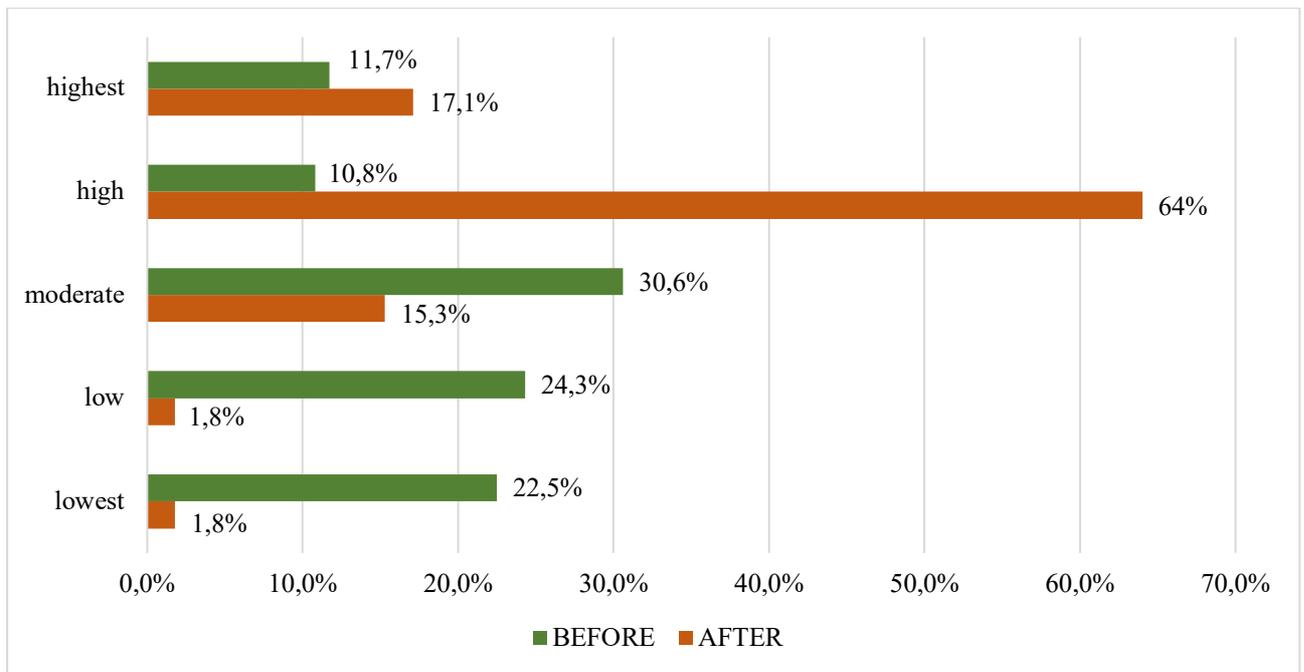
knowledge in the field of social entrepreneurship as profound is 17.1%, and 64% - have an understanding of the basics of social entrepreneurship);

Pic 1.1. Level of awareness of teachers of the concept of SSE before and after the program



- Before the program only 13.6% of students had an intention to have their own business, then after the program - 68%. This was confirmed by 81% of teachers, who said that the project helped students with the choice of their future profession. Due to participation in the elective, 69.5% of students consider entrepreneurship as an option for their future profession. 81.3% of teachers and 79.2% of parents noted that at the end of the project the participants of the SSE program became significantly interested in the field of entrepreneurship; 57.6% of parents said that the project helped the child with the choice of future profession;

Pic 1.2. Level of awareness of parents of the concept of SSE before and after the program

