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EVALUATION REPORT



UDF-ARM-11-465 - Creating a Network of Young Reporters in Armenia

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All errors and omissions remain the responsibility of the authors.

Disclaimer

The views expressed in this report are those of the evaluators. They do not represent those of UNDEF or of any of the institutions referred to in the report.

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I. Executive Summary

(i) Project Data

The *Creating a Network of Young Reporters in Armenia* project sought to empower youth and increase their civic participation and the building of a more democratic society through the development of their media skills. Its intended outcomes were to: 1) increase civic and media literacy among regional youth; and, 2) increase the participation of youth in information creation, production and distribution.

This was a two-year USD 200,000 project (1 January 2013 - 31 December 2014). It was implemented by Manana Youth Educational Cultural Center (Manana), an Armenian Non-Governmental Organization (NGO) based in Yerevan. The project targeted youth aged 14 - 21 in all 10 regions in Armenia. Its main intended activities were to:

- Increase the capacity of 300 youth in media and journalism through workshops, mentoring and peer teaching;
- Use media as a tool for empowerment by combining social media with professional journalism to strengthen the voice of participating youth; and,
- Connect the youth through a young reporters' network to organize joint projects and serve as role models.

(ii) Evaluation Findings

The project objectives were **relevant** to the situation of school age youth in regional areas who are marginalized by their location and socio-economic conditions, and who lack the opportunities available to youth in the capital for extra-curricular learning and self-expression. This project provided them with the means and opportunity to demonstrate their environment through photography, journalism and filmmaking. The creation and use of a website dedicated for young reporters was also relevant to these youth who are growing up in the digital age and who could use this site to connect with others regardless of their location. However, the project lost relevance in implementation to achieving its development objectives as it focused on media skills and products and did not directly address the issues of youth participation, rights or democratization issues. Although some youth showed full ownership and were substantially integrated into the project activities, others were not due to the intermittent nature of the contact.

The project-funded training appeared to have been **effective** at providing media skills to interested youth. The youth interviewed who had attended all five days of the initial regional workshop felt they knew how to frame photos, make movies and write articles. The training included theoretical as well as practical training, with the youth given topics to write about, film, and photograph. The Manana staff provided the training themselves as well as used a number of former students who acted as tutors and volunteers. This enabled the division of large groups into smaller ones and the mentoring of youth for better hands-on learning. The outreach appeared to be good, with Manana working in some cases with someone from the schools to find youth in outlying villages as well as in the regional towns. The role of local partners though was limited to providing a venue or identifying the youth as project implementation was centralized in Manana in Yerevan. Project staff and volunteers would travel out from the capital for each of the workshops and for follow up activities. These were usually based on the production of a film by some of the youth in the location and Manana would provide the film equipment and know-how. Collecting, editing, and posting of the work

was also centralized in Manana, which limited the role of most regional youth in the project once they had taken the photo/film or written an article.

Manana used its methodology for teaching media skills that it had developed and used in Yerevan for the past 20 years with youth. This focuses on developing the creativity and media skills of the youth, and empowering them to express their situation through photographs, articles and films. In this project it added in the creation of a website to post their work and connect the regional youth. However, it did not decentralize its manner of implementation or develop synergies with potential local partners and youth efforts which could have increased project **efficiencies** and added value to the project. The reported expenditures for the project did not deviate from the illustrated budget in the Project Document. Without more information on the number of workshops, follow up trainings, events held and products produced, the evaluators are unable to assess the use of project funds and assess if expenditures were in line with the outputs.

The impact of this project is difficult to assess. The youth had an opportunity to increase their voice through Manana's posting of their works on the Young Reporter Network site and to You Tube, through the photo exhibitions held in different locations, and in having their work featured in Manana's youth magazine. Results beyond this are not possible to determine without baseline, project and end-of-project data. The evaluators heard of anecdotal stories of increased awareness of some youth on some societal issues such as environmental damage or the situation of the elderly, but the team also heard similar anecdotes from other youth interviewed who were not part of the project. The biggest impact is likely with the core youth whose work was featured by Manana in the different exhibitions, and uploaded to the website and/or You Tube. This gave them a feeling of accomplishment and empowerment.

The Manana model is dependent on the use of its former students who continue to provide volunteer services to mentor other youth. Some of its volunteers started with Manana as students 20 years ago, found it rewarding and wanted to continue their participation. Manana also sees using some of the core youth from this project as focal points and the means to continue their efforts in the regions. However, these are high school children with school and other duties so the time and resources they have to do this is likely extremely limited. In addition, most will probably be leaving their areas after graduation for university or employment. To be **sustainable** in the regions, Manana will need to develop partnerships with organizations that are resident in the regions, such as CSOs, regional media, youth organizations and schools. Manana is likely to have periodic contracts/grants for youth's work on a particular topic, or public service announcements. It recently received one commissioned by UNDP Armenia for the UN Human Rights Council's Universal Periodic Review which used some of the students from this project as filmmakers. Manana continues to work in this field and communicates with some of the project's core youth, and maintains the young reporter website. Its main funder, the Paros Foundation, provides it with office space, and is currently seeking funding for a continuation of the regional activities at a level of USD 20,000 a year.

(iii) Conclusions

- ***Work with youth and on the project's intended outcomes are important and needed in the context of Armenia's regions.*** Regional youth in Armenia have little voice or opportunities and getting them engaged in social and civic issues can help them feel empowered and overcome apathy.

- ***The project provided youth with the media training and opportunities needed to be able to capture their surroundings through photojournalism and to share them with others.*** However, results remained at the media skills and individual empowerment levels because the democratic development part of the project design was not addressed.

- ***The centralized manner of implementation likely resulted in more professional youth media products, but limited opportunities for regional youth ownership of the project.*** The project did not evolve with the youth for them to take more ownership of the process, products and network. Most waited to receive direction. Opportunities to decentralize and partner with others in the regions were not pursued.

- ***The Young Reporters Network website provides a means for youth to see their products and those of others, but so far had not developed into an interactive and dynamic forum run by young reports.*** The youth have a passive role in this website and use other channels to organize and interact with others.

- ***Grantee's pProject management was too informal for a project of this nature and scale.*** The grantee knew what it wanted to accomplish and set about doing it, but for a development project operating in ten regions, more formal project management, reporting and monitoring systems were needed.

- ***The project might have had more significant results, but this is not possible to know without monitoring and evaluation (M&E) data.*** The M&E plan was not followed and some of its indicators needed strengthening to accurately capture higher level results.

(iv) Recommendations

For similar projects in the future, the evaluators recommend [grantees](#):

- ***Increase focus on developing the links between skills training and producing media products and the democratic development outcomes sought.*** The use of the youth's products and voice to achieve the democratic outcomes listed in the Project Document should be as much of a priority as the development of media skills.

- ***Encourage student ownership of the project activities and intended outcomes*** by providing them with more information on the higher level outcomes sought and why this is important. Give regional youth more control over their products even if it affects the end quality of the product.

