United Nations Environment Programme

Terminal Evaluation of UNEP/GEF project on Strengthening the Network of Training Centres for Protected Area Management through Demonstration of a Tested Approach

Svetlana Kozlova

Mikhail Paltsyn

Evaluation Office

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Contents

Acknowledgements

Acronyms

EO	UNEP Evaluation Office
ECs	Evaluation Consultants
EPAP	European Partnership Action Plan
GEBs	Global Environmental Benefits
GEF	Global Environmental Facility
IA	Implementation Agency
IR	Inception Report
METT	The Management Effectiveness Tracking Tool
NP	National Park
NR	Nature Reserve
PA	Protected Area
PES	Payment for Ecosystem Services
ROTI	Review of Outcomes to Impacts
TACIS	Technical Assistance for the Commonwealth of Independent States
TC	Training Centre for Protected Areas
TE	Terminal Evaluation
TOC	Theory of Change
TOR	Terms of Reference
UNEP	United Nations Environmental Programme
UNDP	United Nations Development Programme
USSR	The Union of Soviet Socialist Republics
WCPA	World Commission on Protected Areas
WWF	World Wide Fund for Nature

Executive summary

1. The United Nations Environment Programme (UNEP) contracted two independent evaluators – Svetlana Kozlova and Mikhail Paltsyn - to undertake the Terminal Evaluation (TE) of the project "Strengthening the Network of Training Centres for Protected Area Management through Demonstration of a Tested Approach"-GEF 1776 (referred also to as the project).

2. The evaluation was conducted in May-August 2012. It was an in-depth evaluation using a participatory approach whereby key stakeholders were kept informed and consulted throughout the evaluation process in Russia, Ukraine, Kazakhstan and Belarus.

3. The Project was implemented under the UNEP Division of Environmental Policy and Implementation (DEPI), GEF Biodiversity/Land Degradation/Biosafety Unit and executed by "Zapovedniki" Environmental Education Centre, Russia Federation, in 2005-2008 in four countries: Russia, Ukraine, Belarus and Kazakhstan. The project's overall goal was to improve biodiversity protection and rural livelihoods through a better management of protected areas in Northern Eurasia. The project's two main objectives were to (i) Improve the skills of Protected Area (PA) managers and staff in critical aspects of PA management through the establishment of permanent and sustainable PA management training Centres and programs in four countries: Russia, Ukraine, Kazakhstan and Belarus; and (ii) Secure stronger political and other stakeholder support for PAs in the region. The GEF Trust Fund provided US$ 975,000 to the project. The project mobilized another US$ 1,849,762 in co-financing from Governments and non-profit organizations.

4. Due to organizational problems, the terminal evaluation of the project "Strengthening the Network of Training Centres for Protected Area Management Through Demonstration of a Tested Approach" is undertaken in 2012, four years after the end of the project (2008). The terminal evaluation aims at assessing project performance in terms of delivering expected results such as outcomes and impacts stemming from the project, including their sustainability. The delayed evaluation schedule gives the opportunity to see real outcomes and impacts of the project in the four target countries.

5. As specified in the Terms of Reference, the Evaluation had two general objectives:

   a. Provide evidence of the Project results to meet accountability requirements;
   b. Promote learning, feedback and knowledge sharing through results and lessons learned among UNEP, interested governments, the GEF and their partners.

6. Therefore, the evaluation identified lessons of operational relevance for future GEF projects formulation and implementation. It focused on the following set of key questions, based on the project's intended outcomes:

   a. Are PA staff applying new skills in PA management in the four project countries?
   b. Are sustainable PA training institutions operating in each of the four project countries?
   c. Are politicians, businesses and local communities more aware and supportive of PAs?

7. The evaluation used the glossary of terms (Annex 1) from the Guidance "ROTI practitioner's handbook (2009). Both quantitative and qualitative evaluation methods were used to determine project achievements against the expected outputs, outcomes and impacts. The evaluation was based on the desk review of the project documents; interviews with project management staff, protected area staff, representatives of the government agencies, and other stakeholders; visits to the project model sites in Russia, Kazakhstan and Ukraine.

8. The Terminal Evaluation's main deliverable was the terminal evaluation report, drafted according to the Terms of Reference (TORs) requirements (Annex 18).

9. **Project summary:**

GEF project ID:	1776	IMIS number:	GFL/4842
Focal Area(s):	Biodiversity	GEF OP #:	1,2,3,4
GEF Strategic Priority/Objective:	SP1	GEF approval date:	7 June 2005
Approval date:	6 June 2005	First Disbursement:	US$ 149,978
Actual start date:	1 July 2005	Planned duration:	36 months
Intended completion date:	June 2008	Actual or Expected completion date:	30 June 2008
Project Type:	Medium-sized project	GEF Allocation:	US$ 975,000
PDF GEF cost:	US$ 25,000	PDF co-financing:	Cash US$ 688,000 In –kind US$ 680,000
Expected MSP/FSP Co-financing:	US$ 1,368,000	Total Cost:	US$2,368,000
Mid-term review/eval. (planned date):	May 2007	Terminal Evaluation (actual date):	September 2008 June 2012 (actual date)
Mid-term review/eval. (actual date):	May 2007	No. of revisions:	Two (1)
Date of last Steering Committee meeting:	5 June 2008	Date of last Revision:	28 June 2006
Disbursement as of 30 June 2009 :	US$ 930,258	Actual expenditures reported as of 30 June 2009:	US$ 930,432
Total co-financing realized as of 30 June 2009:	USS$ 1,849,762	Actual expenditures entered in IMIS as of 30 June 2009:	US$ 974,108.81

10.   **Overview of main findings**:

11.   **The most important finding of the evaluation was that the project made significant progress in the accomplishment of its goal** "to improve biodiversity conservation and rural livelihoods through better management of PAs in Northern Eurasia (in the four project countries: Russia, Ukraine, Belarus and Kazakhstan)".

12.   **The first project objective** *"Improved skills of PA managers and staff in critical aspects of PA management through the establishment of permanent and sustainable PA management training Centres and programmes in four countries"* **was fully accomplished:** a considerable number of the national PA managers and of PAs staff in the four project countries were trained and started using new management skills. Sustainable Training Centres for PAs (Educational Centre for PAs on the base of Ecocentre "Zapovedniki", Moscow, Russia; Training Centre for PAs at Kanevsky Zapovedniki, Ukraine; Environmental Education Centre at Berezinsky Biosphere Reserve, Belarus; Training Centre "Tabigat Alemi", Astana, Kazakhstan) were established in the project countries and started to function as national institutions for the education of PA staff.

13.   **The second project objective** "Secure stronger political and other stakeholder support for PAs in the region" **was only partially accomplished.** The project objective "Secure stronger support" was not SMART: what does "secure" mean, how much "stronger", and what kind of "support". Also, the project documents did not specify a list of stakeholders. Possibly the lack of clarity of this objective led to the limited number of activities and outputs under this component. Nevertheless, important changes in PA strategic documents and legislation were made in Russia, Ukraine, Belarus and Kazakhstan during the Project life. Unfortunately, the Project did not influence any considerable changes in government funding for PAs in the project countries.

14.   The project played considerable role in the development of cooperation of some PAs with businesses and local communities in Russia. New tools and mechanisms for involving businesses and local communities in joint activities with PAs were introduced to PA managers and resulted in the development of successful pilot projects with commercial companies and local people living inside or near PAs.

15.   **The key project assumption appeared to be true.** The evaluation proved that trained PA managers promoted public awareness and understanding of PAs value among local communities, businesses and governments; attracted local donors in the implementation of PA projects and programs; and were able to negotiate with governments on specific PAs needs.

16.   **The overall evaluation ratings table showed** that one out of the eleven evaluation criteria is Highly Satisfactory (HS) "Positive experience and results of the UNEP-GEF project were intensively used by nine UNDP/GEF and World Bank projects in 2008-2012 in the Project countries. Resource publications, training programs and community-based project models were distributed to other countries of the former Soviet Union: Georgia, Armenia, Tajikistan and Kirgizstan for replication (Table 11. "C. Catalytic role"). Five other criteria have been rated Satisfactory (S), and five – Moderately Satisfactory (MS). Therefore, as a whole, the projects performance was evaluated as Satisfactory. This means that "The project achieved 80-100% of the planned interventions."

17.   **Key lessons of the evaluation are presented in the paragraphs below**.

   a. **Country ownership/driven-ness.** During the design phase of the project the planning team did not ask the governments what kinds of approvals the project needs to get and how much time it will take. Therefore, the Project started in Kazakhstan one year later than in other countries. In future multi-country projects, this lesson should be taken into account *(Chapter 3.2. Lesson E1).*

   b. *Preparation and readiness.* First of all, project planning team had lack of knowledge to develop SMART objectives, outcomes, and performance indicators. There were no special trainings on project planning, monitoring, management, and evaluation for the project team during the project. Future UNEP projects may have capacity building trainings for involved organizations (including UNEP Task Managers) on Results-Based management and using conservation standards in project planning, management, monitoring, and evaluation. Also, the project design process can be organized in such a way as to involve internal or external consultants (coaches or trainers) who demonstrate sufficient experience in the Results-Based Management Approach and aware of UNEP policies *(Chapter 3.2. Lesson G1)*.

   c. Secondly, during the project design phase external experts recommended establishing the Environmental Trust and promotion of PES schemes to the planning team. These outcomes appeared to be unrealistic. In the future projects, external experts involved in the development of grant proposals should rely on the opinions of local experts in proposing their ideas *(Chapter 3.2. Lesson G2).*

   d. The positive lesson is that the Project, from the very beginning, had one leader responsible for making key decisions for all the countries involved, coordinating key activities and taking responsibility for the Project results. This person had credible reputation, extensive experience in the key project topic and strong ties with the project partners and key stakeholders *(Chapter 3.2. Lesson G3).*

   e. *Implementation approach.* The progressive participatory approach developed by the project team for the education of PAs staff in four project countries proved to be very effective. The main success of the Project was largely due to the methodology of conducting training for the PA staff (theory, practical exercises, term papers, implementation of term papers after the trainings), and training program topics (those related to current PA problems, gaps and opportunities). These approaches may be replicated by other UNEP projects across the world for training PA staff *(Chapter 3.2. Lesson H1).*

   f. The project staff reported that it would be useful for the future projects to organize capacity-building trainings for the project management team, for example, on the result-based management,

time management, team-building, conflict management, problem-solving, strategic planning and UNEP/UNDP policies/monitoring/reporting systems. Most of the people involved in the project implementation had strong conservation background and some experience in organizational development and project management, but lacked professional knowledge in strategic development, project planning, management, monitoring and evaluation *(Chapter 3.2. Lesson H2)*.

g. Another lesson is related to the scale of the project components implementation: all PAs in different parts of the country were involved in the project. Monitoring system of project outcomes was not developed. For instance, such data as to how many trained PA managers applied obtained skills and knowledge in their work. Alternative approach for project implementation in countries with many PAs (more than 10) and such large territory as Russia and Kazakhstan would be to implement the project components (for instance, educational and political) in several key project areas *(Chapter 3.2. Lesson H3)*. For instance, instead of educating 100 staff in 100 PAs to educate 100 staff in 5 PAs. The key project areas can have high conservation value for biodiversity. In the key project areas it will be easy to establish project management and monitoring system. The effects of the project will be much more noticeable for the stakeholders and project staff. Besides, the target groups (such as local people, businesses and governments) will be influenced on a regular basis.

h. The trainers involved in the project said that they developed training curriculum by themselves based on their training and conservation experience. To assess the quality of methodologies applied on the training in future projects it will be useful to invite independent experts *(Chapter 3.2. Lesson H4)*.

i. *Monitoring and Evaluation.* The project documents from the very beginning did not include baseline data related to the outcomes; organizing of formative evaluation during the project implementation; and impact assessment indicators. There were no activities to monitor the extent to which trained staff applied obtained skills and knowledge in their workplace and to assess stakeholders' attitude to PAs during the project implementation and after its completion. For the future projects it may be useful to include in the project such monitoring activities, for instance, conferences or workshops with the trained people once per year *(Chapter 3.2. Lessons J1-J4)*.

j. *UNEP and UNDP Supervision and backstopping.* The project had three UNEP Task Managers, each staying for a very short time. The first comment is about the turnover of UNEP DEPI GEF task managers in future projects. The second comment is about knowledge of task managers of the project regions and conservation project planning tools. The lesson is to organize trainings for the task managers on the project thematic topics; cultural, political and economic situation in project countries, as well as project design, monitoring and evaluation, including general tools like the Results-Based Management Approach and those that have been developed for conservation projects specifically like METT tool and Miradi software *(Chapter 3.2. Lesson K1)*.

k. The project focused on national PAs. UNEP in its future projects related to PAs can also focus on supporting initiatives at regional and sub-regional levels in Russia (conclusion m), including public participation in governmental decision-making, initiatives to assess opportunities for applying new tools in economic growth through biodiversity conservation *(Chapter 3.2. Lesson K2)*.

l. UNEP office in Russia was not involved into the project planning and implementation. Nevertheless, UNEP office promoted results achieved at the end of the project implementation in their meetings and events. Therefore, the role of the UNEP officers in the project countries may be extended to better involvement of UNEP representatives in the project planning, monitoring and evaluation, including the development of collaboration between the project team and national governments *(Chapter 3.2. Lesson K3)*.

18. **Recommendations of the evaluation are based on the conclusions** (table 10. Accomplishment of Project Goal and Objectives) and described in detail in chapter 3.3. "Recommendations". Briefly the key recommendations are presented below:

a. Select a facilitator for the network of the Training Centres of the Northern Eurasia.
b. Arrange regular feedback from trained PAs staff (in project countries and among countries of Northern Eurasia) to assess the impact of trainings.
c. Include in the annual budget of TCs in Ukraine and Kazakhstan payment for the trainings from PA staff. Now, there is no payment of fees and these expenses are covered by the grants obtained from donors through TCs.
d. Recommend TCs in all four countries to extend and strengthen their training programs in such topics as GIS, fundraising, conflict resolution, FSC-certification and include other target groups like foresters, nature protection agency staff; as well as to increase the number of training for PAs at regional and sub-regional levels in Russia, possibly, through the development of branches of TCs in regions.

I. Evaluation background

1.1. Context

19.   This section of the evaluation report presents an overview of the institutional and country context, in relation to the objectives of the UNEP-GEF project "Strengthening the Network of Training Centres for Protected Area Management through Demonstration of a Tested Approach"- GEF 1776 (also referred to as the project). The section briefly describes the importance of the project area for conserving the world's biodiversity; explains the project history; and stated project goal and objectives.

20.   Northern Eurasia harbours a unique range of ecosystems – from Arctic tundra and Siberian taiga (boreal conifer forests) through deciduous forest and Central Asian steppes to sub-tropical woods and deserts. The great diversity of ecosystems is at the basis of the globally important biodiversity of this vast area. Endangered species (i.e. Amur tiger, snow leopard, Altai argali, Persian leopard, golden eagle, saker falcon and many others) inhabit this part of the world. The biodiversity of Northern Eurasia is protected by a network of protected areas (PAs) which comprises 7% of this huge territory covered by the Russian Federation, Ukraine, Belarus, Kazakhstan, Georgia, Azerbaijan, Kyrgyzstan, Moldova, Turkmenistan, Tajikistan, Armenia and Uzbekistan. The system of protected areas in all these countries was established during the time of the Union of Soviet Socialist Republics (USSR), when all these countries were integrated.

21.   After the 1990 collapse of the Soviet Union, the PAs in Northern Eurasia have been confronted by numerous threats. These include intensive natural resource use, large-scale clearing of forest, mining, industrial pollution and poaching. PAs suffer from inadequate funding, lack of political and public support, and low quality of management system. This situation has been exacerbated by the harsh socio-economic conditions, particularly in rural areas, following the collapse of the Soviet Union. Communities living in or near PAs have been forced to rely more heavily on natural resources for their survival, and to use these resources more intensely and often, irresponsibly because alternative incomes do not exist in many rural areas.

22.   The training system for PAs staff was completely destroyed after the collapse of the Soviet Union. As a result, many PA managers and rangers did not have any opportunity to obtain the necessary knowledge and skills to successfully manage the PAs and undertake effective biodiversity conservation projects during the last 20 years. Additionally, previous communication ties among PAs of different countries were destroyed, which also limited PA managers in their ability to share lessons and experiences. In the early 2000s no Training Centres and systematic training programs existed in Northern Eurasia for PAs personnel. The training programs that did exist were conducted on an ad hoc basis, when individual grants were secured to sponsor such programs. The EcoCentre "Zapovedniki" was the only

institution in the Northern Eurasia offering vocational trainings for PAs staff in the area of environmental education for Zapovedniki[1], national parks and other types of protected areas.

23.   The governments of the Russian Federation, Ukraine, Belarus and Kazakhstan recognized that protected areas can and should play important role in the development of national and regional policies. Given the foregoing, the UNEP Project was prepared with the aim to improve PA management in four countries of Northern Eurasia those that take about 80% of this part of the world: Russia, Ukraine, Belarus and Kazakhstan. In 2004 there were 183 federal national parks and nature reserves in these countries. The staff of PAs numbered around 25,000 employees.

1.2. The project

24.   This section is devoted to the presentation of the project rationale, objectives, components, outputs, target groups, main partners, financing and the main modifications made in the project design before or during implementation.

1.2.1. Overview

25.   The project was designed to increase the environmental awareness of local communities, decision-makers and businesses in understanding the role that protected natural areas play in conserving biodiversity; as well as their potential for economic development and improvement of livelihoods.

26.   Due to the specific ecosystem functions of the protected areas (carbon sequestration, water management, etc.) the regions adjacent to them are perceived by the project as beneficiaries of the particular "ecosystem" services. Thus, most of the national PA managers in the four project countries were trained on how to benefit from the ecosystem functions of the protected areas without endangering biodiversity.

27.   **The key project assumption was** that if PA managers possess necessary knowledge and skills in PA management and development they will be able to promote public awareness and understanding of the value of protected areas among interested parties, attract local donors in the implementation of PA projects and programs, and negotiate with governments on specific PAs' needs. **Another assumption was** that the environmental educators from PA staff could, after training and some practice, train people involved in forestry, mining, tourism and other businesses, as well as regional administrators and public authorities. This would increase understanding of the need for biodiversity conservation as a means of achieving sustainable development in sectors outside of nature protection.

28.   The project **stated goal was** "to improve biodiversity conservation and rural livelihoods through better management of PAs in Northern Eurasia (namely in the four project countries)". **The project stated objectives** were 1. Improve skills of PA managers and staff in critical aspects of PA management through the establishment of permanent and sustainable PA management training Centres and programmes in four countries: Russia, Ukraine, Kazakhstan and Belarus; 2. Secure stronger political and other stakeholder support for PAs in the region.

29.   The project had two components, each with its own component objective:

Component I: Management skills of PA managers and staff.	*Component objective I:* To improve PA management in four countries.
Component II: Political support for PA in the region.	*Component objective II:* To seek stronger political and other stakeholder support for PAs in the region.

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[1]   Zapovednik (from the Russian zapovednik means "sacred, prohibited from disturbance), is an established term on the territory of the former Soviet Union indicating a protected area which is kept "forever wild". It is the highest degree of environmental protection for the assigned areas that are strictly protected, and maybe restricted to the public (http://en.wikipedia.org/wiki/Zapovednik).

30.   The outputs under each component are presented in the Logical Framework Matrix (Annex 4).

31.   **Component I** of the project sought to improve the management skills of PA managers and staff, especially in the field of PA management plan development, human resources management, environmental education, financial management, fundraising, development of ecological tourism, law enforcement, public relations and effective work with Mass Media and conflict management. *Participatory approach* was to be another key subject for training through the "learning by doing" methodology. This component also entailed increase in awareness of public authorities about the importance of payment for ecosystem services (PES) schemes and the establishment of an environmental fund to improve long-term financial management.

32.   **Components II** sought stronger political support for PAs in the region through a better awareness of the importance of PAs for local communities, businesses and political decision makers. This was to be done through cooperation with politicians on the development of PA legislation and strategic documents, involving local communities in PA based programs on sustainable livelihood development, public relation events, briefings, seminars, workshops, conferences and exchange trips.

1.2.2. Project costs and financing

33.   Table 1 presents a summary of expected financing sources for the project as presented in the project documents. The GEF Trust Fund provided US$ 975,000 to the project. This put the project in the Medium-Size category. The project was expected to mobilize another US$ 1,368,000 million in co-financing, mostly from Governments (US$ 940,500) and non-profit organizations (US$427,500).

34.   The most recent Project Implementation Review (PIR) for fiscal year 2008 reports that by 30 June 2008 the project had effectively disbursed US$ 974,269 of the GEF grant to UNEP – close to 100 percent. By then, the project had mobilized over US$ 1,849,762 in co-financing.

Table 1. Planned sources of funding of the project

Source of Funding	Amount cash, US$	Amount in-kind, US$	Amount, total US$
GEF (Project and PDF)	1000000	0	1000000
Government Agencies (including PAs)	440500	500000	940500
NGOs	247500	180000	427500
Total:	**1688000**	**680000**	**2368000**

1.2.3. Executing arrangements, target groups and main partners

35.   The project was implemented by UNEP Division of Environmental Policy and Implementation (DEPI), GEF Biodiversity/Land Degradation/Biosafety Unit and executed by "Zapovedniki" Environmental Education Centre in Moscow, Russia Federation. **Zapovedniki Centre** was to handle project accounting and financial reporting. It provided office facilities for the Project Director, Project Manager and Education Coordinator for Russia. **Beresinsky Zapovedniki** (Belarus), **Kazakhstan Committee for Forestry, Hunting and Fishing** (Kazakhstan) and **Ukraine State Protected Areas Service** in cooperation with **Kiev Eco-Cultural Centre and Kanevsky Zapovedniki** were to provide office facilities for the Education Coordinators for their countries and work as subcontractors with Zapovedniki Centre.

36.   A Working Group was to manage and coordinate the project. It was responsible for integrating substantive information and materials, preparation of reports, expenditure of funds and relations with partners. The Working Group consisted of 10 experts from all participating countries. The Working Group was to be advised by the Advisory Group that consisted of 12 individuals: the National GEF Focal Points from participating countries; representatives of PA agencies; members of the Steering Committee

of the World Commission on Protected Areas (WCPA); the Director of the European Partnership Action Plan (EPAP) Project and Chair of WCPA; the leader of WCPA Task Force on PA management effectiveness; UNEP GEF representative and the member of the Technical Board of the European TOPAS Project. There were to be meetings of the Advisory Group at least twice a year during project implementation.

37.   Probably, the project was successful due to its highly dedicated partners and trust of these partners to the organizations and people who planned and implemented the project. During the field work the evaluation consultants met with key project partners and stakeholder groups. Target groups and main project partners are described in the stakeholder analysis in Annex 2.

1.2.4. Main modifications made in the project design

38.   The project document was written by several people over four years and it was unclear in terms of ideas and formulations. The Logframe was not clear and did not have SMART objectives, outcomes, performance indicators and sources of data. This led to a situation when the project team worked for two years using not SMART logical framework (the same conclusions were made in the mid-term evaluation report http://www.unep.org/eou/Portals/52/Reports/Zapovedniks%20MTR%20Final.pdf) and on the achievement of unrealistic objectives such as the establishment of Environmental Trusts and promotion of Payments for Ecosystems Services (PES) schemes.

39.   After the mid-term evaluation in 2007 the Logframe was revised but it still had gaps in the formulation of SMART objectives, outcomes, performance indicators and sources of data. Following the recommendations of the mid-term evaluation report, the project abolished a set of unachievable outcomes (1.2. Public authorities are aware of the importance of PES schemes, 1.3. One PA will have or be close to having an environmental fund established to improve long-term financial management). Nevertheless, outcome 2.1. "A stronger and more efficient support from local and national authorities for PA" was left in the project Logframe even though the evaluation did not find any specific work organized by the project to attract local authorities to participate and support PAs except Russia.

40.   The evaluators reviewed the original grant proposal and original project indicators (Annex 3), and the logical framework, version 2007 (Annex 4). A detailed review of the project design is presented in Annex 5. During the analysis strong and weak points of the project design have been identified. The evaluators carried out small modifications to the Logframe for the evaluation purpose, clarifying objectives, outcomes and outputs; rephrasing unclear formulations; and reorganizing outputs, outcomes, performance indicators and sources of data where necessary. The revised Logframe is presented in Annex 6.

1.3. Evaluation objectives, scope and methodology

41.   The next section describes the evaluation purpose, key questions, evaluation criteria, timeframe, data collection and analysis instruments, places visited, types of stakeholders interviewed and limitations of the evaluation.

1.3.1. Evaluation purpose, key questions, criteria and timeframe

42.   As specified in the Terms of Reference, the Evaluation had two general objectives:

   a.   Provide evidence of the Project results to meet accountability requirements.
   b.   Promote learning, feedback and knowledge sharing through results and lessons learned among UNEP, interested governments, the GEF and their partners.

43.   Therefore, the evaluation identified lessons of operational relevance for future GEF projects formulation and implementation. It focused on the following set of key questions which are based on the project intended outcomes:

     a.   Are PA staff applying new skills in PA management in the four project countries?

     b.   Are sustainable PA training institutions operating in each of the four project countries?

     c.   Are politicians, businesses and local communities more aware and supportive of PAs?

44.   The evaluation assessed the project success with respect to the following evaluation criteria grouped in four categories:

     a.   Attainment of objectives and planned results, which comprises the assessment of outputs achieved, relevance, effectiveness and efficiency and the review of outcomes towards impacts.

     b.   Sustainability and catalytic role, which focuses on financial, socio-political, institutional and ecological factors conditioning sustainability of project outcomes, and also assesses efforts and achievements in terms of replication and up-scaling of project lessons and good practices.

     c.   Processes affecting attainment of project results, which covers project preparation and readiness, implementation approach and management, stakeholder participation and public awareness, country ownership/driven-ness, project finance, UNEP supervision and backstopping, and project monitoring and evaluation systems.

     d.   Complementarity with the UNEP strategies and programmes.

45.   **The evaluation was conducted in May-August 2012** under the overall responsibility of the UNEP Evaluation Office (EO). The evaluation was organized in two phases:

     a.   Step I was conducted with the UNEP EO in Nairobi, dealing with preparation, planning and writing of an inception report. The Inception Report (IR) was the first deliverable of the Terminal Evaluation. The IR contains the evaluation framework that includes the review of the quality of project design, analysis of the project's theory of change and detailed plan for the evaluation process.

     b.   Step II was focused on data collection (including field visits/questionnaires) and data clarification (the list of the documents available for Terminal Evaluation prepared by the evaluators is given in Annex 7). The evaluators gathered information mostly through in-person conversations, phone calls and Skype conversation with relevant staff and stakeholders. The evaluators did not use internet surveys and did not send questionnaires to the respondents by e-mail because most of the project staff and stakeholders were in the field or on summer vacation during the period of the evaluation without regular internet access.

     c.   Field visits were undertaken in Russia, Ukraine and Kazakhstan. TC at EcoCentre Zapovedniki (Moscow) and Ugra NP (Kaluga) were visited in Russia, Kanevsky Zapovedniki (Kanev) and Piryatino NP (Piryatin) – in Ukraine, TC "Tabigat Alemi"(Astana), Korgalzhinsky Zapovedniki (Korgalzhino), Berektau NP (Ereimentau) and Committee of Forestry and Hunting (Astana). More than 80 people from TC and PA staff, regional and federal authorities, representatives of UNDP/GEF and World Bank projects, local community and business were interviewed during the field visits (Annex 18).

     d.   Step III was directed at the data analysis and report preparation. Detailed evaluation methodology is presented in Annex 8.

46.   The evaluation schedule included preparation of the following outputs: the Inception Report and its approval by the UNEP EO before visits to the project countries; a zero draft evaluation report to be discussed with EO and improved based on their feedback; a first draft evaluation report to be circulated among the key stakeholders for comments; the final evaluation report to be prepared taking into account the comments and inputs from stakeholders and submitted to EO for distribution among project managers and relevant stakeholders.

47.   Evaluation TORs is given in Annex 18, country mission schedule – Annex 19, the list of people interviewed during country mission - Annex 20, and CVs of the evaluation consultants are presented in Annex 21.

1.3.2. Limitations of the evaluation

48.   The project objectives, outcomes, outputs, activities and indicators for monitoring and evaluation are located in four document sources (original project document set, PIR set, Project Steering Committee May 2006 set and Annex 5 of mid-term review TOR set). Therefore, the evaluation consultants spent much time analysing all the Logframes to show the logic of the project outcomes evolution (Annex 9). Detailed overview of limitations of the evaluation is presented in Annex 10.

49.   Another key limitation of the evaluation was time constraints for preparation of Inception Report and Zero Draft Evaluation Report. Drafting the reports took much more time than it was previously planned by the evaluators, because of lack of primary data in the country project reports (absence of stakeholder and target group inventory, number of activities and project outputs are not classified by countries, etc.), and absence of some documents related to the project because the project was completed four years before the evaluation took place. Also, the evaluation consultants did not visit Belarus during their evaluation mission. Skype and phone interviews did not help to clarify some controversial responses from members of national project team.

50.   There were thematic intersections of the UNEP/GEF and UNDP/GEF projects implemented at the same time in the project countries (capacity building of PA staff was also a component of other UNDP/GEF projects in Ukraine, Kazakhstan and Russia), therefore, some effects of the UNEP/GEF project were not obvious.

II. Project performance and impact

51.   This section is organized according to the four evaluation criteria categories (see section D of these TORs) and provides factual evidence relevant to the evaluation questions, analysis and interpretation of findings. This is the main substantive section of the evaluation report.

2.1. Attainment of objectives and planned results

2.1.1. Achievement of outputs and activities

52.   According to the revised project Logframe – 2007 version (Annex 4) 32 project activities were supposed to deliver 10 specific outputs. Planned activities and expected outputs were the same in all four project countries. Project components are presented in the table 2.

Table 2. Project components

Components	Outputs
Component I: Management skills of PA managers and staff Component objective I: To improve PA management in four countries Immediate Outcome 1.1: PA staff are applying new skills in PA management in the four project countries. Immediate Outcome 1.2: Sustainable training institutions are operating in each of the four project countries	Output 1.1.1: Critical mass of staff are trained in four target countries
	Output 1.1.2: Trained staff are applying new skills through implementation of pilot projects
	Output 1.1.3. Best practice guidelines for PA management are available to PA staff in an accessible form
	Output 1.2.1: TCs are established and functioned in four target countries (including regional TC in Russia)
	Output 1.2.2: TC Network is established and functioning in four target countries
	Output 1.2.3: Training materials developed and programs delivered
	Output 1.2.4: TCs established connections with the existing PA management and/or training structures of the 4 countries and of the other relevant structures/networks of the world

Component II: Political support for PA in the region	Output 2.1.1: National PA strategies and draft legislation developed and promoted to governments
Component objective II: To seek stronger political and other stakeholder support for PAs in the region	Output 2.1.2: Training materials for politicians, businesses and local communities developed and programs delivered
Immediate Outcome 2.1. Politicians, businesses and local communities are more aware and supportive of Pas	Output 2.1.3: Politicians, businesses and local communities participate in TC programs and are involved in pilot projects

53.   In general, the activities foreseen in the revised project Logframe (2007) have been implemented at different rates in the four countries as explained in Annex 11 "Project Outputs and Immediate Outcomes Delivery Analysis." The analysis describes the extent to which the Project has produced Activities, expected Outputs and Immediate Outcomes.

54.   To sum up, the analysis demonstrates that all expected outputs were achieved by the project either completely or partially. **Outputs 1.1.1.-1.2.4** were completely achieved in all project countries and contributed to **Outcome 1.1** (PA staff are applying new skills in PA management in the four project countries) and **Outcome 1.2** (Sustainable training institutions are operating in each of the four project countries). **Output 2.1.1** (National PA strategies and draft legislation developed and promoted to governments) was also successfully achieved in Russia, Ukraine, Belarus and Kazakhstan.

55.   **Output 2.1.2** (Training materials for politicians, businesses and local communities developed and programs delivered) and **Output 2.1.3** (Politicians, businesses and local communities participate in TC programs and are involved in pilot projects) were accomplished generally in Russia and not achieved in other countries due to limited funding.

56.   **The overall evaluation rating for "Attainment of outputs and activities" is Moderately Satisfactory** (see Table 11 for more details).

2.1.2. Relevance

57.   In this sub-section the evaluation consultants analyse the relevance of the project to sub-regional environmental issues and needs, the UNEP mandate and policies at the time of design and implementation and GEF focal areas, strategic priorities and operational programme.

58.   The project forms a coherent part of a UNEP-approved program framework to enhance PA system's capabilities worldwide. Thus, the experience and lessons of the project in Northern Eurasia could be used to develop similar UNEP Projects worldwide. The project built strong base for PAs capacity building in Russia, Ukraine and Belarus (for example, the TCs established in the framework of the UNEP project were actively involved in training of PA staff under other UNDP/GEF projects in the four countries in 2007-2012).

59.   Both project objectives *(1) Improve the skills of PA managers and staff in four project countries in critical aspects of PA management* and *(2) Secure stronger political and other stakeholder support for PAs in the region,* helped to establish sustainable and well-managed PA systems in Russia, Ukraine, Belarus and Kazakhstan. The implementation strategies of the project (development of PA Training Centres, intensive training of PAs staff, promotion of better legislation for PA management, involving businesses and local communities in joint activities with PAs) were also relevant to strengthening PA management and increasing funding for PAs in all four countries.

60.   The project was highly relevant to the needs of PAs (better management, more advanced conservation and social activities, additional funding, stronger political support) and local communities (sustainable livelihood, participation in PA management, healthy environment) living within or outside PAs in Russia, Ukraine, Belarus and Kazakhstan. For instance, interviewed managers and staff of 20 PAs in the project countries confirmed that the UNEP project results were very valuable in increasing their professional level, start new activities and improve management of PAs. Such PAs as Kenozersky

National Park (NP), Bolshaya Kokshaga and Baikalsky Zapovednik built strong cooperation with local communities in sustainable livelihood programs, including ecotourism.

61.   The project also met the needs of politicians responsible for PA management in these countries by setting up sustainable training Centres (TCs) for PA staff and professional specialists to improve PA management; help with legislation and policies related to PAs; assist PAs staff in the development of collaboration with socially responsible businesses. At least 6 PAs in Russia developed strong ties with business companies as a result of the UNEP project. Also, governmental protected areas agencies in Russia and Kazakhstan confirmed the high level of importance of the TCs for capacity building of PA staff and outlined the leading role of the UNEP project in the development of strategic documents and improvement of PA national systems.

62.   According to the UNEP mandate, UNEP is "*...the leading global environmental authority that sets the global environmental agenda, that promotes the coherent implementation of the environmental dimensions of sustainable development within the United Nations system and that serves as an authoritative advocate for the global environment*". This project, devoted to the protection of the environment and sustainable development via strengthening PA systems in Russia, Ukraine, Belarus and Kazakhstan, is entirely consistent with this mission statement as well as with UNEP policies in the six thematic priorities.

63.   The project was consistent with relevant GEF-5 Biodiversity focal area, strategies and operational programs, because it contributed to the improvement of the sustainability of PA systems for biodiversity and ecosystem conservation by enhancing PA management capacities, developing appropriate changes in PA legislation and involving stakeholders in cooperation with PAs and support of PAs' activities. The project outcomes contributed to UNEP's Expected Accomplishments in at least three of six UNEP's thematic priorities in 2010-2013: Climate Change, Ecosystem Management and Environmental governance.

2.1.3. Effectiveness: achievement of the project goal and of main component objectives

64.   This sub-section briefly describes the level of the achievement of the project goal and main component objectives in the four project countries. The results are discussed using the project findings. Key conclusions are also made in the text.

65.   As explained in the previous section, the project achieved fully or partially planned outputs and contributed to the attainment of expected outcomes. But these achievements were different in the four countries and depended on the political and social situation as well as on available funding. Table 3 describes how main Outcomes of the project contributed to the accomplishment of the two project objectives: Improve the skills of PA managers and staff in four project countries in critical aspects of PA management (Objective 1) and Secure stronger political and other stakeholder support for PAs in the region (Objective 2).

66.   It is worth to mention that it was rather difficult to evaluate Outcomes of the project due to the two reasons: five years passed from the end of the project; and the project had system of indicators that was not clear to properly assess the progress and achievements.

67.   **Objective 1 "Improve the skills of PA managers and staff in four project countries in critical aspects of PA management**" was completely achieved in the four project countries. All interviewed PA managers and specialists confirmed that they use knowledge and skills learned on the trainings in the framework of the UNEP-GEF project. PA managers reported that effectiveness of work and motivation of staff increased considerably after the training. New initiatives were developed at the PAs as a result of the project: improved management plans; better financial planning; using Geographic Information System (GIS); developed sustainable livelihood programs for local communities such as ecotourism and rural tourism, and designing of ecological trails for education purpose; as well as joint projects with businesses.

Table 3. Achievement of the project goal and main component objectives

Project Goal and Objectives	Project Outcomes			
	Russia	**Ukraine**	**Belarus**	**Kazakhstan**
Goal: Improve biodiversity conservation and rural livelihoods through a better management of protected areas in Northern Eurasia				
Objective 1: Improve the skills of PA managers and staff in four project countries of PA management in critical aspects.	Effectiveness and motivation of trained PA staff increased.	The staff of PAs uses new knowledge and skills in PA management.	The staff of PAs use new knowledge and skills in PA management.	Effectiveness and motivation of trained PA staff increased.
	New activities at the PAs developed.	New forms of activities of PAs developed.	New forms of activities of PAs developed.	New forms of activities of PAs developed.
	Central TC for PAs (NGO) exists and is functional having office in Moscow, but without own infrastructure for training. **Annual TC budget:** - grants – 25%; payment for trainings from PAs – 60%; - government funding – 12-14%; - donations from business – 1-4%. 4 regional TCs for PAs exist, but less developed than key TC (Zapovedniki).	TC for PAs exists and is functional with sufficient infrastructure for training (integrated in PA structure). **Annual TC budget** after the UNEP project: nearly 100% from UNDP/GEF project and grants.	TC for PAs exists and is functional with sufficient infrastructure (integrated in PA structure).	TC for PAs (NGO) exists and is functional without own infrastructure for training. **Annual TC budget:** 80% - grants (mainly UNDP/GEF and WB projects); 20% -government funding. - In 2011-2012 no government funding was provided.
Objective 2: Secure stronger political and other stakeholder support for PAs in the region	National Concept of PA system development in Russia (2010-2020) officially approved. 5 new federal PAs were established in 2009-2012.	State Program for PA system development in Ukraine (2006-2020) is still not approved. 22 new PAs in Ukraine were established in 2009-2012.	National Program for PA system development (2008-2014) was officially approved. No new PAs were established in 2009-2012.	National Program of PA system development (2008-2010) was officially approved. 3 new PAs were established in the country in 2009-2012.
	10 PAs in Russia obtained additional government funding for ecotourism development. Level of funding for National PA system increased mainly due to establishing new PAs.	Level of funding of PA system in Ukraine increased in 2009-2012 mainly due to establishing new PAs.	Funding of existing PAs increased due to government investments in ecotourism development.	Government funding of PA system in Kazakhstan increased since 2008 (partly due to establishing of new PAs) but it is still deficient.

Project Goal and Objectives	Project Outcomes			
	Russia	**Ukraine**	**Belarus**	**Kazakhstan**
	No increase in PA staff salaries (lowest in the country) after the UNEP project completion.	Salary of PA staff has not been increased after the UNEP project (one of the lowest in the country).	There is tendency in the country in increasing PA staff salary.	Salaries of PA staff are still the lowest in the country.
	Many business companies (more than 15) support TC and related PAs.	Some business companies support TC and related PAs (no more than 5).	No business companies support PAs.	No business companies support TC, no more than 5 companies support existing PAs.
	There is increased level of collaboration among local communities, authorities and PAs staff: sustainable livelihood projects, ecological routs, and others.	Local communities and authorities consider PAs as a guarantee from illegal privatization of their lands, basis for tourism development and jobs for people.	No data.	Local communities and authorities cooperate with PAs for sustainable livelihood development as a result of UNDP/GEF projects.

68.   No special instruments to measure changes in PA management were used in the UNEP project. UNDP/GEF project managers (which were interviewed during the evaluation mission) provided the evaluation consultants with necessary data from the projects implemented at the same time in the four project countries. Evaluation of PA effectiveness using METT tool in the framework of UNDP/GEF projects in 2008-2012 in the key project areas in Russia, Ukraine and Kazakhstan clearly demonstrate **increased efficiency and effectiveness of PA management due to the intensive trainings by the TCs in the framework of UNEP project**.

69.   **The four main TCs for PAs that were established in the framework of UNEP-GEF project are functional and more or less sustainable. These are:**

(a)   Ecocentre "Zapovedniki" in Russia (http://www.wildnet.ru/)
(b)   Training Centre "Tabigat-Alemi" in Kazakhstan (http://www.tabigat-alemi.kz/)
(c)   Training Centre for PAs at Kanevsky Zapovedniki in Ukraine
(d)   Environmental Education Centre at Berezinsky Biosphere Reserve in Belarus http://berezinsky.by/content/ru/hed.html

70.   Two TCs in Ukraine and Belarus were incorporated into the structure of PAs (Zapovedniki) and have sufficient infrastructure for training. The TCs in Russia (Moscow) and Kazakhstan (Astana) were based on NGOs (this situation is quite legal in the countries), but have built cooperation with government agencies responsible for PAs. The TC in Belarus was turned into an Environmental Education Centre. It actively works with schoolchildren and generally serves as a base for seminars for the Ministry of Nature Resources for different target groups, and as an educational platform for other UNEP/UNDP-GEF projects.

71.   TCs in Russia, Kazakhstan and Ukraine train about 300-400 PA staff annually (in the framework of UNEP project they trained on average 400 PA specialists annually). All TCs still depend mainly on grants. Grants (generally UNDP/GEF projects) contribute to 25-30% of the annual TC budget in Russia and up to 80-100% in Ukraine and Kazakhstan. The level of governmental support for the TCs is still limited: from 0% (Ukraine and Kazakhstan, 2011-2012) up to 12-14% (Russia) of their annual budget. Only one TC (Russia) charges fees for training of PA staff (about 60% of annual budget).