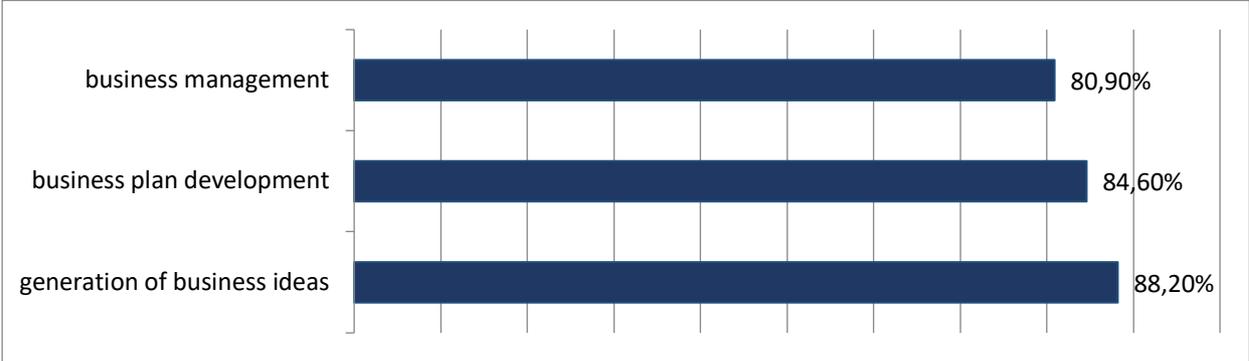


- The level of youth competitiveness is increased due to the formation, thanks to the SSE program, of relevant skills (soft-skills, hard-skills), which will promote not only professional skills, but also additional technical skills that help young people solve everyday problems, interact with others, better perform their work in the future, and promote future career growth. Thus, **96.3%** of program participants reported an improvement in their teamwork skills; **91.3%** indicated the formation of critical thinking skills; **92.6%** learned to look for reliable sources of information; **77.8%** improved public speaking skills (public speaking); **81.5%** learned how to prepare presentations; **69.8%** improved their technical skills to work with Excel and Google spreadsheets; **74.7%** learned to create advertising videos; **76.5%** improved their skills with text editors Microsoft Word, Google docs;
- **68.5%** of students confirmed that after attending the SSE elective, their professional and personal self-confidence increased. Regarding professional confidence, 47.5% noted that this was facilitated by the fact that they learned to generate business ideas; 42.6% learned to develop a business plan; 35.8% received business management skills. The intention of students to participate in other youth programs and projects can be considered an indirect impact. Thus, before participating in the SSE program, only 27.2% expressed such a desire, after participating - 41.4%. Regarding self-confidence, 39.5% believe that they have acquired the ability to solve problems without help of adults; 31.5% felt like leaders; **63%** increased the level of their own responsibility for the common cause, and 58% formed an understanding of group (team) responsibility;

In the process of project implementation, students not only had the opportunity to acquire competitive skills in the labor market in the field of social entrepreneurship, but also "gain additional skills to adapt to this world." This was most clearly observed

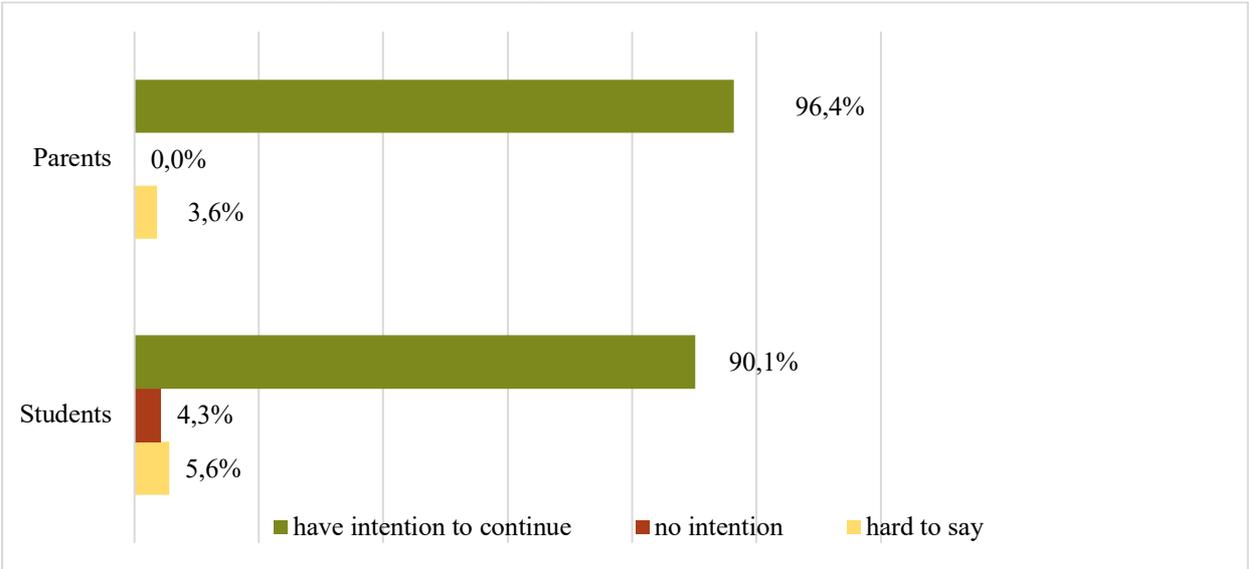
at the SSE in Berdychiv in a boarding school for children with mental disabilities (which confirms the essence of this initiative as socially important). The results of the online survey showed that more than 80% of students have mastered professional skills, namely: creating business ideas, developing a business plan, managing a business (Pic 2).

Pic 2. Level of professional-oriented skills of SSE participants



The intention to continue / re-participate in a social school enterprise or similar project: 90.1% of schoolchildren participating in the SSE program expressed a desire to re-participate in such a program. This percentage is supported by the share of surveyed parents (96.4%) who also want their child to continue to participate in the SSE program or similar projects.