- ***Establish partnerships with other entities/organizations to follow up with students and to make the links to the project's civic and democratic elements.*** Consider small sub-grants to regional and local organizations to allow them to do this.

- ***Establish formal project management systems and keep records of all project activities,*** outputs and results. Assign project staff to collect information and use information to better target activities and improve project performance.

- ***Incorporate outcome indicators and measurement tools in future projects implementation*** so the results of project activities can be captured as well as their outputs. Ensure indicators are able to measure these outcomes. Asking a few knowledge, attitude and practices questions of all participants at the start and end of the project can help provide outcome information.

II. Introduction and development context

(i) **The project and evaluation objectives**

Creating a Network of Young Reporters in Armenia project (UDF-ARM-11-465) was a two-year USD 200,000 project implemented by Manana Youth Educational Cultural Center. USD 20,000 of this was retained by UNDEF for monitoring and evaluation purposes. The project ran from 1 January 2013 to 31 December 2014. Its main objective was to strengthen youth voice and democratic values in Armenia by enhancing their social media and journalism skills and connecting these youth across the country in a young reporters' network. This in turn as expected to empower the youth to raise social issues and provide a balanced alternative to mainstream media.

The evaluation of this project is part of the larger evaluation of the Rounds 2, 3 and 4 UNDEF-funded projects. Its purpose is to “contribute towards a better understanding of what constitutes a successful project which will in turn help UNDEF to develop future project strategies. Evaluations are also to assist stakeholders to determine whether projects have been implemented in accordance with the project document and whether anticipated project outputs have been achieved”.¹

(ii) **Evaluation methodology**

The evaluation took place in May 2015. The evaluation was conducted by two international experts, specialised in civic participation and democratic governance. The UNDEF evaluations are more qualitative in nature and follow a standard set of evaluation questions that focus on the project's relevance, effectiveness, efficiency, impact, sustainability and any value added from UNDEF-funding (Annex 1). This report follows that structure. The evaluators reviewed available documentation on the project, on the role of youth and the media in Armenia. The team also reviewed a sample of the youths' products and information available on the websites.

In Armenia, the team met with Manana, youth, project tutors and volunteers and local NGOs and media. This work was done in Yerevan where the grantee is located, and in two regional centers, Charentsavan and Hrazdan. In addition, the team contacted other participating youth and partners in another five regions by phone. The team also evaluated youth that had not participated in the project in one of the schools for comparison purposes. The list of persons interviewed is provided in Annex 3. The main constraint faced by the team was the lack of project data and reaching some of the youth listed on the contact sheet. As an example, of the 17 calls made to youth in one region, four numbers were not functioning and the remaining 13 calls were not answered. The team followed this up with e-mails to all of these youth who also had an e-mail address listed and got no responses.

During the preparatory work, the evaluators identified several issues which they followed up during their interviews. These included:

- **Effectiveness of the strategy** of selecting youth in every region instead of targeting a few areas and being able to provide more attention to each;
- **Extent of the networking among youth** and the ownership of the network by the youth;

¹ Operational Manual for the UNDEF-funded project evaluations, p. 6.

- **Extent of the results** beyond outputs as there was limited information in reporting on any changes among the participating youth and their level of skill development,
- **Use of the young reporters' networking website** which was created under the project.

In addition, the team assessed the issues raised by UNDEF:

- **Identification of the lessons learned** from this project to determine the factors that are responsible for its apparently successful implementation and if it is replicable in other circumstances.

(iii) Development context

Armenia became independent in 1991 after 70 years of Soviet rule and the collapse of Soviet Union. It adopted its Constitution through referendum in 1995 declaring democracy, human rights and rule of law as its fundamental values and principles for further development. Despite 20 years of reform processes and the adoption of national strategies, such as “Armenia Development Strategy for 2014-2025” and “National Strategy on Human Rights,” Armenia still faces major challenges of sustainable development and democratization. The country is still in transition, having looked first towards European integration and intending to sign the EU-Armenia Association Agreement at the end of 2013, but switching in September 2013 to join the Eurasian Customs Union with Russia instead.

Despite improving scores on the Human Development Index and a 99 percent literacy level, Armenia faces serious economic, social, environmental and emigration issues. Unemployment among youth (15 - 24 years of age) is 39 percent (male: 35 percent; female: 45 percent). Its borders with Turkey and Azerbaijan have been closed since the early 1990s because of the conflict in Nagorno-Karabakh and its war with Azerbaijan.²

Emigration is a serious issue with an estimated 700,000 to 1,300,000 persons having left from 1995 to 2005.³ Although remittances from those abroad help to support the state and relatives still in Armenia (with remittances from Russia being the equivalent of 45 percent of the gross national product), emigration has created socio-demographic imbalances, an increase in poverty, and moral and psychological consequences. According to a UNDP report on the issue:

“People are becoming more likely to emigrate, more indifferent to the future of the country, less likely to struggle for the country’s development or against injustice and violations of law, more tolerant of negative phenomena, passive, and too focused on just consumption, all of which facilitates the rapid proliferation of numerous negative phenomena and an increase in the number of violations of human rights and freedom.”⁴

Youth under 24 years of age make up more than a third of the three million persons in Armenia. They have great intellectual and creative potential, however they are not taught free or critical thinking in the schools and becoming civically active or a change maker is rare. Many do not see themselves in terms of a citizen, and most do not see their future in Armenia. In addition, youth in the regions face much more difficult economic and social conditions. They have fewer opportunities for social life, community participation or employment, higher levels of poverty, psychological problems, and the result of emigration where men or parents leave their children-- alone or with grandparents or relatives.⁵

² UNDP, *Human Development Report Armenia 2009*, p 19

³ Ibid

⁴ Ibid

⁵ Council of Europe (COE), *National Youth Report Armenia*, pps 55 - 57

There was no tradition or experience of democratic participation Armenia in the Soviet era. Activities were directed, creating a culture of dependency, of waiting for something to happen, which reduced Armenians' capacity and motivation for participation.⁶ Only in the past few years have citizens groups and NGOs become more powerful through direct citizen action and started registering success in raising important societal issues and getting them on the public agenda and addressed, such as public transportation, mining, environmental protection, women's rights and economic development. Although the center of civic activism is in Yerevan, which has a third of the country's population, there are emerging groups and organizations increasingly active throughout the country.

Participation is also related to information and to the availability of news. This also requires the ability to assess it, and to have the skills to be able to use that information constructively. According to the IREX Media Sustainability Index, Armenian journalism only partially meets professional quality standards. Some outlets do adhere to these standards, but most do not. It characterizes the media as highly politicized and controlled by dominant elites. The level of free and critical thinking is low and many journalists and editors self-censor because of political or economic interests. Investigative journalism is rare and they have limited resources. The media is concentrated in Yerevan and regional information is only randomly covered by journalists. The few regional media outlets that do exist operate in poor conditions.