72.   **Objective 2 "Secure stronger political and other stakeholder support for PAs in the region" was achieved generally in Russia** and was only partly implemented in other three project countries.

National strategies (concepts or programs) for PAs development were approved by Governments in Russia, Belarus and Kazakhstan in 2008-2011. The National Program for PA Development in Ukraine, prepared in the framework of UNEP-GEF project, is still not approved. But in 2009 the President of Ukraine issued the Order # 611/2009 "On additional actions for PA system development in Ukraine" that was partially based on the recommendations provided under the UNEP-GEF project. The Order was very important for the development of the national PA system in this country. Largely the UNEP project fostered the establishment of 30 new PAs (Zapovedniki and national parks) in the project countries (22 in Ukraine, 5 in Russia and 3 in Kazakhstan).

73.	Important changes in PA legislation were made in Ukraine, Belarus and Kazakhstan. Unfortunately the project did not influence any considerable changes in the governmental funding for PAs in Russia, Ukraine and Kazakhstan; funding for PAs increased a little only due to the establishment of new PAs and is not sufficient to support the effective work of PAs in these countries. Salaries of PAs staff are still the lowest in the countries (200-300 US$ per month on average). But in Belarus governmental funding of existing PAs and salaries of PA staff increased after the project. According to the opinion of the respondents the project influenced the governmental position towards protected areas: PAs can contribute to the economic development through ecotourism.

74.	The project played considerable role in developing cooperation between some PAs, businesses and local communities in Russia. New tools and mechanisms for involving business and local communities in joint activities with PAs were introduced to PA managers and resulted in the development of successful pilot projects with commercial companies and local people living inside or near PAs. In 2012 many international and national business companies in Russia support national PAs; local authorities and communities consider PAs as Centres of sustainable livelihood development in the regions. For instance, as a result of the UNEP project some PAs (Ugra National Park, Plescheevo Ozero National Park, Samarskay Luka National Park, Volzhsko-Kamsky Zapovedniki, Bitsy Nature Park and Meschora National Park) developed successful cooperation with local businesses and commercial companies (TetraPack, RosAtom, Nestle, KraftFoods, Perfetty Marvelly, Toyota, Samsung, British Petroleum, regional oil companies, and others) and receive regular financial support from them. Kenozersky National Park, Bolshaya Kokshaga Zapovedniki and Baikalsky Zapovedniki developed successful cooperation with local communities in ecotourism and rural tourism.

75.	In Russia, local people started to understand the economic value of PAs by earning additional income in cooperation with PAs, for instance, through ecotourism. This increased participation of local communities in PAs activities such as ecological festivals, planting trees and others. UNEP project educated PAs staff on how to collaborate effectively with local communities and develop ecotourism. In Ukraine, Belarus and Kazakhstan business companies and local people were not directly involved in the project activities and no special public participation tools were developed in the framework of UNEP project in these countries. Support of PAs from businesses is still rare in these countries.

76.	Unfortunately, there were no special measurements to monitor the attitude of politicians, businesses and local communities towards PAs in the framework of the project. Therefore, during the evaluation it was impossible to objectively assess changes in stakeholders' attitude to PAs apart from interviews with PA staff and data available on some model projects. However, using the results of interviews with managers of 7 PAs in Russia it is possible to conclude that attitude of local communities and businesses to these PAs improved considerably due to implementation of pilot projects in the framework of UNEP project.

77.	To sum up, factors such as rather short project implementation period (only three years), difficult political situation in the project countries and relatively modest project funding spread over great territory (80% of Northern Eurasia) obviously limited the project impact on biodiversity conservation and rural livelihood. Nevertheless, the project contributed considerably to the achievement of its overall goal "Improve biodiversity conservation and rural livelihoods through a better management of protected areas in Northern Eurasia" and resulted in some important changes in PA legislation and management system in Russia, Ukraine, Belarus and Kazakhstan through valuable recommendations to the governments,

increased number of educated PA staff and involvement of businesses and local communities in PA conservation activities.

2.1.4. Efficiency

78.   The next sub-section describes cost-saving measures put in place in attempting to bring the project to a successful conclusion within its programmed budget and timeframe. The analysis gives special attention to the efforts by the project teams to make use of/build upon pre-existing institutions, agreements and partnerships, data sources, synergies and complementarities with other initiatives, programmes and projects to increase project efficiency. The analysis concludes that the project proved to be cost-effective for several reasons which are presented in table 4 below.

Table 4. Cost-effectiveness of the project

Issue	Comment
1. Reputation of the Executive Agency (EA) among stakeholders and project partners.	a. Much work done under this project is due to the fact that the EA had already established strong ties with PAs in Russia and had partners in the other three project countries. The high level of credibility of Zapovedniki among its partners (PAs, businesses, governmental agencies, and other NGOs) and, in particular, the positive and trustful image of its director, Natalia Danilina, allowed the project to collaborate with other international, national, and regional projects to allocate funding on joint activities with regards to the project objectives. This conclusion was supported by all the respondents in the 4 project countries.
2. Project attracted co-financing to a level greater than it was planned in the beginning.	b. Actual in cash co-financing was 1.6 times greater (US$1,050,184 instead of US$668,000 planned); and actual in-kind co-financing was 1.2 times more (US$799,578 instead of US$680,000 planned).
3. TCs in Ukraine and Belarus were established on the basis of existing Nature Reserves (Kanivsky Zapovedniki and Berezinsky Zapovedniki).	c. This approach allowed TCs to get sufficient infrastructure for their trainings. After the end of the UNEP project, facilities provided to TCs are being maintained with the financial support from the budget of PAs. Thus, training costs of PAs staff are much lower when training is organized using existing infrastructure of PAs rather than renting training facilities in Kiev or Minsk.
4. TC in Russia was established on the basis of existing and sustainable NGO Zapovedniki.	d. This strategy helped to secure time and money for establishing a separate organization for TC.
5. TC in Kazakhstan started to use so called "Nomadic Model" of trainings.	e. The "Nomadic Model" is a cost-effective approach: instead of bringing PA staff for trainings to Astana and paying high prices for hotels, classroom rent and food, the team of trainers goes to different PAs in the country and organizes training using PAs facilities. The weak point of this model is that not all trainers have enough time to visit PAs located far from their homes.
6. TCs do not have permanent staff of instructors.	f. It is much cheaper to hire trainers just for the training period, than to retain them as staff.
7. Co-financing from UNDP/GEF projects.	g. The UNEP project budget was used to establish 4 TCs in the four project countries, whereas other sources of funding were attracted to establish several regional TCs in Russia. h. The pilot projects of PAs staff that were developed during the training were implemented from own funds of PAs or with support from business companies, local communities and other sources, for example, TACIS.
8. Unrealistic activities were removed from the project after the Mid-Term Evaluation.	i. Establishing Environmental Trusts and implementing PES schemes were considered as unrealistic outputs, therefore, the removal of these outputs enabled the project to relocate money for more realistic and useful initiatives.
9. Innovative for PAs training modules oriented on active involvement of PA staff in the process of learning.	j. Well-developed trainings programs (based on participatory approach of the participants in the exercises) proved to be much more cost-effective compared with traditional methods of trainings (when one person talks and students listen) in terms of the quality of the outcomes occurring after the

Issue	Comment
	trainings: faster application of learned knowledge and skills, training other colleagues, attracting new donors, and getting much more funding from governmental agencies.
10.Delays in the project implementation in Kazakhstan.	k. The project implementation in Kazakhstan started one year later than in other countries, because of the governmental approval of the project documents. This process took longer than it was planned in the beginning. However delays in project start-up in Kazakhstan did not affect project execution, costs and effectiveness. Project managers accomplished the same outputs by the end of the project as it was done in other countries.

2.1.5. Review of outcomes to impacts (ROtI)

79.   The ROTI Practitioner's Handbook describes the Theory of Change (TOC) as an evaluation tool of the "Review of Outcomes to Impacts" (ROTI) analysis that is designed "to enable evaluators, through an in-depth analysis of the project's documentation coupled, where possible, with data collection at the project site, to identify and then assess the project's component results chains that guide project performance and ultimately contribute to the achievement of project impacts."

80.   Basically, the TOC aims at mapping the possible pathways of change from the projects outputs to the expected outcomes, up to the intended impact. The TOC analysis includes identification of the project's intended impacts, review of the project's logical framework, and analysis of the project's outcomes-impacts pathways. **Thus, using TOC analysis it is possible to assess to what extent the project has to date contributed, and is likely in the future to further contribute to changes in stakeholder behaviour as regards**: i) Improved skills of PA staff in PA management, ii) politicians, businesses and local communities more aware and supportive of PAs and the likelihood of those leading to changes in the natural resource base and benefits derived from the environment: improved management of PA and Biodiversity conservation.

81.   The Terminal Evaluation took place four years after project completion. This gave the opportunity to assess how project results have continued in absence of GEF-UNEP funding during 2008-2012. Thus, in this particular evaluation it was possible to assess not only the achievement of project's immediate outcomes, but also the expected long-term outcomes and project impacts in terms of the Global Environmental Benefits (GEBs).

82.   Three Immediate Outcomes were expected to contribute to the project two objectives and goal:

Outcome 1.1. PA staff are applying new skills in PA management in the four project countries	**Objective 1.** Improve the skills of PA managers and staff in four project countries in critical aspects of PA management	**The Goal** of the project is to improve biodiversity and rural livelihoods through a better management of protected areas in Northern Eurasia.
Outcome 1.2. Sustainable training institutions are operating in each of the four project countries		
Outcome 2.1. Politicians, businesses and local communities are more aware and supportive of PAs	**Objective 2.** Secure stronger political and other stakeholder support for PAs in the region	

83.   The logical link from Outputs to Immediate Outcomes and then to the Project Impact was the one diagrammed in the Theory of Change elaborated by the evaluation team (see diagram 1. Theory of Change on page 24).

Diagram 1. Theory of Change Analysis (TOC)

Outputs

Immediate Outcomes (IO)

Impact Drivers (ID)/Assumptions (A)

Intermidiate States (IS)

Impacts

Global Environmental Benefits (GEBs)

Output 1.1.1. Staff of selected PAs are trained in the areas of PA management in four target countries

Output 1.1.2. Pilot projects developed by trained PA staff are implemented by trained PA managers

Output 1.1.3. Educational programs and modules, methodical and resource materials are developed, tested, published and disseminated among target groups in four countries.

IO 1. PA staff are applying new skills in PA management in the four project countries

A: National PAs Agencies are seeking for opportunities to apply internationally recognisable standards and requirements to PA management

ID: New approaches for PA management are integrated and funded by PA Agencies and from other sources

A: Trained staff do not leave PAs and adapt their knowledge and skills into PA management

A: Increased salary for PAs staff

IS: Improved management of PAs in such areas as follows:
• PA management, strategic planning, and fundraising;
• ecological tourism development;
• environmental education;
• law enforcement on PA;
• PR and Mass Media relations;
• conflicts management, etc.

ID: Mitigation strategies to address major threats to biodiversity protected by PAs are enforced nationally and regionally

ID: GEF (UNEP/UNDP) projects consider the needs of PAs and develop strategies to address them

ID: PAs have sufficient incentives for PAs staff to take part in TCs programs

ID. Increase in financial support of TCs from implementation of their Business Plans

ID: TCs have permanent trainers and facilities to implement their educational programs at national and regional

ID: TCs are adapted their programs to adequately meet the needs of PAs in information

Output 1.2.1. Training Centers (TCs) are established and functional in four target countries

Output 1.2.2. TC Network is established and functional in four target countries

Output 1.2.3. Management plans, package of training modules, and independent team of trainers are developed in each TC

IO 2. Sustainable training institutions for PAs are operating in each of the four project countries

IS: Network of TCs is being managed effectively to assist PAs in achievement of their objectives, and facilitate collaboration between PAs and TCs in Northern Eurasia

IS: Mainstreaming/implementaton of enabling PAs development strategies (including increasing the number of PAs) at international, national and regional levels

Impacts

Natural and human threats to biodiversity of PAs reduced on the territories of PAs

GEBS

Globally significant biodiversity protected by PAs of Northern Eurasia conserved

A: Shift of national priorities to the development of PAs as a method to protect globally important biodiversity

A. Increase in state financial support of the training programs for PAs

A: National PAs Agencies approve the programs of TCs and provide them with sufficient funding

ID: Monitoring and Evaluation mechanisms for PAs management are established, officially enforced, and used by PA managers and responsible national agencies

Output 2.1.1 National PA strategies and draft legislation developed and promoted to governments

Output 2.1.2 Educational materials for politicians, businesses and local communities developed and delivered to stakeholders

Output 2.1.3. Trainings, conferences, public presentations, and environmental campaigns for politicians, businesses and local people are implemented

ID: TCs and PAs collaborate with local communities to develop sustainable livelihood programs

ID: There are sufficient incentives for local communities and business to take part in PAs management and support its activities

ID: Services provided by PAs are nationally recognised by different national programs (recreation, healthy environment, food and production)

ID: PAs have sufficient funding to maintain their management, monitoring, and evaluation functions

ID: PAs and TCs have sufficient incentives to implement mitigation strategies integrated into PA management

IO 3. Politicians, businesses and local communities are more aware and supportive of PAs through participation in GEF projects initiatives

IS: PAs has sufficient funding, appropriate legislation, and are considered as a necessary component of socio-economical development

A: Improved regulations and legislation for PA management developed, promoted, supported, and enforced by National Agencies

A: PAs development is one of the priority issues of National Policies; and PAs are considered by national socio-economical development programs

84.   ***The extent of the achievement of the main project's outcomes*** (effective PA management, sustainable PA training Centres and stakeholders' support for PA systems in Russia, Ukraine, Belarus and Kazakhstan), ***as well as analysis of the factors to the long-term sustainability of the project results, was the core interest of this terminal evaluation***. Consequently, the evaluation assessed the effectiveness of implementation strategies in achieving the expected effects within the target groups.

85.   ***The intended impacts of the project are the GEBs to which they contribute.*** On the basis of the project documents, the evaluators formulated the intended GEBs as follows: conservation of globally significant biodiversity protected by PAs of Northern Eurasia. The evaluators have rephrased the original projects impact for the evaluation purpose as follows "Natural and human threats to biodiversity of PAs reduced on the territories of PAs".

86.   ***Analysis of the project's outcomes-impacts pathways includes checking the logical links to conclude how the project's outcomes lead to expected impacts.*** The causal logic of the project's outputs, outcomes, objectives and impacts, as well as the main drivers and assumptions are described, visualised and summarised in the Theory of Change (TOC) diagram according to the UNEP-GEF project evaluation methodology presented in the TORs. The TOC analysis was coupled with field visits observations and interviews of project team and stakeholders in the project countries.

87.   ***In order to prepare the TOC diagram the evaluators constructed a Conceptual Model (see Annex 8. Evaluation Methodology) using the Miradi software*** recommended by the Nature Conservancy and WWF. The Conceptual model is a visual method (diagram) of representing a set of causal relationships between direct threats[2] and indirect threats[3] that are believed to impact one or more biodiversity targets[4]. The Conceptual Model was designed based on the project documentation and knowledge of the evaluators about the situation on PAs in the Northern Eurasia, and reviewed considering the data collected during field visits in the project countries.

88.   As we discussed in previous chapters two Immediate Outcomes of the project "*PA staff are applying new skills in PA management in the four project countries and Sustainable training institutions are operating in each of the four project countries*" ***were completely achieved in the project framework in all project countries.*** At this point in time the countries are located in the Intermediate States of the TOC following these Immediate Outcomes (Improved management of PAs in the main fields of activities and Network of TCs is being managed effectively to assist PAs in achieving their objectives and facilitate collaboration of PAs and TCs in Northern Eurasia).

89.   Despite the high motivation and interest of PA staff and managers, the improvement of PA management was considerably troubled by the limited governmental funding of the PA systems and very low salaries of PA staff in the project countries. If PA managers and staff seek to initiate efficient biodiversity conservation they search for additional funding from international foundations and programs (like UNDP/GEF and World Bank), less so from the governments.

90.   The TCs in the countries are more or less sustainable and functional, but still have very limited support from governmental agencies and rely a lot on grants. Trained, well-educated and professional PA specialists often leave the PAs and look for better jobs and salaries.

91.   The Immediate Outcome ***Politicians, businesses and local communities are more aware and supportive of PAs,*** was only partly achieved in the UNEP project due to limited funding provided and

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[2]**Indirect Threat –** A factor identified in an analysis of the project situation that is a driver of direct threats. Often an entry point for conservation actions. For example, "logging policies" or "demand for fish." Sometimes called a root cause or underlying cause (*CMP Open Standards for the Practice of Conservation, Version 2.0. October 2007).*
[3]**Direct Threat** – A human action that immediately degrades one or more conservation targets. For example, "logging" or "fishing." Typically tied to one or more stakeholders. Sometimes referred to as a "pressure" or "source of stress." (*CMP Open Standards for the Practice of Conservation, Version 2.0. October 2007).*
[4]**Conservation Target** – an element of biodiversity at a project site, which can be a species, habitat/ecological system, or ecological process that a project has chosen to focus on. All targets at a site should collectively represent the biodiversity of concern at the site (*CMP Open Standards for the Practice of Conservation, Version 2.0. October 2007).*

short implementation period of the project. Generally changing people's attitude to PAs in such a huge area as Northern Eurasia requires at least ten years of continuous work and ten million dollars of investments. Nevertheless very important strategic legislative documents for further development of the PA systems were developed and approved in the four countries under the UNEP project.

92.   Cooperation of PAs with businesses and local communities was developed for the model PAs in Russia. As we stated above all these positive accomplishments have not changed considerably the situation with the level of governmental funding of the PA system in the countries and only locally changed the attitude of stakeholders to PAs in Northern Eurasia.

93.   Therefore, from the TOC analysis and field visits it is possible to draw a picture about the evolution of the project outcomes. In 2012, the project countries are located at the stage between Immediate Outcome *Politicians, businesses and local communities are more aware and supportive of PAs* and Intermediate State *PAs have sufficient funding, appropriate legislation and are considered as necessary component of socio-economic development.* This means that they have been going through the intermediate states (IS) to reach the level of sufficient funding, etc. (see diagram 1).

94.   *The rating for the project achievement of outcomes and progress towards intermediate states and overall likelihood of impact achievement is presented in Annex 17.* The overall likelihood the project will achieve the planned GEB Impact "Conservation of globally significant biodiversity protected by PAs of Northern Eurasia" is assessed as Likely (BB). This means that the project's intended outcomes were delivered, and were designed to feed into a continuing process, but with no prior allocation of responsibilities after project funding, as well as the measures designed to move towards intermediate states have started and have produced results, which give no indication that they can progress towards the intended long term impact.

95.   **The overall evaluation rating for "Attainment of project objectives and results" is Satisfactory** (see Table 11 for more details).

2.2. Sustainability and catalytic role

96.   In the following section the evaluation report focuses on the analysis of the sustainability and catalytic role of the project, which includes financial, socio-political, institutional and ecological factors conditioning sustainability of project outcomes, and also efforts and achievements in terms of replication and up-scaling of project lessons and good practices.

97.   Generally, the evaluation mission proved that the results of the UNEP project are maintained and replicated by all four countries to continue improvement of PA management systems and conservation of biodiversity. **The overall evaluation rating for "Sustainability of project outcomes" is Satisfactory** (see Table 11 for more details).

2.2.1. Socio-political sustainability

98.   The project documents clearly identified general political and social factors that might influence the project results and progress toward impact in four countries as insufficient PA funding; low interest of governments to develop PA systems; weak legislation to support PAs; poor local communities living inside and outside PAs; small number of socially responsible businesses in the target countries, and others. Therefore, the project activities were aimed at dealing with all these factors and actively involved stakeholders in the project implementation when necessary. Thus, the project implemented a sustainability strategy to maintain the project results over time (see Table 5 on the page 27).

99.   **Important project effect was that as a result of the project** Moscow representative of the UNEP recommended EcoCentre Zapovedniki to be included in a network of NGOs under the Global Environmental Fund (GEF). In 2009 Zapovedniki became a member of the GEF's NGO network to keep

abreast of important trends in the GEF and through a network of NGOs to promote the recommendations on the participation of NGOs in the GEF.

100. **Also, the project became famous among UNDP/GEF projects implemented in the countries** due to the fact that the project set up the background (training programs and methodologies, experience of developing TCs for PAs, and model projects with businesses in Russia) for further educational programs with PAs in project countries. Nearly all the project results were used and developed by UNDP/GEF projects in four countries in 2008-2012. In 2012, the socio-political situation towards PAs in the project countries is slowly changing whereby the PAs are considered as an opportunity for sustainable development and conservation of natural resources at the same time. Much more attention is paid to PAs by politicians (reforms to develop ecotourism, increase in number of PAs), business companies (increased financial support) and local communities (joint festivals and ecotourism programs).

Table 5. Project sustainability

Project strategy	Sustainability efforts
1. Sustainability of TCs	a. The training programs of the TCs were approved or agreed by Governments in the four project countries. b. Sustainable partnership of model PAs (who implemented the pilot projects) with business companies and local communities was established in Russia. c. The TCs in Ukraine and Belarus were integrated into PAs structure. d. Agreement about cooperation of TCs of four project countries was signed upon the completion of the UNEP project.
2. Legislation	a. Strong partnership was built between TCs and governmental PA agencies in Russia and Kazakhstan. b. Necessary changes in national PA legislation and strategic documents were proposed to (through personal contacts) and approved by governments of four countries.

2.2.2. Financial resources

101. Considerable additional funding is required to make steady improvements in PA management and developing new conservation practices (especially to keep on the payroll highly professional managers and specialists). At present, PAs are able to raise additional funding from business companies, as well as different foundations and international programs (for instance, UNDP/GEF and WWF) when there is limited governmental funding. Interviews with PA managers showed that some national parks take part in international projects. Other PAs actively work with business companies applying fundraising methodologies and skills obtained through the trainings under the UNEP project. Other PAs do not work with business companies, mostly because their staff is busy with routine work and does not have enough time and skills for fundraising. Some respondents from PAs also said that they need additional training on fundraising. EcoCentre Zapovedniki plays key role for a number of PAs to obtain funding from business companies. A number of private companies simply give money to the EcoCentre to support PAs' projects.

102. Lack of sustainable funding for TCs, as stated above, is the main issue faced by all four project countries, which experience severe budget restrictions. TCs in the project countries depend on grant support and funding from UNDP/GEF and World Bank on-going projects. Only the TC in Moscow earns additional funds from payment for training by PA staff and business companies.

103. Governmental support to all TCs is periodical and limited, despite the fact that TCs help them to increase capacity of national PAs. Nevertheless, the managers of TCs are optimistic to obtain more funding from governments for educational services in the nearest future through being included in various governmental programs.

104. A fund for biodiversity conservation in Kazakhstan, established in 2008 in the framework of UNDP/GEF Wetlands Project, started to support the TC in Astana (2011) for the development of

sustainable livelihood projects of local communities (like eco-tourism) and some conservation initiatives of PAs. This foundation is a very promising source of funding to sustain and develop the results of the UNEP project in this country.

2.2.3. Institutional framework

105.   The UNEP project considerably relied on the four countries' institutional framework to sustain and develop the project results towards impacts:

    a.   National strategic and legislative documents were developed and approved by governments to support further development of PA national systems in all four project countries.

    b.   National PA agencies were actively involved in the project activities.

    c.   Two TCs were integrated into PA structures (Ukraine and Belarus), two others were recognized by National PA agencies as national PA educational centres (Russia, Ukraine).

    d.   TC in Ukraine was fully supported and maintained by Kanevasky Zapovedik and Kiev State University.

    e.   TC in Belarus was converted into the National Environmental Education Centre, but lost his role as a centre for education of PA staff.

106.   The general project activities were directed to capacity building of PAs. As a result, every TC found its own way to survive and continue to provide services to PAs involving governments, businesses companies and local communities. Thus, it is possible to conclude that the institutional framework established under the UNEP project to deliver the outcomes towards impacts was effective. Nevertheless, positive changes in PA management are slowed down by the quick rotation of authorities at national PA agencies and poor funding of the PA systems from governments and local sources.

2.2.4. Environmental sustainability

107.   The project outputs and outcomes obviously contribute to environmental sustainability in the target countries through better management of the PA systems and conservation of ecosystems and endangered species populations. The tendency of increasing number of PAs in Ukraine, Kazakhstan and Russia will positively influence the future flow of project benefits through replication of the project results in new PAs by the TCs.

108.   Such project outputs as methodologies and training programs positively affect the sustainability of project results because the participants of the training use them in their daily work to write management plans, develop educational and scientific programs and raise funding from various donors. Therefore, application of the project outputs is likely to positively affect the environment in terms of improving the quality of conservation projects in PAs.

2.2.5. Catalytic role and replication

109.   The catalytic role of GEF-funded interventions is embodied in their approach of supporting the creation of an enabling environment and of investing in pilot activities which are innovative and showing how new approaches can work. UNEP and the GEF also aim to support activities that upscale new approaches to a national, regional or global level, with a view to achieve sustainable global environmental benefits. Political, institutional and other changes catalysed by the project are described in Table 6 below.

110.   Positive experience and results of the UNEP-GEF project were intensively used by 9 UNDP/GEF and World Bank projects in 2008-2012 in Russia, Ukraine, Belarus and Kazakhstan. TCs and their effective training programs have played leading role in capacity building of PA staff (especially, environmental inspectors and environmental education experts) and development of joint projects with local communities. Resource publications, training programs and community-based projects development models of TCs were distributed to other countries of the former Soviet Union.

111. Resource and methodical publications (in Russian) published under the UNEP project are available for all countries of Northern Eurasia on the project web-site www.wildnet.ru. Experience exchange and horizontal learning (peer-to-peer learning) between TCs of project countries occur via meetings of project teams and trainers at conferences and workshops. Also, TCs send their trainers to each other to conduct trainings and share the methodologies. **The overall evaluation rating for "Catalytic role" is Highly Satisfactory** (see Table 11 for more details).

Table 6. Policy, institutional and other changes catalysed by the project

Approach	Application of the approach
1. The project catalysed the development of new approach for education of PA staff beyond four project countries.	a. Participatory-based training methodologies developed by the EcoCentre Zapovedniki and its project partners were introduced to the countries of Northern Eurasia (far beyond the project countries) at common seminars, workshops and conferences. For instance, the methodologies were used by other partners from former Soviet Union for conduction of similar trainings: Georgia, Armenia, Tajikistan and Kirgizstan.
1. Models of the development of Training Centres for PAs.	b. Three different models to establish Training Centres for PAs in the post-Soviet Union countries (1990-ties) were approbated under the UNEP project: • Nomadic Model (Kazakhstan) – visits of trainers to PAs; • Integration into PAs Structure Model (Ukraine, Belarus) – PAs staff come to the TC which is PA-based; • Mixed Model (Russia) - PAs staff come to the TC and trainers come to PAs.
2. Catalysing changes in legislation related to PAs.	c. Important changes in PA legislation and policies for PA systems development in Russia, Ukraine, Belarus and Kazakhstan were catalysed by the UNEP project. These changes resulted in the establishment of new PAs and improvements in PA management (for example, the government approved programs for GIS development in Belarus, ecotourism programs in Belarus and Russia, and management plans in Kazakhstan).
3. Catalysing capacity-building for PAs.	d. New progressive forms of PA activities started to be developed after the project in Russia, Ukraine, Belarus and Kazakhstan: improved management plans; better financial planning; sustainable livelihood programs for local communities; joint conservation and ecological education programs between PAs and business companies; ecotourism programs; ecological trails for educational purpose; and others. Successful model projects (for instance, planting trees and cleaning the forests from litter) of effective cooperation of PAs, local communities and businesses were introduced in Russia. e. A widespread network of TCs and PAs in Northern Eurasia was established in the framework of UNEP project that has become the first step for exchanging experiences and horizontal learning (specialists of the same level) in the field of PA management for the countries of this part of the World.

2.3. Processes affecting the attainment of project results

2.3.1. Preparation and readiness

112. The need for the project was thoroughly discussed by the project partners in 2000-2004. The initial assessment of the specific situation in each country was done by the Executing Agency – EcoCentre Zapovedniki. The approaches used for the preparation of the project proposal were based on the experience of the EcoCentre in having the best world experience in the development of PAs and training.

113. Before the UNEP project the EcoCentre Zapovedniki had already accumulated experience in conducting trainings for PAs. They already knew specialists needed to develop training curriculums. Also, EcoCentre Zapovedniki had worked with PAs in Russia from 1997. They had high level of credibility among the target groups including contacts with PAs in Ukraine, Kazakhstan and Belarus.

Therefore, it was easy for the Executive Agency to select the right project partners and start discussing the project concept with them including representatives of PAs.

114. Thus, the first step in the development of the project proposal was the analysis of the specific conditions in each project country, creation of the preliminary Logframe with activities, outputs and outcomes, during a meeting in Kazakhstan in 2003. Unfortunately, the project partners did not analyse and describe in the project documents the baseline situation in each project country, opinion of key stakeholders towards PAs, skills and knowledge of PAs staff before the project, opportunities for the development of the Environmental Trust Fund and application of PES schemes in the project countries, as well as selecting monitoring methodologies for assessment of PAs effectiveness depending on the improvement in PA management system. Possibly, the first stage in the design of similar projects should be the assessment of pre-project conditions and testing methodologies.

115. To sum up, the capacities of the executing agencies were properly considered when the project was designed. However, the fact that the project proposal was written by several people, including international experts, did not benefit the project because unrealistic objectives and outcomes were included in the project design document and some formulations were not clear. The project document was therefore too general and only partly realistic (establishing environmental trust fund and PES schemes).

116. The partnership arrangements were properly identified. Roles and responsibilities were negotiated prior to project implementation. Counterpart resources (funding, staff and facilities) were secured during the development of the project design. Adequate project management arrangements were agreed during the preparation of the project proposal. Lessons from other relevant projects implemented by Zapovedniki and its partners were properly incorporated into the project design. Lessons learned and recommendations from the Steering Committee meetings were adequately integrated into the project approaches.

117. **The overall evaluation rating for "Preparation and readiness" is Moderately Satisfactory** (see Table 11 for more details).

2.3.2. Implementation approach and adaptive management

118. This sub-section includes an analysis of approaches used by the project, its management framework, project adaptation tools to changing conditions (adaptive management), the performance of the implementation arrangements and partnerships, relevance of changes in project design, and overall performance of project management. The evaluation findings are presented in Table 7.

119. **The overall evaluation rating for "Implementation approach" is Satisfactory** (see Table 11 for more details).

Table 7. Implementation approach and adaptive management

Issue/Evaluation comments
1. The project implementation mechanisms and adaptation measures
(a) The project implementation mechanisms outlined in the project document have been fully followed by the Executive Agency EcoCentre Zapovedniki and its project partners and were effective in delivering project outputs and outcomes.
(b) Delegation was effectively done during the project implementation: project country partners were given authority to set up the deadlines for themselves and select those methods of work that they thought were appropriate in the country context.
(c) Pertinent adaptations made to the approaches originally proposed included starting the project implementation in Kazakhstan one year later. Nevertheless, the project outputs and outcomes were fully accomplished due to the intensive work of the project staff.
(d) Other pertinent adaptations included adaptation of the training programs to the current needs of PAs excluding from the list of trainings the topics on economic evaluation of ecosystem services, payment for ecosystem services and in the field of conservation finance mechanisms.
(e) Also the project outcomes related to the PES schemes and establishment of the Environmental Funds were abolished to relocate project funding to other realistic outcomes.

Issue/Evaluation comments
2. Execution units: effectiveness and efficiency of project management
(a) All the units and committees established under the project at all levels were effective in the planning, monitoring, and implementation of the project activities.
(b) Zapovedniki Centre professionally handled the project accounting and financial reporting. It provided office facilities for the Project Director, Project Manager and Education Coordinator for Russia.
(c) Beresinsky Zapovedniki (Belarus) obtained support of all the project activities from the national nature protection agency. The Project Manager and its assistant effectively implemented their duties under the project.
(d) Kazakhstan Committee for Forestry, Hunting and Fishing provided office facilities for the Project Coordinators in their country.
(e) Kievskiy Ecological and Cultural Centre, Ukraine State Protected Areas Service with cooperation of Kanevskiy Nature Reserve provided facilities for the Project Manager and its assistant.
(f) The Project Director provided effectively overall guidance and direction to project implementation, and chaired the Working Group. The Project Manager, within the Zapovedniki Centre, handled the day-to-day implementation of the project
(g) Education Coordinators from every country worked together to create and implement test training seminars in their countries.
(h) The Working Group consisted of 10 experts from all participating countries. The Group managed effectively the project ensuring adequate coordination and integration of information and materials among the Education Coordinators in the participating countries.
(i) In terms of the effectiveness and efficiency of project management by the Executive Agency it is possible to conclude that the executive team practised Adaptive Management in adapting to changes during the life of the project. For instance, UNEP planning and reporting forms based on the Results-Based Management were translated into similar forms in Russian and were regularly filled out by country teams during planning and reporting sessions. Another example of Adaptive Management is organization of more intensive training program and involving more trainers in Kazakhstan as a response to the late start of the project in this country (in Kazakhstan the project was only started in 2007).
3. Reaction to direction and guidance provided by Steering Committee and Implementation Agency (IA)
(a) Project managers responded in timely manner to direction, guidance and recommendations provided by the Steering Committee and IA, for instance, by revising the Logframe omitting unrealistic objectives and making the Logframe SMART. Therefore, the mid-term evaluation recommendations were followed in a timely manner.
4. Problems and constraints
(a) There were some administrative, operational problems and constraints that influenced the effective implementation of the project. First of all, there were no special trainings for the project team to help them to prepare application form with SMART Logframe and manage the project effectively: capacity-building trainings for the team, result-based management, time management, team-building, conflict-management, problem-solving, strategic planning, UNEP/UNDP policies/monitoring/reporting system. But the project team succeed to learn effectively during the project implementation: the reporting to UNEP was improved considerably in a year after the project started; better Logframe was prepared after the mid-term evaluation; unrealistic activities such as Payment for Ecosystem Services and establishing of Environmental Trust were removed from the project document.
(b) Administrative and operational constraints were related to the planning, monitoring and reporting according to the UNEP system. Project Manager said that this system was too comprehensive and proposed indicators of success were not relevant to this project.
(c) Also, the project had three UNEP Task Managers, each staying for a very short time. The first comment is about the turnover of UNEP DEPI GEF task managers in future projects. The second comment is about knowledge of task managers about the project regions, as well as the experience of managing and monitoring such international projects. The first Task Manager did not have necessary knowledge of the topic and Post-Soviet Union Countries.

2.3.3. Stakeholder participation and public awareness

120. The term stakeholder is considered in this evaluation to encompass PA staff, project partners, governmental institutions, private interest groups, local communities and other international donors in the project countries such as World Bank/UNDP-GEF and others (see Annex 2. Stakeholders' analysis).

121. Information dissemination among stakeholders under the UNEP project occurred through e-mails, roundtable meetings and workshops. UNEP project staff took part in numerous public events (conferences, celebrations, etc.), where they did presentations and distributed information about the project. The evaluation looked at three related processes: (1) information dissemination between stakeholders, (2) consultation between stakeholders, and (3) active engagement of stakeholders in project decision making and activities. Detailed stakeholder Participation and Public Awareness analysis is presented in Annex 12.

122. Thus, from the evaluation it is possible to conclude that the project was mostly focused on educating PAs staff (about 90% of the project activities) than conducting public awareness campaigns for local communities, business and governmental agencies. Full set of stakeholders (local communities, businesses, and politicians) was involved in the project activities only in Russia. **The overall evaluation rating for "Stakeholders involvement" is Moderately Satisfactory** (see Table 11 for more details).

2.3.4. Country ownership and driven-ness

123. The evaluation assessed the performance of the governments of the countries involved in the project. The governments were responsive to the UNEP project in their countries providing coordination to the project and administrative support (when necessary). Governments were also responsive to UNEP guidance, UNEP supervision and recommendations. It is possible to claim that the UNEP project increased the interest of relevant government agencies towards PAs and their problems (approved amendments to PA legislative and strategic documents, participation of governments in the project events and the approval of training modules developed by TCs). Detailed Country Ownership and Driven-ness analysis is presented in Annex 13.

124. **The overall evaluation rating for "Country ownership and driven-ness" is Satisfactory** (see Table 11 for more details).

2.3.5. Financial planning and management

125. The main financial and management documents were revised by the evaluation team (Initial Budget of the projects, Budget Revisions, Annual Audit Reports, Terminal Financial Statement, Final Co-Financing Document, Final Inventory and Transfer of Equipment declaration). The evaluation confirms that the project team succeeded in proper financial management and reporting. The approval of the revisions and the disbursement of the funds did not cause delays in activities implementation. Tables 8 and 9 show the Project Costs (Estimated and Actual) and Co-Financing (Planned and Actual) in total.

Table 8. Project costs

Component/sub-component	Estimated cost (GEF only)	Actual Cost (2005-2008)	Expenditure ratio (actual/planned)
Comp I: Project personnel	266 000	256 926	0.97
Comp II: Sub-contract	376 000	363 000	0.99
Comp III: Training	229 500	196 753	0.86
Comp IV: Equipment and premises	25 400	22 922	0.90
Comp V: Miscellaneous	78 100	134 669	1.72
Total:	**975 000**	**974 270**	**0.999**

126. All the funds supplied by the GEF were used and the overall expenditure ratio (actual/planned) was very close to 100% (99.9%), due to the considerable national contribution (co-financing). Actually, all the co-financing in-kind pledges were maintained and in some cases surpassed, as showed in the Co-financing Table 9. The funding of Component V, Miscellaneous, was doubled in revised budget (2007) to reserve more funds for Terminal Evaluation of the project and publications of resource materials necessary for effective PA management (the funds for Component V were partly provided from budget of removed unrealistic activities such as PES and Environmental Trust).

Table 9. Co-financing and sources of funding

Co-financing Type/Source	IA own Financing (US$)		Government (US$)		Other* (US$)		Total (US$)	
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Grants	180000	339342	448000	645842	60000	65000	688000	1050184
Loans	0	0	0	0	0	0	0	0
Credits	0	0	0	0	0	0	0	0
Equity investments	0	0	0	0	0	0	0	0
In-kind support	150000	143038	500000	656540	30000	0	680000	799578
Other (*)	0	0	0	0	0	0	0	0
Total:	**330000**	**482380**	**948000**	**1302382**	**90000**	**65000**	**1368000**	**1849762**

This refers to contributions mobilized for the project from other multilateral agencies, bilateral development cooperation agencies, NGOs, the private sector and beneficiaries.

127. GEF funding and co-finance requests were based on the funding requirement of the incremental cost and depended on the actual needs of the project in Russia, Ukraine, Belarus and Kazakhstan at the moment of Project design. The Project budget was revised in 2007 and GEF finances for establishing of Environmental Trusts and introducing PES schemes were distributed among other activities. The project team succeeded to secure US$1,849,762 of co-funding from Governments and NGOs ($500,000 more than it was planned).

128. According to the original budget about 63% of the GEF funding was spent in Russia and other 37% distributed between Ukraine, Kazakhstan and Belarus (Ukraine - US$102,000, Kazakhstan - US$158,000, Belarus - US$103,000). Uneven distribution of funds among countries was because of different number/areas (ha) and staff of PAs in every country (all these indicators are maximum in Russia), as well as different project team capacities to implement project objectives (maximum – in Russia). Moreover, it was planned in the beginning of the project that most of the activities will be implemented in Russia.

129. **The overall evaluation rating for "Financial planning and management" is Satisfactory** (see Table 11 for more details).

2.3.6. UNEP supervision and backstopping

130. The purpose of UNEP supervision was to verify the quality and timeliness of project execution in terms of finances, administration and achievement of outputs and outcomes, to identify and recommend ways to deal with problems which arose during project execution. Such problems were related to project management but also involved technical/institutional substantive issues. The evaluators assessed the effectiveness of supervision and administrative and financial support provided by UNEP (see Annex 14).

131. The evaluation revealed that the UNEP country representatives in Russia were involved in the project results promotion in the middle of the project implementation when the project started to be famous among other UN projects in Russia. The role of the UNEP representatives in the project countries may be extended to ensure better involvement of UNEP country representatives in the project planning, monitoring and evaluation, including the development of collaboration between the project and national governments. **The overall evaluation rating for "UNEP supervision and backstopping" is Moderately Satisfactory** (see Table 11 for more details).

2.3.7. Monitoring and evaluation

132. The evaluation assessed the quality, application and effectiveness of project monitoring and evaluation plans and tools, including an assessment of risk management based on the assumptions and risks identified in the project document. The evaluation assessed how information generated by the M&E

system during project implementation was used to adapt and improve project execution, achievement of outcomes and ensuring sustainability.

133. From the very beginning the project did not have a clear M&E plan to monitor results and track progress towards achieving project objectives. The M&E plan did not include baseline information related to the level of skills and knowledge of PAs staff on various topics and attitude of local communities, governments and business towards PAs (including data, methodology, etc.). The project Logframe and Monitoring Plan from 2005 to 2007 did not have SMART indicators and data analysis systems and evaluation studies were not planned at specific times to assess the progress and results in every project country (including the analysis of factors of successes and failures). Detailed analysis of the M&E framework is presented in Annex 15. **The overall evaluation rating for "Monitoring and evaluation" is Moderately Satisfactory** (see Table 11 for more details).

2.4. Complementarities with UNEP programmes and strategies

134. Linkage to UNEP's EAs and POW 2010-2011. Despite the project was designed prior to the production of the UNEP Medium Term Strategy (MTS) / Programme of Work (POW) 2010/11, and therefore not necessarily aligned with the Expected Accomplishments articulated in those documents, complementarities still exist and can be assessed. The project outcomes contributed to UNEPs Expected Accomplishments (2010-2013) and POW 2010-2011) in at least three of six UNEP's thematic priorities.

135. **Climate Change** (increased carbon sequestration occurs through improved land use, reduced deforestation and reduced land degradation): better management and increased sustainability of PA Systems of four project countries taking about 80% of Northern Eurasia is the project's contribution to the conservation of global natural ecosystems, generally, forests which absorb carbon.

136. **Ecosystem Management** (countries and regions increasingly integrate an ecosystem management approach into development and planning processes; countries and regions have capacity to utilize ecosystem management tools): better PAs management, increased sustainability, political and other stakeholder support of PAs in Russia, Ukraine, Belarus and Kazakhstan is a basis for sustainable ecosystem management in four countries.