Pic 3. Share of SSE target audience representatives who are potentially ready to continue participating in such programs



- 87.7% of students still want to continue to practice SSE, 96.4% of parents support their child's participation in SSE, noting that it has had a positive effect on the child. Thus, 57.6% of parents said that thanks to the project the child became more

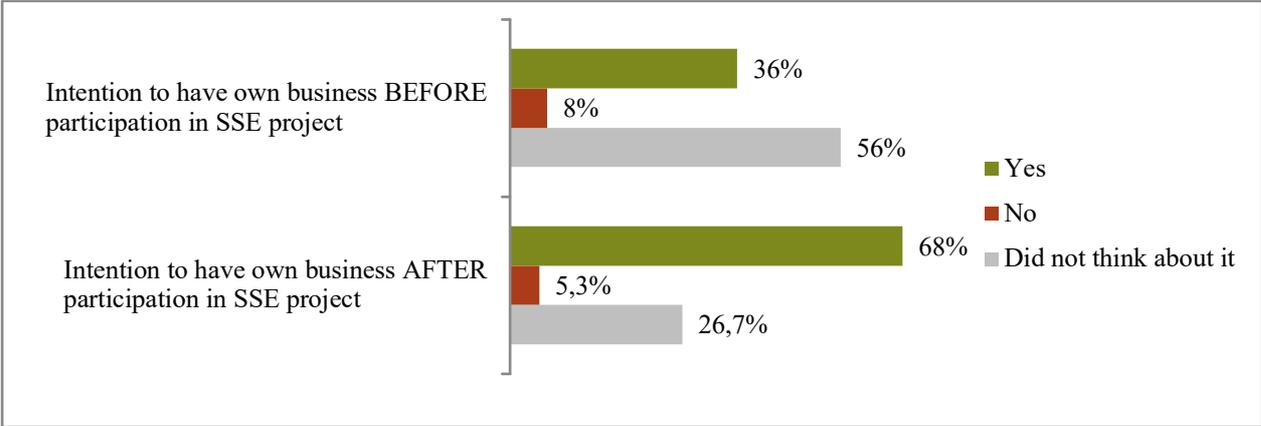
communicative in the external social environment; 80.1% confirmed that the child became more independent in solving their own problems; 81% noticed an increase in social activity and social responsibility;

Having analysed the responses of parents on the relevance of the SSE program to the needs of their children and the usefulness of the SSE project, it was found that 97.3% of parents noted the positive impact of this program on children (71.2% rated it as "very positive", 26.1% - "Rather positive"), 2.7% of parents did not notice any impact of the program on children. No negative assessments of the impact of the SSE program on children were recorded. The following main results from participation in the SSE program are recorded by parents:

- 81.6%** confirmed that the child began to use the acquired knowledge and skills in everyday life;
- 78.9%** believe that the child has become interested in entrepreneurship;
- 57.6%** believe that the project helped the child decide on the selection of future profession.

Before participating in the program, only 36% of students expressed an intention to have their own business in the future; 8% of students said they did not want to link future employment with entrepreneurship. More than half (56%) of students did not consider such an alternative in their career choice. However, after gaining the first experience of entrepreneurship in the SSE, 68% of students say that they would like to have their own business in the future, which indicates the adequacy of the SSE model of public policy to transform the Ukrainian secondary education system into an innovative environment.

Pic 4. Dynamics of the influence of the SSE model on the professional orientation of students



This program has significantly contributed to the personal development and professional orientation of target groups – young people who learn to be proactive,

generate and test business ideas; to build a team; take responsibility for their work at the school enterprise; start start-ups; be socially responsible.

The *quality of program management* is highly appreciated by program participants and beneficiaries. The feedback from these target groups showed that the organization of all activities during the implementation of the SSE program had the appropriate management support from the EEF, which contributed to a high level of thoughtfulness, organization of relevant activities, involvement of highly professional specialists in their implementation, speakers, etc.

Thus, the SSE program was aimed at increasing the competitiveness of Ukrainian youth in the labor market by developing students' social entrepreneurship skills and integrating the social model of the school enterprise into the local education system. The evaluation found that the EEF project set realistic goals and fulfilled them in accordance with the time framework. The most innovative approaches, activities, tools to achieve the goals of the program were: training of a highly qualified, motivated team of mentors and teachers (the potential of this team can be repeatedly used by the EEF in similar projects); development of the SSE manual; organization of exchange of international experience and best practices; organization of exchange of experience and networking between program participants; creation and active use of social networks to promote the ideas, goods and services of SSE.

This program has significantly contributed to the personal development and career guidance of target groups. Thanks to the SSE elective, students learn to: be proactive; generate and test business ideas; to form a team and work in it harmoniously; take responsibility for their work at the school firm; launch start-ups; be socially responsible.

The introduction of the program has expanded the possibilities of implementation and institutional consolidation of the SSE model in the education system in Ukraine. It can be compared to the "icebreaker" of the old system and at the same time the "first martlet" of dual education.

Thus, the SSE model is well-timed and effective, which contributes to the development of social responsibility and social activity of young people in Ukraine. However, there are some risks/difficulties in its implementation: 1) Internal and external communication problems through Covid-19; 2) Insufficient interest and support from the Ministry of Education and Science of Ukraine; 3) The success of many projects is based on civic activity and personal qualities of leaders, not on a systemic basis and holistic approach.

And last but not least, the potential of the trained team of mentors of the program can be repeatedly used in similar projects.

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