The internet is a free medium in Armenia and more and more Armenians are using it to access news and other information. Recent polls and data show that 37 percent of Armenians used the internet as their main source of information and 46 percent going on line at least once a week.⁷ 500,000 users visit Armenian news portals a day.⁸ The media professionals interviewed for the Media index felt the rapid expansion of online media was damaging the quality of media, and creating a new generation of unprofessional editors and journalists who were producing poor quality, unverified reporting. Social media is also very active in Armenia. Facebook is used regularly with half a million users a month⁹ and the Russian language network, Odnoklassniki.ru, is believed to have more users than that.¹⁰

⁶ Ibid

⁷ Freedom House, *Nations in Transit, Armenia*

⁸ IREX, *Media Sustainability Index, Armenia*, p 137

⁹ COE, OpCit

¹⁰ IREX, OpCit

III. Project strategy

(i) Project approach and strategy

With this project, Manana Youth Educational Cultural Center intended to empower youth to report on local and regional societal issues in order to strengthen citizen participation in civil processes and decision-making. Although Armenia has a democratic form of government, youth are not engaged in civic processes and lack opportunities to come together to exchange views and to make their voices heard. Coupled with the issues of poverty, unemployment and migration many youth are apathetic and lack hope.

In particular, Manana intended this project to address:

- **Passivity and dismay among youth in the regions** caused by the lack of opportunities and information on their rights and to know how they can take part in shaping their own communities; and,
- **Lack of information sources that report on youth-related topics in the regions** as the mainstream media focuses on other issues and independent media is weak and under-developed.

Manana expected to address these problem areas by building the capacity of regional youth with media skills to increase their voice and participation in social and community affairs. It intended to do this through engaging and challenging youth to critically examine important social issues that they face along with their communities. It intended to work with 300 youth in all ten regions of Armenia and develop a network of young reporters. This was expected to build a sense of connection between the youth, raise social and community issues and empower youth in the process. This in turn would strengthen their democratic knowledge and attitudes and increase the participation of youth and their communities in civic affairs.

The overall development goal for this project was to increase the level of participation of all social groups in civil processes and decision-making and develop civil society. It expected to achieve this by showing youth how the media can create positive social change, increasing their civic and media literacy, and through their participation in the creation, production and distribution of information.

To achieve these goals, the project strategy focused on:

- **Building the capacity of participating youth** through a series of workshops, starting with a five-day intensive workshop where the youth could practice essay, photo, print and video journalism. This was to be followed up by mentoring and peer teaching in their home locations that would engage other youth as well from their communities. At least three follow-up workshops per region (averaging four days each) were expected throughout the project to continue the engagement with the youth and to develop individual and group projects.
- **Using media as a tool to empower youth** through combining social media with professional journalism. This was seen as a way to increase voice and shape self-reliant and active citizens able to protect their rights and the rights as others. The youth were expected to develop videos and documentaries, photos and produce articles and essays that would be published on a project website and address issues of human rights, gender equality and their everyday lives. The best of these would be presented to the public in photo exhibits and film screenings organized in each

region. The youth would be present to interact with the public and to answer questions about their work. The youth would also develop and publish six editions of a youth magazine. The youth were to be the editors and the magazines would be distributed to regional libraries, schools, NGOs and others. These products would also be published on the website and a regional media contest held to select the best works, report, best team etc.

- **Networking of youth** throughout Armenia through project activities and the development of the Young Reporter website. This site will allow others, not reached in person by the project, to participate and for the participants to act as role models. The website will allow participants to share and develop their work, coordinate their activities and maintain contact.

Manana expected to work with local organizations in the implementation of this project, including NGOs, schools, media organizations, local authorities and others. It intended to hire a professional web designer to build the website.

There were a number of unstated assumptions underlying the project strategy. This included that youth in all regions would be interested in participating in a media project and have the time and ability to do so. It also assumed that the vast majority of its target group would be marginalized due to the inequitable levels of social and economic development. It also did not develop a gender strategy as it felt the project was designed equally for male and female youth; however they expected that more than 50 percent of the participants would be female due to the demographics of the regions and their previous experience.

Manana also identified some risks for the project. These included unmotivated youth or those who had other duties in their villages or homes, and that the young reporters might feel intimidated by local officials or others in covering some of these issues. The project intended to mitigate these risks by screening participants for their motivation and ensuring it selected the most motivated youth to ensure their continued participation, and by using volunteers to assist the project staff to mentor and encourage the youth. It also felt that by cooperating with and including local authorities, NGOs, media and schools in the project, it could increase the space for the youth to operate as journalists.

The peer mentoring of the participating youth was expected to sustain their engagement in reporting beyond the end of the project. The training and workshops were expected to result in the Young Reporters Network promulgating and regulating itself. Manana expected to continue its contact with reporters both online and in person, and would continue to publish their reporting through as many outlets as possible. They also looked to raising more funds to continue their role in this effort.

(ii) Logical framework



Increased civic and media literacy among regional youth

<ul style="list-style-type: none"> • 10 5-day workshops (1 per region) • 3 4-day follow up workshops per region and continuous support for 15 youth per region 	<ul style="list-style-type: none"> • 300 regional youth receive basic media training • 100 videos, 1,000 photos, 1,000 articles produced • Increased media skills and critical thinking of youth 	<p>Empowered youth with increased understanding of local and regional social issues</p> <p>Increased voice of youth</p>	<p>Increased participation of all social groups in civil processes and decision-making</p> <p>Strengthened democratic governance</p>
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Increased participation of youth in information creation, production and distribution

<ul style="list-style-type: none"> • 16 photo exhibits • 20 film screenings (2 per region) • 2 DVDs produced and distributed of best films (1,000 copies each) • 6 editions of Youth Magazine published and posted on website • 1,500 copies per edition of Youth Magazine distributed • Regional media contest • Young Reporters network and website created 	<ul style="list-style-type: none"> • 300 people attend each screenings • Youth communicate directly with audiences and receive public feedback • Continuing growth of project activities through network and use of website 	<p>Increased visibility of impact of young filmmakers and community-related topics</p> <p>Youth serve as role models and generate positive social change</p>	<p>Increased participation of all social groups in civil processes and decision-making</p> <p>Strengthened democracy</p>
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IV. Evaluation findings

(i) Relevance

The project was directly relevant to the mandate of the grantee. Manana characterizes itself as a “cutting-edge multimedia training center which works to develop the intellectual and creative talents of young people in Armenia”.¹¹ Manana has been providing this type of media training to youth in Yerevan since it was created in 1995. Manana used the UNDEF grant to expand its Yerevan-based efforts to youth in the regional areas which it felt had less opportunity than those in the capital.

This project design focused on reaching youth in all ten regions (Figure 1) to provide them with media literacy training through an initial five-day workshop in each region. This was to be followed up by three four-day workshops in each region and various photo exhibits and film screenings over the two years of the project. This would allow for 300 school aged children to experience some of the benefits associated with participating in extra-curricular activities that might not otherwise be available to them, especially for those from extremely marginalized or conflict areas. This project would provide them then with the means and opportunity to comment on social issues and their environment through photography, journalism and filmmaking.