137. **Environmental governance** (states increasingly implement their environmental obligations and achieve their environmental priority goals, targets and objectives through strengthened laws and institutions): development and approval of National Strategies/Programs/Concepts for PA system development, improving legislation for PAs and services provided by the Training Centres for PA staff in four countries are the direct contribution of the UNEP project to the Protected Areas priorities of the Convention on Biological Diversity). The project forms a coherent part of a UNEP-approved program framework: Enhancing PA system's capabilities worldwide is one of the main priorities of UNEP. According to the UNEP mandate UNEP is "...*the leading global environmental authority that sets the global environmental agenda, that promotes the coherent implementation of the environmental dimensions of sustainable development within the United Nations system and that serves as an authoritative advocate for the global environment*". So this project, devoted to the protection of the environment and sustainable development via strengthening PA systems in Russia, Ukraine, Belarus and Kazakhstan, is completely consistent with this mission statement.

138. **The Bali Strategic Plan** for Technology Support and Capacity Building (BSP) provides a comprehensive framework for strengthening the capacities of Governments to realize Millennium Development Goals and the Johannesburg Plan of Implementation of the World Summit on Sustainable Development, as well as programmatic goals of UNEP's Governing Council/Global Ministerial Environmental forum. The Project has certainly contributed to address the environmental needs, priorities and obligations of the governments in Russia, Ukraine, Belarus and Kazakhstan (countries with economies in transition). The needs of the countries in the area of PA capacity building, PA policy and management, sustainable use of natural resources have been particularly targeted, in line with the BSP. The project directly contributed to following objectives of the BSP by complying with international

agreements and obligations at the national level (the project directly contributed to the Program of work on Protected Areas of the Convention on Biological Diversity); capacity-strengthening frameworks for developing coherent international environmental policies (the project indirectly contributed to this objective via establishing of TCs for PAs and developing PA policy documents in four countries).

139. **Gender.** Whereas gender aspects are not present so far in the PA management and the policy issue, women represent about 60% of PA staff in the project countries. Also a great majority of participants of local community sustainable livelihood initiatives implemented in the frameworks of the UNEP project are women.

140. **South-South Cooperation**. The project did not address the issue of South-South Cooperation, because it was not aimed to do so with regard to its specific geographic scope (Northern Eurasia).

III. Conclusions, lessons learned and recommendations

3.1. Conclusions

141. This section includes summary of the main findings of the evaluation related to the project goal, objectives, and outcomes (Table 10), as well as the overall evaluation ratings (Table 11).

Table 10. Accomplishment of the project goal and objectives

Evaluation Conclusions
Project goal
(a) From the evaluation it is possible to conclude that the UNEP project "Strengthening the Network of Training Centres for Protected Area Management Through Demonstration of a Tested Approach" **made a significant progress in the accomplishment of its goal "**to improve biodiversity conservation and rural livelihoods through better management of PAs in Northern Eurasia" (namely in the four project countries: Russia, Ukraine, Kazakhstan and Belarus). *See chapter 2.1.3.*
Project objectives
(b) The first project objective was fully accomplished (Improved skills of PA managers and staff in critical aspects of PA management through the establishment of permanent and sustainable PA management training Centres and programmes in four project countries). Most of PA managers and staff that were trained during the UNEP project use obtained skills and knowledge in their workplace *(table 3).*
(c) The second objective (Secure stronger political and other stakeholder support for PAs in the region) was partially achieved, mostly, in Russia. From the very beginning objective was formulated as impact "a fundamental and durable change in the condition of people and their environment brought about by the project" (see glossary of terms in *the annex 1*): what does *"secure"* mean, how much *"stronger",* and what kind of "support." Possibly, incorrect formulation led to the fact that the objective was underrepresented in the project in terms of the number of activities and outputs.
Project assumptions
(d) *The key project assumption* that trained PA managers "promote public awareness and understanding of protected areas value among local communities, businesses and governments; attract local donors in the implementation of PA projects and programs; and negotiate with governments on specific PAs needs" *appeared to be true (table 3).*
(e) *Another key project assumption was partly true* "the project aims to develop methods for training environmental educators from protected area staff, who could then train people involved in forestry, mining, tourism, and other businesses, as well as regional administrators and public authorities...". Evaluation proved that the environmental educators from PA staff after the trainings and some practice trained their colleagues who did not participate in the trainings. Nevertheless, the environmental educators from the PAs have not yet started to train people involved in forestry, mining, tourism, businesses and others.
(f) Not the environmental educators from the PAs but the TCs started to train people from forestry, tourism, businesses, local communities, and regional administrations in Russia and Kazakhstan. Thus, in Russia and Kazakhstan (findings from 2012 evaluation) the project particularly increased understanding of the needs for biodiversity conservation among target groups as a means of achieving sustainable development.

Evaluation Conclusions
Project approach in outcomes delivery and sustainability
(g) The evaluation showed that the Participatory Approach declared in the project documents as the key element of the "learning by doing" methodology was thoroughly developed and used during the trainings for the PAs and after the project completion by other international projects in all project countries, for instance, by UNDP projects *(chapter 2.2.5).* This approach included practical exercises and final papers (projects). All the respondents said that due to the "learning by doing" methodology the trainings helped the participants to discover the meaning of the work that they are doing and their roles as conservationists.
(h) The evaluation demonstrated that all expected outputs were achieved by the project team completely or partially. Evaluation interviews and observations showed that these outputs contributed to the changes in stakeholders' behaviour and accomplishment of the intended outcomes in the four project countries (*chapter 2.1.1).* In all countries before and after the trainings the organizers interviewed the participants to assess their level of knowledge. Nevertheless, there was no research to get the feedback from trained PAs staff in project countries to investigate how PA staff are applying new skills in PA management.
(i) After the project completion TCs did not continue to search for instruments to develop and strengthen established network of TCs. The TCs of the four project countries still exchange their experiences, programs and sometimes send trainers to each other, but do it very rarely. No special meetings of TC trainers and managers have been organized by the network in 2010 and 2012 due to the lack of funding and absence of a facilitator of the Network of TCs (*table 6, paragraph 3 "Catalysing capacity-building for PAs"*).
(j) In Russia the TC asks the participants of the training courses from the PAs to pay for the trainings, therefore, payments from the PAs staff for the training courses form about 60% of TCs' budget (including grants); in Ukraine, Belarus and Kazakhstan the TCs do not require PA staff to pay for the trainings. Instead, TCs look for funding to cover participation costs of the PAs staff in trainings, and TCs mostly depend on grants *(table 3)*.
(k) There is a niche for the TCs in all countries to further extend their training programs to such needs of PA staff as GIS, fundraising, conflict resolution, FSC-certification, and include other target groups like foresters and nature protection agency staff. Also, the number of trainings for PAs at regional and sub-regional levels in Russia may be increased through the development of branches of TC in regions *(table 3).*
(l) Project coordinators in all four countries expressed the following opinion about the UNEP role in sustaining and promotion of the project results. UNEP projects should include sound component related but not limited to: capacity building of participating organizations; public participation in governmental decision-making; initiatives to assess the needs for economic growth through biodiversity conservation. The role of UNEP country offices may be extended to ensure better involvement of UNEP officers into the project planning, monitoring and evaluation, including the development of collaboration between the project team and national governments *(chapter 2.3.6).*

142. A results rating of the UNEP project is presented in Annex 17. It includes rating for outcomes and progress towards 'intermediate states' according to Annex 8 of the Evaluation TORs (Annex 18). The results rating concludes that "the project contributed a lot to capacity building of PA system as guarantee for conservation of biodiversity in the Northern Eurasia, but PAs still meet many problems due to limited public support and low government funding."

143. The overall evaluation ratings are presented in the Table 11. The table provides individual ratings for the evaluation criteria. It describes the extent to which the project components were achieved under the project and after its completion. The rating for every component is accompanied by the brief summary assessment which demonstrates the logic for the rating.

144. The project components were assessed against different criteria described in Annex 16. Most criteria are rated on a six-point scale as follows: Highly Satisfactory (HS); Satisfactory (S); Moderately Satisfactory (MS); Moderately Unsatisfactory (MU); Unsatisfactory (U); Highly Unsatisfactory (HU). Sustainability is rated from Highly Likely (HL) down to Highly Unlikely (HU). Some criteria contain sub-criteria which have separate ratings (i.e. Sustainability and M&E). An aggregated rating is provided for relevance, effectiveness and efficiency under the category "Attainment of project objectives and results."

145. The overall evaluation ratings table shows that, as a whole, the project's performance was evaluated as Satisfactory. This means that "The project achieved 80-100% of the planned interventions."

Table 11. The overall evaluation ratings table

Criterion	Summary Assessment	Ratings
A. Attainment of project objectives and results (aggregated rating)	The project contributed considerably to the achievement of Overall Goal to "Improve biodiversity conservation and rural livelihoods through a better management of protected areas in Northern Eurasia" and resulted in some important changes in PA legislation and management though increased number of professional staff, involvement of business and local communities in PA support in four project countries.	**S**
1. Effectiveness	Both project objectives were accomplished completely in Russia and only partly (Objective 2) in other project countries due to limited funding.	MS
2. Relevance	The project's outcomes contributed to UNEP's Expected Accomplishments in at least three of six UNEP's thematic priorities and were relevant to GEF-5 Biodiversity focal area. The project was highly relevant to the needs of PAs (better management, new advanced forms of activities, search for additional funding, stronger political support) and local communities (sustainable livelihood, participation in PA management, healthy environment) living within or outside the PAs in Russia, Ukraine, Belarus and Kazakhstan.	HS
3. Efficiency	The activities implemented have been executed efficiently. The project countries have actively participated in co-financing and total sum of co-funding increased planned level by 60%.	S
B. Sustainability of project outcomes (aggregated rating)	The results of the project are sustainable, but additional government funding is required to effectively move them forward to planned impact.	**S**
1. Financial	Considerable additional funding is required to make steady improvements in PA management in the project countries. Lack of sustainable financing for TCs is the main issue faced by all four project countries. However, the project countries succeed to sustain project results continuously for 4 years after the project.	MS
2. Socio-political	The project implemented a sustainability strategy to maintain the project results over time: the training programs of the TCs were approved by Governments; cooperation was built between TCs and government PA agencies; changes in national PAs legislation were approved by governments; cooperation of PAs with business and local communities was established in Russia.	S
3. Institutional framework	The project considerably relied on the four countries' institutional framework to sustain and develop the project results towards impacts: national PA agencies were involved in the project activities; two TCs were integrated in PA structures, two others were recognized by National PA agencies as national PA education Centres; national strategies for PAs were developed.	S
4. Environmental	The project outputs and outcomes obviously contributed to environmental sustainability in the target countries through better management of the PA systems and conservation of ecosystems and endangered species populations.	HS
C. Catalytic role	Positive experience and results of the UNEP-GEF project were intensively used by 9 UNDP/GEF and World Bank projects in 2008-2012 in the project countries. Resource publications, training programs and community-based project models were distributed to other countries of the former Soviet Union: Georgia, Armenia, Tajikistan and Kirgizstan for replication.	**HS**
D. Stakeholders involvement	The project mostly focused on educating the PAs staff (about 90% of the project activities) than conducting public awareness campaigns for local communities, business and governmental agencies. Full set of stakeholders (local communities, business, politicians) was involved in the project activities only in Russia. In Ukraine, Belarus and Kazakhstan there was indirect impact of the project on local communities and businesses: PAs improved their programs with these groups. In all countries, the project worked with politicians to improve legislation.	**MS**

Criterion	Summary Assessment	Ratings
E. Country ownership / driven-ness	Governments in all four project countries assumed responsibility for the project and provided adequate support to project execution. Nevertheless, the level of support provided was different. It is possible to claim that the UNEP project increased the interest of relevant government agencies towards PAs and their problems.	**S**
F. Achievement of outputs and activities	To sum up, all expected outputs were achieved by the project either completely or partially. **Output 2.1.2 Training materials for politicians, businesses and local communities developed and programs delivered and Output 2.1.3 Politicians, businesses and local communities participate in TC** programs and are involved in pilot projects were accomplished generally in Russia and not achieved in other countries due to limited funding.	**MS**
G. Preparation and readiness	The capacities of the executing agencies were properly considered and partnership arrangements were properly identified when the project was designed. However, the fact that the project proposal was written by many people did not benefit the project, because unrealistic objectives and outcomes were included in the project document. The project document was therefore unclear and only partly realistic.	**MS**
H. Implementation approach	The project implementation mechanisms outlined in the project document have been fully followed by the Executive Agency and its project partners and were effective in delivering project outputs and outcomes	**S**
I. Financial planning and management	All the funds supplied by the GEF were used and the overall expenditure ratio (actual / planned) was very close to 100% (99.9. Actually, all the co-financing in-kind pledges have been maintained and in some cases surpassed. The project team succeeded in proper financial management and reporting.	**S**
J. Monitoring and Evaluation (aggregated rating)	The project had an M&E system in place, but without proper training, instruments, clear indicators and resources for parties responsible for M&E.	**MS**
1. M&E Design	From the very beginning the project did not have a clear M&E plan to monitor results and track progress towards achieving project objectives. The M&E plan did not include baseline information related to the level of skills and knowledge of PAs staff on various topics and attitude of local communities, governments, and business towards PAs. The project Logframe and Monitoring Plan from 2005 to 2007 did not have SMART indicators and data analysis systems.	MU
2. M&E Plan Implementation	UNEP M&E system was operational and facilitated timely tracking of results and progress towards objectives throughout the project implementation period. No special monitoring activities were planned for measuring attitude of local businesses, politicians, and businesses towards PAs.	MS
3. Budgeting and funding for M&E activities	The budget for monitoring project progress was pretty limited and did not allow conduction of monitoring research during the project implementation, but some monitoring activities (questionnaires before and after the trainings and UNEP reports) were conducted along other project activities and do not require additional funding.	MS
K. UNEP Supervision and backstopping	The supervision from UNEP for the project was not very effective due to change of Task Managers during the project life. All country managers said that reporting system was ineffective as it concentrated on quantitative measures that did not reflect the keys to success and failures, why and how things happened in every project country.	**MS**
Overall evaluation rating		**S**

3.2. Lessons learned

146. Lessons learned are extracted from the main findings of the evaluation. In fact, lessons learned are rooted in real project experiences, i.e. based on good practices and successes which could be replicated or

derived from problems encountered and decisions made which should be taken into account in future. Lessons have the potential for wider application and use in other UNEP and UNDP projects.

147. This section briefly describes the context from which they are derived and specify the contexts in which they may be useful. Lessons learned are combined according to the sections of the overall evaluation ratings table (table 11) and described in the text below.

E. Country ownership/ driven-ness

Lesson E1: During the project planning, the project managers did not know how government bureaucracy procedures work in every project country, for example, how much time would be needed to get necessary permissions and approve the project documents in Kazakhstan (the project started one year later due to long process of approval of the project by governmental agencies). Thus, during the design phase of multi-country UNEP projects it is necessary to talk to governments and ask what kinds of approvals the project needs to get and how much time it will take.

G. Preparation and readiness

Lesson G1: The Logframe was not SMART in the project proposal initial documents. The Logframe was improved after its revision upon the recommendations of the Mid-term evaluation report (2007), but still had not SMART formulations and indicators.

The project planning team had lack of knowledge to develop SMART objectives, outcomes, and performance indicators. There were no special trainings on project planning, monitoring, management, and evaluation for the project team during the project. To prepare SMART Logframe the project planning team may use special tools like the Conceptual Model and Theory of Change Analysis. These models should not only be used by the evaluators (when too late to make SMART Logframe and to correct the project logic), but to be compulsory tools for project planning.

The Conceptual Model and project planning of conservation projects may be done rather electively using Miradi software which is a program that allows nature conservation practitioners to design, manage, monitor and learn from their projects to more effectively meet their conservation goals (https://miradi.org/). Applying planning technologies to construct the project logic should help the project Implementing and Executing Agencies to effectively and efficiently develop, implement and monitor the project, and should provide the evaluators with a clear framework to assess the project results.

Future UNEP projects may have capacity building trainings for involved organizations (including UNEP Task Managers) on Results-Based management and using conservation standards in project planning, management, monitoring, and evaluation. Also, the project design process can be organized in such a way as to involve internal or external consultants (coaches or trainers) who demonstrate sufficient experience in the Results-Based Management Approach and aware of UNEP policies.

Lesson G2: It was obvious from the project planning stage for the Russian planning team that the outcomes related to the establishment of the Environmental Trust and promotion of PES schemes would not work. Foreign experts insisted on inclusion of these components in the proposal. The project did not consider the Post-Soviet Union specifics in proposing these outputs. In the future projects, external experts involved in the development of grant proposals should rely on the opinions of local experts.

Lesson G3: The Project Director (Natalia Danilina) was the person whom all the country leaders admired, respected and trusted in making key decisions in the framework of UNEP project. For multi-country projects it should be clear from the beginning who makes key decisions, coordinates joint activities and takes responsibility over the project results. This person should be a manager with credible reputation, extensive experience and have strong ties with the project partners and key stakeholders.

H. Implementation approach

Lesson H1: The progressive participatory approach developed by the project team for the education of PAs staff in four project countries proved to be very effective. The main success of the Project was largely due to the methodology of conducting trainings for PA staff (theory, practical exercises, term papers,

implementation of term papers after the trainings), and training program topics (those related to current PA problems, gaps and opportunities). These approaches may be replicated by other UNEP projects across the world for training PA staff.

Lesson H2: The project staff reported that it would be useful for the future projects to organize capacity-building trainings for the project management team, for example, on the result-based management, time management, team-building, conflict management, problem-solving, strategic planning, UNEP/UNDP policies/monitoring/reporting systems. Most of the people involved in the project implementation had strong conservation background and some experience in organizational development and project management, but lacked professional knowledge in strategic development, project planning, management, monitoring and evaluation.

Lesson H3: Another lesson is related to the scale of the project components implementation: all PAs in different parts of the country were involved in the Project. Monitoring system of project outcomes was not developed. For instance, such data as how many trained PA managers applied obtained skills and knowledge in their work. Alternative approach for project implementation in countries with many PAs (more than 10) and such large territory as Russia and Kazakhstan would be to implement the project components (for instance, educational and political) in several key project areas.

For instance, instead of educating 100 staff in 100 PAs to educate 100 staff in 5 PAs. The key project areas can have high conservation value for biodiversity. In the key project areas it will be easy to establish project management and monitoring system. The effects of the project will be much more noticeable for the stakeholders and project staff. Besides, the target groups (such as local people, businesses and governments) will be influenced on a regular basis.

Lesson H4: The trainers involved in the project said that they developed training curriculum by themselves based on their training and conservation experience. To assess the quality of methodologies applied on the trainings in the future projects it will be useful to invite independent experts.

J. Monitoring and Evaluation (M&E Design; M&E Plan Implementation; Budgeting and funding for M&E activities).

Lesson J1: The Project documents from the very beginning did not include baseline data related to the outcomes; organizing of formative evaluation during the project implementation. For the future projects it will be important to collect baseline information related to all planned project outcomes and include formative evaluation into the M&E budget.

Lesson J2: During the project planning stage, impact assessment indicators were not developed: PAs staff turnover rate among graduates, number of employees trained in PA, promotion of the trained staff, the percentage of pilot projects implemented by the trained staff. During future project proposal writing stage it would be useful to include impact assessment indicators into the M&E design.

Lesson J3: There were no activities in the project to monitor the extent to which trained staff applied obtained skills and knowledge in their workplace. During the development of the project M&E Plan it would be good to include the organization of a conference or seminar with the trained PA staff once per year or two years to share experience and skills that were applied at work after the trainings.

Lesson J4: There were no activities in the project to assess stakeholders' attitude to PAs during the project implementation and after its completion. For the development of M&E Plan of future projects it will be useful to include assessment of the stakeholders' attitude to PAs before the project and on the different stages of its implementation to measure effects of the projects efforts.

K. UNEP and UNDP Supervision and backstopping:

Lesson K1: The project had three UNEP Task Managers, each staying very short time. The first comment is about the turnover of UNEP DEPI GEF task managers in future projects. The second comment is about knowledge of task managers of the project regions and conservation project planning tools.

The lesson is to organize trainings for the task managers on the project thematic topics; cultural, political and economic situation in project countries, as well as modern technics in project design, monitoring and

evaluation, including general tools like the Results-Based Management Approach and those that have been developed for conservation projects specifically like METT tool and Miradi software. The Management Effectiveness Tracking Tool (METT) is one of the tools developed by the World Bank/WWF Alliance to evaluate management effectiveness of PAs around the world (http://www.wdpa.org/me/PDF/METT.pdf). Miradi (https://miradi.org/) is project management software designed by conservation practitioners.

Lesson K2: The project focused on national PAs. UNEP in its future projects related to PAs can also focus on supporting initiatives at regional and sub-regional levels in Russia (conclusion m), including public participation in governmental decision-making, initiatives to assess opportunities for applying new tools in economic growth through biodiversity conservation.

Lesson K3: UNEP office in Russia was not involved into the project planning and implementation. Nevertheless, UNEP office promoted results achieved at the end of the project implementation in their meetings and events. Therefore, the role of the UNEP officers in the project countries may be extended to better involvement of UNEP representatives in the project planning, monitoring and evaluation, including the development of collaboration between the project team and national governments (*table 10, conclusion l)*.

3.3. Recommendations

148. In the last section of the Evaluation Report actionable proposals on how to resolve concrete problems affecting the sustainability of project results are presented. The recommendations are based on the conclusions of the report. Recommendations are feasible to implement within the timeframe and resources available (including local capacities), specific in terms of who would do what and when, and set a measurable performance target. Recommendations are presented in the text below:

a. **Select a facilitator for the network of the Training Centres of the Northern Eurasia** *(table 10, conclusion i).* This person may be a staff of the EcoCentre Zapovedniki with part-time responsibilities to fundraise for the activities of the network (for instance, one day per week). By 2014, it is recommended to TCs established under the UNEP project to discuss opportunities to appoint a facilitator for the network of the Training Centres of the Northern Eurasia (Russia, Ukraine, Kazakhstan and Belarus) and establish enabling conditions for the network activities (training for trainers, fundraising, monthly news sharing, etc.). Possibly, this facilitator can be a staff of the EcoCentre Zapovedniki with part-time duties.

b. **Arrange feedback from trained PAs staff in the project countries and other countries of Northern Eurasia on the best practices in PA management developed after the training to sustain the impact of the project results** *(table 10, conclusion h).* This work can be done by the established Training Centres (TCs) in collaboration with governments and coordinated by the EcoCentre Zapovedniki as a Facilitator of the International Network of TCs in the Northern Eurasia. By 2014, it is recommended to the Ecocentre Zapovedniki and other TCs to discuss the evaluation recommendation about organizing annual conference of PAs staff in every project country as well as annual international workshop of TCs and most active PAs in Northern Eurasia for experience and lessons sharing. Government funding should be involved to organize these events, including UNEP support.

c. **Include in the annual budget of TCs in Ukraine and Kazakhstan payment for the training by PA staff and specialists of other governmental agencies that take part in the training** *(table 10, conclusion j).* Governmental funding for education of PA staff and national and regional agencies' officers should be used for this purpose. By 2014, it is recommended to TCs in Ukraine and Kazakhstan to develop mechanisms on how to get approximately 50% of their budget covered from payments for the training.

d. **TCs are to increase the number of training and develop the new ones** in meeting such needs of PA staff as GIS, fundraising, conflict resolution, FSC-certification and include other target groups

like foresters, nature protection agency staff and local communities (including NGOs). Number of training for PAs at regional and sub-regional levels in Russia may be increased through the development of branches of TC in regions *(table 10, conclusion k).* Paid training courses, governmental funding for education of PA staff, funding of current and future UNEP projects could be used to implement these activities.

IV. List of tables and annexes

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Annex 1. Glossary of terms

Activity	The practical, timebound actions that the project carries out to deliver the desired project outputs
Assumption	The significant factors that, if present, are expected to contribute to the ultimate realisation of project impacts, but that are largely beyond the power of the project to influence or address
Global Environmental Benefit	Lasting improvements in the status of an aspect of the global environment that safeguards environmental functioning and integrity as well as benefiting human society
Impact	A fundamental and durable change in the condition of people and their environment brought about by the project
Impact driver	The significant factors that, if present, are expected to contribute to the ultimate realisation of project impacts and that are within the ability of the project to influence
Intermediate state	The transitional conditions between the project's outcomes and impacts that must be achieved in order to deliver the intended impacts
Logical framework	The basic planning and management framework for the project, which sets out information about the key components of the project – the activities, outputs, and outcomes - in a clear, concise and systematic way, thereby describing the logic by which the project will deliver its objectives
Outcomes-impacts pathways	The means-ends relationships between project outcomes and the intended impacts that describe the specific conditions or factors that are required in order to achieve impacts. Developing a clear understanding the outcomes-impacts pathways is at the core of the ROtI methodology
Output	The goods and services that the project must deliver in order to achieve the project outcomes. Outputs are within the direct control of the project to deliver
Outcome	The short to medium term behavioural or systemic effects that the project makes a contribution towards, and that are designed to help achieve the project's impacts
Strategy	The major types of intervention employed by a project in order to deliver the intended impacts
Theory of Change	A theory-based evaluation tool that maps out the logical sequence of means-ends linkages underlying a project and thereby makes explicit both the expected results of the project and the actions or strategies that will lead to the achievement of results

Annex 2. Stakeholder analysis

Annex 1.1. Key project partners

Partner	Russia	Kazakhstan	Ukraine	Belarus
PAs	Ugra NP, Kenozersky NP, Baikalsky Zapovedniki and other federal PAs in Russia (over 100 Zapovedniki and NPs)	Korgalzhinsky Zapovedniki and other PAs in Kazakhstan (23 NPs, Zapovedniki and NRs)	Kanevskiy Zapovedniki and other PAs (40 Zapovedniki and NPs)	Berezinskiy Biosphere Reserve and other PAs (5 NPs and Zapovedniki)
Governmental institutions	Federal Service on control in the nature resources use (Rosprirodnadzor) and Department of State Policy and regulations in the field of environmental protection and ecological safety, Ministry of Nature Resources	Committee of Forestry and Hunting, Ministry of Agriculture of Kazakhstan	PA Service of Ukraine, Kiev State University	Ministry of Nature Resources and Environment
Business	Business companies such as LTD "PERFETTI VAN MELLE", British Petroleum, Mitsubishi Motors and others	Business was not involved in the project directly	Business was not involved in the project directly	Business was not involved in the project directly
Local communities	Local communities of Ugra NP, Kenozersky NP, Baikalsky Zapovedniki, Bolshaya Kokshaga Zapovedniki and some other PAs	Local communities were not involved in the project directly	Local communities were not involved in the project directly	Local communities were not involved in the project directly
Other projects	TACIS project, UNDP/GEF projects in Altai-Sayan, Kamchatka and Volga Region	UNDP/GEF Wetland and Steppe projects, World Bank project	UNDP/GEF project	UNDP/GEF project

Annex 1.2. Target groups classification

Target groups	How the project influenced the interests of stakeholders (actual)
Target group 1. Staff of the Training Centres who took part in the UNEP project	The evaluation did not find needs assessment done before and during the project implementation. For instance, the respondents said that to manage the project they would need specific trainings on project planning, monitoring, and evaluation; business plan writing, time management, and reporting the results. Staff that worked for the UNEP project continue their environmental career with the same organizations and (or) with other international projects.
Target group 2. Protected areas managers and staff targeted for capacity building	The evaluation did not find needs assessment done before the project implementation. Nevertheless, the respondents said that such assessments were conducted during the project implementation to adapt the training programs' curriculum to the needs of PA staff. 100% of the respondents in the four project countries said that they use their skills and knowledge to improve the situation in PAs, and that the UNEP project' trainings

Target groups	How the project influenced the interests of stakeholders (actual)
	changed their life inspiring them to adapt new skills and knowledge at the workplace (100% of the respondents) or move to higher position at PAs with a professional growth (about 50% of the respondents).
Target group 3. Local communities targeted for awareness raising and capacity building	The evaluation did not find any assessments of local communities' attitude towards PAs before, during or after the project implementation. The evaluation has revealed that work with local communities was done in Russia only rather than in other project countries through the development of pilot projects on cooperation of PAs and local people.

Nevertheless, 100% of the respondents confirmed that local communities around PAs became more aware and supportive of PAs because of new skills and knowledge PA staff applied in their work with locals (communication during inspections in the forest, joint public educational events, sustainable livelihood programs in PAs). As a result, PA staff registered decreased poaching, development of rural and eco-tourism, and participating in environmental public events. |
| **Target group 4.** Business targeted for awareness raising and capacity building | The evaluation did not find any assessments related to fundraising strategy to work with business, database of business companies which supported PAs before the project and after the project. Also, the evaluation revealed that few training programs were developed for business companies to improve their collaborations with PAs (how to build cooperation with PAs).

The evaluation has revealed that work with business was mostly done in Russia rather than in other project countries through the development of several corporate events (Green Halls and round table meetings) in which business companies met with PAs and discussed cooperation. In addition Ecocentre Zapovedniki assisted some business companies in conducted joint events with PAs through the development of model programs of these events like planting of trees, cleaning PA from garbage, etc. |
| **Target group 5.** Political leaders targeted for awareness raising | The evaluation did not find any specific programs related to raising political leaders awareness.

Obviously, that engagement of political leaders of relevant federal agencies in planning and monitoring the outputs of the UNEP project had raised their awareness about PAs. In Russia political leaders took part in trainings as speakers, in Kazakhstan they approved all the training programs, in Belarus they monitored the project success by taking part in the project events, in Ukraine they provided guidance to the project and administrative support.

In all four countries politicians were invited into the project events, including trainings.

In addition, the project has facilitated the improvements in PA legislation and national strategic documents for PA system development, mostly, though the work of project leaders and related PAs experts with politicians in drafting legislative documents and submitting them to appropriate Ministries for approval. |

Annex 3. Original project indicators

ACTIVITIES	COSTS[5] (thousand $)	INDICATORS
An Advisory Group will be established at the start of the project. The Advisory Group will comprise representatives from EcoCentre "Zapovedniki", UNEP, the CBD Secretariat, the GEF Secretariat and one expert from each participating country. The meetings of the working group (two per year)	80	At least two Advisory Group meetings held, the first at the start of the project to guide project implementation and a second midway through the project, to guide project implementation and to ensure that the project outputs promote learning between national partners and non participants, and hence its wider application.
Identification and assessment of existing PA related initiatives. Accumulation and assessment of world and Russian Best practices in training PA managers.	10	Number of projects and other activities identified, number of opportunities identified and used and number of gaps identified at the very beginning of the project. Number of Best Practices identified and analyzed.
Development of the packages of training programs and methodological materials, dissemination.	190	Number and quality of training programs developed and adapted, number and quality of resource materials published, number of copies disseminated
Forming and training teams of trainers in Russia, Ukraine, Belarus and Kazakhstan. Establishing and equipping Training Centres for PA managers in the 4 countries.	588	Existence of the 4 national teams of trainers. Number of tutors trained at the EcoCentre courses and in the world leading Centres. Results of new trainers and programs' evaluations. Existence of the 4 TC in the 4 countries.
Development of business/operational plans for TC to gain financial sustainability.	130	Quality of TC business/operational plans, organizational structures.
Creation of the Strategy of improving management effectiveness of PA through staff training and teaching off representatives of other sectors.	130	Quality of the Strategy created.
Regular training sessions for PA managers in each of the four TC, including seminars on methods of training of local authorities.	430	Number and type of training provided and number of participants in each TC.
Preparation of the Best Practice book "PA staff trainings in Northern Eurasia"	50	Quality of the Best Practice book, number of copies disseminated.
Analyzing foreign experience on implementing PES schemes. Discussion at the Working Group meeting. Preparation and dissemination of the Recommendations on PES.	56	Number of PES-related organizations and projects identified and contacted, number of experiences analyzed. Number of PES experts participated in the meeting. Quality of Recommendations produced, number of copies disseminated, types of recipients.
Trainings, workshops, briefings for local authorities in PA. Organization of study-visits of local authorities to the nearest PA.	220	Number, place and type of seminars, trainings, briefings, study-visits for local authorities organized, number and types of participants.
Presentations of the training programs to government agencies responsible for PA	65	Number and quality of presentations of the training programs to government agencies, attitudes of authorities towards programs before and after presentations.
Development of projects on PR campaigns with local communities by trained PA managers. Preparation and implementation of PR-	180	Number, type, scale, place and quality of PR-campaigns provided. Results of PR-campaigns.

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[5] The sum of all costs includes the *Total Project Financing* without the sum spent on the PDF A ($25.000).

ACTIVITIES	COSTS[5] (thousand $)	INDICATORS
campaigns with local communities in PA involved in the training program.		
Preparation and dissemination to PA of methodological materials on PR and interaction between PA and local communities, of the lessons learned from the implemented projects.	50	Number, type of materials disseminated, number of lessons learned published.
Development and implementation of the pilot projects on PA participatory management in PA. PR-activities related to these projects.	100	Number, type, place of pilot projects implemented in PA. Quality of PR-activities related to these projects.
Selection of model PA for establishing environmental fund (EF). Development of EF Conception, definition of mission, objectives, strategic priorities.	10	Quality of EF Conception, Strategic Plan and other documentation.
Meetings, negotiations, briefings with EF potential donors and governmental authorities.	30	Number and type of meetings held with the government and potential donors, number and type of agreements achieved
Incorporation of the EF.	15	EF established or close to this.
Accumulation and analysis of the existing economic/financial incentives for good practices at Northern Eurasia PA. Preparation and dissemination of brochures/booklets on "Economic/financial incentives for good practices at Northern Eurasia PA".	9	Type and quality of brochures/booklets published, number of copies disseminated

Annex 4. Lograme (version 2007)

Logframe	Intervention logic	Objectively verifiable indicators	Source of verification	Risk assessment
Goal	Improved management of PAs in Northern Eurasia			
Project objectives	1. Improve the skills of PA managers and staff in four project countries in critical aspects of PA management 2. Secure stronger political and other stakeholder support for PAs in the region	Global Environmental Benefits (GEBs)		
Project outcomes	1.1 PA staff are applying new skills in PA management in the four project countries 1.2 Sustainable training institutions are operating in each of the four project countries 2.1 Politicians, businesses and local communities are more aware and supportive of PAs	1.1.1 PA staff knowledge of essential PA management and biodiversity conservation principles and management practices 1.1.2 Change in PA management systems and practices in sites where staff have been trained 1.2.1 Financial sustainability of TCs 1.2.2 Training programs are meeting needs of PA management agencies and other PA-related projects within the 4 countries 1.2.3 Integration of TCs into existing PA management structures 1.2.4 TCs meet international standards for training	Survey of trainees prior to and following training Survey of trainees and directors of PAs where staff have been trained to assess changes in management practices and performance of staff that relate to training Long-term business plans Secured funding Evidence of Directors and project managers seeking further training for staff Records of number of applications for training places relative to availability Documentation of relationship External evaluation of TC curricula and process by European Network experts. Membership in European Network of ECs. Documentation and interviews with relevant people to confirm attribution to	Lack of support of training initiatives from the state PA agencies Changes in national PA management systems Changes in national priorities of socio-economic development

Logframe	Intervention logic	Objectively verifiable indicators	Source of verification	Risk assessment
		2.1.1 Increases in budget, legislative improvements and improved PA policy traceable to this project	project

Evidence of expressed support (outside of feedback during activity) collected during project | |
| | | 2.1.2 Politicians, businesses, and local communities express support for PAs | | |
| **Project outputs** | 1.1.1 Critical mass of staff are trained in four target countries

1.1.2 Trained staff are applying new skills through implementation of pilot projects

1.1.3 Best practice guidelines for PA management are available to PA staff in an accessible form

1.2.1 TCs are established and functioned in four target countries (including regional TC in Russia)
1.2.2 TC Network is established and functioning in four target countries

1.2.3 Training materials developed and programs delivered

1.2.4 TCs established connections with the existing PA management and/or training structures of the 4 countries and of the other relevant structures/networks of the world

2.1.1 National PA strategies and draft legislation developed and promoted to governments

2.1.2 Training materials for politicians, businesses and local communities developed and programs delivered

2.1.3 Politicians, | 1.1.1 Numbers of trained staff meet target levels

1.1.2 Number and success of pilot projects linked to training programs

1.1.3.1 Number of best practice guidelines made available

1.1.3.2 Evidence of application of guidelines

1.2.1.1 Number of TCs established

1.2.1.2 Existence and qualitative assessment of teams of trainers at each TC

1.2.2 Evidence of existing networking relations between the TCs

1.2.3 Number of training materials and programs developed in each TC

1.2.4.1 Documentation of integration of TCs into existing PA management structures in the 4 countries

1.2.4.2 Interest expressed in replication of TC model in other countries in the region

2.1.1.1 Development of strategies and draft legislation

2.1.1.2 Adoption of strategies by governments

2.1.2 Number of training materials and programs for different stakeholder groups developed in each TC | Projects reports, special surveys and assessments, official documentation, publications | Lack of support of training initiatives from the state PA agencies

Changes in national PA management systems

Changes in national priorities of socio-economic development |

Logframe	Intervention logic	Objectively verifiable indicators	Source of verification	Risk assessment
	businesses and local communities participate in TC programs and are involved in pilot projects	2.1.3 Number of stakeholders participated in training courses, pilot projects and other project activities		
Project activities	1. Meetings of the Advisory Group and of the working group (two per year) For output 1.1.1 1.1.1.1 Accumulate and assess world and Russian best practices in training PA managers. 1.1.1.2 Identify PA management training needs and design training strategy for each country. 1.1.1.3 Train PA managers For output 1.1.2. 1.1.2.1 PA managers implement pilot projects demonstrating new skills at their PAs. 1.1.2.2 Exchange visits between pilot projects to share experiences. 1.1.2.3 Best practices of pilot projects collected and disseminated to PA managers and PA agencies in the region For output 1.1.3. 1.1.3.1 Translation, publication and dissemination of world best practice on PA management to PA staff of the 4 countries 1.1.3.2 Preparation, publication and dissemination of regional best practice on PA management to PA staff of the 4 countries 1.1.3.3 All materials published on the project website 1.1.3.4 Preparation and dissemination of brochures/booklets on "Economic/financial incentives for good practices at Northern Eurasia PA". For output 1.2.1. 1.2.1.1 Establish and/or equip new or existing Training Centres for PA managers in 4 countries. 1.2.1.2 Form and train teams of trainers in 4 countries. 1.2.1.3 Develop business plans for TCs to ensure their long-term sustainability For output 1.2.2. 1.2.2.1 Disseminate lessons learned from trainings and training modules between TCs 1.2.2.2 Cross-countries exchange trainers and trainees between TCs For output 1.2.3. 1.2.3.1 Develop training packages and training modules for each country. 1.2.3.2. Adopt training packages and training modules for national PA systems 1.2.3.3. Publish training material and packages of programs For output 1.2.4. 1.2.4.1 Official approval of training packages at relevant PA agencies in the 4 countries 1.2.4.2 Negotiations with PA agencies and other relevant structures & projects within 4 countries to reach long-term co-operation agreements 1.2.4.3 Preparation of job descriptions for PA staff for state PA agencies within 4 countries 1.2.4.4 Exposure of TC model to other countries to encourage replication For output 2.1.1 2.1.1.1 Discussions with authorities of all levels to increase support for PA system 2.1.1.2 Drafting or revising strategies and policy documents on PAs 2.1.1.3 Official approval of policy documents 2.1.1.4 Public awareness campaigns to showcase new legislation on PAs For output 2.1.2 2.1.2.1 Develop training programs and modules for politicians 2.1.2.2 Develop training programs and modules for businesses 2.1.2.3 Develop training programs and modules for local communities For output 2.1.3 2.1.3.1 Facilitate dialogues between local and regional authorities and PA managers through trainings, round-tables etc. 2.1.3.2 Authorities participate in PA events (pilot projects, PR-campaigns, public hearings etc.) 2.1.3.3 Training local communities and business on interaction with PA			

Annex 5. The review of the project design

Relevance		Evaluation Comments	Prodoc reference
Are the intended results likely to contribute to UNEPs Expected Accomplishments and programmatic objectives?		YES,The results of the project are likely to contribute to UNEPs Expected Accomplishments in at least three of six UNEP's thematic priorities in 2010-2013: 1. **Climate Change** (That increased carbon sequestration occurs through improved land use, reduced deforestation and reduced land degradation) through better management and increased sustainability of Protected Area Systems (guarantee for conservation of natural ecosystems (generally, forests absorbing carbon) in four countries. 2. **Ecosystem Management (**That countries and regions increasingly integrate an ecosystem management approach into development and planning processes; That countries and regions have capacity to utilize ecosystem management tools) through better management, increased sustainability, political and other stakeholder support of Protected Areas as a basic system of sustainable ecosystem management in four countries. 3. **Environmental governance (**That States increasingly implement their environmental obligations and achieve their environmental priority goals, targets and objectives through strengthened laws and institutions; That national and international stakeholders have access to sound science and policy advice for decision-making) through approval of better legislation for Protected Areas and the establishment of Training Centres for them in four countries.	**Project Document** **UNEP website**
Does the project form a coherent part of a UNEP-approved programme framework?		YES, The project forms a coherent part of a UNEP-approved program framework (see above)	**Project Document** **UNEP website**
Is there complementarity with other UNEP projects, planned and ongoing, including those implemented under the GEF?		YES, Enhancing Protected Area system's capabilities worldwide is one of the main priorities of UNEP: many of UNEP projects are devoted to Protected Area systems: World Marine Protected Areas, Protected Area system of Caribbean region, Sustainable tourism on Protected Areas and so on. So, the experience and lessons of the project could be used to develop similar UNEP Projects worldwide. This UNEP project is also complimentary to 6 UNDP/GEF Projects in Russia, Ukraine, Belarus and Kazakhstan implemented in 2005-2012	**Project Document** **UNEP website**
Are the project's objectives and implementation strategies consistent with:	i) Sub-regional environmental issues and needs?	YES, Both project objectives (1) Improve the skills of PA managers and staff in four project countries in critical aspects of PA management and (2) Secure stronger political and other stakeholder support for PAs in the region, are very important to establish sustainable and well-managed PA systems in Russia, Ukraine, Belarus and Kazakhstan after the collapse of the Soviet Union. The implementation strategies of the project (development of PA Training Centres, intensive training of PAs staff, promotion of better legislation for PA management, involving business and local communities in support and cooperation with PAs) are also relevant to the situation of weak PA management and funding in all four countries.	**Project Document**
	ii) the UNEP mandate and policies at the time of design and implementation?	YES, According to the UNEP mandate (adopted in 1997) this organization is "...the leading global environmental authority that sets the global environmental agenda, that promotes the coherent implementation of the environmental dimensions of sustainable development within the United Nations system and that serves as an authoritative advocate for the global environment". So this	**UNEP mandate**