Figure 1: Location of project activities



Source: Ezilon Maps

This media training and the creation of a website to create a network for young reporters was also relevant to Armenia’s youth who are growing up in the digital age and who could use this site to connect with other youth with similar interests regardless of their location.



Participants , Photo: Manana

However, the project lost relevance to its design and to achieving its development objectives in implementation as its focus stayed on developing media skills and products and did not directly address the issues of youth participation, rights or democratization. It also lost relevance to some youth because of its intermittent and centralized delivery nature. This resulted in

¹¹ Manana website, <http://www.manayouth.org>

some of the youth not continuing their participation in the project beyond the initial training, and others with seemingly little ownership over their products, saying they were not involved in their editing or posting, and some without a copy of the final product. Others, who were more engaged throughout the project and who participated in several events, showed more ownership in the project, seeing it, as did Manana, as a joint process between Manana and the youth. Some even said they had made up a song about Manana and sang it at the opening of the young reporter network’s website ceremony in Yerevan.

(ii) Effectiveness

The grantee did not keep track of its activities through written records which would have provided the data needed to know how many children attended the different activities, what their products were and the other data required to evaluate the extent to which a project is implemented, its performance and impact. Manana provided a contact sheet for the youth who they said participated in the project. This listed 379 youth (Figure 2). They said they had compiled this list from the questionnaires that each youth reportedly filled in on the first day of the initial five day workshops. This number exceeded the target set of 300 youth. However both Manana and the school officials said that the groups were too large in some places and only the youth who were the most interested in the activities were kept in the workshop after the second day or so. In some cases, this was estimated to be about half of the group. This likely means that about 150 -180 youth finished the first five-day workshop.

Region	M	F
Aragatsotn	8	27
Ararat	10	28
Armavir	5	26
Gegharkunik	4	32
Kotayk	20	31
Lori	6	35
Shirak	7	25
Syunik	12	32
Tavush	4	32
Vayots Dzor	11	24
Total	87	292

Manana’s Facebook postings provide a timeline of postings for some of the project activities. It has posts on about six regional workshops, a summer camp, the launch of the Young Reporters Network website and a media exhibition done in Gyumri. From interviews with the youth, it seems likely that children in some regions were reached only through the summer camp, and that many had one encounter with the project (which could have been of multi-day duration).

At the same time, there is a core of youth from some of the regions who seemed to have participated more actively in the project and who see themselves as part of a Manana family. From their interviews and those of the tutors and volunteers, it appears that Manana followed up its initial workshops in some areas with a return visit or two that focused around making a film with the youth or taking photographs for articles. Manana saw these as the follow-up practical workshops listed in the Project Document. In that agreement, these were expected to be four-day follow up workshops for about 15 youth each. The actual



Summer media camp in Dilijan, Photo: Manana Facebook

number of youth that participated in each of these efforts and the amount of time the project spent in the regions is unknown. However, Manana states that it has all the youth's names which it put in the credits for the films they worked on.

Youth were selected to participate in most cases by educational authorities who also provided the venue for training in many cases. They said they made an effort to include youth from outlying villages who they saw as more marginalized. This enabled the Yerevan-based Manana to reach youth throughout Armenia and have better outreach than it would have had otherwise.

Manana implemented all of the trainings itself, using its existing staff and volunteers, some of whom they were able to hire then under the project as almost full-time tutors. There were no programmatic partnerships evident with local organizations or media outlets in the different regions which could have facilitated Manana's work and provided for continuity of effort with the youth when Manana was not present or which could have helped to develop the links between the youth and their media products and the higher level democratic outcomes sought. For example, there were other efforts in the schools. Teachers noted several, including a women's organization that trained students in the regional schools on peace and conflict resolution and that set up student debates on specific issues. There were many synergies that could have been developed between that



Workshop in Kotayk Region
Photo: Manana Facebook



Youth Magazine - Sample content

type of a project and this one. As it was, the training focused on media skills and promoting youth creativity and any connections made with social problems, civic participation or democratization efforts seemed coincidental.

The training appeared to be effective in providing the youth with improved media skills and in being able to capture their surroundings on paper, photo and film. Manana has been providing media training to youth in Yerevan for years, and used the same methods to provide training to the youth in the regions. The youth interviewed who had attended all five days of the initial regional workshop felt they knew how to frame photos, make movies and write more professional articles. The training included theoretical as well as practical training, with the youth given topics to write about and photograph. The use of former students who acted as tutors and volunteers allowed for larger groups to be divided into smaller ones and later for the mentoring of youth through e-mails and visits.

Linking the youth in the regions was one of the objectives of the project and Manana said it opened e-mail accounts for the youth who did not have them. These seemed to have been used primarily by Manana to connect with the youth when they were not in the regions, allowing the youth to send their products to them and for Manana to send assignments and comments back on their work. Many of the youth seemed wired into the internet. All of the youth interviewed in Charentsavan, which is about



Launch of Young Reporters Network website

Photo: Manana

40 kilometers from the capital, including the non-project youth, said they already had e-mails before the project started and easy access to the internet and social media. One said he closed his project e-mail account because he never used it. About half of the youth (project and non-project) said they had a digital camera before the project started. Manana did bring the project-funded cameras to their trainings and filmings for use by the youth. Some of this equipment was for beginners, while other was more advanced.

Some of the youth said they had attended some of the photo and film exhibitions. In these cases, Manana arranged transport for them to the exhibit location. They enjoyed attending these events and seeing their products, but none said they spoke at them or were asked questions about their work. These same youth said they had also attended the launch of the Young Reporters Network website in Yerevan.

Figure 3
Use of the am.17 website

	12/14	5/15
Total sessions	12,542	18,871
Total users	6,598	
% new visitors	47.5	57.45
Pages per visit for new visitors	2.534	2.28
Pages per visit returning visitors	3.	3.71
Bounce rate % new visitors	66.52	68..87
Bounce rate % returning visitors	41.26	42.31
Average duration new visitors	1:43	1:38
Average duration returning visitors	3:54	3:47

This website was launched in May 2014. It was intended to serve as a means for youth to communicate with each other and to share their work. Both Manana and the Young Reporters Network have Facebook pages, and most of the youth knew when things were posted from their Facebook notifications. Manana manages the website and its postings and the students are not able to post directly or blog on the site.

Manana has good Google analytical reports on the use of project website (Figure 3). These show that it received more than 18,000 visitors to date and has uploaded more than 1,400 pages. Average time on site is about two minutes. Almost all of the visits originate in Armenia (91 percent) although it is difficult to determine how many visits came from the

regions versus the city as most of the internet access from the regions is reportedly made through mobile devices that are registered in Yerevan. The majority of these visits originated through social media channels. The site is also used by Manana to post the work of its Yerevan students and they access it frequently in trainings to show examples of products.

The use of the sites were consistent over time, with an extremely large spike in visitors evident September 2014. The spike is attributed to increased advertising of the sites on

social media which Manana said it did to coincide with the start of the school year. This netted the Young Reporters Network website and Facebook page with almost 2,000 likes.

The project also published seven youth magazines, starting in March 2013. This was one more than targeted due to the volume of material and demand according to the grantee. This magazine predated the project and was used by Manana previously to feature the work of its students in Yerevan. In the ones produced under the project, reportedly about half of the articles were produced by the project youth. They also helped to distribute the magazines free of charge to their schools and other youth locations. There is no data on the number distributed or on their subsequent use by recipients. None of the youth interviewed reported being engaged in the production or editing of the magazine.

(iii) Efficiency

Manana uses its own methodology to teach media skills which it developed over the years in Yerevan at its youth media learning center. It continued to use the same methodology in its trainings for regional youth. For this project, it added in the creation of a website to link the youth in the different regions and for them to share their products. This is an efficient way to continue its engagement with the regional youth and to showcase their work. However, it maintained its centralized implementation manner for this project, handling almost everything itself through its Yerevan office. The Manana staff and volunteers would travel out from the capital for each of the workshops and for any follow up trainings. Collecting, editing, and posting of the work were also done in Manana. Manana said this was because it had the equipment needed to do the work. It is an efficient way to handle products, but inefficient in programmatic terms as it limits the role of the youth in the project once they produce their photograph, film or article.

Manana had a built in staff ready in its former students. These youth had participated in the Yerevan programmes and were already used to its way of operating. Some of them had been with Manana after school activities since they were five. Manana used them as its volunteers and paid tutors for the project. They helped in workshops and enabled the small Manana staff to work with larger groups and to divide them by medium and topics. They did much of the follow up work through e-mail answering e-mails and sending topics back. They likely served as role models for some of the more interested youth since some were near the same age, and several of the project participants said they wanted to become Manana volunteers when they graduated from school.

Youth Comments

“Manana Project was first of all a life lesson. I learned things that I had not learned during the last 16 years of my life. This one week was an extreme. I had both happiness and unhappiness. I am very thankful of all organizers and volunteers, and of all my new friends.”

“We went to a village and took photos of every day life. We did interviews without a camera. I wrote in a notebook and gave it to them. They never gave it back, but the article was printed in the Magazine.

Manana did not reach out to partner with the schools or other local organizations to help implement this project. This could have increased project efficiencies as well as its effectiveness. Manana felt that many organizations were not independent or objective enough to partner with on a media project of this nature. However the Ministry of Education, UNDP Armenia and some of the journalists interviewed thought there were now more sophisticated NGOs active in the regions who could provide value added, thanks in part to many years of donor-funded civil society strengthening programmes.

Manana did use contacts in the schools to help identify the youth participants, and to provide the venue in most cases. These seemed to be ad hoc arrangements based on a phoned request from Manana. The schools were interested in the project and happy that their youth were able to participate but did not seem to be further engaged by the project. Manana paid for the transport costs for children from outlying villages and towns to come to the central locations for the workshops. This allowed for the project to reach youth beyond those in the regional centers. This was an efficient way to reach youth in other areas of the country for a Yerevan-based organization.

There appeared to be no selection criteria for the participating youth, other than age and interest. This left selection largely up to the discretion of the school official or other person who did the selecting. No advertising of the workshops in the regions appears to have done that might have widened the potential candidate pool. This made for a quick selection process but did not ensure that all of the children picked were interested in media or had the time to do after school activities. The average age of the male participants was about 15.5 years and 16 years for the female participants. There was a strong gender imbalance with many more girls participating than boys. Of the 379 participants listed, 77 percent were girls. In several locations, the girls outnumbered the boys by eight to one. The best gender ratio was in Kotayk region where there were 20 boys to 31 girls. There is no data on how many stayed with the course to determine the gender balance throughout the project, but even the 'likes' on the network's Facebook page were predominately done by females (71%).

The reported expenditures for the project did not deviate from the illustrated budget in the Project Document. Without more information on the number of workshops, follow up trainings, events held and products produced, the evaluators cannot make any judgment on the use of these funds or if they were in line with the actual outputs. There were several elements that provided cost savings for the project. These included using former students as volunteers and tutors and locating classes in schools and other venues free of charge. The Paros Foundation also continued to cover the costs of Manana's Yerevan location and office expenses.

According to the financial reports, almost half the project budget went to cover the travel and meals of the participating students. A third was used to cover staff and Manana expenses. Ten percent was used to purchase photo equipment and computers for project activities

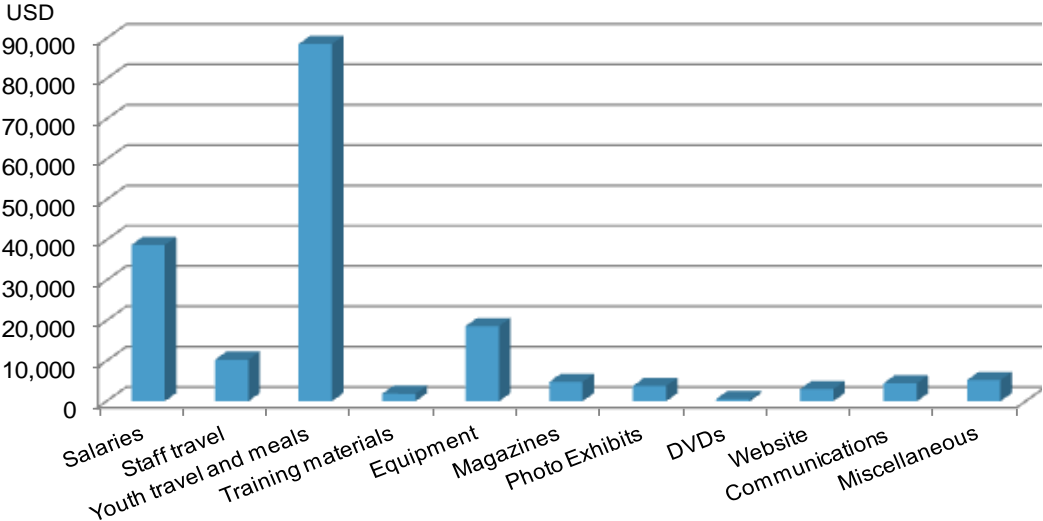


“The transportation of household waste has become a major issue for our everyday life.... people are doomed to plan their day's schedule around it. ... family members stay home for the three fixed days until noon waiting for the trucks. .. And because it does not arrive at the appointed time, at 10-12, I also strain my hearing, listening for the sound of the whistle. Often I see an unpleasant scene, Building residents who work and are not home later put their garbage out. It is eaten and spread around by dogs. I want to know why removal is not possible every day and organized early in the morning when everyone is home. And if not, then devise a mechanism that will be clean and comfortable.”