Relevance		Evaluation Comments	Prodoc reference
		project, devoted to the protection of the environment and sustainable development via strengthening PA systems in Russia, Ukraine, Belarus and Kazakhstan, is consistent with this mission statement as well as with UNEP policies in the six thematic priorities.	
	iii) the relevant GEF focal areas, strategic priorities and operational programme(s)? (if appropriate)	YES, The project is consistent with relevant GEF-5 Biodiversity focal area, strategies and operational programs, because it is directed to improve the sustainability of protected area systems for biodiversity and ecosystem conservation	**Project Document GEF website**
	iv) Stakeholder priorities and needs?	YES, The project is highly relevant to the needs of Protected Areas (better management and funding) and local communities living within or outside them (sustainable livelihood, healthy environment and income) in Russia, Ukraine, Belarus and Kazakhstan. It also meets the needs of politicians responsible for Protected Areas - training Centres for PA staff and professional specialists on PA management; needs of socially responsible business - mutual cooperation with Protected Areas and involvement in biodiversity conservation; and needs of local communities – sustainable livelihood development in PAs and around them.	**Project Document**
Overall rating for Relevance			**HS**
Intended Results and Causality			
Are the objectives realistic?		YES, Two objectives of the project: (1) Improve the skills of PA managers and staff in four project countries in critical aspects of PA management and (2) Secure stronger political and other stakeholder support for PAs in the region, are realistic and could be completed in the frameworks of the project.	**Project Document**
Are the causal pathways from project outputs [goods and services] through outcomes [changes in stakeholder behaviour] towards impacts clearly and convincingly describe? Is there a clearly presented Theory of Change or intervention logic for the project?		YES, The causal pathways from project outputs to outcomes and then to impacts are described in the revised Logframe (2007), but some additional outputs and outcomes could be added to the Logframe. Some outputs sounds like outcomes. So, the intervention logic of the project is not very clear.	**Project Document**
Is the timeframe realistic? What is the likelihood that the anticipated project outcomes can be achieved within the stated duration of the project?		Partly, The timeframe for the stated objectives and their outcomes are more or less realistic, but achieving real changes in PAs legislation and better funding may require longer time than the project timeframe. Also achieving sustainability of Training Centres may take longer than the project duration.	**Project Document**
Are the activities designed within the project likely to produce their intended results		YES, Proposed project activities are likely to produce their intended results.	**Project Document**
Are activities appropriate to produce outputs?		YES, they are appropriate to produce planned outputs.	**Project Document**
Are activities appropriate to drive change along the intended causal pathway(s)		YES, they are appropriate to drive change to expected outputs and then outcomes.	**Project Document**
Are impact drivers, assumptions and the roles		NO, Assumptions and key impact drivers of the project are not very clear and well described. But	**Project Document**

Relevance	Evaluation Comments	Prodoc reference
and capacities of key actors and stakeholders clearly described for each key causal pathway?	roles of stakeholders and key actors in the project are more or less clearly identified. This project is highly inclusive of all stakeholders and key actors in four countries.	
Overall rating for Intended Results and causality		**S**
Efficiency		
Are any cost- or time-saving measures proposed to bring the project to a successful conclusion within its programmed budget and timeframe?	NO, they are not clearly described in the project document.	**Project Document**
Does the project intend to make use of / build upon pre-existing institutions, agreements and partnerships, data sources, synergies and complementarities with other initiatives, programmes and projects etc. to increase project efficiency?	YES, the project planned to: use the best Russian and World experience in PAs management; actively involve government agencies responsible for PA management in four project countries; use existing infrastructure and organization for development of Training Centres; active cooperate with other UNEP and UNDP/GEF projects and other biodiversity conservation initiatives in the target countries as indicated in the project frameworks.	**Project Document**
Overall rating for Efficiency		**S**
Sustainability / Replication and Catalytic effects		
Does the project design present a strategy / approach to sustaining outcomes / benefits?	YES, the project design presents a sustainability strategy for the project results over time: necessary changes in PAs legislation are planned to be promoted; business plans for Training Centres are planned to be developed; the training programs of the Centres are approved by Governments of four countries and provided with additional government funding; the project plans to actively cooperate with UNEP and UNDP/GEF initiatives and other conservation programs in four countries to provide additional funding to the training Centres and model PAs; collaboration of PAs with socially responsible business companies is planned to be initiated. The establishment of micro-loan funds for local communities living in PAs will also contribute to sustainable livelihood programs.	**Project Document**
Does the design identify the social or political factors that may influence positively or negatively the sustenance of project results and progress towards impacts? Does the design foresee sufficient activities to promote government and stakeholder awareness, interests, commitment and incentives to execute, enforce and pursue the programmes, plans, agreements, monitoring systems etc. prepared and agreed upon under the project?	YES, The project identifies general political and social factors that may influence the project's results and progress toward impact in four countries (insufficient PA funding; low interest of governments to develop PA systems; weak legislation to support PAs; poor local communities living inside and beside PAs; small rate of socially responsible businesses in the target countries; low level of PA management and so on). Therefore the project objectives and activities are aimed to deal with all this factors and actively involve all stakeholders in cooperation for PA sustainability.	**Project Document**
If funding is required to sustain project	YES, Some additional funding are required of course to sustain project outcomes, from government	**Project Document**

Relevance		Evaluation Comments	Prodoc reference
outcomes and benefits, does the design propose adequate measures / mechanisms to secure this funding?		and other sources (for example for supporting the establishment of Training Centres and their programs for PA staff, and also for sustaining micro-loan programs initiated for local communities during first years of implementation). Many of the small business projects for local communities initiated in the framework of the project could be self-sustainable as well as collaboration of PAs with socially responsible businesses could ensure sustainability of outcomes and benefits. The project design proposes adequate mechanism to support sustainability of the project results (changes in PAs legislation; business plan development for training Centres; approving and funding of PA training program from government sources; establishing training Centres at the base of existing PA structures; making connections with business; sustainable livelihood programs for local communities).	
Are there any financial risks that may jeopardize sustenance of project results and onward progress towards impact?		YES, In general, financial risk is connected with insufficient governmental funding for protected areas in the target countries. This may lead to a situation whereby PAs trained managers may leave the PAs in search of better jobs. Also, because of lack of government funding Training Centres may have not enough funds to sustain themselves. PAs may not be able to pay for their staff to be trained by TCs because of lack of funding. Governmental funding, or PA budget (usually, very poor), or grant support are the sources to pay for staff training which are not sustainable sources of funding.	**Project Document**
Does the project design adequately describe the institutional frameworks, governance structures and processes, policies, sub-regional agreements, legal and accountability frameworks etc. required to sustain project results?		YES, This project design describes institutional frameworks, governance structures and other frameworks required to sustain project results. For example, strategies for PAs systems development and drafts for new laws are going to be developed and approved by the governments of four countries which means that the PA system will be provided with better government support; programs of TCs are planned to be approved by PA agencies and supported by governments; involvement of business and local communities in cooperation with PAs for the development of sustainable livelihood programs will make PAs part of the socio-economic program for regional development.	**Project Document**
Does the project design identify environmental factors, positive or negative, that can influence the future flow of project benefits? Are there any project outputs or higher level results that are likely to affect the environment, which, in turn, might affect sustainability of project benefits?		No, the project design does not identify environmental factors (positive or negative), that can influence the future flow of project benefits. The project outputs and incomes are likely to contribute to ecological sustainability in the target countries through better management of PA systems conserving untouched ecosystems and endangered species populations.	**Project Document**
Does the project design foresee adequate measures to catalyze behavioural changes in terms of	i) technologies and approaches show-cased by the capacity-demonstration projects;	YES, the project proposes to involve local communities, business and politicians in support of Protected Areas and sustainable livelihood development programs through demonstration of the best examples of such approaches in the PAs of target countries and worldwide.	**Project Document**
	ii) strategic	YES, national laws, regulations and strategies for PA development are planned.	**Project Document**

Relevance		Evaluation Comments	Prodoc reference
use and application by the relevant stakeholders of (e.g.):	programmes and plans developed		
	iii) assessment, monitoring and management systems established at a national and sub-regional level	YES, at national level regarding PA system	**Project Document**
Does the project design foresee adequate measures to contribute to institutional changes? [An important aspect of the catalytic role of the project is its contribution to institutional uptake or mainstreaming of project-piloted approaches in any regional or national demonstration projects]		YES, The project is designed to contribute to institutional changes (through development of Training Centres for PA management and promoting changes in PA legislation) in PA management and stakeholder support in the target countries.	**Project Document**
Does the project design foresee adequate measures to contribute to policy changes (on paper and in implementation of policy)?		YES, The project aims to change PA legislation in the target countries.	**Project Document**
Does the project design foresee adequate measures to contribute to sustain follow-on financing (catalytic financing) from Governments, the GEF or other donors?		YES, the projects proposes to obtain sustainable funding to support outcomes from Government, other UNEP and UNDP/GEF projects, business partners and other conservation programs	**Project Document**
Does the project design foresee adequate measures to create opportunities for particular individuals or institutions ("champions") to catalyze change (without which the project would not achieve all of its results)?		YES, The project is designed to create opportunities for Protected Areas, local communities and government officials to catalyze positive changes in PA management through their active involvement in the project activities and providing benefits.	**Project Document**
Are the planned activities likely to generate the level of ownership by the main national and regional stakeholders necessary to allow for the project results to be sustained?		YES, The planned activities are likely to generate a level of ownership for national PA management agencies, Protected Areas and local communities via the establishment PA training Centres, implementation of pilot projects on improved PA management, development of micro-loan funds and sustainable livelihood programs	**Project Document**
Overall rating for Sustainability / Replication and Catalytic effects			**S**
Risk identification and Social Safeguards			
Are critical risks appropriately addressed?		Only one critical risk for a project was identified: instability of nature protection structures and PA management agencies in the target countries, so measures to make necessary changes in PA legislation and make this situation more stable (by involving more politicians) are planned in the project framework. No other risks for the project was assessed	**Project Document**

Relevance	Evaluation Comments	Prodoc reference
Are assumptions properly specified as factors affecting achievement of project results that are beyond the control of the project?	NO, project assumptions are not stated clearly	**Project Document**
Are potentially negative environmental, economic and social impacts of projects identified	No negative environmental, economic and social impacts could be identified for this project generally focusing on to building capacities of PAs in four countries.	**Project Document**
Overall rating for Risk identification and Social Safeguards		**S**
Governance and Supervision Arrangements		
Is the project governance model comprehensive, clear and appropriate?	YES, a Working Group of 10 experts is expected to be organized, supported by an Advisory Group to manage the project in four countries. The Working group is managed by the Project Director. The Working Group is responsible for the design and implementation of the Work Plans and for preparing the reports and published materials of the Project. The governance structure of the project is clear.	**Project Document**
Are roles and responsibilities clearly defined?	YES, Roles and responsibilities of Working Group members are clear and understandable.	**Project Document**
Are supervision / oversight arrangements clear and appropriate?	YES, supervision arrangements are clear and appropriate.	**Project Document**
Overall rating for Governance and Supervision Arrangements		**s**
Management, Execution and Partnership Arrangements		
Have the capacities of partner been adequately assessed?	YES, the capacities of the project partners in the target countries were adequately assessed. Main partners of the project in four target countries (EcoCentre Zapovedniki (Russia), Kiev Eco-Cultural Centre (Ukraine), Berezinsky Biosphere Reserve (Belarus) and Forest and Hunting Committee (Kazakhstan) have strong connections with national PA management structures and Protected Areas, and appropriate capacity and staff, to implement the project effectively.	**Project Document**
Are the execution arrangements clear?	YES, The execution arrangements between EcoCentre Zapovedniki (Coordination Agency) and three sub-contractors mentioned above are clear: every partner is responsible for project implementation in its own country.	**Project Document**
Are the roles and responsibilities of internal and external partners properly specified?	YES, the roles and responsibilities of internal partners were clearly specified. External partners of the project had clear roles and responsibilities as well.	**Project Document**
Overall rating for Management, Execution and Partnership Arrangements		**S**
Financial Planning / budgeting		
Are there any obvious deficiencies in the budgets / financial planning	No obvious deficiencies could be seen in the planned project budget.	**Project Document**

Relevance	Evaluation Comments	Prodoc reference
Cost effectiveness of proposed resource utilization as described in project budgets and viability in respect of resource mobilization potential	Proposed financial resource utilization looks effective with considerable level of co-funding (58% of the total project budget)	**Project Document**
Financial and administrative arrangements including flows of funds are clearly described	YES, Financial and administrative arrangements between the project partners (sub-contractors) are clear.	**Project Document**
Overall rating for Financial Planning / budgeting		**S**
Monitoring		
Does the logical framework: 1. capture the key elements in the Theory of Change for the project? 2. have 'SMART' indicators for outcomes and objectives? 3. have appropriate 'means of verification' 4. adequately identify assumptions	NO, The original logical framework of the project presented inconsistencies between objectives and outcomes and no appropriate indicators were developed. It was revised in 2007 – after the mid-term evaluation. Still in the in the revised Logframe some indicators are not clear and SMART. More outputs could be added to the Logframe. Some outputs are outcomes in reality. Some means of verification are not clear.	**Project Document**
Are the milestones and performance indicators appropriate and sufficient to foster management towards outcomes and higher level objectives?	YES, Milestones and performance indicators are appropriate and more or less sufficient to go towards planned outcomes.	**Project Document**
Is there baseline information in relation to key performance indicators?	NO, Baseline information on key performance indicators is not presented.	**Project Document**
Has the method for the baseline data collection been explained?	NO, The methods for baseline data collection are not explained.	**Project Document**
Has the desired level of achievement (targets) been specified for indicators of Outcomes and are targets based on a reasoned estimate of baseline??	YES, Desired level of achievements is specified for outcomes indicators, but the final indicators levels are not clear.	**Project Document**
Has the time frame for monitoring activities been specified?	YES, The time frame for monitoring activities has been specified in the M&E Plan.	**Project Document**
Are the organizational arrangements for project level progress monitoring clearly specified	YES, Organizational arrangements for progress monitoring are specified.	**Project Document**
Has a budget been allocated for monitoring project progress in implementation against outputs and outcomes?	YES, The budget for monitoring project progress is pretty limited ($2500), but some monitoring activities are conducted along other project activities and do not require additional funding.	**Project Document**

Relevance	Evaluation Comments	Prodoc reference
Overall, is the approach to monitoring progress and performance within the project adequate?	NO, The entire approach to monitor project progress and performance makes it difficult to measure the project progress toward its outputs and outcomes (due to unclear indicators)	**Project Document**
Overall rating for Monitoring		**MU**
Evaluation		
Is there an adequate plan for evaluation?	NO, there is no plan for project evaluation.	**Project Document**
Has the time frame for Evaluation activities been specified?	YES, it has been specified.	**Project Document**
Is there an explicit budget provision for mid term review and terminal evaluation?	YES, there is an explicit budget provision for evaluations.	**Project Document**
Is the budget sufficient?	YES, Evaluation budget for both evaluation missions is sufficient ($47206).	**Project Document**
Overall rating for Evaluation		**S**

Annex 6. Logframe revised by the evaluation consultants

Objectives	Outputs	Outcomes	Performance Indicators of Outcome (PIs)	Means of verification/ sources of data	Means of verification/how to obtain?
Revised objective 1: Improve the skills of PA managers and staff in **Ukraine, Russia, Belarus, and Kazakhstan** in critical aspects[2] of PA management.	**Revised output:** 1.1.1. Staff of selected PAs are trained in the areas of PA management in four target countries	**Revised Outcome:** 1.1. PA staff who participated in trainings are applying new skills in PA management in the four project countries; PA staff and managers created and implemented pilot projects.	**Revised PI:** 1.1.1. **Percentage** of PA staff and managers who apply skills obtained on the training	• Survey of trainees prior to and following training • Survey of trainees in a year after the training • Terminal report 11. Analysis of the surveys.	12. Context analysis 13. On-line survey tools 14. Phone or Skype calls
	Revised output: 1.1.2. Pilot projects developed by trained PA staff are financially support under the project		**Revised PI:** 1.1.2. **Number and types of** adapted practices (from training and guidelines) and **results occurred in PA management** in sites where staff have been trained	• Analysis of surveys of trainees and directors of PAs where staff have been trained • Terminal reports • PIR reports	15. Review of surveys analysis 16. Context analysis of the reports 17. On-line survey tools
	Revised output: 1.1.3. Educational programs and modules, methodical and resource materials have been developed, tested, published and disseminated among target groups in four countries.		1.1.3. **Types of skills** that participants of the training apply in their work	• Mid-term reports • PIR reports • Terminal report 18. Analysis of the surveys.	19. Context analysis 20. On-line survey tools
			Revised PI: 1.1.3. **Number** of implemented pilot projects related to PA management, **number and extent of** accomplished objectives in framework of pilot projects	• PIR reports • Mid-term reports • Terminal reports • Pilot projects reports	21. Context analysis 22. Pilot projects reports review 23. Visits to pilot project sites

Objectives	Outputs	Outcomes	Performance Indicators of Outcome (PIs)	Means of verification/ sources of data	Means of verification/how to obtain?
	Revised output: 1.2.1.A. Training Centres (TCs) are established and functional in four target countries **(including regional** TC in Russia)	**Revised outcome:** 1.2 **Sustainable** training institutions **are operating** in each of the four project countries:	**Revised PI:** 1.2.1.A. Annual level of funding from various sources (government, business, foundations, and paid services) 1.2.1.B. The level of implementation of business plans in every TCs 1.2.1.C. Existence of government support for TCs and its rate in annual level of funding 1.2.1. D. Existence of accommodation and facilities of TCs, and permanent staff	• Terminal report • Business plans of TCs • Annual financial reports of TCs	4. Comparative analysis 5. Content analysis 6. Visits of TCs
	1.2.2 TC Network (TCs established connections with the existing PA management and/or training structures of the world) is established and functional in four target countries [6]	1. In Ukraine and Belarus TCs are officially recognized licensed bodies in order to receive funds from the government. 2. Trainings programs are approved by government PA agencies in 4 countries			
	Additional output: 1.2.3. Management plans, package of training modules, and independent team of trainers are developed in each TC	3. Training Centres and their programmes are incorporated into existing governmental PA structures.	**Revised PI:** 1.2.2. A. Existence of agreement between government agencies and TCs 1.2.2.B. Existence of funding from government PA agencies for TCs. 1.2.2. C. Existence of agreements between other PA related projects and TCs, for example, UNDP 1.2.2. D. Number of PA staff that applied for training depending on available places at trainings	• Official documentation of TCs[7] • Training registration Records	24. Context analysis 25. Comparative analysis 26. Requests to project managers
	Original objective: 1.2.3 Training materials developed (by whom: Project staff of TCs?) and programs delivered				

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[6]   The outputs 1.2.2. and 1.2.4. have been combined together, because the output 1.2.4. explain the meaning "Network is functional".

[7]   "Evidence of Directors and project managers seeking further training for staff" has been deleted from sources of data, because this is an indicator (evidence), sources of data should be clear documents or sources of information.

Objectives	Outputs	Outcomes	Performance Indicators of Outcome (PIs)	Means of verification/ sources of data	Means of verification/how to obtain?
			1.2.3 Integration of TCs into existing PA management structures (not clear - to ask project manager)	27.External evaluation analysis of TC curricula and process by European Network experts.	30.Context analysis of the reports
			1.2.4. Existence of benefits (money, orders, promotion, and others) to TCs from membership in European Network of ECs [8]	28.Membership documents (agreements) in European Network of ECs. 29.Annual reports of TCs	
Revised objective: A. Increase in financial, political, and public support to PAs from politicians, business organizations, and local communities in **Ukraine, Russia, Belarus, and Kazakhstan**.	**Revised Output:** 2.1.1 National PA strategies and draft legislation developed and promoted to governments	**Revised outcome:** 2.1 Politicians, businesses and local communities are more aware and supportive (increases in budget, legislative improvements and improved PA policy traceable to this project) of PAs[9]	**Revised PIs:** 2.1.1. A. Average annual of governmental PA funding in four countries.	• National PAs agencies reports on annual funding of PAs • ???(ask project manager)	• Content analysis
	Revised Output: 2.1.2 Educational materials [10] for politicians, businesses and local communities developed and delivered to stakeholders				
	Output added by the evaluators: 2.1.3. Trainings, conferences, public		2.1.1. B. Level of financial support from business companies to PAs. 2.1.1. C. Level of stakeholder	1. Interview assessment 2. ???(ask project manager)	• Visits to project cites • Interview with project managers

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[8]1.2.4 TCs meet international standards for training - this does measure "Outcome 1.2 **Sustainable** training institutions **are operating** in each of the four project countries."

[9]Indicator "2.1.2 Politicians, businesses, and local communities express support for PAs" have been deleted, because it duplicates the outcome, this is outcome "support" by target group.

[10]Training programs (originally were there) have been changed for "Educational programs" based on the terminology used in the Terminal report for consistency between the Logframe and the Terminal reports

Objectives	Outputs	Outcomes	Performance Indicators of Outcome (PIs)	Means of verification/ sources of data	Means of verification/how to obtain?
	presentations, and environmental campaigns for politicians, businesses and local people have been implemented[11]		awareness about PAs (politicians, business, and local communities)	• Surveys analysis	• Comparative analysis
			2.1.1. D. Number of legislative documents for better PAs management approved by the government in four countries	• Terminal report and its annexes	• Context analysis
		2.1.A. Ministry of Natural Resources accepted Russian Strategy of federal PA system management till 2015.	Acceptance of the document by relevant agency.	• Internet • Terminal report • Official documents of relevant governmental agencies	• Request to project managers • Search in the internet • Context analysis of the documents
		2.1.B. Amendments to the Law on Protected Areas of Kazakhstan have been officially approved by Kazakhstan Government.	Acceptance of the document by relevant agency.	• Internet • Terminal report • Official documents of relevant governmental agencies	• Request to project managers • Search in the internet • Context analysis of the documents
		2.1.C.The Ukraine National Strategy on PA management is approved by the Cabinet of Ministers.	Acceptance of the document by relevant agency.	• Internet • Terminal report • Official documents of relevant governmental agencies	• Request to project managers • Search in the internet • Context analysis of the documents
		2.1.D Program of development of PA system in Kazakhstan is approved by the Government	Acceptance of the document by relevant agency.	• Internet • Terminal report • Official documents of relevant governmental agencies	• Request to project managers • Search in the internet • Context analysis

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[11] This output have been added into the Logframe based on the Terminal report for consistency between the Logframe and the Terminal report.

Objectives	Outputs	Outcomes	Performance Indicators of Outcome (PIs)	Means of verification/ sources of data	Means of verification/how to obtain?
					of the documents
		2.1.E.National Program of PA system development in Belarus for 2008-2014 is developed and approved by the Government	Acceptance of the document by relevant agency.	• Internet • Terminal report • Official documents of relevant governmental agencies	• Request to project managers • Search in the internet • Context analysis of the documents
		2.2. Politicians, businesses and local communities **participate** in TC programs and are **involved** in pilot projects[12]	Acceptance of the document by relevant agency.	• Internet • Terminal report • Official documents of relevant governmental agencies	• Request to project managers • Search in the internet • Context analysis of the documents

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[12] **Intervention logic:** 2.1.3 Politicians, businesses and local communities **participate** in TC programs and are involved in pilot projects – in the Logframe (Zapovedniks logframe-23.08.07.doc cys) was referred to Output. This is not right, because outputs are the services produced under the projects. It is outcome that is expected change in behaviour as a result of the project intervention.

Annex 7. The list of the documents available for the Terminal Evaluation

Project components	List and name of the file received	Comments	How to obtain (Where? Who will provide?)
1. Project design documents	2-18-05 MSP BRIEF V9 17FEB05-1 MEDIUM-SIZED PROJECT PROPOSAL Request for GEF Funding		Received from James Okonji Biodiversity Conservation Focal Area UNEP-DEPI
	2-18-05 MSP BRIEF V9 17FEB05 (1)		
	Zapovedniki logframe-23.08.07.doc cys.doc		Received by e-mail from Carla De Gregorio, April 5th, 2012
	4557_Signed LI_230902-1. Pdf (Sub-project document)		Received from James Okonji Biodiversity Conservation Focal Area UNEP-DEPI
2. Project supervision plan, with associated budget	Budget revised_06.09.07.xls (Revised project budget 2005-2008)		Received by e-mail from N. Danilina
	Indicators-discussion.doc (Project outcome indicators)	Not clear if it is final document or not	Received by e-mail from N. Danilina
	M&E plan.doc (Monitoring and Evaluation Plan July 12 2007)	Not clear if it is final document or not	Received by e-mail from N. Danilina
	revised workplan – 02.07.07.xls (Project Workplan 2006-2008)	Not clear if it is final document or not	Received by e-mail from N. Danilina
3. Project revision documentation.	SP 1 mid-term[1].doc cys (Tracking Tool for GEF Biodiversity Focal Area Strategic Priority One: Catalyzing Sustainability of Protected Area Systems 2007)	Not clear if it is final document or not	Received by e-mail from N. Danilina
4. Correspondence related to project			
5. Supervision mission reports	Terminal Report to UNEP.doc		Received by e-mail from Carla De Gregorio, April 5th, 2012
	Zapovedniki MTR – Final.doc (Mid-Term Review of the UNEP GEF Project 2007)		Received by e-mail from Carla De Gregorio, April 5th, 2012
6. Annual Project Implementation Reports (PIRs)	PIR Strengthening Network Training Centres MSP Oct 17.doc (UNEP GEF PIR FY 06 (1 July 2005 to 30 June 2006))		Received by e-mail from N. Danilina
	PIR_template_2008.doc (UNEP GEF PIR FY 08)	Not clear if it is final document or not	Received by e-mail from N. Danilina

Project components	List and name of the file received	Comments	How to obtain (Where? Who will provide?)
	Project_format_revised_0607v1. doc (UNEP GEF PIR FY 07)	Not clear if it is final document or not	Received by e-mail from N. Danilina
	PIR_ report _-2007-2008 Zapovedniki- September 2008_Esther.doc		Received by e-mail from Carla De Gregorio, April 5th, 2012
	PIR 2008-2009 Zapovedniki FINAL.doc		Received by e-mail from Carla De Gregorio, April 5th, 2012
7. Project progress reports, including financial reports submitted	Co-financing report_2008 final.doc (Annex 9: Format for report on COFINANCING 2005-2008)		Received by e-mail from N. Danilina
	Equipment UNEP1.pdf (Annex 8. Inventory of non-expendable equipment purchased against UNEP project unit value US$1500 and above	Prepared on December 31 2005	Received by e-mail from N. Danilina
	Fin Report total.pdf (Final financial project report with actual expenses 2005-2008)	Prepared on June 30 2008	Received by e-mail from N. Danilina
	Finance UNEP.pdf (Final financial project report with actual expenses 2005-2008)	Prepared on June 30 2008	Received by e-mail from N. Danilina
	Progress -report 1-2007.doc (ANNEX 4: FORMAT FOR BIANNUAL PROGRESS REPORT TO UNEP as at January-June 2007)	Not clear if it is final document or not (many comments in the text)	Received by e-mail from N. Danilina
	Progress report UNEP_2nd half 2006 (ANNEX 4: FORMAT FOR BIANNUAL PROGRESS REPORT TO UNEP as at July-December 2006)	Not clear if it is final document or not	Received by e-mail from N. Danilina
	Progress_Report_2005 (ANNEX 4: FORMAT FOR BIANNUAL PROGRESS REPORT TO UNEP as at July-December 2005)	Not clear if it is final document or not	Received by e-mail from N. Danilina
	Progress-report 2-2007 (ANNEX 4: FORMAT FOR BIANNUAL PROGRESS REPORT TO UNEP as at July-December 2007)	Not clear if it is final document or not	Received by e-mail from N. Danilina
8. Cash advance requests documenting disbursements			

Project components	List and name of the file received	Comments	How to obtain (Where? Who will provide?)
9. Budget revision documentation.	Audit Total.pdf (Auditor's report for the period of July 1st 2005 – December 31 2005)		Received by e-mail from N. Danilina
10. Steering Committee meeting documents, including agendas, meeting minutes, and any summary reports	Minutes].doc (Minutes of the Steering Committee Meeting of the GEF/UNEP project "Strengthening the network of Training Centres for PA managers as a demonstration of a tested approach" hold at June 4-7, 2008, NP «Plescheevo Lake»)		Received by e-mail from N. Danilina
	Minutes-belarus.doc (UNEP/GEF project "Strengthening the network of Training Centres for PA managers as a demonstration of a tested approach" Steering Committee Meeting, May 22 – 23, 2006. Berezinsky biosphere reserve, Belarus Republic		Received by e-mail from N. Danilina
	SC minutes – 24.08.07 (Minutes of the Steering Committee meeting of the GEF/UNEP project "Strengthening the network of Training Centres for PA managers as a demonstration of a tested approach" hold at July, 10 – 12, 2007, Almaty, Kazakhstan)		Received by e-mail from N. Danilina
11. Management memos related to project			
12. Other documentation of supervision feedback on project outputs and processes (e.g. comments on draft progress reports, etc.).			
13. Extension documentation. Has a project extension occurred?			

Annex 8. Evaluation methodology

The terminal evaluation of the Project "Strengthening the Network of Training Centres for Protected Area Management Through Demonstration of a Tested Approach" was conducted as an in-depth evaluation using a participatory approach whereby key stakeholders are kept informed and consulted throughout the evaluation process.

The evaluators used different sources of information to answer the evaluation questions: primary, secondary, and other sources of information:

Sources of information		
Primary sources of data	**Secondary sources of data**	**Other sources of data**
Opinion of stakeholders and beneficiaries of the project Visiting project sites Mid-term evaluation report Photo and video-materials if available Outputs from the projects	Analysis of surveys from workshops Progress reports (PIR and final) Reports from the pilot projects Terminal Reports Power Point Presentations	Scholarly articles Mass media articles and information about the project activities in the internet, including other NGO reports and other donors' reports (if available)

Evaluation was organized into four stages which are described in the paragraphs below.

Preparatory Phase. The preparatory phase consisted of the following stages:

(i) Interviews with the UNEP Evaluation Office and the Project Manager in the Zapovedniki Centre about their views on the evaluation questions, sources of information, and evaluation timeline.

(ii) Preliminary desk review divided into four-stages: (a) documents collection from UNEP Evaluation Office and project managers; (b) review of documents and preparation of the documentation database; (c) review of the project's design and Logframe, and Theory of Change analysis; (d) writing Inception report. Preliminary desk review of project documents[13] will include analysis of such documentation as follows:

1.1. Relevant background documentation, inter alia UNEP and GEF policies, strategies and programmes pertaining to biodiversity conservation;
1.2. Project design documents; Annual Work Plans and Budgets or equivalent, revisions to the logical framework and project financing;
1.3. Project reports such as progress and financial reports from countries to the EA and from the EA to UNEP; Steering Committee meeting minutes; annual Project Implementation Reviews and relevant correspondence;
1.4. The Mid-term Evaluation report;
1.5. Documentation related to project outputs, if any;
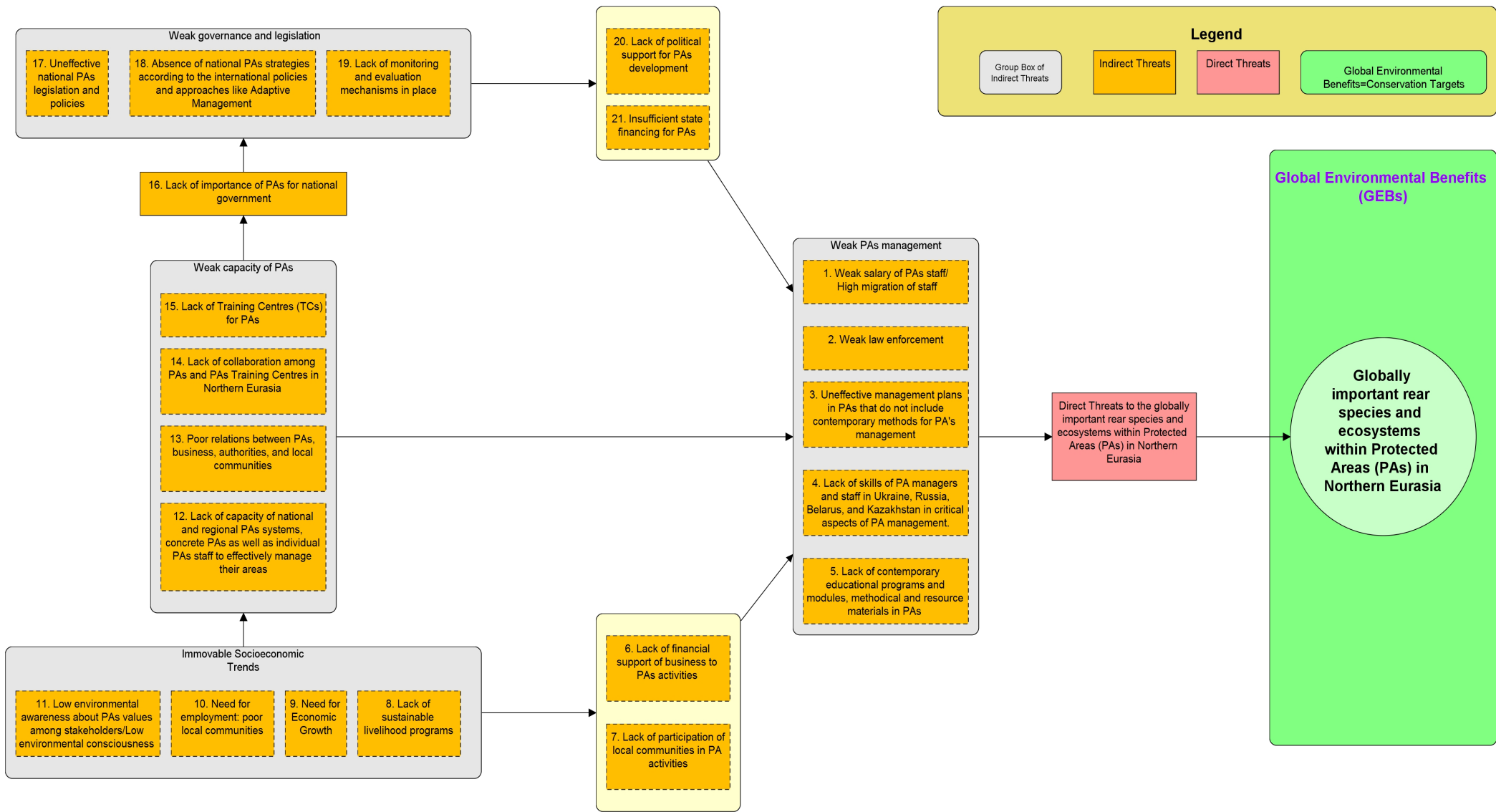1.6. Terminal report.

(iii) Selecting interview methodology. In order to understand the logic of the project the evaluators constructed the Conceptual model that is presented below:

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[13] Documents to be provided by the UNEP are listed in Annex 7 of the TOR.

Project Conceptual Model

Legend

Group Box of Indirect Threats | Indirect Threats | Direct Threats | Global Environmental Benefits=Conservation Targets

Weak governance and legislation
- 17. Uneffective national PAs legislation and policies
- 18. Absence of national PAs strategies according to the international policies and approaches like Adaptive Management
- 19. Lack of monitoring and evaluation mechanisms in place

- 20. Lack of political support for PAs development
- 21. Insufficient state financing for PAs

16. Lack of importance of PAs for national government

Weak capacity of PAs
- 15. Lack of Training Centres (TCs) for PAs
- 14. Lack of collaboration among PAs and PAs Training Centres in Northern Eurasia
- 13. Poor relations between PAs, business, authorities, and local communities
- 12. Lack of capacity of national and regional PAs systems, concrete PAs as well as individual PAs staff to effectively manage their areas

Immovable Socioeconomic Trends
- 11. Low environmental awareness about PAs values among stakeholders/Low environmental consciousness
- 10. Need for employment: poor local communities
- 9. Need for Economic Growth
- 8. Lack of sustainable livelihood programs

- 6. Lack of financial support of business to PAs activities
- 7. Lack of participation of local communities in PA activities

Weak PAs management
- 1. Weak salary of PAs staff/ High migration of staff
- 2. Weak law enforcement
- 3. Uneffective management plans in PAs that do not include contemporary methods for PA's management
- 4. Lack of skills of PA managers and staff in Ukraine, Russia, Belarus, and Kazakhstan in critical aspects of PA management.
- 5. Lack of contemporary educational programs and modules, methodical and resource materials in PAs

Direct Threats to the globally important rear species and ecosystems within Protected Areas (PAs) in Northern Eurasia

Global Environmental Benefits (GEBs)

Globally important rear species and ecosystems within Protected Areas (PAs) in Northern Eurasia

In order to get information using interviews the evaluators will use Convenience Sampling or Voluntary Response Sampling. The evaluators will ask the Project Managers themselves in Russia, Ukraine, Kazakhstan, and Belarus (will be interviewed by Skype/phone) to select the stakeholders who will participate in a survey. This method allows reaching exactly the stakeholders that the project was trying to influence. Also, Project Managers know who is easily available for being interviewed, so the Convenience Sampling provides necessary information in a timely manner and costs less than simple random sampling or other evaluation methods. Thus, country lead execution partners and other relevant stakeholders targeted for awareness raising, protected areas managers targeted for capacity building, and local communities and business targeted for awareness raising and capacity building will be interviewed. The number of people to be interviewed will depend on their availability at the time of the evaluation.

(iv) Developing a list of interviewees. Interviews were organized with the following key evaluation groups and individuals:

Groups of people to interview	Issues to discuss	When	How
Relevant staff of GEF Secretariat	Not applicable		
UNEP Task Manager and Fund Management Officer (Nairobi)	The political context within which the evaluation is being conducted; expectation from the evaluation; types of decisions to which the evaluation must contribute; implementation and financial management of the project	Evaluation planning, monitoring, and implementation; final report findings discussion	Skype calls E-mail correspondence
Project management and execution support	• Managers and key staff: their perspectives on the issues and their views on the results obtained. • Evaluation questions • Level of UNEP supervision for the project	Evaluation planning and implementation, final report findings discussion	• Skype calls • In-person interview
Country lead execution partners and other relevant stakeholders, including key target groups (local communities, PA staff, politicians and business representatives)	Evaluation questions	Evaluation implementation	• In-person interview in the field • Focus groups
Representatives of other multilateral agencies and other relevant organisations providing co-financing.	Evaluation questions	Evaluation implementation	1. E-mail 2. Phone conversation 3. Skype calls

(v) Questionnaire Design. Appropriate questionnaire design is critical in minimising the amount of errors in information interpretation. One of the first considerations in designing the questions was to have as many open questions as possible whereby the respondents are free to express their opinion. The

questionnaire (which presented below) was prepared in Russian and translated into English for the Terminal Evaluation Report, because people that were interviewed were not fluent in English.

Outcome: Sustainable training institutions are operating in each of the four project countries

№	Evaluation question (translated from Russian into English)
1.	How Protected Areas' managers educated their staff before the UNEP Project?
2.	How many Training Centres for Protected Areas (PAs) were established in the framework of the UNEP Project?
3.	How many trainings for PAs' staff have been conducted by the Training Centres since 2005 (provide annual statistics for 2005-2012)?
4.	How many specialists of PAs staff have been trained by the Training Centres since 2005 (provide annual statistics for 2005-2012)?
5.	Do the Training Centres have annual work plans (if yes, provide copies)?
6.	Do the Training Centres have business-plans to support their financial stability (if yes, provide copies)?
7.	What is the way the Training Centres advertise their training programs for PA staff? Do the Training Centres have web-sites?
8.	What is the legal status of the Training Centre (governmental; non-governmental and non-for-profit; or commercial)?
9.	Which governmental agency is responsible for coordination the work that PA Training Centres do?
10.	Have the programs of Training Centres been officially approved by governmental agencies responsible for PA national system? If yes, provide the evidence.
11.	What was the real share of governmental support into the establishment of the PA Training Centres in comparison with the share of the UNEP Project?
12.	What kind of governmental support has the Training Centres now?
13.	What is the annual budget of the Training Centres (in USD)? What are the main sources of funding?
14.	Do the Training Centres have their own infrastructure and equipment? Explain.
15.	Who are the leaders of the Training Centres in the target countries?
16.	What is the exact location of the Training Centres in the countries?
17.	Do the Training Centres have full-time employers? How many?
18.	How many trainers work for the Training Centres temporarily (part-time)?
19.	How the Training Centres identify and follow the real professional needs of PAs' staff in the countries?
20.	Do the Training Centres belong to the European Network of Education Centres for PAs?
21.	Please, describe the collaboration of the Project team with UNEP office? What lessons might be learned from this project?
22.	What opportunities the membership in the European Network of Education Centres for PAs provides for the Training Centres in the target countries?
23.	How the outputs and lessons of the UNEP Project have been used in the development and implementation of other conservation projects in the target countries (UNEP, UNDP, others)?

№	Evaluation question (translated from Russian into English)
	Please, provide the examples.
24.	How the results of the UNEP Project have been disseminated between the target countries?
25.	What was the total level of UNEP funding in every target country? How the funding was distributed among project components to achieve three outcomes of the UNEP Project?

Outcome: PA staff are applying new skills in PA management in the four project countries

№	Evaluation question (translated from Russian into English)
26.	How many specialists (and how many PAs) have been trained by the Training Centres in the target countries (provide annual statistics for 2005-2012)?
27.	What are the general skills and knowledge the PA staff obtained at the trainings?
28.	What methods national government PA agencies use to evaluate effectiveness of PAs management?
29.	How the effectiveness of PAs management system has been evolved in the target countries after the UNEP Project (compare effectiveness of PAs in 2005, 2008 and 2010-2012)?
30.	What skills and knowledge obtained during the trainings are the most valuable for PA staff at present?
31.	What new forms of activities have been developed by PAs staff after the UNEP Project?
32.	How the governmental requirements to the professional level of PAs staff have been changed after the UNEP Project?
33.	How the salary of PA staff have changed after the UNEP Project (compare the data of 2005, 2008 and 2010-2012)?
34.	What pilot projects in PAs were implemented in the frameworks of the UNEP Project? Assess their effectiveness in terms of the mid-term and long-term effects.
35.	What publications and manuals on effective management of PAs were published by TCs in the frameworks of the UNEP Project (and during 2008-2012)? Assess their usage by PAs staff in daily work.

Outcome: Politicians, businesses and local communities are more aware and supportive of PAs

№	Evaluation question (translated from Russian into English)
36.	How the key partners of the UNEP Project (politicians, business and local communities) were identified and selected in the beginning of the project?
37.	How politicians, business and local communities were involved in implementation of the UNEP Project?
38.	What benefits were obtained by politicians, business and local communities from improved cooperation with PAs?
39.	What educational materials for politicians, business and local communities were developed and published in the frameworks of the UNEP Project?
40.	How many local people were involved in sustainable livelihood development initiatives in the framework of the UNEP Project? How many of them started their own small business in cooperation with PAs? How their attitude towards PAs has evolved after the UNEP Project?
41.	How the level of governmental financial support of PAs activities has changed in the target

№	Evaluation question (translated from Russian into English)
	countries as a result of the UNEP Project?
42.	How the level of financial support from business for PAs activities has changed in the target countries as a result of the UNEP Project?
43.	What changes in the national PA legislation system were made as a result of the UNEP Project?
44.	Have the National Strategies and the Programs (mentioned in the project documents) for PAs development been approved in the framework of the UNEP Project?
45.	What was the contribution of the UNEP Project into the improvement of national PA legislation in the target countries?

In-depth desk review analysis of the documents was to identify baseline information, answer key evaluation questions, and reveal gaps and issues for the further research. In this stage the evaluators carried out a Content Analysis. This approach allows seeing how the situation with regards to the evaluated issues has changed over time. During this stage, the following activities were undertaken:

1. Review of the project's documentation and collection of data to answer the evaluation questions
2. Preparation of the checklists for the interviews
3. Preparation of the list of controversial issues to be verified during the country missions

Country missions. The ToRs for the project evaluation specified that three countries should be visited during country missions (Russia, Ukraine, and Kazakhstan). During country missions the evaluators met with national project management, execution staff and stakeholders, and visit the pilot project sites. In the beginning of each county mission the evaluators will have planning session with the country project managers explaining the purpose and the process of the evaluation based on GEF/UNEP evaluation policies and standards. Consequently, evaluation findings review sessions will be conducted with the country project managers upon the mission completion explaining further steps in the evaluation.

The country missions will consist of interviews with focus groups and in-person discussions with the project partners and stakeholders. The topics of these meetings will focus on (but not be limited to) the evaluation questions mentioned in ToRs, reviewed and adapted by the evaluators during Questionnaire Design stage.

Data analysis. During the mission to the project countries information obtained through the interviews was thoroughly discussed with different stakeholders to hear their opinion on the discovered findings. After the data collection, the results were entered into a computer. Then, the data was checked for accuracy with the project managers through sending them meeting notes by e-mail.

Comparing information obtained during in-depth interviews with project reports helped to define findings, make conclusions, and drive the lessons learned. The goal of the data analysis was to determine the relations, if any, between project interventions and outcomes-impacts that occurred during the project or after its completion. Thus, the analysis of information obtained from different sources and the "bottom-up" interview approach allowed comparing positions of various actors involved into the project. The analysis of the evaluation findings revealed many issues that reflected project's success which were not presented in the project reports or were poorly described. For example, achievements and key of successes (why and how things happened) per country.

Annex 9. The evolution of the project outcomes

Project Outcomes (original project document)	Revised Logframe Outcomes (Logframe-23.08.07)	Revised Logframe Outcomes (Terminal Evaluation, 2012)	Underlined Assumptions (original project document)
1.1. PA managers and staff much better trained to improve PA sustainability. Trained persons during this project <u>are efficiently using their newly acquired skill to improve PA management.</u>	1.1 PA staff are applying new skills in PA management in the four project countries	1.1. PA staff who participated in trainings <u>is applying</u> new skills in PA management in the four project countries; PA staff and managers created and implemented pilot projects.	It is very likely that many PA managers and staff **will want to be trained** but the *challenge is for them to be able to use they newly acquired skills efficiently*. This will depend <u>on the staff turnover stability</u> and therefore ultimately on <u>the support decision makers</u> and <u>public authorities give to the project and to PA.</u>
1.2. Public authorities <u>are aware of the importance of PES schemes.</u>	1.2 Sustainable training institutions are operating in each of the four project countries	1.2 **Sustainable** training institutions **are operating** in each of the four project countries: 4. In Ukraine and Belarus TCs are officially recognized licensed bodies in order to receive funds from the government. 5. Trainings programs are approved by government PA agencies in 4 countries 6. Training Centres and their programmes are incorporated into existing governmental PA structures.	This outcome was abolished by the *Steering Committee after Mid-Term Evaluation.*
1.3. One PA will have or be close to having an environmental fund established to improve long-term financial management.			This outcome was abolished by the Steering Committee or other Body or decision (reference is needed).

Project Outcomes (original project document)	Revised Logframe Outcomes (Logframe-23.08.07)	Revised Logframe Outcomes (Terminal Evaluation, 2012)	Underlined Assumptions (original project document)
2.1. A stronger and more efficient support from local and national authorities for PA.	2.1 Politicians, businesses and local communities are more aware and supportive of PAs	2.1 Politicians, businesses and local communities are more aware and supportive (increases in budget, legislative improvements and improved PA policy traceable to this project) of PAs 2.1. A. Ministry of Natural Resources accepted Russian Strategy of federal PA system management till 2015. 2.1. B. Amendments to the Law on Protected Areas of Kazakhstan have been officially approved by Kazakhstan Government. 2.1. C.The Ukraine National Strategy on PA management is approved by the Cabinet of Ministers. 2.1.D Program of development of PA system in Kazakhstan is approved by the Government 2.1.E.National Program of PA system development in Belarus for 2008-2014 is developed and approved by the Government	We assume that <u>the project will be attractive enough to local authorities</u> for them to actively participate and support it. We also assume that <u>there will not be too many political unrest and that peace will prevail in the region</u>. <u>Social stability</u> is a pre-condition for the participation of civil society.
2.2. A better <u>understanding amongst local communities and authorities</u> of the importance of biodiversity conservation and PA.		2.2. Politicians, businesses and local communities **participate** in TC programs and are **involved** in pilot projects	We assume that **the local newspapers and the media in general will accept to work closely with the project** and **will forward important messages** arising from the project.
2.3. PA managers and local authorities <u>informed on existing economic practices of PA.</u>			We assume **that PA managers and local authorities already succeeded** in <u>development of economic mechanisms of PA activity</u> will be <u>willing to contact with the project team and to</u>

Project Outcomes (original project document)	Revised Logframe Outcomes (Logframe-23.08.07)	Revised Logframe Outcomes (Terminal Evaluation, 2012)	Underlined Assumptions (original project document)
			provide all necessary information.

Annex 10. Limitations of the evaluation

Evaluation limitation	Influence on the evaluation
4. The absence of a single project logical framework	The project objectives, outcomes, outputs, activities and indicators for monitoring and evaluation have appeared in four document sources (original project document set, PIR set, Project Steering Committee May 2006 set, Annex 5 of mid-term review TOR set). Therefore, the evaluation consultants spent much time analysing all the Logfames to reveal the logic of the project outcomes evolution.
5. Loss of documents	It was hard to analyse the project outputs because the evaluation took place 4 years after the project completion, some of the project outputs were not found like model and training programs for business and materials from roundtable meetings, pilot projects reports.
6. Time constrains: Belarus was not included in the list of countries to visit. Therefore, the evaluation consultants did not visit Belarus	In the project reports there was lack of information about specific project outputs and outcomes in Belarus. It was impossible to answer the evaluation questions using project documents. Information about project findings in Belarus was derived from Skype and phone interview. This was a challenge because the opinions of people were opposite in some cases, in other cases the evaluation consultants obtained controversial facts that they checked again in conversation with other people.
7. Lack of facts and data in the Terminal report and project reporting documents	There are no facts in the Terminal report about number of trainings and number of participants in every country, also there are no evidences in the Terminal report how some numbers were calculated. For instance, "The project was focused on almost **200** federal Zapovedniki and national parks of Russia, Ukraine, Belarus and Kazakhstan"; "About **2500 PA staff and managers** have been trained in 3 years of GEF/UNEP project implementation" (no reference and primary source of data, no country specific data). Lack of data lead to the fact that the evaluation consultants (ECs) spent much more time to calculate primary data looking at Annexes to the terminal report, materials brought from the mission to the project countries and secondary interview with relevant people.
8. Absence of monitoring framework in the project to assess the effectiveness of PA management like METT tool	Unfortunately, no special measurements and assessments of politician, business and local community attitude to PAs were done in the framework of the UNEP project. Therefore, it was impossible objectively to assess changes in stakeholders' attitude towards PAs except interviews with PA staff, local authorities and people and data available on some model projects.
9. Absence of baseline information and monitoring system to assess the attitude of stakeholders to PAs	Consequently, there was no monitoring system in place to assess and track changes in the management of PAs depending on the increased professionalism of PA staff and changes in management system.
10. Time allocated for writing the evaluation report	According to the TOR the contract started on 15 May 2012, and the Inception report was due on 28 May 2012. For the evaluation of the projects that was completed several years ago much time is needed to collect necessary information from the UNEP Evaluation Office and Executive Agency that implemented the project. Regarding to the TOR the field work should be conducted during 1-15 June 2012, and the Zero draft evaluation report should be submitted by 29 June 2012. As this evaluation experience shows the Adaptive Management should be practiced during conduction of the evaluations that occur after several years upon the project completion. Two weeks was not enough to conduct interviews with stakeholders in case of lack of data in the project reports and to describe the project outcomes and impacts. Also, two weeks was not enough to write the Zero Draft report considering the facts described above. Lack of primary data, confusing information in the terminal report (not clear how the project contributed to the outcomes described) resulted in considerable time devoted to revealing the logical pathways and clarification of data. 1 month should be given for such work.

Annex 11. Project outputs and immediate outcomes delivery analysis

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Immediate Outcome 1.2: PA staff are applying new skills in PA management in the four project countries.	
Expected Output 1.1.1: Critical mass of staff is trained in four target countries **Expected Output 1.1.2:** Trained staff are applying new skills through implementation of pilot projects (this output sounds like outcome and should be reformulated as "Pilot projects developed by trained PA staff are implemented at PAs").	**Immediate Outcome 1.1:** PA staff are applying new skills in PA management in the four project countries. (a) In all countries before and after the trainings the organizers interviewed the participants to assess their level of knowledge. Nevertheless, there was no research to get the feedback from trained PAs staff (in project countries) to investigate the impact of the project results: how PA staff are applying new skills in PA management in the four project countries.
Russia (b) **Output 1.1.1:** In 2005-2008 about 700 PA staff, a great majority of which from the Russian federal PAs, were trained in environmental education, anti-poaching, fundraising, fire management, ecotourism, sustainable livelihood, financial management and management planning. (c) **Output 1.1.2:** Nearly all pilot projects in the frameworks of UNEP Project were implemented in Russia. The pilot projects were developed by participants of the trainings at the end of training courses and were devoted generally to educational programs and trainings of PA staff, educational trips, local conferences for PA staff and communities, cooperation of PAs and business, sustainable livelihood. Many of them were not completed. (d) About 20 best projects received funding generally from other sources, for instance, TACIS (Technical Assistance for the Commonwealth of Independent States) project. At least 6 of the pilot projects clearly demonstrated the application of new skills of PA staff learned at trainings in real PA management. For instance, Ugra National Park (visited by the evaluation team) and Samarskaya Luka National Park (interviewed by phone) started to build cooperation with business companies in the frameworks of "Green Hall" project; Kenozersky National Park, Bolshaya Kokshaga and Baikalsky Zapovedniki (interviewed by phone) involved local communities in sustainable livelihood development. This collaboration resulted in the establishment of the micro-loan funds in Baikalsky and Bolshaya Kokshaga Zapovedniki. Astrakhansky Zapovedniki improved the system of anti-poaching activities and organized effective work with tourists and visitors.	**Russia** (e) Every year approximately 100-150 PA specialists are trained by the TC (2008-2012). In average TC organizes about 8-10 trainings a year. More than 1500 of PA staff were trained in 2005-2012 by the TC. (f) Directors of interviewed PAs (7 PAs) confirmed that after the trainings their staff started to apply new skills in practice (anti-poaching, environmental education, ecotourism, financial management, cooperation with local communities and business). (g) Trainings helped the participants to improve their career in the PAs, generate new ideas of PA management, build connections and exchange experience with other PA staff. (h) Other finding about the trainings is the development of PAs staff informal network so as PA specialists can consult one another and share their experience in the field of PA management and practice. Managers of interviewed PAs confirmed that effectiveness and motivation of trained staff increased considerably after the trainings. (i) About 30 specialists from PAs staff now are involved in the trainings of the TC as instructors. (j) The following new activities started to be developed at the PAs in Russia as the result of the UNEP Project: Ecotourism, Sustainable livelihood programs, Volunteer involvement in PA activities, Cooperation PA with business. (k) Trainings appeared especially important for the staff of new PAs (like Russian Arctic National Park). Trainings helped PAs staff without work experience get basic knowledge and skills in PA management. (l) In general, to reveal the effects of trainings on PA management in Russia was impossible. No special monitoring of PA effectiveness in the country was organized by the Ministry of Nature Resources, but in some parts of the country such measurements were done in frameworks of UNDP/GEF projects (Altai-Sayan, Kamchatka, Lower Volga River Region, Komi Republic) in 2006-2012 (METT tool was used). These data reflected in the UNDP project reports clearly demonstrate increase of PA effectiveness after the professional trainings in frameworks of the UNEP project.

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Ukraine	**Ukraine**
(m) **Output 1.1.1:** The project started in Ukraine in 2005, whereas the first seminars were conducted in 2006, because the first year was mostly devoted to work with politicians. (n) During the UNEP Project about 80 specialists from 40 PAs were trained in anti-poaching, environmental education, fundraising and financial management. (t) **Output 1.1.2:** Only 3 pilot projects were implemented in this country in the frameworks of UNEP Project: two ecological trails were developed in Ichnyansky National Park and Rivnensky Zapovedniki; the system of joined PAs' anti-poaching raids was developed and implemented by Desnyansky-Sterogutsky National Park. (u) Thus, the implementation of the pilot projects does not reflect the whole picture of how all trained staff applied new skills after the trainings.	(o) Until 2012 – more than 300 (approximately 10% from all PA staff in Ukraine in 2012) of PAs staff were trained by the TC. About 50 PA specialists are trained annually. UNDP/GEF projects in Ukraine regularly organize trainings of PA staff at the base of the TC established by UNEP project. (p) The staff of 4 PAs interviewed during the evaluation trip (Kanevsky Zapovedniki, Rivnensky Zapovedniki, Ichnyansky National Park and Piryatinsky National Park) confirmed that they learned necessary knowledge and got useful skills during the trainings in 2005-2008: anti-poaching techniques and legislation on law enforcement, environmental education, financial management in PAs, and fundraising. They said that they use obtained skills and knowledge in their everyday work at PAs. Some of the specialists were promoted to the higher positions at PAs due to knowledge they got at the trainings. (q) In the framework of the UNDP/GEF project "Strengthening Governance and Financial Sustainability of the National Protected Area System in Ukraine" effectiveness of three PAs involved in the trainings of the TC established by UNEP project was measured in 2006-2012 (METT): all three PAs demonstrated steady increase in professionalism since 2006. (r) The knowledge and skills on PA management are confirmed by the respondents to be very valuable and practical for the staff of newly established PAs in Ukraine (for example, Piryatinsky National Park). As in Russia intensive exchange of experience of PA staff was developed after the project among the participants of the trainings. (s) New forms of activities at PAs started to be developed after the UNEP Project: Ecotourism and rural tourism, Development of ecological trails, Sustainable livelihood programs for local communities at PAs
Belarus	**Belarus**
(v) **Output 1.1.1:** The project started in Belarus in 2005. (w) In 2005-2008 170 specialists from all PAs were trained in anti-poaching, environmental education, ecotourism, best practices of PA management, biodiversity monitoring, Geographic Information System (GIS), and management. (x) **Output 1.1.2:** No pilot projects were planned and implemented by PA staff in this country. As the evaluation consultants understood from the Terminal Report and final report of the Belarus Project team (2008) 70% of trainees were going to use new knowledge and skills in their work.	(y) About 2-3 trainings for PAs staff are organized annually by the Ministry of Nature Resources and Environment at the TC in Berezinsky Biosphere Reserve. (z) After the UNEP project trainings, all PAs according to the respondents started to use new knowledge on management planning, ecotourism and GIS initiatives development in their everyday work. (aa) Management plans for all PAs in the country were developed in 2008-2012 due using UNEP project training materials and publications. (bb) As a result of the UNEP project state program on GIS application for PA and nature resource management was developed. (cc) Ecological trails for visitors were developed in wildlife refuges of the country using training materials. (dd) No special monitoring of PA effectiveness was conducted in Belarus in 2008-2012 to track the changes in PA management.

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Kazakhstan	**Kazakhstan**
(ee) **Output 1.1.1:** The project started in Kazakhstan in 2006. In 2006-2008 about 270 specialists from all PAs were trained in anti-poaching, environmental education, biodiversity monitoring, fire management, financial management, management planning.	(gg) Until 2012 - 1005 PA specialists were trained at the TC "Tabigat Alime". The TC organizes about up to 18 trainings annually (not only for PA staff, but also for foresters and local communities). The training programs of the TC established by UNEP project are actively used by UNDP/GEF and World Bank projects in Kazakhstan.
(ff) **Output 1.1.2:** No pilot projects were implemented in this country in the frameworks of UNEP Project.	(hh) Staff of interviewed PAs (36 specialists from 7 PAs) confirmed that they used learned knowledge and skills in their work.
	(ii) Especially valuable for PA staff were the knowledge on management, law enforcement, environmental education, biodiversity monitoring and fire management. As in other project countries the respondents said that trainings were of great importance for new PAs.
	(jj) Authorities from Committee on Forestry and Hunting of Kazakhstan (K. Ustemirov) confirmed that effectiveness of PAs in the country increased considerably as a result of the trainings. Special system of PA ratings is used by the Committee to evaluate the effectiveness of PA work: in 2012 much more PAs in the country demonstrate high efficiency and professionalism in their work than in 2005.
	(kk) Assessment of effectiveness of three model PAs was evaluated by UNDP/GEF Kazakhstan Wetlands Project in 2004-2012 (all these PAs were provided with intensive trainings in PA management by the TC): Korgaldzhinsky Zapovedniki, Alakolsky Zapovedniki and Ak-Zhaik Reserve. The effectiveness of management of these PAs increased in 1, 4-1,5 times since 2004 (METT).
	(ll) Due to the knowledge provided on the UNEP trainings all PAs in Kazakhstan developed their management plans and started to use unified system of biodiversity monitoring.
Expected Output 1.1.3: Best practice guidelines for PA management are available to PA staff in an accessible form (this output is not SMART; therefore, it was rephrased by the evaluators as "Methodical and resource materials on best PA management are developed, tested, published and disseminated among PAs in four target countries"	**Contribution to the Immediate Outcome 1.1:** *PA staff are applying new skills in PA management in the four project countries*

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
(mm) **Russia:** According to the Terminal report 16 publications on best PA management and practice were developed and disseminated among 100 PAs in this country. The publications were devoted to educational programs for PA staff, ecotourism and ecological trail development, sustainable funding of PAs, sustainable livelihood programs for local communities, etc. (nn) Nearly all of these publications were also distributed for PAs in Ukraine, Belarus and Kazakhstan. The staff of 7 interviewed PAs confirmed that they have manuals and resource publications of EcoCentre Zapovedniki. (oo) Manuals and resource publication are also accessible on web-site of EcoCentre Zapovedniki www.wildnet.ru	**For all the project countries:** (pp) The staff of 20 interviewed PAs in Russia, Ukraine, Belarus and Kazakhstan confirmed that they have manuals and resource publications of the TCs in their offices and use them in their daily work . Some publications such as PA legislation and manuals on low enforcement were republished by TC in Ukraine in 2009-2012 due to changes in the law documents (qq) The publications on PA legislation and management (S. Matveychuk) are very popular among PA managers and used in everyday PA management practice in Ukraine (interviews with staff of 4 PAs in Ukraine). (rr) Inspectors of all interviewed PAs of Kazakhstan have in their offices and use special guide on monitoring of biodiversity developed in the frameworks of UNEP Project.
(ss) **Ukraine:** 12 methodical publications were developed, published and distributed among 40 PAs in this country (law enforcement in PA, PA legislation and management, ecotourism development, establishing new protected areas). (tt) **Belarus:** 6 publications issued in the frameworks of UNEP Project were devoted to biodiversity monitoring on PAs, law enforcement and management of PAs. (uu) **Kazakhstan:** 4 publications are mentioned in the Terminal Report. They are devoted to biodiversity monitoring in Protected Areas and changes in the new version of the law of Kazakhstan "On Protected Areas".	
Immediate Outcome 1.2: Sustainable training institutions are operating in each of the four project countries	
Expected Output 1.2.1: *Training Centres for PAs are established and functional in four target countries (including regional TCs in Russia)*	**Immediate Outcome 1.2:** *Sustainable training institutions are operating in each of the four project countries*

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Russia	**Russia**
(a) The main TC for PAs in this country was established at the base of EcoCentre Zapovedniki (NGO) in Moscow. Nearly all funding for TC establishment was provided by the UNEP Project. No government financial support was given to TC in 2005-2008. The TC has had 2 full-time job positions: director and training assistant. (b) A team of 50 trainers was formed under the UNEP project. Trainers were hired to conduct specific training modules. (c) Business plan for the TC development in 2008-2010 was compiled under the UNEP project. The TC has a web-site www.wildnet.ru (d) Regional TCs for PAs were established in partnership with UNDP Projects in Altai Republic (at the base of Gorno-Altaisk State University) and in Kamchatka (at the base of Nalychevo Nature Park).	(e) The TC is functional after the completion of the UNEP project. The TC has necessary equipment, but does not own any facilities for trainings. Class-rooms are rented for trainings in Moscow. About 85% of all trainings are organized in Moscow and only 15% in other parts of Russia (including study trips to the best PAs in Russia and other countries). (f) The TC organizes up to 10 trainings for PA staff and train 100-150 PA specialists per year. 70% of all the trainings of the TC are devoted to environmental education and ecotourism, others – to law enforcement, PA management, cooperation of PA with business and local communities. (g) Business plan for 2008-2010 was implemented approximately on 70-80%. This plan was successful in terms of number and diversity of training programs developed and provided to PAs, number of trained PA staff and main sources of funding. Annual plans of the seminars of TC are distributed among PAs and corrected by PA staff and managers according to their current needs. Annual plans of the TC greatly depend on available funding. (h) Annual budget of TC is formed by grants (including UNDP/GEF projects) – 25% of the annual budget; payment for trainings from PAs – 60%; funding from Ministry of Nature Resources – 12-14% and donations of business companies – 1-4%. (i) Interviewed managers of 7 PAs and 3 representatives from the Ministry of Nature Resources expressed their interest in further collaboration with TC. They said that TC seminars are of high quality and very useful for PAs. (j) TC under Eco-Centre Zapovedniki in Russia mostly work with National PAs with less focus on regional PAs. Nevertheless, in 2012, 4 regional TCs established with the help of EcoCentre Zapovedniki which are operational in Russia: Altai Republic, Kamchatka, Baikal Lake Region, and Samarskaya Luka National Park. Although, regional TCs are not very active due to lack of funding and main training activities for PA staff are conducted by central TC Zapovedniki in Moscow.

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Ukraine: (k) The TC for PAs was established on the basis of Kanevsky Zapovedniki (supervised by Kiev State University). It has necessary equipment for trainings and facilities: class-room, campus for trainees, and extensive training ground in the Zapovedniki. (l) Considerable support to TC establishment was provided by the Kiev State University and the UNEP Project. Financial support of the Department of PAs of Ukraine was about 5% from total funding. (m) TC has only one part-time position for Director (Deputy Dean of Biology Institute) and 10 instructors (hired for training periods only). (n) Business-plan for TC (2008-2010) was developed. (o) This TC has no web-site.	**Ukraine:** (p) The TC at Kanevsky Zapovedniki is active and functional, providing PA staff with 2-7 trainings per year. Activity of the TC greatly depends on available funding. The main source of funding for the TC is UNDP/GEF Project 2008-2012 "Strengthening Governance and Financial Sustainability of the National Protected Area System in Ukraine" and other grant programs (about 97-98% of total budget). 2-3% of the TC budget goes from payment of PAs for their staff training. (q) Annuals plans of the TC are formed in accordance to the needs of the mentioned UNDP/GEF project. (r) 50% of all trainings of the TC are seminars for PA rangers on law enforcement and anti-poaching activities. Other popular themes for trainings are PA financial planning, fundraising, environmental education. (s) The TC has no financial support from the Department for PAs of Ukraine. Moreover the Department has its own Centre for training of PA specialists, but professional level of the trainers of this Centre is very low. (t) Business plan for the TC development in 2008-2010 was compiled under the UNEP project. The Business plan for 2008-2010 was not practical and helpful for the financial sustainability of the Centre, because its assumption was to get funding from government for the development of the TC and its trainings. (u) Potential source of funding for the TC in the nearest future is payment from regional and federal environmental agencies for trainings of environmental inspectors (about 5000-6000 specialists need training and additional education). (v) Interviewed PAs managers value the TC a lot as the only organization in Ukraine where they can train and educate their staff. The reason why the Department of PAs in Ukraine ignores the TC and the needs of PAs is very intensive rotation of authorities at this government agency in 2008-2012.
Belarus (w) TC was established on the basis of Berezinsky Biosphere Reserve. As in Ukraine the TC has good training facilities (class-room, campus and training ground) and equipment. The percentage of government in-kind funding for TC establishment was very high (about 80%). (x) TC has about 20 trainers (hired for the trainings). (y) Business plan for TC was developed (2008-2010).	**Belarus** (z) The TC is functional. The Ministry of Nature Resources and Environment uses the TC regularly to train its staff and environmental inspectors of State Wildlife Service. (aa) Also the facilities of TC are used for environmental education of school children in the frameworks of other projects.

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Kazakhstan (bb) TC is established on the basis of the NGO "Tabigat Alemi" (Centre of Nature) and located in Astana. (cc) TC has necessary training equipment, but no facilities for trainings. (dd) Thus, the trainings for PA staff are organized at the bases of different PAs in Kazakhstan (nomadic model of TC). (ee) Committee of Forestry and Hunting of Kazakhstan provided the TC with an office in 2007-2008; the equipment was bought using the funds of UNEP Project. Until 2009 the TC had financial support from Committee of Forestry and Hunting of Kazakhstan. (ff) Business plan for TC was developed (2008-2010). (gg) The TC has web-site www.tabigat-alemi.kz. The web-site is active and regularly visited by PA staff.	**Kazakhstan** (hh) TC in this country organizes up to 18 trainings for PA staff and train up to 250 PA specialists per year. Since 2011 the TC has organized trainings for local people living near PAs on ecotourism and rural tourism development. 0% of the TC budget goes from payment of PAs for their staff training. (ii) As in other project countries activities of the TC greatly depend on available funding. The TC generally used by UNDP/GEF and World Bank conservation projects in the country to enhance professional level of model PAs and forestries. Therefore, these international projects are the main sources of funding for the TC now. (jj) In 2010-2012 the TC failed to receive any funding from the Committee of Forestry and Hunting of Kazakhstan due to the new system of funding (competition among potential contractors based only on the lowest price of services provided). Another source of funding for the TC is the Foundation for Conservation of Biodiversity of Kazakhstan (support training programs on sustainable livelihood development for local communities). (kk) Business plan developed for the TC in frameworks of UNEP project was not very practical and helpful for the Centre development due to wrong assumptions regarding the main sources of funding. In 2012 new financial plan of the TC has been developed. (ll) The TC has two part-time positions for Director and Financial Manager. About 75 instructors are hired by TC temporarily for organizing trainings in different parts of the country. (mm) All interviewed PA's staff; representatives of Committee of Forestry and Hunting of Kazakhstan, managers of UNDP/GEF and World Bank projects, and local people expressed respect to the TC and confirmed the usefulness of the Centre (the only organization in the country providing professional and practical trainings for PA staff, foresters and local communities).
	For all the project countries: (nn) Interview with the representatives from governments in all project countries, except Belarus, revealed the need for TCs to extend their training programs and include other target groups like foresters, nature protection agency staff. (oo) Also, the project coordinators said that there is a need to strengthen capacity building of TCs and their partner organizations; there is a niche to develop initiatives to support PAs participation in governmental decision-making with the help of TCs; and there is a need to assess opportunities for economic growth of local communities around PAs through biodiversity conservation like ecotourism (TCs might help with this as well through trainings and facilitation).
Expected Output 1.2.2: *TC Network is established and functioning in four target countries.*	**Contribution to the Immediate Outcome 1.2:** *Sustainable training institutions are operating in each of the four project countries*

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
(pp) The Memorandum for cooperation of the TCs of Russia, Ukraine, Belarus and Kazakhstan was signed in the frameworks of UNEP Project. (qq) Exchange of trainers and training programs between four countries was organized and supported by the UNEP project. For instance, several meetings of trainers were organized to ensure experience exchange between countries during 2005-2008.	(rr) The TCs of four project countries still exchange their experience, programs and sometimes send trainers to each other. Though no special meetings of TC trainers and managers are being organized in 2010 and 2012 due to lack of funding and absence of a facilitator of the Network of TC.
Expected Output 1.2.3: *Training materials developed and programs delivered*	**Contribution to the Immediate Outcome 1.2:** *Sustainable training institutions are operating in each of the four project countries*
(ss) 12 education programs and 8 training modules on all aspects of PA management were developed, distributed among TCs of four countries and adapted to national requirements of PA systems: educational models for socially and environmentally responsible business companies were introduced in Russia; training modules for environmental inspectors were prepared in Belarus. (tt) The training programs are developed to involve trainees actively (through games and special exercises) in the learning process in seminars in order to motivate them to generate new ideas and solutions.	(uu) The TCs use the same programs and training modules for PA staff as in 2005-2008, but regularly adapt them to the changing situation in national legislation, needs of national PA systems and requirements of main donors. (vv) New educational modules are added to TCs' educational curriculum: training programs on ecotourism and rural tourism, and forest management were developed in Kazakhstan in 2011-2012.
Expected output 1.2.4: *TCs established connections with the existing PA management and/or training structures of the 4 countries and of the other relevant structures/networks of the world*	**Contribution to the Immediate Outcome 1.2:** *Sustainable training institutions are operating in each of the four project countries*
Russia (ww) TC in Moscow built cooperation with Department of PAs of the Ministry of Nature Resources of Russia. Education programs of the TC for PAs were officially approved by this Department. No agreement about government funding for TC was signed to guarantee government support after finishing the UNEP Project. In frameworks of the UNEP project new Terms of Reference (TOR) for PA managers and staff were prepared by the TCs and Department of PAs and officially approved by the Ministry of Nature Resources. (xx) TC built cooperation with such countries as Moldova, Kyrgyzstan, Georgia, Armenia, Tadzhikistan for experience exchange in the field of PA staff education (consulting and distribution of methodical publications) (yy) TC joined the network of European PA Training Centres of Excellence.	**Russia** (zz) TC in Moscow cooperates with the Department of PAs of the Ministry of Nature Resources of Russia to develop training curriculum for PAs staff, though no formal approval for training programs from the Department is necessary. The Department provides the TC with financial support to conduct annual trainings for PA managers. (aaa) Interviewed representatives from the Department of PAs suggest organizing more trainings for PAs staff using the TC, they are going to find additional funding within the budget of Ministry of Nature Resources. (bbb) TC is a member of the network of European PA Training Centres of Excellence, but membership does not provide the Centre with any financial support or other advantages (except image).

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Ukraine: (ccc) Department of PAs of Ukraine provided the TC with organizational support to invite PAs staff for trainings. Financial support to TC by this government agency was very limited. Education programs for PAs were not officially approved or recommended by the Department for regular trainings. TC in Ukraine was generally supported by Kiev State University. Agreement about cooperation on education of PA staff was signed between Department of PAs of Ukraine and Kiev State University (TC at Kanevsky Zapovedniki supervised by the University). (ddd) No changes were made in the TORs of PAs staff in the frameworks of UNEP Project.	**Ukraine:** (eee) The TC is not supported by the Department of PAs of Ukraine in any way now. Moreover, the Department has its own structure to educate PA staff, but the professional level of this Centre is low and programs are not appropriate to the needs of PAs in the country. Such situation is explained by very intensive rotation of authorities in the Department and often unprofessional managers coming to this government structure to manage PA system of Ukraine. (fff) The TC exists mainly due to support of Kanevsky Zapovedniki and Kiev State University. (ggg) In 2009 the President of Ukraine issued the Order # 611/2009 "On additional actions for PA system development in Ukraine" with a special attention to the TC: to establish State Education Centre for PA managers and specialists on the base of Kanevsky Zapovedniki. In result of this order necessary documents for licensing of state education of PA staff at the base of the TC were prepared by Kiev State University and submitted to the Ministry of Education of Ukraine for approval. Due to permanent changes in the Ministry structure the license is still not issued for the TC.
Belarus: (hhh) TC in this country received considerable support from the Ministry of Nature Resources and Environment. In the frameworks of State Program of PA system development in Belarus (2008-2014) for support of TC $145,000 were planned. Education Programs of TC were officially approved by the Ministry of Nature Resources and Environment and recommended to all PAs in the country. Director of Berezinsky Biosphere Reserve issued the order #210 on July 23 2007 about full integration of TC in the Reserve functional structure. (iii) No changes were made in the TORs of PAs staff in the frameworks of UNEP Project.	**Belarus:** (jjj) TC at Berezinsky Biosphere Reserve is regularly used for trainings and meetings of the Ministry of Nature Resources and Environment staff.
Kazakhstan: (kkk) TC built cooperation with the Committee on Forestry and Hunting of Kazakhstan (State agency responsible for PAs). All education programs of TC were agreed with and approved by the Committee. (lll) New TORs for PA staff were developed by TC in cooperation with the Committee and approved by Government of Kazakhstan.	**Kazakhstan:** (mmm) The TC "Tabigat Alemi" cooperates with the Committee on Forestry and Hunting of Kazakhstan, though the TC has not received any funding from this government structure in the last two years. All programs and trainings for PAs are officially approved by the Committee. (nnn) The Committee recognizes the TC as the only professional Centre for education of PA staff in the country, but cannot change the system of funding from the government which is based on competition of potential contractors. Thus, during the last two years these competitions to provide PA staff with trainings were won by unprofessional organizations suggesting lower prices for the trainings.
Immediate Outcome 2.1. Politicians, businesses and local communities are more aware and supportive of PAs	

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Expected Output 2.1.1: *National PA strategies and draft legislation developed and promoted to governments* **Expected Output 2.1.2:** *Training materials for politicians, businesses and local communities developed and programs delivered*	**Immediate Outcome 2.1:** *Politicians, businesses and local communities are more aware and supportive of PAs*
Russia: (j) **Output 2.1.1:** In the framework of the UNEP Project, a Strategy for PA system development in Russia (2008-2015) was drafted by the TC in cooperation with the Department for PAs and submitted to the Ministry of Nature Resources. (m) **Output 2.1.2:** Special training programs were developed for business companies (how to build cooperation with PAs) and approbated in Baikalsky Zapovedniki, Zhigulevsky Zapovedniki, Ugra NP, and Nature Parks of Moscow. Training programs for sustainable livelihood development were prepared for Kenoozersky NP, Bolshaya Kokshaga Zapovedniki and Baikalsky Zapovedniki. (n) No special training modules were developed for politicians. (o) Some brochures on building cooperation between PAs and business, rural and agricultural tourism were published in the framework of the project.	**Russia:** (k) The Strategy for PA system development in Russia (2008-2015) was not officially approved by the Ministry of Nature Resources. But nearly all materials of the Strategy were included in the National Concept of PA system development in Russia (2010-2020). The Concept was officially approved by the Ministry of Nature Resources. (l) As a result of the Concept approval 10 Zapovedniki and NPs in Russia obtained additional government funding for ecotourism development. No increase of PA staff salaries (lowest in the country) was provided after the UNEP project.
Ukraine (p) **Output 2.1.1:** In the framework of the UNEP Project, the State Program for PA system development in Ukraine was developed (2006-2020) and submitted to the Ministry of Environment. National Strategy for PA system development in Ukraine (2000-2015) was developed and approved by Government before the UNEP project. (q) Some important improvements of PA legislation were made in the frameworks of the project: (r) Order of the Ministry of Environment of Ukraine #46 "On improvement of state management of PAs" (this document saved a lot of Ukrainian wildlife refuges from liquidation in 2006-2007); (s) Changes to Administrative Code of Ukraine were made to extend rights of PA inspectors to prosecute environmental crimes; (t) Order of the Ministry of Environment of Ukraine #61 (2008) about regular reporting of PAs to the Ministry about Court decisions on environmental crimes in PAs.	**Ukraine:** (u) The State Program for PA system development in Ukraine (2006-2020) is still not approved by the Ministry of Environment. But in 2009 the President of Ukraine issued the Order #611/2009 which played considerable role in the development of PA system in this country: 22 new PAs in Ukraine were established in 2009-2012. (v) Level of funding of PA system in Ukraine increased in 2009-2012 mainly due to establishing new PAs. Salary of PA staff has not been increased after the UNEP project (one of the lowest in the country).

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
(w) **Output 2.1.2:** Special training programs were developed for NGOs (eco-journalism, participation in establishing new PAs, anti-poaching activities of student brigades) and regional environmental inspectors and politicians (protection and management of Nature Monuments). No special training programs were developed for local communities and business. (x) Several brochures on environmental ethic and PAs in Ukraine were published for wide range of readers (including politicians and business).	
Belarus: (y) **Output 2.1.1:** In the framework of the project, the National Program for PA system development (2008-2014) was drafted, considered by the Ministry of Nature Resources and Environment of Belarus and approved by Government (order of the President of Belarus on March 6 2008). (z) Important amendments were made to the Law of Belarus "On Protected Areas" as a result of the UNEP Project. (bb) **Output 2.1.2:** Special training program was developed for Wildlife Inspectors of Belarus Wildlife Service. No special training programs were developed for business, politicians and local communities.	**Belarus:** (aa) According to interviewed project team government funding of existing PAs in this country and salaries of PA staff have increased since 2008.
Kazakhstan: (cc) **Output 2.1.1:** National Program of PA system development (2008-2010) was developed and approved by Government in the framework of the UNEP Project. (dd) Necessary amendments to the law on Protected Areas of Kazakhstan were made and approved. (ff) **Output 2.1.2:** Special training program was developed for forest managers of Kazakhstan. (gg) No special trainings programs were developed for business, politicians and local communities in frameworks of UNEP Project.	**Kazakhstan:** (ee) As a result of the implementation of the National Program of PA system development in Kazakhstan 3 new PAs were established in the country in 2009-2012. Management planning and biodiversity monitoring became obligatory for all PAs in Kazakhstan due to amendments to the law on Protected Areas made in the framework of the UNEP project. Government funding of PA system in Kazakhstan increased since 2008 (partly in result of establishing of new PAs) but it is still deficient. Salaries of PA staff are still one the lowest in the country.
Expected Output 2.1.3: *Politicians, businesses and local communities participate in TC programs and are involved in pilot projects.*	**Contribution to the Immediate Outcome 2.1:** *Politicians, businesses and local communities are more aware and supportive of Pas*

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Russia: (hh) Effective mechanisms for involvement of politicians and business in cooperation with PAs were developed in the frameworks of the project: study tours to PAs of Russia and other countries to see the best experience on PA management; so called 'Green Halls' and round tables of business representatives and PA staff; charity campaigns of business companies directed to support of PAs, public counsels at PAs, etc. Traditional PA Friends Festival involved hundreds of kid clubs in cooperation with PAs. (ii) Such PAs as Kenozersky National Park, Ugra National Park, Bolshaya Kokshaga Zapovedniki, Baikalsky Zapovedniki, Samarskaya Luka National Park started to develop successful cooperation with business and local communities as a result of the UNEP project. Special training for local communities living in the territories or beside these PAs were organized in frameworks of pilot projects (sustainable livelihood, microfinancial mechanisms, rural tourism, souvenir production). (jj) Politicians from Ministry of Nature Resources were involved in development of National Strategy for PA system development in Russia.	**Russia:** (kk) As a result of the UNEP project some PAs (Ugra National Park, Plescheevo Ozero National Park, Samarskay Luka National Park, Volzhsko-Kamsky Zapovedniki, Bitsy Nature Park, Meschora National Park) developed successful cooperation with local businesses and commercial companies (TetraPack, RosAtom, Nestle, KraftFoods, Perfetty Marvelly, Toyota, Samsung, British Petroleum, regional oil companies and others) and have support from them. (ll) Kenozersky National Park, Bolshaya Kokshaga Zapovedniki and Baikalsky Zapovedniki developed successful cooperation with local communities in ecotourism and rural tourism. Local people started to earn additional income in cooperation with PAs, understood the economic value of PAs and began to support them.
Ukraine: (mm) The Project team in this country actively involved politicians in lobbing positive changes in PA legislation. Business and local communities were not directly involved in the UNEP project activities. No special trainings for politicians, business and local communities were conducted.	**Ukraine:** (nn) Support of PAs from business is still not developed in this country. Only few examples of successful cooperation of PAs and business companies exist. (oo) In result of the UNEP project local people started to consider PAs as a protection of their native lands from illegal privatization, but some (especially hunters) still see PAs as a restriction on their rights for nature resource consumption. (pp) Regional authorities in Central Ukraine (Pirytino District of Poltavsky Oblast) consider PAs as attractive feature for tourists, enhanced environmental control and additional occupation for local community.
(qq) Belarus: No special trainings for politicians, business and local communities were organized by TC in 2005-2008. The Project team obtained considerable political support to the TC and PAs in Belarus (see previous outputs).	