Story and photo: Suzanne Kosyan from 17.am Facebook, Unofficial translation.

which remained with Manana after the project. The cost of training materials for youth was only one percent. This is indicative of the limited level of effort that was expended on developing project specific training materials that incorporated both the media skills training and the democratic development outcomes in the project design.

Figure 4: Project Expenditures



Reporting to UNDEF appeared to be timely. Reporting was general in nature and did not include information on where workshops were held, their dates, number of children attending each, etc. The products, such as the youth magazine and marketing materials, produced by the project appeared professional and were well branded with the UNDEF logo. The project finished within its timeframe, with the majority of activities done in the first 18 months.

There is a monitoring and evaluation plan (M&E) in the Project Document that was intended to measure the higher level results. This included collecting feedback at exhibits, monitoring the media for coverage of student works, giving youth a pre- and post-test questionnaire and individual assessments of the youth’s progress by staff and tutors. What was done of this was ad hoc and not systematic enough to provide the type of data needed to determine impact. Most of the indicators were also output based or not tied closely enough to the expected outcome to be able to accurately reflect the impact of the project.

(iv) Impact

There were several higher level results expected in the project design. These included youth becoming agents of change and using their products to reach media consumers as citizens, to raise problems in their communities, set a youth agenda, increase awareness on issues, generate public discussions and find solutions to the problems. The youth were also expected to serve as role models for their peers and society at large, which would then build a stronger national democracy.

There was not the depth of engagement with the youth that would have been needed to achieve these objectives. Nor was there a focus on identifying problems and using the youth products to find those solutions. The focus was on developing their media skills and to see their surroundings through a media frame, and this is where the main results of this project lie. From the anecdotal information gathered, it is likely that this project:

- ***Provided a sense of empowerment to some youth*** who were the most active in the

project, and who had their photos or articles uploaded onto the website, published in the magazine or their films placed on You Tube. This gave them a feeling of accomplishment and confidence in their abilities. At the same time, the evaluators noted little difference in the responses between project youth and the non-project youth who had participated in other extra-curricular school activities

- **Increased the social and civic awareness of some youth** who seemed to look at some issues, such as the elderly, disabled youth and the environment, with a new perspective. For example, several talked about filming a deaf student and the problems encountered. Others portrayed their grandparents and their stories. One youth did a film on the effects of conflict on his village that was just 300 meters from the disputed Azerbaijan border. Others talked about photographing or writing about other problems, such as a polluted river and garbage not being picked up.
- **Possibly generated some positive change in some places** from having the issues highlighted by the youth asking questions about issues and taking photos and films of it. Many rural villages are small and these types of activities are not usual and would have been noticed. The evaluators heard of a few stories of how a youth's product had reportedly generated change. These included:
 - There were 100 statues of famous persons in a village park in Ljevan in Taysh region. There were no signs so no one knew who these statues were. One of the youth did a film on this. Before it was released the mayor added the plaques with their names and works to the statues. There is no information to know if this was the result of the youth's activities but the youth felt it was, which was empowering for him.
 - The defunct school newspaper in Charentsavan was resurrected by the Armenian language teacher after Manana's workshop. It now provides the youth with a school outlet for their articles and photos.
 - Youth in Charentsavan did a story about factories polluting their river and how the water could no longer be used for agriculture. After this was published in Manana's youth magazine, the school's geography teacher reportedly took them to the river to clean it.
- **Added regional youth to Manana's network of young reporters and provided a common site to feature their products and to share with others.** However, the link is Manana which provides the network's impetus and glue. Its most active former and current students seemed to be the members. It is used primarily as a site to feature youth products and has yet to be developed into a dynamic, youth led

Youth comments on impact

"Since I started cooperating with Manana team two years ago, Manana has always been with us, even after the workshops. I have never been alone with my ideas, even the most unrealistic ones. The project gave me the freedom to create and to believe in my work. I feel like Felini. We really loved this project."

"Manana teaches the art of journalism, how to write, speak, articulate and ask a question. Before the project, I had no opportunity to make photos. I started listening to people. I am not indifferent. I became a citizen journalist."

"Before Manana I thought journalism was just for war zones. But I found out it was just not for negative information, but for positive, beautiful things. My style is to make movies to motivate heroes-- people who live in hard conditions but also do kind things. I have many stories to tell."

reporting network.

(v) Sustainability

Manana itself continues to work in this field and still provides its media courses in its center in Yerevan. It continues to communicate with some of the core project youth and maintains the Young Reporter Network website which it uses in its trainings. It was still posting youth material on the website which was still receiving visitor traffic during the evaluation which was done five months after the end of the project.

Manana receives continuing support from the Paros Foundation which assures it of its facilities in Yerevan. The Paros Foundation has been seeking funding for Mananas to continue the regional activities for another three years at a level of USD 20,000 a year. Manana's close relationship with some of its former students provides it with part-time volunteers who continue to volunteer. Manana sees its sustainability in these students and intends to use some of the core youth from this project as its regional focal points and as a means to continue their efforts in those areas.

"I am still interested in this today. I learned how to do more beautiful photographs. Before, I really didn't see things. Now I can see nature and take more beautiful pictures of people. Through pictures I can show beautiful things."

Youth Participant

"I can't imagine myself without Manana. Since 9 or 10, it's been a part of my life"

Tutor

Manana is inspiring. They are devoted to this work. Their methodology brought up a generation. Our generation will continue this work."

Volunteer

However, these are high school children with school and other duties so the time and resources they have to contribute to this type of an effort is likely to be extremely modest. Most of these youth are also likely to leave their areas after graduation for university, employment or emigration.

There are NGOs, media organizations and youth efforts, including the educational system, in the regions which are potential partners for Manana and which could help it continue its efforts in the regions. However, they need to be brought into the efforts at an early enough point in the project to make it sustainable. Manana is likely to continue receiving contracts and grants for public service announcements and youth media products from time to time, such as the one recently commissioned by UNDP Armenia as part of the Universal Periodic Review of Armenia for the UN's Human Rights Council. This used some of the students from this project as filmmakers.

IV. Conclusions

Based on the evaluation findings, the team concludes:

(i) Work with youth and on the project's intended outcomes are important and needed in the context of Armenia's regions. Regional youth in Armenia have little voice or opportunities and feel that they need to leave their region or the country to succeed. Getting them engaged in social and civic issues can help them feel empowered and overcome apathy and feelings of powerlessness. This conclusion follows the findings on relevance and impact.

(ii) The project provided youth with the media training and opportunities needed to be able to capture their surroundings through photojournalism and to share them with others. This has the potential to increase their voice, raise issues and promote social change. However, results remained at the media skills development and individual empowerment levels because the democratic development part of the project design was not addressed. This conclusion follows the findings on relevance, effectiveness, efficiency and impact.