Project Output/Output Performance	Immediate Outcome/Immediate Outcome Delivery
Kazakhstan:	**Kazakhstan:**
(rr) No special trainings for politicians, business and local communities were organized by TC in the framework of the UNEP project. Politicians were involved in the process of development and lobbing of changes in PA legislation. (ss) Since 2011 the TC "Tabigat Alime" started to organize training for local people living near Berektau NP on rural tourism (providing tourist with accommodations, food and services). Now about 20 local people are trained in rural tourism organization.	(tt) Korgaldzhinsky Zapovedniki staff started to work with local communities on rural tourism (homestays and excursion programs for visitors of the Zapovedniki) after the seminars of the TC on environmental education. Now three families living near the Zapovedniki have sustainable income from birdwatchers and tourists coming to see unique diversity of water fouls of the Zapovedniki's wetlands. (uu) In cases of Berektau NP and Korgaldzhinsky Zapovedniki local authorities consider the PAs as opportunity for their districts on tourism development and jobs for local communities. (vv) Support for PAs from business is still irregular and rare in Kazakhstan. It is necessary to mention that the Fund for Biodiversity Conservation in Kazakhstan (Environmental Trust idea of the UNEP project) was established in 2008 in the frameworks of UNDP/GEF Wetlands Project. The Fund support initiatives of local communities on sustainable livelihood development and conservation projects of PAs. Big commercial companies of Kazakhstan (AirAstana and national oil and gas company) are the main donors of this fund.

Annex 12. Stakeholder participation and public awareness analysis

Approaches/Evaluation findings
Engagement of stakeholders in the project design
(a)   The approaches used to identify and engage stakeholders in project design included organizing e-mail and a few round table discussions with project partners (governmental institutions and PAs from the four project countries who were in a planning team).
Engagement of stakeholders in the project implementation
(b)   The approaches used to identify and engage stakeholders in project implementation included such as follows: • Inviting PAs to trainings and consulting them on how to work with business, government and local communities; and apply in their work the methodologies shared during the trainings (achieved degree and effectiveness of collaboration – high level) • Work with government institutions including the elaboration of legislative documents and engaging state officers as trainers and presenters in workshops (achieved degree and effectiveness of collaboration – high level in all countries) • Business companies were engaged in the project through fundraising events called Green Halls, and financial support to Zapovedniki EcoCentre to help PAs to implement their pilot projects which were developed during the trainings (achieved degree and effectiveness of collaboration – medium level in Russia, low level in other 3 project countries) (c)   The project assisted other projects (see the Terminal Report) related to PAs in the four project countries by establishing regional TCs for PAs and conducting trainings for PAs staff, (achieved degree and effectiveness of collaboration – high level in all countries) (d)   The strength of these approaches with respect to the project's objectives and the stakeholders' motivations and capacities were such as follows: (e)   Approaches resulted in project's outcomes delivery (fully accomplished in terms of PAs staff education, and partially – with regards to other groups). (f)   Leaders of the projects had very strong ties with all the stakeholders in the four project countries that helped them to deliver the project messages through in-person meetings like meeting of Nataliya Danilina with V. Putin, after which several changes in government policy towards PAs occurred (g)   There were no specific publications and events for local communities and government institutions (the project raised their awareness about PAs mostly through PAs). (h)   In addition, there was no social research to assess public awareness (local communities, government, and business) before, during, and after the project.
Public awareness activities
(i)   The project mostly focused on educating of PAs staff (about 90% of the project activities) than conducting public awareness campaigns for local communities, business, and governmental agencies. The effectiveness of public awareness activities (trainings, exchange visits, publications) that were undertaken during the course of implementation of the project is estimated by the respondents of the evaluation as highly satisfactory in terms of raising awareness of PAs staff on management technologies but not in terms of raising public awareness. (j)   This project was highly inclusive of the nature protection agencies in all four project countries in terms of political and administrative support (planning and monitoring the progress, approval of training programs).
Engagement of stakeholders in producing the project's outputs
(k)   Project leaders and political leaders developed together necessary legislation and strategic documents in all four project countries. (l)   PAs staff took part in the development of training programs. (m)   Business organizations prepared joint programs with Zapovedniki EcoCentre to support initiatives of PAs.

Annex 13. Country ownership and driven-ness analysis

Evaluation issue	Evaluation findings
1. Governments responsibility over the project	(a) Governments in all four project countries assumed responsibility for the project and provided adequate support to project execution. Nevertheless, the level of support provided were different: (b) The highest level of government involvement in the project was in Kazakhstan and Belarus: all project activities had approval from the government, including training programs. (c) In Russia, the level of governmental support was less intensive: they approved the training programs, participated in the trainings as trainers, but did not take active part in the monitoring of project results (no feedback on reports). (d) In Ukraine, government took part in the project during the planning stage, participated in trainings as observers. The government did not approve trainings programs, but agreed on the project activities and reports.
4. Political and institutional framework	(e) Political commitment **in the four project countries** to enforce the national PAs strategy promoted under the project was approximately as follows: TCs leaders or leaders of the project teams were developing drafts of national PAs strategies together with relevant staff in governments; TCs or leaders of the project teams took part in roundtable meetings, organized in-person meetings with political leaders and promoted changes in legislation through related committees. In Ukraine lobbying of changes in legislation was successful through political parties.
5. To what extent the Governments have promoted the participation of communities and their non-governmental organisations in the project	(f) In Kazakhstan the Governments were mostly active in the promotion of the project among communities and other NGOs. The findings of the evaluation prove the conclusions made in the Mid-term evaluation report "in this country, there is a high degree of cooperation and collaboration among related projects, including GEF projects. This collaboration has in fact been formalized through an agreement among the project managers." (g) The assumption made in the mid-term report about the establishment of the Trust Fund in Kazakhstan appeared to be right "Kazakhstan has strongly indicated that it will operationalize a national Trust Fund for biodiversity conservation this year through an UNDP/GEF project using oil and gas revenues to capitalize the fund in lieu of taxes. There is also strong government support for such a fund in Kazakhstan, something that is lacking in the other three countries." The Trust Fund was established in Kazakhstan in the form of Fund for Biodiversity Conservation of Kazakhstan under the UNDP wetlands project in 2008. (h) In other countries the Trust Funds were not established because of inappropriate political conditions as it is described in the Mid-term report.

Annex 14. UNEP supervision and backstopping analysis

Type of support / Evaluation findings
1. The adequacy of project supervision plans, inputs and processes; financial, administrative and other fiduciary aspects of project implementation supervision.
(a)   The project had three UNEP task managers. The first one had limited knowledge about the region and maintained daily communication with the project manager in Russia.
(b)   Teleconferences, e-mails were the main way of communication between the Task Manager and country manager.
(c)   In terms of financing, UNEP Funds Management Officers (FMO) and accountants from country offices did not have any problems on financial planning, management and reporting. There were quick responses from the UNEP FMO to the requests of the Executive Agency's accountant; UNEP FMO provided continues help to the project accountants and resolved all financial problems in timely manner.
(d)   The project became more focused on practical and realistic tasks in 2007 after the conduction of the mid-term evaluation when unrealistic objectives were abolished and the Logframe was reviewed and became much more "SMART".
(e)   PIRs reports were of satisfactory quality to the UNEP Task Managers. The new Task Manager participated to the Steering Committee Meeting in Russia at the end of the project and had no any special recommendations. Final report was impressive in terms of delivering information about project outputs (number of people trained, number of people using skills at their workplace), outcomes business-plans for TCs (which appeared to be unrealistic and not very useful for Ukraine, Belarus and Kazakhstan) and opportunities for the Training Centres to be sustainable due to the governmental funding. Nevertheless, the last assumption did not materialize. Governments in all four project countries did not continue to support the TCs via stable financing.
(f)   The PIR ratings did not reflect the project realities except project risks. All country managers said that reporting system was ineffective as it concentrated on quantitative measures that did not reflect the keys to success and failures, why and how things happened in every project country. Also, the reporting system did not include tools to describe the in country situation for multi-country projects (for example, 4 columns tables).
(g)   The project planning and reporting template should be adapted to specific projects considering the ways to describe the project components and their achievement in all project countries, not only at the consolidated, general level for the entire project.
2. The quality of documentation of project supervision activities
(h)   The Implementing Agency requested two reporting documents – Progress Reports every 6 months and PIR report once a year. Overall, all the project documents included summarized data about achievement of project activities, outputs and outcomes, results from the pilot projects, and opinions of stakeholders on the project effects. The number and types of activities per year was also presented in the report for all four countries. Nevertheless, simple data like the number of staff trained in Ukraine, Russia, Kazakhstan and Belarus were not presented in the Terminal Report and answers from project managers were to be triangulated and verified through reading numerous documents. The number of trainings, Round Table Meetings, workshops and other events per country was not summarized in the Report by countries.
(i)   Nevertheless, the Terminal Report did not include necessary data to draft conclusions and answer the evaluation questions. It was impossible to understand from the project documents which outputs and outcomes occurred in every project country. Also, some data in the Terminal Report did not include information about data sources (or how the data was calculated). That would have been useful to compare these data with those obtained during the visits to the project countries.
(j)   Also, it is not clear which outputs were achieved as a part of the UNEP project and which outputs were achieved as a part of other projects which were implemented in the project countries at the same time (UNDP, TACIS, WB and others). Also, there is lack of information in the project documents about the pilot projects that seem to be the important outputs of the Projects (how much money was given, who gave the money, what were the results of the projects). From Terminal Report the evaluators learned that 20 of pilot projects received funding, but the results of these projects are unclear.
(k)   Finally, programs of training modules, model programs for business, materials from workshops and seminars, photo and video materials are not included into the reports.

Annex 15. Monitoring and evaluation framework analysis

Issue	Evaluation findings
M&E Design	(a) From the very beginning the project did not have a clear M&E plan to monitor results and track progress towards achieving project objectives. The M&E plan did not include baseline information related to the level of skills and knowledge of PAs staff on various topics and attitude of local communities, governments and business towards PAs (including data, methodology, etc.). The project Logframe and Monitoring Plan from 2005 to 2007 did not have SMART indicators and data analysis systems and evaluation studies were not planned at specific times to assess the progress and results in every project country (including the analysis of factors of successes and failures). (b) The time frame for various M&E activities and standards for outputs and outcomes assessment, including people responsible for conduction of monitoring research were not clearly specified in the Project documents.
Quality of the project Logframe	(c) Quality of the project Logframe as a planning and monitoring instrument was poor until the end of the project. Also, there were several Logframes in the project (Logframe in Project Document, revised Logframe (2007) and Logframe used in Project Implementation Review reports to report progress towards achieving project objectives).
SMART-ness of indicators	(d) There are specific indicators in the Logframe for each of the project objectives, but they are not SMART, even in the revised Logframe.
Adequacy of baseline information	(e) The baseline information on performance indicators was satisfactory regarding the political situation in the project countries but not as good with regards to skills and knowledge of PAs staff and attitude of stakeholders to PAs. There was no methodology for the baseline data collection in the project documents.
Arrangements for monitoring and evaluation, and budgeting and funding for M&E activities	(f) The responsibilities for M&E activities were not clearly defined. The data sources and data collection instruments were appropriate. The frequency of various monitoring activities was not specified. The Executive Agency's Project Manager prepared simple forms for the project partners to provide necessary data. Then, these data was used to complete UNEP forms. (g) Specific targets were not specified for project outputs. The desired level of achievement was not specified for all indicators of objectives and outcomes. There were adequate provisions (e-mail and phone calls, adapted templates, consultations and experience exchange) for project partners to fully collaborate in evaluations. (h) The budget for monitoring project progress is pretty limited ($2500), but some monitoring activities are conducted along other project activities and do not require additional funding.
M&E Plan Implementation	(i) UNEP M&E system was operational and facilitated timely tracking of results and progress towards projects objectives throughout the project implementation period. Annual project reports and Progress Implementation Review (PIR) reports were complete, accurate and with well justified ratings. The information provided by the M&E system was used during the project to improve project performance and to adapt to changing needs. (j) To sum up, the project had an M&E system in place, but without proper training, instruments and resources for parties responsible for M&E.

Annex 16. Criteria to the overall evaluation ratings table

Rating of Attainment of project objectives and results. A compound rating is given to the category based on the assessment of relevance, effectiveness and efficiency. This aggregated rating is not a simple average of the separate ratings given to the evaluation criteria, but an overall judgement by the consultants. Relevance and effectiveness are considered as critical criteria for the evaluation of the project. This means that the aggregated rating for Attainment of objectives and results may not be higher than the lowest rating on either of these two criteria. Most criteria are rated on a six-point scale as follows:

Rating	Criterion[14] (the level of accomplishment of the project's interventions[1])
Highly Satisfactory (HS)	The project fully achieved planned interventions: 100%
Satisfactory (S)	The project achieved 80-100% of the planned interventions
Moderately Satisfactory (MS)	The project achieved 50-80% of the planned interventions
Moderately Unsatisfactory (MU)	The project achieved 25-50% of the planned interventions
Unsatisfactory (U)	The project achieved less than 25% of the planned interventions
Highly Unsatisfactory (HU)	The project did not achieved planned interventions

[1]That is evident from the project reporting documents, interview with people, and field observations.
[2]Planned interventions: activity/output/outcome.

Ratings on sustainability. According to the GEF Office of Evaluation, all the dimensions of sustainability are deemed critical. Therefore, the overall rating for sustainability will not be higher than the lowest rating on the separate dimensions.

Sustainability rating is presented below: Highly Likely (HL); Likely (H); Moderately likely (ML); Unlikely (U); Highly Unlikely (HU).

Rating of Attainment of project objectives and results was used by the evaluation consultants to assess Catalytic role, Stakeholders involvement, Country ownership / driven-ness, Achievement of outputs and activities, Preparation and readiness, Implementation approach, Financial planning and management, UNEP and UNDP Supervision and backstopping.

For the criterion "Achievement of outputs and activities" the evaluation consultant prepared additional table with approximate assessment of every output per country:

Outputs	Russia	Ukraine	Belarus	Kazakhstan
1. Output 1.1.1: Critical mass of staff are trained in four target countries	100%	100%	100%	100%
2. Output 1.1.2: Trained staff are applying new skills through implementation of pilot projects	90%	90%	90%	90%
3. Output 1.1.3. Best practice guidelines for PA management are available to PA staff in an accessible form	100%	100%	100%	100%
4. Output 1.2.1: TCs are established and functioned in four target countries (including regional TC in Russia)	100%	100%	80%	100%
5. Output 1.2.2: TC Network is established and functioning in four target countries	50%	50%	50%	50%

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[14] In the TOR there was no criterion for the Evaluation Rating except M&E rating. Therefore, the evaluators came up with their own criteria.

Outputs	Russia	Ukraine	Belarus	Kazakhstan
6. Output 1.2.3: Training materials developed and programs delivered	100%	100%	100%	100%
7. Output 1.2.4: TCs established connections with the existing PA management and/or training structures of the 4 countries and of the other relevant structures/networks of the world	90%	90%	90%	90%
8. Output 2.1.1: National PA strategies and draft legislation developed and promoted to governments	100%	100%	100%	100%
9. Output 2.1.2: Training materials for politicians, businesses and local communities developed and programs delivered: *80% for Russia: no training materials for politicians; 25% for Ukraine: training materials for NGOs and regional politicians*	80%	25%	0%	0%
10. Output 2.1.3: Politicians, businesses and local communities participate in TC programs and are involved in pilot projects: *30 % for Ukraine, Belarus, and Kazakhstan: only politicians were involved in preparation of legislation;*	100%	30%	30%	30%
Total rating: the project achieved 80-100% of the planned interventions (activity/output/outcome)	**Satisfactory**			

Ratings of monitoring and evaluation (M&E). Rating on M&E is based on the assessment of the M&E design, M&E plan implementation, and budgeting and funding for M&E activities. M&E plan implementation will be considered critical for the overall assessment of the M&E system. Thus, the overall rating for M&E will not be higher than the rating on M&E plan implementation.

Rating	Criterion
Highly Satisfactory (HS)	There were no shortcomings in the project M&E system
Satisfactory(S)	There were minor shortcomings in the project M&E system
Moderately Satisfactory (MS)	There were moderate shortcomings in the project M&E system
Moderately Unsatisfactory (MU)	There were significant shortcomings in the project M&E system
Unsatisfactory (U)	There were major shortcomings in the project M&E system
Highly Unsatisfactory (HU)	The Project had no M&E system

Annex 17. Results rating of the UNEP project

Rating scale for outcomes and progress towards 'intermediate states' according to Annex 8 of the Evaluation TORs (Annex 18) is briefly presented below:

Outcome Rating (D – A)	Rating on progress toward Intermediate States
D: The project's intended outcomes were not delivered	D: No measures taken to move towards intermediate states.
C: The project's intended outcomes were delivered, but were not designed to feed into a continuing process after project funding	C: The measures designed to move towards intermediate states have started, but have not produced results.
B: The project's intended outcomes were delivered, and were designed to feed into a continuing process, but with no prior allocation of responsibilities after project funding	B: The measures designed to move towards intermediate states have started and have produced results, which give no indication that they can progress towards the intended long term impact.
A: The project's intended outcomes were delivered, and were designed to feed into a continuing process, with specific allocation of responsibilities after project funding.	A: The measures designed to move towards intermediate states have started and have produced results, which clearly indicate that they can progress towards the intended long term impact.

In addition, projects that achieve documented changes in environmental status during the project's lifetime receive a positive impact rating, indicated by a "+" and vice versa.

Outcomes	Rating	Intermediary	Rating	Impact (GEBs)	Rating (+)	Overall
Outcome 1.1. PA staff are applying new skills in PA management in the four project countries	A	IS 1.1. Improved management of PAs in the main fields of activities	B	Conservation of globally significant biodiversity protected by PAs of Northern Eurasia	-	BB
Outcome 1.2. Sustainable training institutions are operating in each of the four project countries	B	IS 1.2. Network of TCs is being managed effectively to assist PAs in achieving their objectives and facilitate collaboration of PAs and TCs in Northern Eurasia	C			
Outcome 2.1. Politicians, businesses and local communities are more aware and supportive of PAs	C	IS 2.1. PAs have sufficient funding, appropriate legislation and are considered as necessary component of socio-economic development	B			
Rating justification: Outcome 1.1. was completely achieved in four project countries. Outcome 1.2 was achieved in all project countries, but established TCs still depend a lot on limited sources of funding, mostly grants, TCs have low government funding, business and other donor's support. Outcome 2.1. was achieved generally in Russia.		**Rating justification:** IS 1.1. Despite the high motivation and interest of PA staff and managers, the improvement of PA management is considerably troubled by the limited government funding of the PA systems in the project countries. IS 1.2. Network of TCs for PAs was established and is functional in the project countries, but it is not managed effectively as integrated system to increase biodiversity protection. IS 2.1. Important strategic legislation for further development of the PA systems was developed and approved. Partnership of PAs with businesses and local communities was developed in Russia. But these positive accomplishments have not changed the situation with the level of governmental funding for PAs in the countries and only locally changed the attitude of stakeholders to PAs in Northern Eurasia.		**Rating justification:** The project contributed a lot to capacity building of PA system as guarantee for conservation of biodiversity in the Northern Eurasia, but PAs still meet many problems due to limited public support and low government funding.		

Annex 18. Evaluation TOR

TERMS OF REFERENCE "Terminal Evaluation of the Project "Strengthening the Network of Training Centres for Protected Area Management Through Demonstration of a Tested Approach"-GEF 1776"

I. **PROJECT BACKGROUND AND OVERVIEW**

A. Project General Information[15]

Table 1. Project summary

GEF project ID:	1776	IMIS number:	GFL/4842
Focal Area(s):	Biodiversity	GEF OP #:	1,2,3,4
GEF Strategic Priority/Objective:	SP1	GEF approval date:	7 June 2005
Approval date:	6 June 2005	First Disbursement:	US$ 149,978
Actual start date:	1 July 2005	Planned duration:	36 months
Intended completion date:	June 2008	Actual or Expected completion date:	30 June 2008
Project Type:	Medium-sized project	GEF Allocation:	US$ 975,000
PDF GEF cost:	US$ 25,000	PDF co-financing:	Cash US$ 688,000 In –kind US$ 680,000
Expected MSP/FSP Co-financing:	US$ 1,368,000	Total Cost:	US$2,368,000
Mid-term review/eval. (planned date):	May 2007	Terminal Evaluation (actual date):	September 2008 May 2012
Mid-term review/eval. (actual date):	May 2007	No. of revisions:	Two (1)
Date of last Steering Committee meeting:	5 June 2008	Date of last Revision*:	28 June 2006
Disbursement as of 30 June 2009 :	US$ 930,258	Actual expenditures reported as of 30 June 2009:	US$ 930,432
Total co-financing realized as of 30 June 2009:	USS$ 1,849,762	Actual expenditures entered in IMIS as of 30 June 2009:	US$ 974,108.81

B. Project Rationale

1. Many countries of Northern Eurasia are witnessing loss of biodiversity, due to a variety of factors. First, intensive natural resource use, large-scale clearing of forest, mining, industrial pollution, poaching, lack of political and public support, and lack of understanding of the importance of protected areas (PA) are amongst the main factors that contribute to the loss of biodiversity. Second, the deterioration of post-Soviet socio-economic conditions have forced local populations to rely more heavily on natural resources as a means for survival, and to use these resources more intensely, and often irresponsibly, simply because alternative resources do not exist.

2. Thirdly, the economic situation has caused a once well-run system for educating and informing the public to suffer from lack of resources. This has also affected staff training for the region's network of protected areas. In these conditions, it is difficult for elected politicians to impose restrictions on the use (over-use or unsustainable use) of economic benefits arising from PA.

3. Northern Eurasia's PA network plays a vital role in biodiversity conservation. For example, the PA network of these countries provides protection for a large number of rare species of animals, such

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as tigers, taiga, snow leopard, and aurochs. It also preserves remaining tracts of virgin forest, rare steppe ecosystems, and mountainous areas, such as the Tien Shan, Caucasus, and Altai Ranges, which are particularly important biodiversity Centres.

4.   The traditional Soviet system of protecting territories though prohibitive measures not only does not work under the regions' new political conditions, but also creates points of friction between local populations and protected area. Managers and rangers do not possess adequate knowledge and skills to manage PAs and organize biodiversity conservation efforts under the region's new political conditions, also considering that communication links between PAs of different countries were destroyed. There are not enough opportunities to share lessons and best practices on PA management.

5.   It is important for political elected authorities and representatives of institutions involved in natural resources use to understand the role protected natural areas play in safeguarding biodiversity and their potential for economic development or improvement of livelihoods. Currently, these people are not aware of the importance of PAs for both biodiversity conservation and livelihoods or even for economic development.

C. Project objectives and components

6.   The project's overall development goal is to improve biodiversity and rural livelihoods through a better management of protected areas in Northern Eurasia. The project's two main objectives are to (i) Improve the skills of PA managers and staff in critical aspects of PA management through the establishment of permanent and sustainable PA management training Centres and programmes in four countries: Russia, Ukraine, Kazakhstan and Belarus; and (ii) Secure stronger political and other stakeholder support for PAs in the region. The project has two components, each with its own component objective as presented in table 2.

Table 2. Project components and component objectives

Components	Component objectives
Component I Management skills of PA managers and staff	To improve PA management in four countries
Component II Political support for PA in the region	To seek stronger political and other stakeholder support for PAs in the region

7.   The planned outputs under each component, as per the Logical Framework Matrix are presented in Annex 1 of the TORs. Component I of the project seeks to improve the management skills of PA managers and staff, especially in the field of PA management plan, use of economic tools such as economic valuation of ecosystem services, payment for ecosystem services and in the field of conservation finance mechanisms. Participatory approaches will be another key subject for training through the "learning by doing" methodology. This component also entails increase in awareness of public authorities about the importance of PES schemes and the establishment of an environmental fund to improve long-term financial management.

8.   The environmental educators from protected area staff could then train people involved in forestry, mining, tourism, and other businesses, as well as regional administrators and public authorities. This would increase understanding of the need for biodiversity conservation as a means of achieving sustainable development in sectors outside of nature protection.

9.   Components II seeks stronger political support for PA in the region through a better awareness of the importance of PA for both local communities and political decision makers. This will be done through public relation work, briefings, work with schools and the press, publications, support to local environment NGOs etc.

D. Executing Arrangements

10.   The project was implemented by UNEP/DGEF and executed by "Zapovedniki" Environmental Education Centre in Moscow, Russia Federation. Zapovedniki Centre was to handle project accounting and financial reporting. It provided office facilities for the Project Director, Project Manager and Education Coordinator for Russia. Beresinsky Zapovedniki (Belarus), Kazakhstan Committee for Forestry, Hunting and Fishing and Ukraine State Protected Areas Service with cooperation of Kiev ECC were to provide office facilities for the Education Coordinators for their countries and work as subcontractors with Zapovedniki Centre.

11.   The Project Director was to provide overall guidance and direction to project implementation, and chair the Working Group. The Project Manager, within the Zapovedniki Centre, was to handle the day-to-day implementation of the project under the agreed program of work and the leadership of the Project Director.

12.   Education Coordinators were to create and implement test training seminars in their countries, workshops and other.

13.   A Working Group was to manage and coordinate the project. It was to be responsible for integrating substantive information and materials, preparation of reports, expenditure of funds, and relations with partners. The Working Group consisted of 10 experts from all participating countries.

14.   The Working Group was to be advised by the Advisory Group that consisted of 12 individuals: the National GEF Focal Points from participating counties, representative PA Agencies, members of Steering Committee of WCPA, the Director of EPAP Project/chair of WCPA, the leader of WCPA Task Force on PA management effectiveness, UNEP GEF, and the representative of the Technical Board the European TOPAS Project. There were to be meetings of the Advisory Group at least twice a year during project implementation.

15.   The Working Group was responsible for the design of the implementation of the all-working programs and for preparing the reports and published materials of the Project. The Working Group was to ensure adequate coordination and integration of information and materials among the Education Coordinators in the participating countries.

E. Project Cost and Financing

16.   Table 3 presents a summary of expected financing sources for the project as presented in the Project Document. The GEF Trust Fund provided US$ 975,000 to the project. This puts the project in the Medium-Size project category. The project was expected to mobilize another US$ 1,368,000 million in co-financing, mostly from Governments (US$ 940,500) and non-profit organizations (US$427,500). Table 3 also summarizes expected costs per component and financing sources.

17.   The most recent Project Implementation Review (PIR) for fiscal year 2009 reports that by 30 June 2009 the project had effectively disbursed US$ 930,258 of the GEF grant to UNEP – close to 95 percent. By then, the project had mobilized US$ 1,849,762 in co-financing (US$ 1,050,184 in cash and US$ 799,578 in kind).

Table 3. Estimated project costs per expenditure category*

Component	GEF	%
I Project personnel	266,000	27
II Sub-contracts	376,000	39
III Trainings	229,500	24
IV Equipment	25,400	3
V Miscellaneous	78,100	8
Total Project Financing	975,000	100

*At the time of project design the budget was prepared according to UNEP's categories of expenditures not according to components. Source: MSP project request for funding, Annex 10 Budget in UNEP format –15 February 2005

F. Project Implementation Issues

18.   A Mid-term Evaluation of the project was conducted by the UNEP Evaluation Office in July 2007. The MTE reported that the project had made very good progress in the implementation of its planned activities and towards achieving its objectives and that it should be continued to be supported by the GEF.

19.   The main issues identified at that time were as follows: (i) lack of a clear single project focus. The original project framework represented a mélange of initiatives grafted over the course of the project's development phase onto the main project objectives; (ii) lack of clarity concerning the project objectives, logical framework, indicators, and thus the absence of a proper framework for monitoring and evaluating the impact of the project vis-a-vis its expected objectives and outcomes.

20.   A terminal project report was prepared. It highlighted a lack of consistency between the logframe and progress indicators, project objectives, outcomes, outputs and activities; the need to have a more focused approach in the design as at beginning the project did not focus only on education of PA staff, but also included other topics such as the establishment of Trust Fund, PES, etc, some of which turned out to be almost impracticable afterwards.

II.   TERMS OF REFERENCE FOR THE EVALUATION

A. Objective and Scope of the Evaluation

21.   In line with the UNEP Evaluation Policy[16], the UNEP Evaluation Manual[17] and the Guidelines for GEF Agencies in Conducting Terminal Evaluations[18], the terminal evaluation of the Project "Strengthening the Network of Training Centres for Protected Area Management Through Demonstration of a Tested Approach" is undertaken at the end of the project to assess project performance (in terms of relevance, effectiveness and efficiency), and determine outcomes and impacts (actual and potential) stemming from the project, including their sustainability. The evaluation has two primary purposes: (i) to provide evidence of results to meet accountability requirements, and (ii) to promote learning, feedback, and knowledge sharing through results and lessons learned among UNEP, interested governments, the GEF and their partners. Therefore, the evaluation will identify lessons of operational relevance for future project formulation and implementation. It will focus on the following sets of **key questions**, based on the project's intended outcomes, which may be expanded by the consultants as deemed appropriate:

- Is PA staff applying new skills in PA management in the four project countries?
- Are sustainable PA training institutions operating in each of the four project countries?
- Are politicians, businesses and local communities more aware and supportive of PAs?

B. Overall Approach and Methods

22.   The terminal evaluation of the Project "Strengthening the Network of Training Centres for Protected Area Management through Demonstration of a Tested Approach" will be conducted by a team of independent consultants under the overall responsibility and management of the UNEP Evaluation Office (Nairobi), in consultation with the UNEP GEF Coordination Office (Nairobi).

23.   It will be an in-depth evaluation using a participatory approach whereby key stakeholders are kept informed and consulted throughout the evaluation process. Both quantitative and qualitative evaluation methods will be used to determine project achievements against the expected outputs, outcomes and impacts.

24.   The findings of the evaluation will be based on the following:

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[16] http://www.unep.org/eou/StandardsPolicyandPractices/UNEPEvaluationPolicy/tabid/3050/language/en-US/Default.aspx

[17] http://www.unep.org/eou/StandardsPolicyandPractices/UNEPEvaluationManual/tabid/2314/language/en-US/Default.aspx

[18] http://www.thegef.org/gef/sites/thegef.org/files/documents/TE_guidelines7-31.pdf

A **desk review** of project documents[19] including, but not limited to:

- Relevant background documentation, inter alia UNEP and GEF policies, strategies and programmes pertaining to biodiversity conservation;
- Project design documents; Annual Work Plans and Budgets or equivalent, revisions to the logical framework and project financing;
- Project reports such as progress and financial reports from countries to the EA and from the EA to UNEP; Steering Committee meeting minutes; annual Project Implementation Reviews and relevant correspondence;
- The Mid-term Evaluation report;
- Documentation related to project outputs, if any;
- Terminal project report.

Interviews[20] with:

- Project management and execution support;
- UNEP Task Manager and Fund Management Officer (Nairobi);
- Country lead execution partners and other relevant stakeholders in particular political leaders targeted for awareness raising, protected areas managers targeted for capacity building, and local communities and business targeted for awareness raising and capacity building;
- Relevant staff of GEF Secretariat;
- Representatives of other multilateral agencies and other relevant organisations providing co-financing.

Country visits. The evaluation team will visit Kazakhstan, Russia and Ukraine to meet with project staff and visit model areas.

C. Key Evaluation principles

25.   Evaluation findings and judgements should be based on **sound evidence and analysis**, clearly documented in the evaluation report. Information will be triangulated (i.e. verified from different sources) to the extent possible, and when verification was not possible, the single source will be mentioned[21]. Analysis leading to evaluative judgements should always be clearly spelled out.

26.   The evaluation will assess the project with respect to **a minimum set of evaluation criteria** grouped in four categories: <u>(1) Attainment of objectives and planned results</u>, which comprises the assessment of outputs achieved, relevance, effectiveness and efficiency and the review of outcomes towards impacts; <u>(2) Sustainability and catalytic role</u>, which focuses on financial, socio-political, institutional and ecological factors conditioning sustainability of project outcomes, and also assesses efforts and achievements in terms of replication and up-scaling of project lessons and good practices; <u>(3) Processes affecting attainment of project results</u>, which covers project preparation and readiness, implementation approach and management, stakeholder participation and public awareness, country ownership/driven-ness, project finance, UNEP supervision and backstopping, and project monitoring and evaluation systems; and <u>(4) Complementarity with the UNEP strategies and programmes</u>. The lead consultant can propose other evaluation criteria as deemed appropriate.

27.   **Ratings**. All evaluation criteria will be rated on a six-point scale. However, complementarity of the project with the UNEP strategies and programmes is not rated. Annex 3 provides detailed guidance on how the different criteria should be rated and how ratings should be aggregated for the different evaluation criterion categories.

28.   In attempting to attribute any outcomes and impacts to the project, the evaluators should consider the difference between **what has happened with** and **what would have happened without** the project. This implies that there should be consideration of the baseline conditions and trends in relation to the intended project outcomes and impacts. This also means that there should be plausible

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[19]Documents to be provided by the UNEP and UNDP are listed in Annex 7.

[20]Face-to-face or through any other appropriate means of communication

[21]Individuals should not be mentioned by name if anonymity needs to be preserved.

evidence to attribute such outcomes and impacts to the actions of the project. Sometimes, adequate information on baseline conditions and trends is lacking. In such cases this should be clearly highlighted by the evaluators, along with any simplifying assumptions that were taken to enable the evaluator to make informed judgements about project performance.

29.   As this is a terminal evaluation, particular attention should be given to learning from the experience. Therefore, **the "why?" question** should be at front of the consultants' minds all through the evaluation exercise. This means that the consultants needs to go beyond the assessment of "what" the project performance was, and make a serious effort to provide a deeper understanding of "why" the performance was as it was, i.e. of processes affecting attainment of project results (criteria under category 3). This should provide the basis for the lessons that can be drawn from the project. In fact, the usefulness of the evaluation will be determined to a large extent by the capacity of the consultants to explain "why things happened" as they happened and are likely to evolve in this or that direction, which goes well beyond the mere assessment of "where things stand" today.

D. Evaluation criteria

1. Attainment of Objectives and Planned Results

30.   The evaluation should assess the relevance of the project's objectives and the extent to which these were effectively and efficiently achieved or are expected to be achieved.

Achievement of Outputs and Activities: Assess, for each component, the project's success in producing the programmed outputs as presented in Table A1.1 (Annex 1), both in quantity and quality, as well as their usefulness and timeliness. Briefly explain the degree of success of the project in achieving its different outputs, cross-referencing as needed to more detailed explanations provided under Section 3 (which covers the processes affecting attainment of project objectives). The achievements under the national demonstration projects will receive particular attention.

Relevance: Assess, in retrospect, whether the project's objectives and implementation strategies were consistent with: i) Sub-regional environmental issues and needs; ii) the UNEP mandate and policies at the time of design and implementation; and iii) the relevant GEF focal areas, strategic priorities and operational programme(s).

Effectiveness: Assess to what extent the project has achieved its main objectives **to improve the skills of PA managers and staff in four project countries in critical aspects of PA management, establish sustainable training institutions in the four project countries and made politicians, businesses and local communities more aware and supportive of PAs** and its component objectives as presented in Table 2 above. To measure achievement, use as much as appropriate the indicators for achievement proposed in the Logical Framework Matrix (Logframe) of the project, adding other relevant indicators as appropriate. Briefly explain what factors affected the project's success in achieving its objectives, cross-referencing as needed to more detailed explanations provided under Section 3.

Efficiency: Assess the cost-effectiveness and timeliness of project execution. Describe any cost- or time-saving measures put in place in attempting to bring the project to a successful conclusion within its programmed budget and (extended) time. Analyse how delays, if any, have affected project execution, costs and effectiveness. Wherever possible, compare the cost and time over results ratios of the project with that of other similar projects. Give special attention to efforts by the project teams to make use of / build upon pre-existing institutions, agreements and partnerships, data sources, synergies and complementarities with other initiatives, programmes and projects etc. to increase project efficiency.

Review of Outcomes to Impacts (ROtI): Reconstruct the logical pathways from project outputs over achieved objectives towards impacts, taking into account performance and impact drivers, assumptions and the roles and capacities of key actors and stakeholders, using the methodology presented in the GEF Evaluation Office's ROtI Practitioner's Handbook[22] (summarized in Annex 8 of

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[22]http://www.thegef.org/gef/sites/thegef.org/files/documents/Impact_EvalReview_of_Outcomes_to_Impacts-RotI_handbook.pdf

the TORs). Assess to what extent the project has to date contributed, and is likely in the future to further contribute to changes in stakeholder behaviour as regards: i) Improved skills of PA staff in PA management, ii) politicians, businesses and local communities more aware and supportive of PAs and the likelihood of those leading to changes in the natural resource base and benefits derived from the environment: a) improved management of PA and Biodiversity conservation.

I.D.1 Sustainability and catalytic role

31. **Sustainability** is understood as the probability of continued long-term project-derived results and impacts after the external project funding and assistance ends. The evaluation will identify and assess the key conditions or factors that are likely to undermine or contribute to the persistence of benefits. Some of these factors might be direct results of the project while others will include contextual circumstances or developments that are not under control of the project but that may condition sustainability of benefits. The evaluation should ascertain to what extent follow-up work has been initiated and how project results will be sustained and enhanced over time. Application of the ROtI method will assist in the evaluation of sustainability.

32. Four aspects of sustainability will be addressed:

Socio-political sustainability. Are there any social or political factors that may influence positively or negatively the sustenance of project results and progress towards impacts? Is the level of ownership by the main national and regional stakeholders sufficient to allow for the project results to be sustained? Are there sufficient government and stakeholder awareness, interests, commitment and incentives to execute, enforce and pursue the programmes, plans, agreements, monitoring systems etc. prepared and agreed upon under the project?

Financial resources. To what extent are the continuation of project results and the eventual impact of the project dependent on continued financial support? What is the likelihood that adequate financial resources[23] will be or will become available to implement the programmes, plans, agreements, monitoring systems etc. prepared and agreed upon under the project? Are there any financial risks that may jeopardize sustenance of project results and onward progress towards impact?

Institutional framework. To what extent is the sustenance of the results and onward progress towards impact dependent on issues relating to institutional frameworks and governance? How robust are the institutional achievements such as governance structures and processes, policies, sub-regional agreements, legal and accountability frameworks etc. required to sustaining project results and to lead those to impact on human behaviour and environmental resources?

Environmental sustainability. Are there any environmental factors, positive or negative, that can influence the future flow of project benefits? Are there any project outputs or higher level results that are likely to affect the environment, which, in turn, might affect sustainability of project benefits?

33. **Catalytic Role and Replication**. The *catalytic role* of GEF-funded interventions is embodied in their approach of supporting the creation of an enabling environment and of investing in pilot activities which are innovative and showing how new approaches can work. UNEP and the GEF also aim to support activities that upscale new approaches to a national, regional or global level, with a view to achieve sustainable global environmental benefits. The evaluation will assess the catalytic role played by this project, namely to what extent the project has:

catalyzed behavioural changes in terms of use and application by the relevant stakeholders of: i) technologies and approaches show-cased by the demonstration projects; ii) strategic programmes and plans developed; and iii) assessment, monitoring and management systems established at a national and sub-regional level;

provided *incentives* (social, economic, market based, competencies etc.) to contribute to catalyzing changes in stakeholder behaviour;

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[23]Those resources can be from multiple sources, such as the public and private sectors, income generating activities, other development projects etc.

contributed to *institutional changes.* An important aspect of the catalytic role of the project is its contribution to institutional uptake or mainstreaming of project-piloted approaches in the regional and national demonstration projects;

contributed to *policy changes* (on paper and in implementation of policy);

contributed to sustained follow-on financing (*catalytic financing*) from Governments, the GEF or other donors;

created opportunities for particular individuals or institutions ("*champions*") to catalyze change (without which the project would not have achieved all of its results).

34.   *Replication*, in the context of GEF projects, is defined as lessons and experiences coming out of the project that are replicated (experiences are repeated and lessons applied in different geographic areas) or scaled up (experiences are repeated and lessons applied in the same geographic area but on a much larger scale and funded by other sources). The evaluation will assess the approach adopted by the project to promote replication effects and evaluate to what extent actual replication has already occurred or is likely to occur in the near future. What are the factors that may influence replication and scaling up of project experiences and lessons?

I.D.2 Processes affecting attainment of project results

35.   **Preparation and Readiness**. Were the project's objectives and components clear, practicable and feasible within its timeframe? Were the capacities of executing agencies properly considered when the project was designed? Was the project document clear and realistic to enable effective and efficient implementation? Were the partnership arrangements properly identified and the roles and responsibilities negotiated prior to project implementation? Were counterpart resources (funding, staff, and facilities) and enabling legislation assured? Were adequate project management arrangements in place? Were lessons from other relevant projects properly incorporated in the project design? Were lessons learned and recommendations from Steering Committee meetings adequately integrated in the project approach? What factors influenced the quality-at-entry of the project design, choice of partners, allocation of financial resources etc.?

36.   **Implementation Approach and Adaptive Management**. This includes an analysis of approaches used by the project, its management framework, the project's adaptation to changing conditions (adaptive management), the performance of the implementation arrangements and partnerships, relevance of changes in project design, and overall performance of project management. The evaluation will:

Ascertain to what extent the project implementation mechanisms outlined in the project document have been followed and were effective in delivering project outputs and outcomes. Were pertinent adaptations made to the approaches originally proposed?

Assess the role and performance of the units and committees established and the project execution arrangements at all levels;

Evaluate the effectiveness and efficiency of project management by the EA and how well the management was able to adapt to changes during the life of the project;

Assess the extent to which project management responded to direction and guidance provided by the Steering Committee and IA supervision recommendations;

Identify administrative, operational and/or technical problems and constraints that influenced the effective implementation of the project, and how the project partners tried to overcome these problems;

Assess the extent to which MTE recommendations were followed in a timely manner.

37.   **Stakeholder[24] Participation and Public Awareness**. The term stakeholder should be considered in the broadest sense, encompassing project partners, government institutions, private

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[24]   Stakeholders are the individuals, groups, institutions, or other bodies that have an interest or stake in the outcome of the project. The term also applies to those potentially adversely affected by the project.

interest groups, local communities etc. The assessment will look at three related and often overlapping processes: (1) information dissemination between stakeholders, (2) consultation between stakeholders, and (3) active engagement of stakeholders in project decision making and activities. The evaluation will specifically assess:

the approach(es) used to identify and engage stakeholders in project design and implementation. What were the strengths and weaknesses of these approaches with respect to the project's objectives and the stakeholders' motivations and capacities? What was the achieved degree and effectiveness of collaboration and interactions between the various project partners and stakeholders during the course of implementation of the project?

the degree and effectiveness of any public awareness activities that were undertaken during the course of implementation of the project; or that are built into the assessment methods so that public awareness can be raised at the time the assessments will be conducted;

how the results of the project (strategic programmes and plans, monitoring and management systems, sub-regional agreements etc.) engaged key stakeholders in protected areas management and biodiversity conservation.

38.   The ROtI analysis should assist the consultants in identifying the key stakeholders and their respective roles, capabilities and motivations in each step of the causal pathway from activities to achievement of outputs and objectives to impact.

39.   **Country Ownership and Driven-ness.** The evaluation will assess the performance of the Governments of the countries involved in the project, namely:

in how the Governments have assumed responsibility for the project and provided adequate support to project execution, including the degree of cooperation received from the various contact institutions in the countries involved in the project and the timeliness of provision of counter-part funding to project activities;

to what extent the political and institutional framework of the participating countries has been conducive to project performance. Look, in particular, at the extent of the political commitment to enforce (sub-) regional agreements promoted under the project;

to what extent the Governments have promoted the participation of communities and their non-governmental organisations in the project; and

how responsive the Governments were to UNEP coordination and guidance, to UNEP supervision and Mid-Term Evaluation recommendations.

40.   **Financial Planning and Management**. Evaluation of financial planning requires assessment of the quality and effectiveness of financial planning and control of financial resources throughout the project's lifetime. The assessment will look at actual project costs by activities compared to budget (variances), financial management (including disbursement issues), and co-financing. The evaluation will:

Verify the application of proper standards (clarity, transparency, audit etc.) and timeliness of financial planning, management and reporting to ensure that sufficient and timely financial resources were available to the project and its partners;

Assess other administrative processes such as recruitment of staff, procurement of goods and services (including consultants), preparation and negotiation of cooperation agreements etc. to the extent that these might have influenced project performance;

Present to what extent co-financing has materialized as expected at project approval (see Table 1). Report country co-financing to the project overall, and to support project activities at the national level in particular. The evaluation will provide a breakdown of final actual costs and co-financing for the different project components (see tables in Annex 4).

Describe the resources the project has leveraged since inception and indicate how these resources are contributing to the project's ultimate objective. Leveraged resources are additional resources—beyond those committed to the project itself at the time of approval—that are mobilized later as a direct result of the project. Leveraged resources can be financial or in-kind and they may be from other donors, NGO's, foundations, governments, communities or the private sector.

41.   Analyse the effects on project performance of any irregularities in procurement, use of financial resources and human resource management, and the measures taken by the EA or IA to prevent such irregularities in the future. Assess whether the measures taken were adequate.

42.   **UNEP Supervision and Backstopping.** The purpose of supervision is to verify the quality and timeliness of project execution in terms of finances, administration and achievement of outputs and outcomes, in order to identify and recommend ways to deal with problems which arise during project execution. Such problems may be related to project management but may also involve technical/institutional substantive issues in which UNEP has a major contribution to make. The evaluators should assess the effectiveness of supervision and administrative and financial support provided by UNEP including:

The adequacy of project supervision plans, inputs and processes;

The emphasis given to outcome monitoring (results-based project management);

The realism and candour of project reporting and ratings (i.e. are PIR ratings an accurate reflection of the project realities and risks);

The quality of documentation of project supervision activities; and

Financial, administrative and other fiduciary aspects of project implementation supervision.

43.   **Monitoring and Evaluation**. The evaluation will include an assessment of the quality, application and effectiveness of project monitoring and evaluation plans and tools, including an assessment of risk management based on the assumptions and risks identified in the project document. The evaluation will assess how information generated by the M&E system during project implementation was used to adapt and improve project execution, achievement of outcomes and ensuring sustainability. M&E is assessed on three levels:

M&E Design. Projects should have sound M&E plans to monitor results and track progress towards achieving project objectives. An M&E plan should include a baseline (including data, methodology, etc.), SMART indicators and data analysis systems, and evaluation studies at specific times to assess results. The time frame for various M&E activities and standards for outputs should have been specified. The evaluators should use the following questions to help assess the M&E design aspects:

- Quality of the project logframe as a planning and monitoring instrument; analyse/compare logframe in Project Document, revised logframe (2008) and logframe used in Project Implementation Review reports to report progress towards achieving project objectives;

- SMART-ness of indicators: Are there specific indicators in the logframe for each of the project objectives? Are the indicators measurable, attainable (realistic) and relevant to the objectives? Are the indicators time-bound?

- Adequacy of baseline information: To what extent has baseline information on performance indicators been collected and presented in a clear manner? Was the methodology for the baseline data collection explicit and reliable?

- Arrangements for monitoring: Have the responsibilities for M&E activities been clearly defined? Were the data sources and data collection instruments appropriate? Was the frequency of various monitoring activities specified and adequate? In how far were project users involved in monitoring?

- Arrangements for evaluation: Have specific targets been specified for project outputs? Has the desired level of achievement been specified for all indicators of objectives and outcomes? Were there adequate provisions in the legal instruments binding project partners to fully collaborate in evaluations?

- Budgeting and funding for M&E activities: Determine whether support for M&E was budgeted adequately and was funded in a timely fashion during implementation.

    M&E Plan Implementation. The evaluation will verify that:

- the M&E system was operational and facilitated timely tracking of results and progress towards projects objectives throughout the project implementation period;

- annual project reports and Progress Implementation Review (PIR) reports were complete, accurate and with well justified ratings;

- the information provided by the M&E system was used during the project to improve project performance and to adapt to changing needs;
- projects had an M&E system in place with proper training, instruments and resources for parties responsible for M&E.

I.D.3 Complementarities with UNEP strategies and programmes

44. UNEP aims to undertake GEF funded projects that are aligned with its own strategies. The evaluation should present a brief narrative on the following issues:

Linkage to UNEP's Expected Accomplishments and POW 2010-2011. The UNEP MTS specifies desired results in six thematic focal areas. The desired results are termed Expected Accomplishments. Using the completed ROtI analysis, the evaluation should comment on whether the project makes a tangible contribution to any of the Expected Accomplishments specified in the UNEP MTS. The magnitude and extent of any contributions and the causal linkages should be fully described. Whilst it is recognised that UNEP GEF projects designed prior to the production of the UNEP Medium Term Strategy (MTS)[25]/ Programme of Work (POW) 2010/11 would not necessarily be aligned with the Expected Accomplishments articulated in those documents, complementarities may still exist.

Alignment with the Bali Strategic Plan (BSP)[26]. The outcomes and achievements of the project should be briefly discussed in relation to the objectives of the UNEP BSP.

Gender. Ascertain to what extent project design, implementation and monitoring have taken into consideration: (i) possible gender inequalities in access to and the control over natural resources; (ii) specific vulnerabilities of women and children to environmental degradation or disasters; and (iii) the role of women in mitigating or adapting to environmental changes and engaging in environmental protection and rehabilitation. Assess whether the intervention is likely to have any lasting differential impacts on gender equality and the relationship between women and the environment. To what extent do unresolved gender inequalities affect sustainability of project benefits?

South-South Cooperation. This is regarded as the exchange of resources, technology, and knowledge between developing countries. Briefly describe any aspects of the project that could be considered as examples of South-South Cooperation.

E. The Consultants' Team

45. For this evaluation, two independent consultants will be hired, of mixed gender, from the project sub-region. The evaluation team will have at least 10-year each of combined expertise and experience in:

Evaluation of environmental projects

Expertise in protected area management and conservation and sustainable nature resource management

Fluency in oral and written English and Russian.

In addition, the Team Leader and the Supporting Consultant will have an education background respectively in natural resource management/evaluation and in conservation.

46. The Team Leader will be responsible for coordinating the data collection and analysis phase of the evaluation, and preparing the main report. (S)He will ensure that all evaluation criteria are adequately covered by the team.

47. The Supporting Consultant will prepare a technical working paper that will be appended to the main report, the content of which will be agreed upon with the Team Leader. The Supporting Consultant is also expected to contribute to selected sections of the main report as agreed with the Team Leader, and provide constructive comments on the draft report prepared by the Team Leader.

48. By undersigning the service contract with UNEP/UNON, the consultants certify that they have not been associated with the design and implementation of the project in any way which may

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[25]http://www.unep.org/PDF/FinalMTSGCSS-X-8.pdf

[26]http://www.unep.org/GC/GC23/documents/GC23-6-add-1.pdf

jeopardize their independence and impartiality towards project achievements and project partner performance. In addition, they will not have any future interests (within six months after completion of their contract) with the project's executing or implementing units.

F. Evaluation Deliverables and Review Procedures

49.   The Team Leader will prepare and submit an **inception report** to the UNEP Evaluation Office before starting fieldwork or desk based phone/email interviews. See Annex 11for annotated Table of Contents of Inception Report.

50.   The inception report lays the foundations for the main evaluation. Its purpose is to develop an evaluation framework that includes:

- A review of the quality of project design to help identify how project design impacts on project implementation and performance;
- An analysis of the project's theory of change, creating a baseline which can be used to assess the actual project outcomes and impacts (expected and unexpected) during field visits and interviews;
- A detailed plan for the evaluation process.

The main components of the inception report are:

51.   Review of the Quality of Project Design: The review of project design is done on the basis of the project document and log frame. The Team Leader should also familiarize her/himself with the history and wider context of the project (details available on UNEP and GEF website, documentation from past projects etc). The analysis should be used to complete the 'Template for assessment of the quality of project design' (in Annex 9 of the TORs).   The rating system follows the Evaluation ratings used for the main evaluation (also described in Annex of the TORs).

52.   Theory of Change Analysis: Annex 8 of the TORs on Introduction to Theory of Change/Impact pathways, the ROtI Method and the ROtI results score sheet describes in details the Theory of Change approach. The Theory of Change analysis should be captured in a Theory of Change diagram, found in Annex. The diagram can be shared with project stakeholders in the course of the evaluation, as tool to aid discussion. Please note that the ratings requested in Annex are not needed in the inception report's Theory of Change analysis. The team leader should complete the ratings after the field visits/interviews. The ToC diagram and ratings should be incorporated in final evaluation report.

53.   Evaluation Process Plan: The evaluation process plan is based on a review of the project design, theory of change analysis and also of all the project documentation (listed in TORs). The evaluation plan should include: summary of evaluation questions/areas to be explored/questions raised through document review; description of evaluation methodologies to be used.; list of data sources, indicators; list of individuals to be consulted; detailed distribution of roles and responsibilities among evaluation consultants (for larger evaluation teams); revised logistics (selection of sites to be visited)/dates of evaluation activities.

54.   The main evaluation report should be brief (no longer than 35 pages – excluding the executive summary and annexes), to the point and written in plain English. The report will follow the annotated Table of Contents outlined in Annex 2. It must explain the purpose of the evaluation, exactly what was evaluated and the methods used (with their limitations). The report will present evidence-based and balanced findings, consequent conclusions, lessons and recommendations, which will be cross-referenced to each other. The report should be presented in a way that makes the information accessible and comprehensible. Any dissident views in response to evaluation findings will be appended in footnote or annex as appropriate.

55.   **Technical working paper**. The format and contents of the working paper prepared by the Supporting Consultant should be agreed upon with the Team Leader and approved by the UNEP Evaluation Office before any data collection and analysis work is undertaken. It is recommended that the working papers follow the same structure as the main evaluation report, for easy reference by the Team Leader (Annex 2). The Team Leader will carry out a first review of the working paper and

provide comments to the Supporting Consultants for improvement. Only a version acceptable to the Team Leader will be submitted to the EO as an appendix to the draft main report.

56.   **Report summary**. The Team Leader will prepare a 15-slide presentation summarizing the key findings, lessons learned and recommendations of the evaluation.

57.   **Review of the draft evaluation report**. The Team Leader will submit the zero draft report, according to the tentative evaluation schedule in Annex 10, to the UNEP EO and revise the draft following the comments and suggestions made by the EO. The EO will then share the first draft report with the UNEP GEF Coordination Office (Nairobi) and the UNEP Division of Environmental Policy Implementation (DEPI). The UNEP Task Manager will forward the first draft report to the other project stakeholders, in particular PA agencies in each participating countries and "Zapovedniki" Environmental Education Centre for review and comments. Stakeholders may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. Comments would be expected within two weeks after the draft report has been shared. Any comments or responses to the draft report will be sent to the UNEP EO for collation. The EO will provide the comments to the Team Leader for consideration in preparing the final draft report. The Team Leader will submit the final draft report no later than 2 weeks after reception of stakeholder comments. The Team Leader will prepare a **response to comments** that contradict the findings of the evaluation team and could therefore not be accommodated in the final report. This response will be shared by the EO with the interested stakeholders to ensure full transparency.

58.   Consultations will be held between the consultants, EO staff, the UNEP/GEF, UNEP/DEPI/GEF, and key members of the project execution team. These consultations will seek feedback on the proposed recommendations and lessons.

59.   **Submission of the final Terminal Evaluation report**. The final report shall be submitted by Email to:

Segbedzi Norgbey, Head
UNEP Evaluation Office
P.O. Box 30552-00100
Nairobi, Kenya
Tel.: (+254-20) 762 3387
Email: segbedzi.norgbey@unep.org

60.   The Head of Evaluation will share the report with the following persons:

Maryam Niamir-Fuller, Director
UNEP/GEF Coordination Office
P.O. Box 30552-00100
Nairobi, Kenya
Tel: (+254-20) 762 4686
Email: maryam.niamir-fuller@unep.org

Ibrahim Thiaw, Director
UNEP/Division of Environmental Policy Implementation (DEPI)
P.O. Box 30552-00100
Nairobi, Kenya
Tel: (+254-20) 762 24782
Email: ibrahim.thiaw@unep.org

Esther Mwangi, Task Manager for GEF projects
Biodiversity Conservation Focal Area
UNEP-DEPI
P.O. Box 30552- Nairobi
Nairobi, Kenya
Tel: (+254-20) 762 3717
Email: esther.mwangi@unep.org

61.   The final evaluation report will be published on the UNEP Evaluation Office web-site www.unep.org/eou and may be printed in hard copy. Subsequently, the report will be sent to the GEF Office of Evaluation for their review, appraisal and inclusion on the GEF website.

62.   As per usual practice, the UNEP EO will prepare a **quality assessment** of the zero draft and final draft report, which is a tool for providing structured feedback to the evaluation consultants. The quality of the report will be assessed and rated against both GEF and UNEP criteria as presented in Annex 5.

63.   The UNEP Evaluation Office will also prepare a **commentary** on the final evaluation report, which presents the EO ratings of the project based on a careful review of the evidence collected by the evaluation team and the internal consistency of the report. These ratings are the final ratings that the UNEP Evaluation Office will submit to the GEF Office of Evaluation.

G. Resources and Schedule of the Evaluation

64.   This Terminal Evaluation will be undertaken by two independent evaluation consultants contracted by the UNEP Evaluation Office. The consultants will work under the overall responsibility of the UNEP Evaluation Office and they will consult with the EO on any procedural and methodological matters related to the evaluation. It is, however, the consultants' individual responsibility to arrange for their travel, obtain documentary evidence, meetings with stakeholders, field visits, and any other logistical matters related to their assignment. The UNEP Task Manager and regional and national project staff will provide logistical support (introductions, meetings, project staff accompanying consultant during the field visits etc.) for the country visits where necessary, allowing the consultants to conduct the evaluation as efficiently and independently as possible.

65.   The **Team Leader** will be hired for seven weeks of work spread over May-August 2012. (S)He will travel to Kazakhstan, Russia and Ukraine to hold talks with project staff and visit a number of demonstration sites.

66.   The **Supporting Consultant** will be hired for six weeks of work spread over May-August 2012. (S)he will travel to . Kazakhstan, Russia and Ukraine to hold talks with project staff and visit a number of demonstration sites in each country.

H. Schedule Of Payment

Lump Sum

67.   The consultants will be hired under an individual Special Service Agreement (SSA). The fee will be estimated as a lumpsum, inclusive of all expenses such as travel, accommodation and incidental expenses.

68.   The consultants will receive an initial payment covering the travel costs upon signature of the contract.

69.   The Team Leader will receive 40% of the honorarium portion of his/her fee upon acceptance of a draft report deemed complete and of acceptable quality by the EO. The remainder will be paid upon satisfactory completion of the work.

70.   The Supporting Consultant will be paid the honoraria in one single payment upon satisfactory completion of their work. The Team Leader will advise the EO whether the Supporting Consultant has provided satisfactory inputs in the evaluation.

71.   In case the consultants are not able to provide the deliverables in accordance with these TORs, in line with the expected quality standards by the UNEP Evaluation Office, payment may be withheld at the discretion of the Head of the Evaluation Office until the consultants have improved the deliverables to meet UNEP's quality standards.

72.   If the consultants fail to submit a satisfactory final product to UNEP in a timely manner, i.e. within one month after the end date of their contract, the Evaluation Office reserves the right to employ additional human resources to finalize the report, and to reduce the consultants' fees by an amount equal to the additional costs borne by the Evaluation Office to bring the report up to standard.

Annex 1. Project outputs and demonstration projects

Table A1.1. Project components and outputs

Component	Outputs
Component I Management skills of PA managers and staff	Output 1.1.1: Critical mass of staff are trained in four target countries
	Output 1.1.2: Trained staff are applying new skills through implementation of pilot projects
	Output 1.1.3. Best practice guidelines for PA management are available to PA staff in an accessible form
	Output 1.2.1:TCs are established and functioned in four target countries (including regional TC in Russia)
	Output 1.2.2: TC Network is established and functioning in four target countries
	Output 1.2.3: Training materials developed and programs delivered
	Output 1.2.4: TCs established connections with the existing PA management and/or training structures of the 4 countries and of the other relevant structures/networks of the world
Component II Political support for PA in the region	Output 2.1.1: National PA strategies and draft legislation developed and promoted to governments
	Output 2.1.2: Training materials for politicians, businesses and local communities developed and programs delivered
	Output 2.1.3: Politicians, businesses and local communities participate in TC programs and are involved in pilot projects

Table A1.2. Pilot projects under the project

Successful Pilot projects	Scope	Component
1. "Tourism development in PAs and nearby territories", Olga Lavrova, Bolshaya Kokshaga Zapovedniki, Russia		
2. "National parks and museums as a basis for regional development", Nadejda Podoplekina, Kenozersky National Park, Russia		
3. «Development of civic society and local social and economical initiatives using the potential of PAs»", Vasiliy Sutulo, Baikalsky Zapoivednik Bolshaya Kokshaga Zapoivednik , Russia		
4. The Meeting in "Green Hall", Valentina Karpova, Ugra National Park, Russia		
5. "Educational seminars on tourism development using the potential of PA", Galina Lebedeva, Zhigulevsky Zapovedniki, Russia		
6. "Ecological tourism: the boundaries of cooperation between PAs and tourist companies", Natalia Mekh, Astrakhansky Zapovedniki, Russia		
7. "Crossed raids of PA rangers", Ukraine		

Annex 2. Annotated Table of Contents of the Main Report

Project Identification Table	An updated version of the table in Section I.A. of these TORs
Executive Summary	Overview of the main findings, conclusions and recommendations of the evaluation. It should encapsulate the essence of the information contained in the report to facilitate dissemination and distillation of lessons. The main points for each evaluation parameter should be presented here (with a summary ratings table), as well as the most important lessons and recommendations. Maximum 4 pages.
I. Evaluation Background	
A. Context	A. Overview of the broader institutional and country context, in relation to the project's objectives.
B. The Project	B. Presentation of the project: rationale, objectives, components, intervention areas and target groups, milestones in design, implementation and completion, implementation arrangements and main partners, financing (amounts and sources), modifications to design before or during implementation.
C. Evaluation objectives, scope and methodology	C. Presentation of the evaluation's purpose, evaluation criteria and key questions, evaluation timeframe, data collection and analysis instruments used, places visited, types of stakeholders interviewed, and limitations of the evaluation.
II. Project Performance and Impact A. Attainment of objectives and planned results B. Sustainability and catalytic role C. Processes affecting attainment of project results D. Complementarity with UNEP, UNDP and UNIDO programmes and strategies	This section is organized according to the 4 categories of evaluation criteria (see section D of these TORs) and provides factual evidence relevant to the questions asked and sound analysis and interpretations of such evidence. This is the main substantive section of the report. Ratings are provided at the end of the assessment of each evaluation criterion.
III. Conclusions and Recommendations A. Conclusions	This section should summarize the main findings of the evaluation, told in a logical sequence from cause to effect. It is suggested to start with the positive achievements and a short explanation why these could be achieved, and, then, to present the less successful aspects of the project with a short explanation why. The conclusions section should end with the overall assessment of the project. Findings should be cross-referenced to the main text of the report (using the paragraph numbering). The overall ratings table should be inserted here (see Annex 2).
B. Lessons Learned	Lessons learned should be anchored in the main findings of the evaluation. In fact, no lessons should appear which are not based upon a conclusion of the evaluation. The number of lessons learned should be limited. Lessons learned are rooted in real project experiences, i.e. based on good practices and successes which could be replicated or derived from problems encountered and mistakes made which should be avoided in the future. Lessons learned must have the

	potential for wider application and use. Lessons should briefly describe the context from which they are derived and specify the contexts in which they may be useful.
C. Recommendations	As for the lessons learned, all recommendations should be anchored in the conclusions of the report, with proper cross-referencing, and their number should be limited to 3 or 4. Recommendations are actionable proposals on how to resolve concrete problems affecting the project or the sustainability of its results. They should be feasible to implement within the timeframe and resources available (including local capacities), specific in terms of who would do what and when, and set a measurable performance target. In some cases, it might be useful to propose options, and briefly analyze the pros and cons of each option.
Annexes	These may include additional material deemed relevant by the evaluator but must include: 1. Evaluation TORs; 2. The evaluation framework (second part of the inception report); 3. Evaluation program, containing the names of locations visited and the names (or functions) of people met; 4. Bibliography; 5. Summary co-finance information and a statement of project expenditure by activity (See annex of these TORs); 6. The review of project design (first part of the inception report); 7. Technical working paper; 8. Brief CVs of the consultants TE reports will also include any formal response/ comments from the project management team and/ or the country focal point regarding the evaluation findings or conclusions as an annex to the report, however, such will be appended to the report by UNEP Evaluation Office.

Examples of UNEP GEF Terminal Evaluation Reports are available at www.unep.org/eou.

Annex 3. Evaluation ratings

The evaluation will provide individual ratings for the evaluation criteria described in section II.D. of these TORs. Some criteria contain sub-criteria which require separate ratings (i.e. sustainability and M&E). Furthermore, an aggregated rating will be provided for Relevance, effectiveness and efficiency under the category "Attainment of project objectives and results".

Most criteria will be rated on a six-point scale as follows: Highly Satisfactory (HS); Satisfactory (S); Moderately Satisfactory (MS); Moderately Unsatisfactory (MU); Unsatisfactory (U); Highly Unsatisfactory (HU). Sustainability is rated from Highly Likely (HL) down to Highly Unlikely (HU).

In the conclusions section of the report, ratings will be presented together in a table, with a brief justification cross-referenced to the findings in the main body of the report. Please note that the order of the evaluation criteria in the table will be slightly different from the order these are treated in the main report; this is to facilitate comparison and aggregation of ratings across GEF project evaluation reports.

Criterion	Summary Assessment	Rating
A. Attainment of project objectives and results		HS ☐HU
1. Effectiveness		HS ☐HU
2. Relevance		HS ☐HU
3. Efficiency		HS ☐HU
B. Sustainability of project outcomes		HL ☐HU
1. Financial		HL ☐HU
2. Socio-political		HL ☐HU
3. Institutional framework		HL ☐HU
4. Environmental		HL ☐HU
C. Catalytic role		HS ☐HU
D. Stakeholders involvement		HS ☐HU
E. Country ownership / driven-ness		HS ☐HU
F. Achievement of outputs and activities		HS ☐HU
G. Preparation and readiness		HS ☐HU
H. Implementation approach		HS ☐HU
I. Financial planning and management		HS ☐HU
J. Monitoring and Evaluation		HS ☐HU
1. M&E Design		HS ☐HU
2. M&E Plan Implementation		HS ☐HU
3. Budgeting and funding for M&E activities		HS ☐HU
K. UNEP and UNDP Supervision and backstopping		HS ☐HU
1. UNEP		HS ☐HU
2. UNDP		HS ☐HU

Rating of Attainment of project objectives and results. A compound rating is given to the category based on the assessment of relevance, effectiveness and efficiency. This aggregated rating is not a simple average of the separate ratings given to the evaluation criteria, but an overall judgement by the consultants. Relevance and effectiveness, however, will be considered as critical criteria. This means that the aggregated rating for Attainment of objectives and results may not be higher than the lowest rating on either of these two criteria.

Ratings on sustainability. According to the GEF Office of Evaluation, all the dimensions of sustainability are deemed critical. Therefore, the overall rating for sustainability will not be higher than the lowest rating on the separate dimensions.

Ratings of monitoring and evaluation. The M&E system will be rated on M&E design, M&E plan implementation, and budgeting and funding for M&E activities (the latter sub-criterion is covered in the main report under M&E design) as follows:

Highly Satisfactory (HS): There were no shortcomings in the project M&E system.

Satisfactory(S): There were minor shortcomings in the project M&E system.

Moderately Satisfactory (MS): There were moderate shortcomings in the project M&E system.

Moderately Unsatisfactory (MU): There were significant shortcomings in the project M&E system.

Unsatisfactory (U): There were major shortcomings in the project M&E system.

Highly Unsatisfactory (HU): The Project had no M&E system.

M&E plan implementation will be considered critical for the overall assessment of the M&E system. Thus, the overall rating for M&E will not be higher than the rating on M&E plan implementation.

Annex 4. Project costs and co-financing tables
Project Costs

Component/sub-component	Estimated cost at design	Actual Cost	Expenditure ratio (actual/planned)

Co-financing

Co financing (Type/Source)	IA own Financing (mill US$)		Government (mill US$)		Other* (mill US$)		Total (mill US$)		Total Disbursed (mill US$)
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
– Grants									
– Loans									
– Credits									
– Equity investments									
– In-kind support									
– Other (*)									
-									
-									
Totals									

* This refers to contributions mobilized for the project from other multilateral agencies, bilateral development cooperation agencies, NGOs, the private sector and beneficiaries.

Annex 5. Quality Assessment of the Evaluation Report

All UNEP evaluation reports are subject to a quality assessment by the Evaluation Office. The quality assessment is used as a tool for providing structured feedback to the evaluation consultants. The quality of the draft evaluation report is assessed and rated against the following criteria:

GEF Report Quality Criteria	UNEP EO Assessment	Rating
A. Did the report present an assessment of relevant outcomes and achievement of project objectives in the context of the focal area program indicators if applicable?		
B. Was the report consistent and the evidence complete and convincing and were the ratings substantiated when used?		
C. Did the report present a sound assessment of sustainability of outcomes?		
D. Were the lessons and recommendations supported by the evidence presented?		
E. Did the report include the actual project costs (total and per activity) and actual co-financing used?		
F. Did the report include an assessment of the quality of the project M&E system and its use for project management?		
UNEP additional Report Quality Criteria		
G. Quality of the lessons: Were lessons readily applicable in other contexts? Did they suggest prescriptive action?		
H. Quality of the recommendations: Did recommendations specify the actions necessary to correct existing conditions or improve operations ('who?' 'what?' 'where?' 'when?)'. Can they be implemented? Did the recommendations specify a goal and an associated performance indicator?		
I. Was the report well written? (clear English language and grammar)		
J. Did the report structure follow EOU guidelines, were all requested Annexes included?		
K. Were all evaluation aspects specified in the TORs adequately addressed?		
L. Was the report delivered in a timely manner		

> **Quality = (2*(0.3*(A + B) + 0.1*(C+D+E+F))+ 0.3*(G + H) + 0.1*(I+J+K+L))/3**
> The Totals are rounded and converted to the scale of HS to HU

Rating system for quality of Terminal Evaluation reports: A number rating between 1 and 6 is used for each criterion: Highly Satisfactory = 6, Satisfactory = 5, Moderately Satisfactory = 4, Moderately Unsatisfactory = 3, Unsatisfactory = 2, Highly Unsatisfactory = 1.

Annex 6 – Matrix for Distribution of responsibilities and tasks among evaluation consultants-NOT APPLICABLE

L: Lead assessor; S: Support in data collection and analysis

Evaluation Criteria		Team Leader	Supporting Consultant 1	Supporting Consultant 2
Attainment of Objectives and Planned Results	Achievement of Outputs and Activities	See table below		
	Relevance			
	Effectiveness			
	Achievement of main objective			
	Achievement of component objectives:			
	o Component I			
	o Component II			
	o Component III			
	o Component IV			
	o Component V			
	Efficiency			
	Review of Outcomes to Impacts (ROtI)			
Sustainability and catalytic role	Socio-political sustainability			
	Financial resources			
	Institutional framework			
	Environmental sustainability			
	Catalytic Role and Replication			
Processes affecting attainment of project results	Preparation and Readiness			
	Implementation Approach and Adaptive Management			
	Stakeholder Participation and Public Awareness			
	Country Ownership and Driven-ness			
	Financial Planning and Management			
	UNEP and UNDP Supervision and Backstopping			
	Monitoring and Evaluation			
Complementarities with the UNEP Medium Term Strategy and Programme of Work	Linkage to UNEP's EAs and POW 2010-2011			
	Alignment with the Bali Strategic Plan (BSP)			
	South-South Cooperation			

Annex 7. **Documentation list for the evaluation to be provided by the UNEP Task Manager**
- Project design documents
- Project supervision plan, with associated budget
- Correspondence related to project
- Supervision mission reports
- Steering Committee meeting documents, including agendas, meeting minutes, and any summary reports
- Project progress reports, including financial reports submitted
- Cash advance requests documenting disbursements
- Annual Project Implementation Reports (PIRs)
- Management memos related to project
- Other documentation of supervision feedback on project outputs and processes (e.g. comments on draft progress reports, etc.).
- Extension documentation. Has a project extension occurred?
- Project revision documentation.
- Budget revision documentation.
- Project Terminal Report (draft if final version not available)

Annex 8. Introduction to Theory of Change / Impact pathways, the ROtl Method and the ROtl Results Score sheet

Terminal evaluations of projects are conducted at, or shortly after, project completion. At this stage it is normally possible to assess the achievement of the project's outputs. However, the possibilities for evaluation of the project's outcomes are often more limited and the feasibility of assessing project **impacts** at this time is usually severely constrained. Full impacts often accrue only after considerable time-lags, and it is common for there to be a lack of long-term baseline and monitoring information to aid their evaluation. Consequently, substantial resources are often needed to support the extensive primary field data collection required for assessing impact and there are concomitant practical difficulties because project resources are seldom available to support the assessment of such impacts when they have accrued – often several years after completion of activities and closure of the project.

Despite these difficulties, it is possible to enhance the scope and depth of information available from Terminal Evaluations on the achievement of results **through rigorous review of project progress along the pathways from outcome to impact**. Such reviews identify the sequence of conditions and factors deemed necessary for project outcomes to yield impact and assess the current status of and future prospects for results. In evaluation literature these relationships can be variously described as 'Theories of Change', Impact 'Pathways', 'Results Chains', 'Intervention logic', and 'Causal Pathways' (to name only some!).

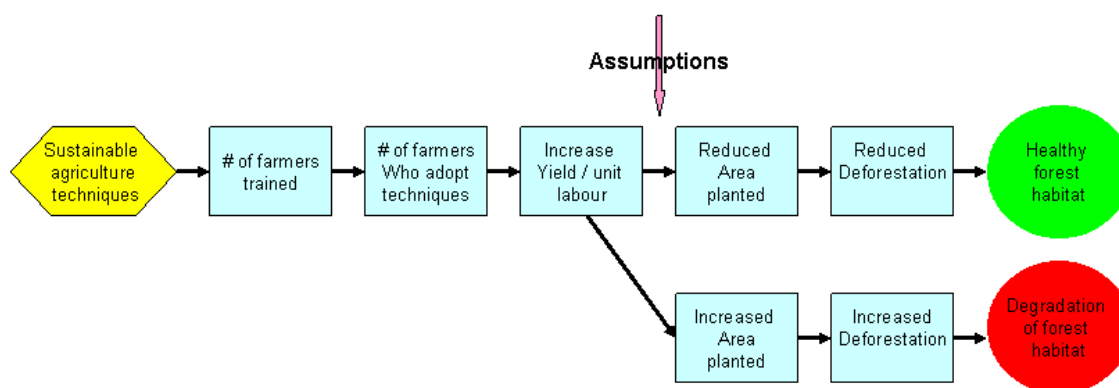**Theory of Change (ToC) / impact pathways**

Figure 1 shows a generic impact pathway which links the standard elements of project logical frameworks in a graphical representation of causal linkages. When specified with more detail, for example including the key users of outputs, the processes (the arrows) that lead to outcomes and with details of performance indicators, analysis of impact pathways can be invaluable as a tool for both project planning and evaluation.

Figure 1. A generic results chain, which can also be termed an 'Impact Pathway' or Theory of Change.
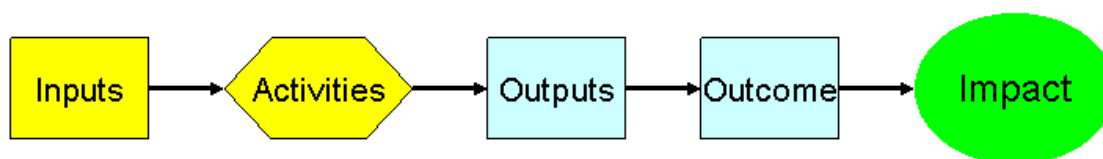
The pathways summarise casual relationships and help identify or clarify the assumptions in the intervention logic of the project. For example, in the Figure 2 below the eventual impact depends upon the behaviour of the farmers in using the new agricultural techniques they have learnt from the training. The project design for the intervention might be based on the upper pathway assuming that the farmers can now meet their needs from more efficient management of a given area therefore reducing the need for an expansion of cultivated area and ultimately reducing pressure on nearby forest habitat, whereas the evidence gathered in the evaluation may in some locations follow the lower of the two pathways; the improved faming methods offer the possibility for increased profits and create an incentive for farmers to cultivate more land resulting in clearance or degradation of the nearby forest habitat.

Figure 2. An impact pathway / TOC for a training intervention intended to aid forest conservation.

The GEF Evaluation Office has recently developed an approach that builds on the concepts of theory of change / causal chains / impact pathways. The method is known as Review of Outcomes to Impacts (ROtI)[27] and has three distinct stages:

     a. Identifying the project's intended impacts
     b. Review of the project's logical framework
     c. Analysis and modelling of the project's outcomes-impact pathways

The **identification of the projects intended impacts** should be possible from the 'objectives' statements specified in the official project document. The next stage is to **review the project's logical framework** to assess whether the design of the project is consistent with, and appropriate for, the delivery of the intended impact. The method requires verification of the causal logic between the different hierarchical levels of the logical framework moving 'backwards' from impacts through outcomes to the outputs; the activities level is not formally considered in the ROtI method[28]. The aim of this stage is to develop an understanding of the causal logic of the project intervention and to identify the key 'impact pathways'. In reality such process are often complex; they often involve multiple actors and decision-processes and are subject to time-lags, meaning that project impact often accrue long after the completion of project activities.

The third stage involves analysis of the 'impact pathways' that link project outcomes to impacts. The pathways are analysed in terms of the **'assumptions'** and **'impact drivers'** that underpin the processes involved in the transformation of outcomes to impacts via **intermediate states** (see Figure 3). Project outcomes are the direct intended results stemming from the outputs, and they are likely to occur either towards the end of the project or in the short term following project completion. **Intermediate states** are the transitional conditions between the project's immediate outcomes and the intended impact. They are necessary conditions for the achievement of the intended impacts and there may be more than one intermediate state between the immediate project outcome and the eventual impact.

Impact drivers are defined as the significant factors that if present are expected to contribute to the realization of the intended impacts and **can be influenced** by the project / project partners & stakeholders. **Assumptions** are the significant factors that if present are expected to contribute to the realization of the intended impacts but are largely **beyond the control of the project** / project partners & stakeholders. The impact drivers and assumptions are ordinarily considered in Terminal Evaluations when assessing the sustainability of the project.

Since project logical frameworks do not often provide comprehensive information on the <u>processes</u> by which project outputs yield outcomes and eventually lead, via 'intermediate states' to impacts, the impact pathways need to be carefully examined and the following questions addressed:

    o Are there other causal pathways that would stem from the use of project outputs by other potential user groups?
    o Is (each) impact pathway complete? Are there any missing intermediate states between project outcomes and impacts?
    o Have the key impact drivers and assumptions been identified for each 'step' in the impact pathway.

Figure 3. A schematic 'impact pathway' showing intermediate states, assumptions and impact drivers (adapted from GEF EO 2009).

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27   GEF Evaluation Office (2009). ROtI: Review of Outcomes to Impacts Practitioners Handbook. http://www.gefweb.org/uploadedFiles/Evaluation_Office/OPS4/Roti%20Practitioners%20Handbook%2015%20June%202009.pdf

28   Evaluation of the efficiency and effectiveness in the use of resources to generate outputs is already a major focus within UNEP Terminal Evaluations.
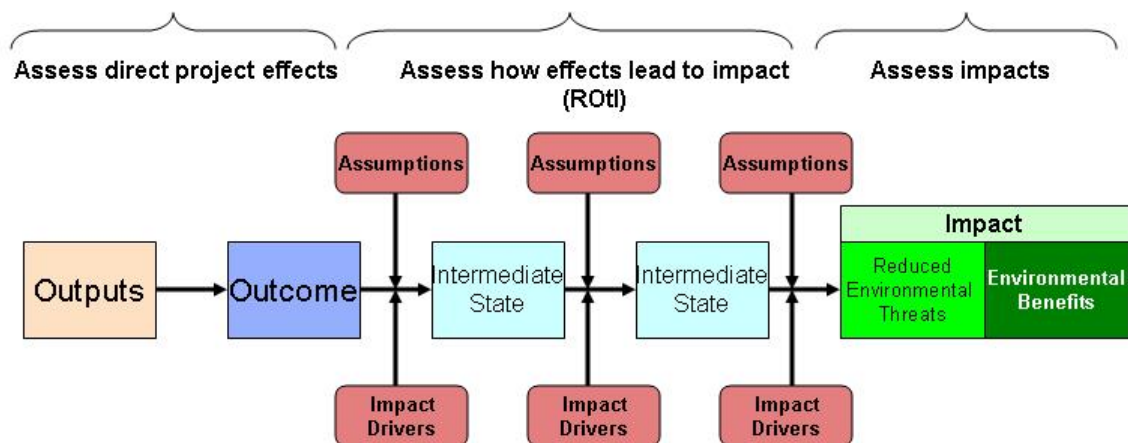
The process of identifying the impact pathways and specifying the impact drivers and assumptions can be done as a desk exercise by the evaluator or, preferably, as a group exercise, led by the evaluator with a cross-section of project stakeholders as part of an evaluation field mission or both. Ideally, the evaluator would have done a desk-based assessment of the project's theory of change and then use this understanding to facilitate a group exercise. The group exercise is best done through collective discussions to develop a visual model of the impact pathways using a card exercise. The component elements (outputs, outcomes, impact drivers, assumptions intended impacts etc.) of the impact pathways are written on individual cards and arranged and discussed as a group activity. Figure 4 below shows the suggested sequence of the group discussions needed to develop the ToC for the project.

Figure 4. Suggested sequencing of group discussions (from GEF EO 2009)
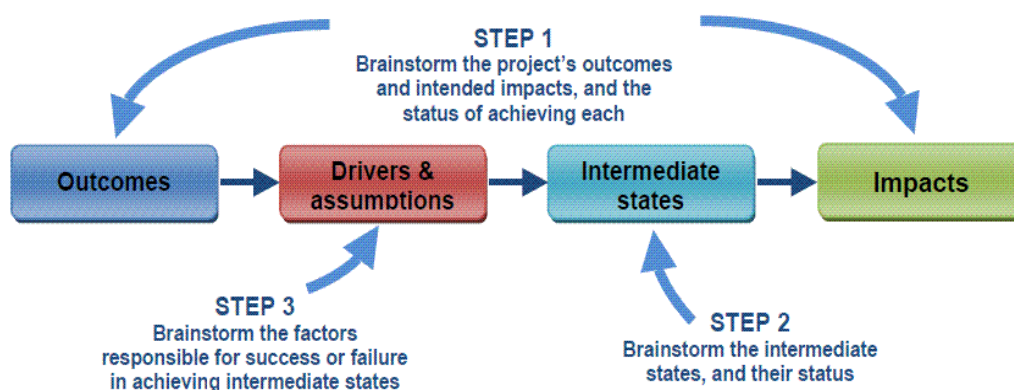
Once the theory of change model for the project is complete the evaluator can assess the design of the project intervention and collate evidence that will inform judgments on the extent and effectiveness of implementation, through the evaluation process. Performance judgments are made always noting that project contexts can change and that adaptive management is required during project implementation.

The ROtI method requires ratings for outcomes achieved by the project and the progress made towards the 'intermediate states' at the time of the evaluation. According the GEF guidance on the method; "*The rating system is intended to recognize project preparation and conceptualization that considers its own assumptions, and that seeks to remove barriers to future scaling up and out. Projects that are a part of a long-term process need not at all be "penalized" for not achieving impacts in the lifetime of the project: the system recognizes projects' forward thinking to eventual impacts, even if those impacts are eventually achieved by other partners and stakeholders, albeit with achievements based on present day, present project building blocks."* For example, a project receiving an "AA" rating appears likely to deliver impacts, while for a project receiving a "DD" this would seem unlikely, due to low achievement in outcomes and the limited likelihood of achieving the intermediate states needed for eventual impact (see Table 1).