(iii) The centralized manner of implementation likely resulted in more professional youth media products, but limited opportunities for youth ownership of the project. Youth engagement after the initial workshop was intermittent and passive. Most waited to receive direction or to hear about their product from Manana. Opportunities to decentralize implementation and link with potential partners in the different regions were not pursued. This limited the effectiveness and potential impact of the project. This conclusion follows the findings on relevance, effectiveness, efficiency, impact and sustainability.

(iv) The Young Reporters Network website provides a means for youth to see their products and those of others, but so far has not developed into an interactive and dynamic forum run by young reports. The youth have a passive role in this website, primarily using it to view work that was uploaded in Yerevan. As a result, regional youth use other channels to organize and interact with others, such as their own Facebook pages. This conclusion follows the findings on effectiveness, efficiency, impact and sustainability.

(v) [Grantee's p](#)Project management was too informal for a project of this nature and scale. The grantee knew what it wanted to accomplish and was able to do this as its management was a team of two and the rest of the staff were former students used to taking their direction. However, for a development project expected to operate in 10 regions, more formal project management, reporting and monitoring systems were needed. This conclusion follows the findings on relevance, effectiveness, efficiency and impact.

(vi) The project might have had more significant results than were visible to the evaluators, **but it is not possible to know without M&E data.** The M&E plan was not followed to collect the data needed to identify results. Some of the indicators in the

plan were also output based and not sufficient to measure the higher level outcomes sought. This conclusion follows findings on effectiveness and impact.

V. Recommendations

| To strengthen similar projects in the future, the team recommends [the grantees](#):

(i) Increase focus on developing the links between skills training and producing media products and the democratic development outcomes anticipated in the project document. The use of the youth's products and voice to raise awareness and generate public discussion on community issues and problems should be as much of a priority in project implementation as is the development of media skills in the youth. This will contribute towards achieving the democratic outcomes sought by the project. This recommendation follows conclusions (i) and (ii).

(ii) Encourage student ownership of the project's activities and intended outcomes throughout the project and by providing them with more information on the type of higher level outcomes sought and why this is important. Find a way to give regional youth more control over their products from their inception through posting. Take care to ensure all students have copies of their final products, and allow youth to post their works and communicate directly with each other on the network website. This may affect the quality of the end products but would increase youth engagement and interaction and develop a more vibrant and youth-led network. This recommendation follows conclusions (iii) and (iv).

(iii) Establish partnerships with other entities/organizations to ensure follow up with students and to make the links to the project's civic and democratic elements. Consider small sub-grants to schools, NGOs, and others to help implement the activities and ensure the continuity at the local levels. They can provide the follow up to issues identified by the youth in their localities and the links to civic action needed to change the problems identified in their products. This recommendation follows conclusions (i), (ii) and (iii).

(iv) Establish formal project management systems and keep records of all project activities, outputs and results. Assign a project staff to monitor project implementation, collect and aggregate data and track progress against targets. Use the information to better target activities and improve project performance. Models for internal project management systems and record keeping can be found on most international donors' websites. This recommendation follows conclusions (iii), (v) and (vi).

(v) Incorporate outcome indicators and measurement tools in future project-[implementation s](#) so that the results of project activities can be captured as well as their outputs. Ensure indicators are able to measure the anticipated outcomes. For instance,

asking five or seven short questions of each youth at the start of the project on their knowledge, attitudes and practices would give a baseline and repeating this at the end of Year 1 and the end of the project would provide the information needed to determine change. All trainings should include pre and post tests to measure the effectiveness of the training. This recommendation follows conclusions (ii), (iii), (v) (vii) and (viii).

VI. Overall assessment and closing thoughts

Manana is the life’s work of an Armenia couple who have dedicated themselves to working with youth and developing their media skills and creativity through after school activities. This project was the first of its kind and scale for Manana. It allowed them to expand their efforts from Yerevan to reach youth in the other regions of Armenia and to design a project that could also contribute to Armenia’s democratic development.

UNDEF funding gives these small organizations the opportunity to expand their scale and scope of operations so they can reach more beneficiaries with their good works. Without this grant, that would not have been possible for Manana. At the same time, these new development actors need guidance and mentoring on how development programmes operate and the difference between doing a development activity and a professional or educational one. Linking these emerging development actors with experienced UNDEF grantees or to UNDP democratic governance programmes in their country could help provide for this mentoring and help ensure that these organizations are able to make the best use of the UNDEF funding.



Manana youth magazine cover, January 2014, 4th Edition under the project

VIII. ANNEXES

Annex 1: Evaluation questions

DAC criterion	Evaluation Question	Related sub-questions
Relevance	To what extent was the project, as designed and implemented, suited to context and needs at the beneficiary, local, and national levels?	<ul style="list-style-type: none"> Were the objectives of the project in line with the needs and priorities for democratic development, given the context? Should another project strategy have been preferred rather than the one implemented to better reflect those needs, priorities, and context? Why? Were risks appropriately identified by the projects? How appropriate are/were the strategies developed to deal with identified risks? Was the project overly risk-averse?
Effectiveness	To what extent was the project, as implemented, able to achieve objectives and goals?	<ul style="list-style-type: none"> To what extent have the project's objectives been reached? To what extent was the project implemented as envisaged by the project document? If not, why not? Were the project activities adequate to make progress towards the project objectives? What has the project achieved? Where it failed to meet the outputs identified in the project document, why was this?
Efficiency	To what extent was there a reasonable relationship between resources expended and project impacts?	<ul style="list-style-type: none"> Was there a reasonable relationship between project inputs and project outputs? Did institutional arrangements promote cost-effectiveness and accountability? Was the budget designed, and then implemented, in a way that enabled the project to meet its objectives?
Impact	To what extent has the project put in place processes and procedures supporting the role of civil society in contributing to democratization, or to direct promotion of democracy?	<ul style="list-style-type: none"> To what extent has/have the realization of the project objective(s) and project outcomes had an impact on the specific problem the project aimed to address? Have the targeted beneficiaries experienced tangible impacts? Which were positive; which were negative? To what extent has the project caused changes and effects, positive and negative, foreseen and unforeseen, on democratization? Is the project likely to have a catalytic effect? How? Why? Examples?
Sustainability	To what extent has the project, as designed and implemented, created what is likely to be a continuing impetus towards democratic development?	<ul style="list-style-type: none"> To what extent has the project established processes and systems that are likely to support continued impact? Are the involved parties willing and able to continue the project activities on their own (where applicable)?
UNDEF value added	To what extent was UNDEF able to take advantage of its unique position and comparative advantage to achieve results that could not have been achieved had support come from other donors?	<ul style="list-style-type: none"> What was UNDEF able to accomplish, through the project, that could not as well have been achieved by alternative projects, other donors, or other stakeholders (Government, NGOs, etc). Did project design and implementing modalities exploit UNDEF's comparative advantage in the form of an explicit mandate to focus on democratization issues?

Annex 2: Documents Reviewed

Council of Europe, *Youth policy in Armenia, An international perspective*, Strasbourg, 2009

Freedom House, *Nations in Transit 2014, Armenia, 2014*

IREX, *Media Sustainability Index, 2013, Armenia, 2014*

Paros Foundation, Project: Armenian Young Reporters, <http://www.paros-foundation.org/projects/young-reporters/index.html>

Manana Youth Center, Facebook page, <https://www.facebook.com/mananayouthcenter>

Manana Youth Center, website, <http://www.mananayouth.org/>

Ezilon Maps, Political Map of Armenia, <http://www.ezilon.com/maps/europe/armenia-maps.html>

UDF-ARM-11-465 - Creating a Network of Young Reports in Armenia, *Project Document*, undated

UDF-ARM-11-465 - Creating a Network of Young Reports in Armenia, *MidTerm Report*, 4 January 2014

UDF-ARM-11-465 - Creating a Network of Young Reports in Armenia, *Final Narrative Report*, 30 January 2015

UDF-ARM-11-465 - Creating a Network of Young Reports in Armenia, *Milestone 2 Report*, 25 September 2013

UDF-ARM-11-465 - Creating a Network of Young Reports in Armenia, *Milestone 3 Report*, 15 May 2014

UDF-ARM-11-465 - Creating a Network of Young Reports in Armenia, *Final Financial Report*, 5 March 2015

UNDP, *National Human Development Report Armenia, 2009, Migration and Human Development, Opportunities and Challenges*, 2010

“Yes, Emb”, Film made in framework of Young Reporters Network of Armenia, <http://www.17.am/we-want-change%D5%A4%D5%A5%D5%BA%D5%AB-%D6%83%D5%B8%D6%83%D5%B8%D5%AD%D5%B8%D6%82%D5%A9%D5%B5%D5%B8%D6%82%D5%B6%D5%B6%D5%A5%D6%80/>

Young Reporters Network website, 17.am, <http://www.17.am/>

Young Reporters Network Facebook, <https://www.facebook.com/www.17.am>

Annex 3: Persons Interviewed

10 May 2015	
Arrival international consultant	
11 May 2015	
Ruzanna Baghdassaryan	Project Director, and Founder, Manana Center
Ara Baghdassaryan	Project Volunteer and Co-Founder, Manana Center
Lili Nalbandyan	Project participant (17), Gyumri, Shirak region
Shushanik Harutunyan	Project participant (16), Hrazdan, Kotayk region
Arpine Khojayan	Project participant (17), Charentsavan, Kotayk region
Arshak Khudaverdyan	Project participant (16), Ijevan
12 May 2015	
Alla Bakuntc	Democratic Governance Portfolio, Analyst UNDP Armenia
Marine Malkhasyan	Democracy Governance Portfolio, Project Coordinator UNDP Armenia
Anahid Bakhshyan	Deputy Director of National Institute of Education, Ministry of Education and Science in Armenia
Sevan Amiryan	Project Manager, Paros Foundation
Edgar Grigoryan	Project participant (16), Syunik region by phone
Ara Harutyunyan	Project participant (14), Syunik region by phone
Irina Baghdasaryan	Project participant (16), Syunik region by phone
Venera Grishyan	Project participant (19), Aragatsotn region by phone
13 May 2015	
Depart for Charentsavan	
Gayane Panosyan	Director, School No 1, Charentsavan, Kotayk region
Garnik Beglaryan	President, Youth and Student Organisation of Charentsavan, NGO, Kotayk region
Silva Khansanamyanyan	Project participant (17), Charentsavan, Kotayk region
Lilit Balabekyan	Project participant (17), Charentsavan, Kotayk region
Gegham Madatyan	Project participant (16), Charentsavan, Kotayk region
Avetis Avetisyan	Project participant (14), Charentsavan, Kotayk region
Nairi Khalapyan	Project participant (16), Charentsavan, Kotayk region
Artiom Safaryan	Project participant (16), Charentsavan, Kotayk region
Lusine Zohrabyan)	Project participant (14), Charentsavan, Kotayk region
Lilit Petrossyan	Student (non-project, 16), Charentsavan, Kotayk region
Nelli Matevosyan	Student (non-project, 15), Charentsavan, Kotayk region
Artyom Savlenko	Student (non-project, 16) Charentsavan, Kotayk region
Vahan Varsadanyan	Student (non-project, 14), Charentsavan, Kotayk region
Return to Yerevan	
Ms. Petrossyan	Gyumri project participant's parent, Sirak region by phone
Mushegh Vardanyan	Project participant (17), Vayots Dzor region by phone
Lusine Karapetyan	Project participant (18), Vayots Dzor region by phone
Astghik Israelyan	Project participant (18), Vayots Dzor region by phone

Aida Movsisyan	Project participant (18), Vayots Dzor region by phone
Ms. Aghakhanyan	Project participant's parent, Vayots Dzor region by phone
Erik Alexanyan	Project participant (15), Vayots Dzor region, by phone
14 May 2015	
Departure to Hrazdan, Kotayk region	
Mariam Hovhannisyan	Director, National Institute of Education of Ministry of Education and Science, Kotayk region
Lilit Stepanyan	Deputy Director, National Institute of Education of Ministry of Education and Science, Kotayk region
Lilit Alexanyan	Youth Foundation of Armenia, Hrazdan, Kotayk region
Harutyn Manatsaganyan	Director of Hrazdan TV, Kotayk region
Lusine Hagopyan	Project participant (15), Hrazdan, Kotayk region
Karine Nahapetyan	Project participant (16), Hrazdan, Kotayk region
Valer Harutyunyan	Project participant (15), Hrazdan, Kotayk region
Suren Karapetyan	Project participant (15), Hrazdan, Kotayk region
Shushanik Harutunyan	Project participant (16), Hrazdan, Kotayk region
Return to Yerevan	
Aram Gyumishyan	Deputy Director of Tumo Centre
15 May 2015	
Nane Sahakyan	Project Judge, Journalism. Journalist, Armenian Branch of Radio Liberty/Radio Free Europe
Karine Gevorgyan	Chief Editor, Public Radio Armenia
Mane Tonoyan	Project Journalism Tutor
Sisak Rafaelyan	Project Photojournalism Tutor
Lilit Karapetyan	Project Administrative Assistant
Mushegh Baghdassaryan	Project Volunteer (25), Art Director, Manana Films Studio
Maryam Nalbandyan	Project Volunteer (18), Student
Diana Shahbazyan	Project Volunteer (18), Flim Student
Tsovinar Talyan	Project Volunteer (21), Student
Ruzanna Baghdassaryan	Project Director, and Founder, Manana Center
Ara Baghdassaryan	Project Volunteer, Co-Founder, Manana Center

Annex 4: Acronyms

COE	Council of Europe
Manana	Manana Youth Educational Cultural Center
NGO	Non-Governmental Organization
M&E	Monitoring and Evaluation
UNDEF	United Nations Democracy Fund
UNDP	United Nations Development Programme
USD	United States Dollar