Table 1. Rating scale for outcomes and progress towards 'intermediate states'

Outcome Rating	Rating on progress toward Intermediate States

D: The project's intended outcomes were not delivered	**D:** No measures taken to move towards intermediate states.
C: The project's intended outcomes were delivered, but were not designed to feed into a continuing process after project funding	C: The measures designed to move towards intermediate states have started, but have not produced results.
B: The project's intended outcomes were delivered, and were designed to feed into a continuing process, but with no prior allocation of responsibilities after project funding	B: The measures designed to move towards intermediate states have started and have produced results, which give no indication that they can progress towards the intended long term impact.
A: The project's intended outcomes were delivered, and were designed to feed into a continuing process, with specific allocation of responsibilities after project funding.	A: The measures designed to move towards intermediate states have started and have produced results, which clearly indicate that they can progress towards the intended long term impact.

Thus a project will end up with a two letter rating e.g. AB, CD, BB etc. In addition the rating is given a '+' notation if there is evidence of impacts accruing within the life of the project. The possible rating permutations are then translated onto the usual six point rating scale used in all UNEP project evaluations in the following way.

Table 2. Shows how the ratings for 'achievement of outcomes' and 'progress towards intermediate states translate to ratings for the 'Overall likelihood of impact achievement' on a six point scale.

Highly Likely	Likely	Moderately Likely	Moderately Unlikely	Unlikely	Highly Unlikely
AA AB BA CA BB+ CB+ DA+ DB+	BB CB DA DB AC+ BC+	AC BC CC+ DC+	CC DC AD+ BD+	AD BD CD+ DD+	CD DD

In addition, projects that achieve documented changes in environmental status during the project's lifetime receive a positive impact rating, indicated by a "+". The overall likelihood of achieving impacts is shown in Table 11 below (a + score above moves the double letter rating up one space in the 6-point scale).

The ROtI method provides a basis for comparisons across projects through application of a rating system that can indicate the expected impact. However it should be noted that whilst this will provide a relative scoring for all projects assessed, it does not imply that the results from projects can necessarily be aggregated. Nevertheless, since the approach yields greater clarity in the 'results metrics' for a project, opportunities where aggregation of project results might be possible can more readily be identified.

Results rating of project entitled:							
		Rating (D – A)		Rating (D – A)		Rating (+)	Overall
Outputs	Outcomes		Intermediary		Impact (GEBs)		
1.	1.		1.		1.		
2.	2.		2.		2.		
3.	3.		3.		3.		
	Rating justification:		Rating justification:		Rating justification:		

Scoring Guidelines

The achievement of **Outputs** is largely assumed. Outputs are such concrete things as training courses held, numbers of persons trained, studies conducted, networks established, websites developed, and many others. Outputs reflect where and for what project funds were used. These were not rated: projects generally succeed in spending their funding.

Outcomes, on the other hand, are the first level of intended results stemming from the outputs. Not so much the number of persons trained; but how many persons who then demonstrated that they have gained the intended knowledge or skills. Not a study conducted; but one that could change the evolution or development of the project. Not so much a network of NGOs established; but that the network showed potential for functioning as intended. A sound outcome might be genuinely improved strategic planning in SLM stemming from workshops, training courses, and networking.

Examples

Funds were spent, outputs were produced, but nothing in terms of outcomes was achieved. People attended training courses but there is no evidence of increased capacity. A website was developed, but no one used it. (Score – D)

Outcomes achieved but are dead ends; no forward linkages to intermediary stages in the future*.* People attended training courses, increased their capacities, but all left for other jobs shortly after; or were not given opportunities to apply their new skills. A website was developed and was used, but achieved little or nothing of what was intended because users had no resources or incentives to apply the tools and methods proposed on the website in their job. (Score – C)

Outcomes plus implicit linkages forward. Outcomes achieved and have *implicit forward linkages* to intermediary stages and impacts. Collaboration as evidenced by meetings and decisions made among a loose network is documented that should lead to better planning. Improved capacity is in place and should lead to desired intermediate outcomes. Providing implicit linkages to intermediary stages is probably the most common case when outcomes have been achieved. (Score - B)

Outcomes plus explicit linkages forward*.* Outcomes have *definite and explicit forward linkages* to intermediary stages and impacts. An alternative energy project may result in solar panels installed that reduced reliance on local wood fuels, with the outcome quantified in terms of reduced C emissions. Explicit forward linkages are easy to recognize in being concrete, but are relatively uncommon. (Score A)

Intermediary stages:

The **intermediate stage** indicates achievements that lead to Global Environmental Benefits, especially if the potential for scaling up is established.

"Outcomes" scored C or D. If the outcomes above scored C or D, there is no need to continue forward to score intermediate stages given that achievement of such is then not possible.

In spite of outcomes and implicit linkages, and follow-up actions, the project dead-ends. Although outcomes achieved have *implicit forward linkages* to intermediary stages and impacts, the project dead-ends. Outcomes turn out to be insufficient to move the project towards intermediate stages and to the eventual achievement of GEBs. Collaboration as evidenced by meetings and among participants in a network never progresses further. The implicit linkage based on follow-up never materializes. Although outcomes involve, for example, further participation and discussion, such actions do not take the project forward towards intended intermediate impacts. People have fun getting together and talking more, but nothing, based on the implicit forwards linkages, actually eventuates. **(Score = D)**

The measures designed to move towards intermediate states have started, but have not produced result, barriers and/or unmet assumptions may still exist. In spite of sound outputs and in spite of explicit forward linkages, there is limited possibility of intermediary stage achievement due to barriers not removed or unmet assumptions. This may be the fate of several policy related, capacity building, and networking projects: people work together, but fail to develop a way forward towards concrete results, or fail to successfully address inherent barriers. The project may increase ground cover and or carbon stocks, may reduce grazing or GHG emissions; and may have project level recommendations regarding scaling up; but barrier removal or the addressing of fatal assumptions means that scaling up remains limited and unlikely to be achieved at larger scales. Barriers can be

policy and institutional limitations; (mis-) assumptions may have to do with markets or public – private sector relationships. **(Score = C)**

Barriers and assumptions are successfully addressed. Intermediary stage(s) planned or conceived have feasible direct and explicit forward linkages to impact achievement; barriers and assumptions are successfully addressed. The project achieves measurable intermediate impacts, and works to scale up and out, but falls well short of scaling up to global levels such that achievement of GEBs still lies in doubt. **(Score = B)**

Scaling up and out over time is possible. Measurable intermediary stage impacts achieved, scaling up to global levels and the achievement of GEBs appears to be well in reach over time. **(Score = A)**

Impact: Actual changes in environmental status

 "Intermediary stages" scored B to A.

Measurable impacts achieved at a globally significant level within the project life-span. . (Score = '+')

Annex 9: Template for the assessment of the Quality of Project Design – UNEP Evaluation Office September 2011

Relevance		Evaluation Comments	Prodoc reference
Are the intended results likely to contribute to UNEPs Expected Accomplishments and programmatic objectives?			
Does the project form a coherent part of a UNEP-approved programme framework?			
Is there complementarity with other UNEP projects, planned and ongoing, including those implemented under the GEF?			
Are the project's objectives and implementation strategies consistent with:	i) Sub-regional environmental issues and needs?		
	ii) the UNEP mandate and policies at the time of design and implementation?		
	iii) the relevant GEF focal areas, strategic priorities and operational programme(s)? (if appropriate)		
	iv) Stakeholder priorities and needs?		
Overall rating for Relevance			
Intended Results and Causality			
Are the objectives realistic?			
Are the causal pathways from project outputs [goods and services] through outcomes [changes in stakeholder behaviour] towards impacts clearly and convincingly described? Is there a clearly presented Theory of Change or intervention logic for the project?			
Is the timeframe realistic? What is the likelihood that the anticipated project outcomes can be achieved within the stated duration of the project?			
Are the activities designed within the project likely to produce their intended results			
Are activities appropriate to produce outputs?			
Are activities appropriate to drive change along the intended causal pathway(s)			
Are impact drivers, assumptions and the roles and capacities of key actors and stakeholders clearly described for each key causal pathway?			
Overall rating for Intended Results and causality			
Efficiency			
Are any cost- or time-saving measures proposed to bring the project to a successful conclusion within its programmed budget and timeframe?			
Does the project intend to make use of / build upon pre-existing institutions, agreements and partnerships, data sources, synergies and complementarities with other initiatives, programmes and projects etc. to increase project efficiency?			
Overall rating for Efficiency			
Sustainability / Replication and Catalytic effects			
Does the project design present a strategy / approach to sustaining outcomes / benefits?			
Does the design identify the social or political factors that may influence positively or negatively the sustenance of project results and progress towards impacts? Does the design foresee sufficient activities to promote government and stakeholder awareness, interests, commitment and			

incentives to execute, enforce and pursue the programmes, plans, agreements, monitoring systems etc. prepared and agreed upon under the project?		
If funding is required to sustain project outcomes and benefits, does the design propose adequate measures / mechanisms to secure this funding?		
Are there any financial risks that may jeopardize sustenance of project results and onward progress towards impact?		
Does the project design adequately describe the institutional frameworks, governance structures and processes, policies, sub-regional agreements, legal and accountability frameworks etc. required to sustain project results?		
Does the project design identify environmental factors, positive or negative, that can influence the future flow of project benefits? Are there any project outputs or higher level results that are likely to affect the environment, which, in turn, might affect sustainability of project benefits?		
Does the project design foresee adequate measures to catalyze behavioural changes in terms of use and application by the relevant stakeholders of (e.g.):	i) technologies and approaches show-cased by the demonstration projects;	
	ii) strategic programmes and plans developed	
	iii) assessment, monitoring and management systems established at a national and sub-regional level	
Does the project design foresee adequate measures to contribute to institutional changes? [An important aspect of the catalytic role of the project is its contribution to institutional uptake or mainstreaming of project-piloted approaches in any regional or national demonstration projects]		
Does the project design foresee adequate measures to contribute to policy changes (on paper and in implementation of policy)?		
Does the project design foresee adequate measures to contribute to sustain follow-on financing (catalytic financing) from Governments, the GEF or other donors?		
Does the project design foresee adequate measures to create opportunities for particular individuals or institutions ("champions") to catalyze change (without which the project would not achieve all of its results)?		
Are the planned activities likely to generate the level of ownership by the main national and regional stakeholders necessary to allow for the project results to be sustained?		
Overall rating for Sustainability / Replication and Catalytic effects		■
Risk identification and Social Safeguards		
Are critical risks appropriately addressed?		
Are assumptions properly specified as factors affecting achievement of project results that are beyond the control of the project?		
Are potentially negative environmental, economic and social impacts of projects identified		
Overall rating for Risk identification and Social Safeguards		■
Governance and Supervision Arrangements		
Is the project governance model comprehensive, clear and appropriate?		
Are roles and responsibilities clearly defined?		
Are supervision / oversight arrangements clear and appropriate?		
Overall rating for Governance and Supervision Arrangements		■

Management, Execution and Partnership Arrangements		
Have the capacities of partner been adequately assessed?		
Are the execution arrangements clear?		
Are the roles and responsibilities of internal and external partners properly specified?		
Overall rating for Management, Execution and Partnership Arrangements		
Financial Planning / budgeting		
Are there any obvious deficiencies in the budgets / financial planning		
Cost effectiveness of proposed resource utilization as described in project budgets and viability in respect of resource mobilization potential		
Financial and administrative arrangements including flows of funds are clearly described		
Overall rating for Financial Planning / budgeting		
Monitoring		
Does the logical framework: • capture the key elements in the Theory of Change for the project? • have 'SMART' indicators for outcomes and objectives? • have appropriate 'means of verification' • adequately identify assumptions		
Are the milestones and performance indicators appropriate and sufficient to foster management towards outcomes and higher level objectives?		
Is there baseline information in relation to key performance indicators?		
Has the method for the baseline data collection been explained?		
Has the desired level of achievement (targets) been specified for indicators of Outcomes and are targets based on a reasoned estimate of baseline??		
Has the time frame for monitoring activities been specified?		
Are the organisational arrangements for project level progress monitoring clearly specified		
Has a budget been allocated for monitoring project progress in implementation against outputs and outcomes?		
Overall, is the approach to monitoring progress and performance within the project adequate?		
Overall rating for Monitoring		
Evaluation		
Is there an adequate plan for evaluation?		
Has the time frame for Evaluation activities been specified?		
Is there an explicit budget provision for mid term review and terminal evaluation?		
Is the budget sufficient?		
Overall rating for Evaluation		

Annex 10: Tentative Evaluation Schedule

Milestone	Date	Remarks
Contract start	15 May 2012	
Inception report	28 May 2012	
Field work during	1-15 June 2012	
Zero draft evaluation report to EO	29 June 2012	
First draft evaluation report to EO	8 July 2012	
Comments on first draft collated by EO and sent to consultant	10 August 2012	Summer break
Final report to EO	17 August 2012	
Contract ends	31 August 2012	

Tentative mission itinerary

Home base to Moscow	3 June 2012	
Moscow	4-5 June	
Moscow to Kiev	6 June	
Kiev	7-9 June	
Kiev to Astana	10 June	
Astana	11-12 June	
Astana to home base	13 June	

Annex 11: Annotated Table of Contents of the Inception Report.

Section	Notes
1. Introduction	Brief note of documents consulted in preparing the inception report.
2. Review of Project Design	Complete the Template for assessment of the quality of project design given in Annex of the Terms of Reference. **Data sources**: background information on context (UNEP or GEF programme etc.), first phase of project – if any, project document, logical framework.
3. Theory of Change Analysis	The section should start with a brief description of the project context. The 'theory of change' should be developed using the process described in Annex (Introduction to Theory of Change/Impact pathways, the ROtI Method and the ROtI results score sheet) of the TORs. The final ToC diagram can be designed on the basis of figure 3 of the above Annex. Outputs do not necessarily occur at the beginning of the process, additional outputs may be required at different stages of the process (for example to move from one intermediate state to another). The diagram can be represented horizontally or vertically. **Data sources**: project document, logical framework <u>and</u> a review of other project documents.
4. Evaluation Process Plan	This section should include: - Detailed evaluation questions (including new questions raised by review of project design and theory of change analysis). - Data Sources and Indicators - List of individuals to be consulted. - Distribution of roles and responsibilities among evaluation consultants (in case of larger evaluation teams). - Revised logistics (dates of travel and key evaluation milestones). The framework can be presented as a table for ease of use, showing which data sources will be used to answer which questions (see attached sample). **Data sources**: review of all project documents as per list in Annex. Discussion with project team on logistics.

Annex 19. Country mission schedule

UKRAINE

5 June (Tuesday) – arrival to Kiev and Piryatino

Time	To whom to meet with
19:00-21:00	Piryatino: Meeting with Anatoliy Podobailo, project coordinator. Planning meeting and discussion of the key evaluation questions.

6 June (Thursday) – Piryatino National Park

Time	To whom to meet with
10.00-11.00	Director of Piryatino national Park
11.00-14.00	National Park staff trained during the UNEP Project Local community participated in the UNEP Project Observation results of pilot project implemented in the frameworks of UNEP Project
15.00-17.00	Drive to Kanev, Kanevsky Nature Reserve

7 June (Friday) – Kanevsky Nature Reserve , PAs Training Centre

Time	To whom to meet with
10.00-11.00	N. Cherniy, Director of the Reserve
11.00-13.00	PAs Training Centre: Petrechenko, Deputy Director, Manager of the PAs Training Centre Trainers of the Training Centre
13.00-14.00	Lunch
14.00-16.00	PAs Training Centre: A. Podobaylo, Coordinator of UNEP Project in Ukraine
16:00-17:00	Phone calls to Ichnyansky National Park and Rivnensky Wildlife Refuge: V. Malomuzh, Manager of the Park Golovko, Manager of the Refuge

8 June (Friday) – Drive to Kiev

Time	To whom to meet with
11.00-12.00	N. Stetsenko, PAs Association of Ukraine, politician
12.00-13.00	V. Tolkachev, Ministry of Nature Resources and PAs of Ukraine)
13.00-14.00	Lunch
14.00-15.30	V. Boreiko, Director of the Cultural and Environmental Centre of Ukraine
16.00-20:00	Leaving for airport, Departure to Astana

KAZAKHSTAN

11 June (Monday) – meetings with stakeholders in Astana

Time	To whom to meet with
10.00-12.00	Visiting PAs Training Centre: Meeting with A. Iralina, Manager of the Centre
12:30 – 14:30	K. Ustemirov, Head of PAs Department of Forest and Hunting Committee of Kazakhstan
15:00-17:00	Meeting with trainers of PAs Training Centre in Astana

12 June (Tuesday):
Meetings in Astana (Svetlana will be staying in the office in Astana).
Meetings in Korgalzhino (Mikhail will be working in Korgalzhinsky Nature Reserve).

Meetings in Astana

Time	To whom to meet with
10.00-11.00	Evaluation process analysis, logistics revising
11.00-14.00	Documents review, interview of TC's staff
14.00-15.00	Interview with the TC's trainer
15.00-18.00	Documents review
18.00-19.00	Analysis of the work done (evaluators and A. Iralina)

Meetings in Korgalzhino:

Time	To whom to meet with
09.00-10.30	Drive to Korgalzhinsky Nature Reserve
10.30-12.00	Meeting with the staff of Korgalzhinsky Nature Reserve
12.10-13.10	Meeting with M. Aitzhanov, director of Korgalzhinsky Nature Reserve A.Koshkin and O. Koshkina, deputy directors of the Nature
13.30-14.30	Meeting with Alimzhanov family, members of local community
14.30-16.00	Meeting with the staff of Visit Centre of the Nature Reserve
16.00-18.00	Drive back to Astana

13 June (Wednesday) - Astana (PAs Training Centre)

Time	To whom to meet with
10.00-11.00	T. Kerteshev, Coordinator of ongoing UNDP project in Kazakhstan (follow up of UNEP Project)
11.00-14.00	Trainers of the Centre (discussion sustainability of results of UNEP Project): A.Beibakisheva, Yu. Tairbergenov, G. Kabanbaeva, A. Omarbekova
14.00-15.00	Lunch
15.00 – 16.30	A. Asylbekov, Manager of UNDP Project "Conservation of steppe ecosystems in Kazakhstan" (based on the results of UNEP Project)

14 June (Thursday) – Astana (PAs Training Centre)

Time	To whom to meet with
09.00-12.00	Resulting meeting with the former team of UNEP Project in Kazakhstan (discussion of outcomes of UNEP Project in Kazakhstan)
12.30-13.30	Lunch
14.00-16.00	Resulting meeting with the staff of the Training Centre (lessons learned)
20.00	Departure to Moscow

RUSSIA

15 June (Friday) – Moscow (Centre "Zapovedniki" office, Starokonushenny per., 19, Moscow)

Time	To whom to meet with
10.00-11.00	Visiting Training Centre for PA in Moscow
12.00-13.00	Svetlana Kopylova, Project Manager: planning meeting (discussion of the objectives of the evaluation and logistics issues)
13.00-14.00	Lunch
14.00-17.00	Svetlana Kopylova, Project Manager: interview (asking evaluation questions)
17.00-18.00	Review of financial reports and project's outputs.

18 June (Monday):

Meetings in Moscow (Svetlana will be staying in the office in Moscow).
Meetings "Ugra" National Park ("Ugra" National Park, Kaluga region).

Meetings in Moscow

Time	To whom to meet with
11.00-13.00	Interview with Natalia Danilina, National Director of UNEP Project, Head of Zapovedniki EcoCentre
13.00-14.00	Lunch
14.00-15.00	Interview with Natalia Danilina and phone call interview with Olga Krever, Advisor of the Head of the Rosprirodnadzor, Ministry of Nature Resources
15.00-18.00	Documents review Interview with federal decision-makers and TC's trainers by phone: Vsevolod Stepanitsky, Amirkhan Amirkhanov
18.00-19.00	Natalia Danilina (closing meeting. Evaluation results discussion and clarification of the issues)

Meetings "Ugra" National Park

Time	To whom to meet with
11.00-19.00	Meeting with staff trained within the project and current trainers (area of one of the pilot projects in frameworks of UNEP Project)

Annex 20. List of people interviewed during the country mission

	Name	Target group	Position	Contact details
	Name	**Target group**	**Position**	**Contact details**
	KAZAKHSTAN			
1.	Azhar Baibakisheva	**Trainer**	Expert, the World Bank project on forest conservation	Azhara.baibak@mail.ru
2.	Aleksey Koshkin	Trainer and PA staff	Science Director, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
3.	Alexander Fedulin	Trainer and PA staff	Researcher, Korgalzhinsky Nature Reserve	alekkz@rambler.ru +77051132534
4.	Boris Rybakov	Trainer and PA staff	Chief Ranger, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
5.	Nikolay Luft	Trainer and PA staff	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
6.	Olga Koshkina	Trainer and PA staff	Environmental Education Director, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
7.	Alla Ilchenko	**Local community**	Owner of tourist homestay, Balykty	+77163353271 +77014012991
8.	Nadezhda	Local community	Owner of tourist homestay, Korgalzhyno	+77163721159 +77029239248
9.	Oksana Lukashuk	Local community	Owner of tourist homestay, Balykty	+77163353106 +77016644713
10.	Erbol Dyusenov	Local community/ Businessman	Farmer, Ereimentau district, Akmola Region	+77057830421
11.	Aimantay Tulkhiybekov	**PA staff trained by TC**	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
12.	Aitzhan Kikhmetov	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
13.	Alexander Dusenbaev	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
14.	Alexander Megin	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
15.	Alexander Zhgun	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
16.	Arman Kurmanbaev	PA staff trained by TC	Chief Ranger	+77122283062
17.	Bekzat Kosharmetov	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
18.	Berik Ryspaev	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
19.	Boris Yanushevsky	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
20.	Bulat Iskakov	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru

	Name	Target group	Position	Contact details
21.	Gulden Abdykenova	PA staff trained by TC	Researcher, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
22.	Gulmira Kozhabekova	PA staff trained by TC	Specialist on Environmental Education, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
23.	Gulzhakhan Sakaueva	PA staff trained by TC	Science Director, Karataussky Zapovedniki	+77253636966
24.	Kairat Ergaliev	PA staff trained by TC	Inspector, Arzhaik Nature Reserve	+77017458992
25.	Lyudmila Luft	PA staff trained by TC	Specialist on Environmental Education, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
26.	Maksat Elemesov	PA staff trained by TC	Director, Semey Orman Nature Reserve	+77222514196
27.	Marat Makhimov	PA staff trained by TC	Researcher, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
28.	Valentina Zhakupbekova	PA staff trained by TC	Specialist on Environmental Education, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
29.	Yugeny Basylev	PA staff trained by TC	Inspector, Korgalzhinsky Nature Reserve	Olga.koshkina@mail.ru
30.	Zauresh Alimbetova	PA staff trained by TC	Director, Barsakelmessky Zapovedniki	+77243322231
31.	Alia Iralina	**Training Centre**	Director, UNEP Project Coordinator	alia.iralina@rambler.ru www.tabigat-alemi.kz 8-777-177-31-21; 8-707-177-31-21
32.	Aray Belgubaeva	Training Centre	Trainer of the Training Centre	
33.	Amanbek Kalzhanov	**Politician**	Head of Administration of Ereimentau district, Akmola Region, Ereimentau Territory of Berektau National Park	+7-7163322182 +7-7163321333 +7-7017773599
34.	Kairat Ustemirov	Politician	Forestry and Hunting Committee of Ministry of agriculture of Kazakhstan Former Director of UNEP Project	ustemirov@minagri.kz ustemirov@minagri.kz
35.	Sagadat Akkozhina	Politician	Deputy Head of Administration, Akmolinskaya oblast, rayon Korgalzhyn	0077163721579 0077012705693
36.	Sirikbay Kushkumbayev	Politician	Deputy Head of Administration of Ereimentau district, Akmola Region, Ereimentau	+7-7163322182 +7-7163321333
37.	Gulmira Kabanbaeva	UNDP Project	Former Administrator of UNEP Project	k_gumi@mail.ru
38.	Aiman Omarbekova	UNDP Project staff	Expert on Ecosystems and Conservation planning, UNDP/GEF Project "Conservation	Aiman.omarbekova@undp.org +7717232-23-26 +77017543837

Name	Target group	Position	Contact details
		and management of Steppe ecosystems in Kazakhstan" Trainer of PA TC	
39. Assylkhan Assylbekov	UNDP Project staff	National Project manager, UNDP/GEF Project "Conservation and management of Steppe ecosystems in Kazakhstan"	Assylkhan.assylbekov@undp.org astatur@rambler.ru +77172320637 +77017254543
40. Talgat Kerteshev	UNDP Project staff, developer of UNEP Project	Trainer of the TC on management planning for PAs. Manager of UNDP/GEF Kazakhstan Wetlands Project Manager of UNDP/GEF Project "Development of National Strategy and Action Plan for conservation and sustainable use of biodiversity in Kazakhstan"	tkerteshev@mail.ru talgat.kerteshev@mail.ru
41. Yuzan Tairbergenov	World Bank/GEF Project staff	Trainer of the TC on law enforcement and legislation, Research and monitoring Analyst, World Bank/GEF Project "Kazakhstan forest protection and reforestation project	+77172-411769 +77777843703 tairbergenov@fprp.kz
UKRAINE			
42. Vladimir Mylenko	**Local community**	Environmental Inspector, Piryatino District	
43. Boris Krat	PA staff	Director, Piryatino National Park	
44. Elena Altyn-Para	PA staff	Economist, Piryatino National Park	
45. Elena Ponomarenko	PA staff	Environmental education specialist, Piryatino National Park	
46. Irina Rybetz	PA staff	Specialist on PA Protection, Piryatino National Park	
47. Sergei Plyakha	PA staff	Chief Ranger, Piryatino National Park	
48. Vladimir Cherniy	PA staff	Director of Kanevsky Zapovedniki	+38-0473632991
49. Oksana Golovka	PA staff, Implementer of pilot project	Environmental education specialist, Rivnensky Zapovedniki	
50. Valentina Malomuzh	PA staff, Implementer of pilot project	Environmental education specialist, Ichnyansky National Park	
51. Mikola Stetsenko	**Politician**	National director of UNEP Project,	+380459654425

	Name	Target group	Position	Contact details
			Director of PA Association of Ukraine	+380459654695 dbwo@ukr.net
52.	Alexey Nichiporenko	Politician	Head of Piryatino District Administration	
53.	Alexander Polishko	**Trainer of TC, PA staff**	Specialist on environmental education, Kanevskiy Zapovedniki	Bomba_kpz@rambler.ru +38-0473632991
54.	Konstantin Ruban	Trainer of TC, PA staff	Engineer of the Forest Protection Department, Kanevskiy Zapovedniki	+38-0473632991
55.	Oleg Petrichenko	Trainer of TC, PA staff	Chief Ranger, Kanevsky Zapovedniki	Druid_kpz@rambler.ru +38-0473632991
56.	Svetlana Matviychuk	Trainer of TC, PA staff	Law Specialist, Kanevskiy Zapovedniki	Atevz_kpz@rambler.ru +38-0473632991 +38-0973521501
57.	Vasyl Tolkachov	UNDP/GEF Project staff	Coordinator, UNDP/GEF Project "Strengthening Governance and Financial Sustainability of the National Protected Area System in Ukraine"	+380442061429 +380504465005 Vasyl.tolkachev@undp.org
58.	Anatoliy Podobaylo	UNEP Project staff	Director, PA Training Centre, Deputy Dean of Kiev State University	
59.	Vladimir Boreiko	UNEP Project staff, NGO	Director, Kievsky Cultural and Environmental Centre	+38-067-715-27-90 kekz-office@ukr.net
	RUSSIA			
60.	Elena Piskunova	Business	Vice-Director of the company LTD "PERFETTI VAN MELLE"	Moscow region Phone: +7 495 9602800
61.	Aleksandr Gubernatorov	PA staff	Director, National park "Samarskaya Luka"	Orfr2010@mail.ru
62.	Galina Zamyatina	PA staff	Vice-director, Astrakhansky Zapovedniki	8(8512)301791
63.	Osip Lionovich Tuninsky	PA staff	"Kuzminki" nature park, Vice-director	ecopc_kuzm@mail.ru 8(495)3773593
64.	Valentina Karpova	PA staff	Environmental education specialist, Ugra National Park	+74842725791 +74842725081 parkugra@kaluga.ru
65.	Valery Novikov	PA staff	Director, Ugra National Park	+74842725791 +74842725081 parkugra@kaluga.ru
66.	Vasily Ivanovich Sutula	PA staff	Director, Baikalsky Zapovedniki	vasilysu@mail.ru
67.	Vyacheslav Sherbakov	PA staff	Director, "Stolby" Zapovedniki	slavafinance@mail.ru

Name	Target group	Position	Contact details
68. Victor Grishenkov	PA staff, trainer	Chief forester, Ugra National Park	+74842725791 +74842725081 parkugra@kaluga.ru
69. Amirkhan Amikhanov	Politician	Vice-Head of the Federal Service on control in the nature resources use (Rosprirodnadzor), Ministry of Nature Resources	+7499 254 2577 AAM@rpn.gov.ru
70. Olga Krever	Politician	Advisor of the Head of the Rosprirodnadzor, Ministry of Nature Resources	+79163533136 okrever@mail.ru
71. Vsevolod Stepanitsky	Politician	Vice-Head of the Department of State Policy and regulations in the field of environmental protection and ecological safety, Ministry of Nature Resources	vbstep@mail.ru
72. Natalia Danilina	Project EA staff	National Director of the UNEP/GEF Project, Head of Zapovedniki EcoCentre	danilina.Zapovedniki@gmail.com
73. Svetlana Kopylova	Project EA staff	Manager of the UNEP/GEF Project, Education specialist of Zapovedniki EcoCentre	kopylova.Zapovedniki@gmail.com
74. Dmitry Petrovich Voitovich	Project EA staff/PA staff	Director of the environmental education Centre "Tsarskaya Paseka"	dmirovich@gmail.com 8(499)1663687
75. Ludmila Khorosheva	UNEP staff	Finance Assistant, UNEP Moscow Office, DEPI	+7 495 981 45 88 Ludmila.Khorosheva@unep.org
BELARUS			
76. Grechanik Liudmila	PA staff	HR Department of the National Park of Bialowieza Forest, the former director of the Museum of the GPU "National Park Bialowieza Forest"	beltour07@mail.ru
77. Petkeviya Vladimir Valer'yanovich	PA staff	Specialist of ecotourism of the "The National Park Braslavsk Lakes"	braslav_by@mail.ru
78. Natalia Anatolievna Archipenko	PA staff	Deputy Director for Science Park "Braslavsk Lakes"	+375297195439
79. Igor Romaniuk	PA staff	Director of the republic reserve "Osveysky"	osveja@rambler.ru
80. Valery Ivkovich	Project EA staff	Deputy Director for Science of the Berezinskii Biosphere Reserve	valery.ivkovich@tut.by
81. Kashtalyan Alexander	Project EA staff	Senior Scientist of the Berezinskii Biosphere Reserve	a_kashtalian@tut.by

Annex 21. List of people for the distribution of the First Draft Report

Name	Target group	Position	Contact details
KAZAKHSTAN			
1. Alia Iralina	Training Center	Director, UNEP Project Coordinator	alia.iralina@rambler.ru www.tabigat-alemi.kz 8-777-177-31-21; 8-707-177-31-21
2. Kairat Ustemirov	Politician	Forestry and Hunting Committee of Ministry of agriculture of Kazakhstan Former Director of UNEP Project	ustemirov@minagri.kz ustemirov@minagri.kz
3. Gulmira Kabanbaeva	UNDP Project	Former Administrator of UNEP Project	k_gumi@mail.ru
UKRAINE			
4. Mikola Stetsenko	Politician	National director of UNEP Project, Director of PA Association of Ukraine	+380459654425 +380459654695 dbwo@ukr.net
5. Anatoliy Podobaylo	UNEP Project staff	Director, PA Training Center, Deputy Dean of Kiev State University	
6. Vladimir Boreiko	UNEP Project staff, NGO	Director, Kievsky Cultural and Environmental Center	+38-067-715-27-90 kekz-office@ukr.net
RUSSIA			
7. Natalia Danilina	Project EA staff	National Director of the UNEP/GEF Project, Head of Zapovedniki Ecocenter	danilina.zapovedniks@gmail.com
8. Svetlana Kopylova	Project EA staff	Manager of the UNEP/GEF Project, Education specialist of Zapovedniki Ecocenter	kopylova.zapovedniks@gmail.com
9. Ludmila Khorosheva	UNEP staff	Finance Assistant, UNEP Moscow Office, DEPI	+7 495 981 45 88 Ludmila.Khorosheva@unep.org
BELARUS			
10. Valery Ivkovich	Project EA staff	Deputy Director for Science of the Berezinskii Biosphere Reserve	valery.ivkovich@tut.by
11. Kashtalyan Alexander	Project EA staff	Senior Scientist of the Berezinskii Biosphere Reserve	a_kashtalian@tut.by

SVETLANA KOZLOVA

66 Pacific Ave, Toronto, Ontario, Canada. sveta2404@gmail.com, (315) 412-5470

PROGRAM PLANNING, MANAGEMENT & EVALUATION PROFESSIONAL

| ┹ **Results-Based Strategic Planning** | ┹ **Writing and Assessment of International Grant Proposals** | ┹ **Formative, Summative, and Impact Evaluation** |

PROFESSIONAL PROFILE

- **12 years of experience in the environmental non-profit sector** on management positions: coordination of international relations; planning, management and evaluation of projects.
- **10 years' experience in the areas of training, coaching and facilitation** for businesses, governmental agencies, advisory bodies, and NGOs: developing a training curriculum, organizing workshops and being a trainer in non-profit organization strategic development and management; grant proposals writing; project planning, management, and evaluation; including environmental topics, for instance, development of the FSC-certification.
- **Country experience:** USA, Russia, Mongolia, Kazakhstan, Ukraine, and Hungary.
- **Citizenship**: Russian; Canadian Permanent Resident.

EDUCATION

- **State University of New York College of Environmental Science and Forestry (SUNY-ESF), Syracuse, NY** (2009)
  Master of Professional Studies in Natural Resources Management

- **Tomsk State University, Tomsk, Russia** (2004)
  Diploma of Specialist in Ecology and Nature Management

- **Tomsk State University, Tomsk, Russia** (2003)
  Bachelor of Science

PROFESSIONAL EXPERIENCE

Evaluation Consultant, UNEP Evaluation Office, Nairobi, Kenya (May 2012-present)

- ❖ Coordinated Terminal Evaluation of the project "Strengthening the Network of Training Centers for Protected Area Management Through Demonstration of a Tested Approach"-GEF 1776.
- ❖ Determined the extent to which progress made during the project lead to the accomplishment of the project's outcomes and intended impact in four years after the project completion.
- ❖ Selected the evaluation methodology and prepared the inception report to the UNEP Evaluation Office on behalf of the Supporting Consultant.
- ❖ Organized and conducted the evaluation mission in the project countries: Russia, Ukraine, and Kazakhstan.
- ❖ Prepared the Evaluation Report and reviewed selected sections written by the Supporting Consultant.

Planning, M&E Consultant of the WWF-Russia Altay-Sayan Ecoregion (ASER), Russia

(2010–Present)

- ❖ Co-author of the WWF Altay-Sayan Ecoregional Strategy for Russia, Kazakhstan, Mongolia, and China, and co-author of the WWF-Russia Altay-Sayan Ecoregion Strategic Plan.
- ❖ Participated and prepared inputs (summary documents, on-line publications, and presentations) for the WWF-ASER Steering Committee meeting in Mongolia in 2011.

- ❖ Consulted the Project Coordinator and the WWF-network partners from Mongolia, Netherland, and the USA on using the Results-Based management tools in the development of the strategic documents: Problem Tree, SMART Goal and Objectives, Logframe and Performance Indicators design; re-designed objectives and intermediate outcomes for conservation strategies making them SMART.
- ❖ Constructed the Conceptual Model, the Result Chains, Action Plan, as well as Monitoring and Evaluation framework for the strategic documents using the Miradi software for conservation projects.
- ❖ Assisted the Project Coordinator in writing programs and grant proposals to the international donors.
- ❖ Conducted on-going research and analysis of planning and monitoring methodologies.

Planning and evaluation expert, Global Greengrants Fund (GGF), Russia (2010)

- ❖ Worked in a jury committee to evaluate grant proposals from local conservation groups and individuals in Novosibirsk.
- ❖ Designed and facilitated strategic planning session for the development of the Environmental Alliance "Ecodelo" and drafted the Development Strategy for the next 5 years.

Development Director, International Non-Governmental Organization "FSC Russia Office," Russia (2009-2011)

- ❖ Drafted weekly Action and Monitoring Plans on behalf of the Director of the office.
- ❖ Assessed organizational performance and made recommendations on its improvement through introducing new planning, monitoring, and evaluation approaches.
- ❖ Reviewed current action plans, strategies, and project design documents and provided the Director of the organization with the solutions to the problems.
- ❖ Monitored and evaluated the effectiveness of external PR campaigns to reveal deviation among expected and accomplished outcomes.
- ❖ Made recommendations to the Director of the Office to improve relations with key stakeholders through new communication strategies and negotiation models.
- ❖ Negotiated with international, national and regional businesses and non-profit organizations to promote FSC-certification and develop joint initiatives.
- ❖ Organized the 5th conference of the Russian National Working group (the National Initiative).

Projects Director, Tomsk regional public organization "Institute of International Environmental Safety" (IIES), Russia (2002-2008)

Chairperson of the Board (10/2007 – 08/2008):

- ❖ Hired, and trained staff on project planning and management and other necessary topics.
- ❖ Maintained dialogue with key regional, national and international stakeholders: governmental agencies, non-profit, and businesses.

Projects Director (11/2002 – 08/2008):

- ❖ Wrote more than 20 successful grant proposals financed by national and international donors. Coordinated and administrated 10 biodiversity conservation and capacity-building projects: drafted, reviewed and approved contracts, action and monitoring plans, cash flows, work-flows and invoices, for instance, 3-year Darwin Project (№ 14-045) between UK-Russian NGOs «Sustainable Support for Biodiversity and Forestry in Tomsk Taiga, Siberia».
- ❖ Carried out basic research on baseline and monitoring data from diverse sources to assess progress made in the implementation of current programs and projects.
- ❖ Guided regional, national and international teams to monitor and evaluate project/program performance; drafted on-site assessments reports, preliminary and final to verify that monitoring and evaluation goals are met, providing additional quality check of information obtained from various sources, and investigating conflicting issues.
- ❖ Drafted and reviewed final informational and financial reports with regards to donor's requirements and ensure that all the information is accurate, clear and adequate.
- ❖ Developed project proposals with key stakeholders through workshops and round-table discussions: drafted logical framework for the projects, performance indicators, outputs and outcomes, and selected monitoring and evaluation methodology.
- ❖ Made oral presentations and gave mass media interviews about the projects activities.

International Coordinator (11/2002 – 08/2008):

❖ Produced materials about organization and its activities for foreign partners and participated in international networks meetings and discussions.

❖ Built and developed partnerships and wrote grant proposals to the international donors.

Vice-chairperson of the Board (11/2002 – 10/2007):

❖ Developed grant proposals together with other project managers and organized external public events like seminars, roundtable meetings, and conferences.

Other Consulting Experience (selected)

Trainer, Business Training Centre, Siberian Branch of the Russian Academy of Civil Service under the President of the Russian Federation, Novosibirsk, Russia: developed training curricula on the Results-Based Management and Strategic Planning, Monitoring, and Evaluation. (2010-present)

Facilitator, Syracuse, NY: Central New-York Speaks, Strategic Planning in the United Church of Fayetteville, Mix It Up Forum for Cultural Exchange at Syracuse University. (2008-2009)

Co-establisher, FSC Regional Working Group, Tomsk, Russia. (2008)

Co-president (3 years), secretary (2 years), Tomsk City Advisory Board, Tomsk, Russia: reviewed and improved administrative procedures and guidelines; participated in and facilitated public hearings; liaised with member organizations (individuals, local communities, businesses, and governmental agencies). (2003-2008)

Chairperson of the Control Supervisory Board, Inter-regional NGO Ecological Centre Strizh, Tomsk, Russia (2007-2008).

Chief Executive, Tomsk Oblast Nature Protection Society, Tomsk, Russia. (2005-2006)

PUBLICATIONS

- Kozlova, S. 2010. "Evaluation of the effectiveness of the United Nations Framework Convention on Climate Change Secretariat in capacity-building in developing countries". *The 9th European Evaluation Society International Conference*. Praga.

- Kozlova, S. 2008. "Sustainable forestry as a factor of rural territories development". *Tomsk regional quart. Informational bulletin Tomskiy agrovestnik*.

- Blinova, T., Olonova, M., Kurbatskiy, D., Fuller, R., Tailor, L., Hand, K., Kozlova S., Romanova, M. 2007. "*Studying biodiversity of Tomskiy Reserve for further FSC-certification development: The results of the expedition in the State Federal Reserve "Tomskiy".* Tomsk Publishing House "Deltaplan".

MIKHAIL PALTSYN

28, Kommunistichesky St., Gorno-Altaisk, Russia. paltsyn@mail.ru, +7(903) 956-7389

CONSERVATION PROJECT AND PROGRAM PROFESSIONAL

✚ **Writing and Evaluation of Grant Proposals and Reports**	✚ **GEF Project Planning, Coordination, and Evaluation**	✚ **Development and Management of Conservation Projects and Programs**

PROFESSIONAL PROFILE

20 years of internationally recognized experience in planning and coordination of conservation projects in the Altai-Sayan Ecoregion, including UNDP/GEF and WWF programs.

14 years' experience of successful cooperation with international donors such as UNDP, UNEP, WWF, US Fish and Wildlife Service, MAVA Foundation, Citi Foundation, Weeden Foundation, Turner Foundation, Global Greengrants Fund, ESRI Conservation Program.

3 years' experience in organizing and conducting evaluations of WWF, UNDP and UNEP projects.

Country experience: Russia, Mongolia, Kazakhstan, Ukraine, Turkmenistan.

Citizenship: Russian.

EDUCATION

Biology Faculty, Lomonosov's Moscow State University, Moscow, Russia   (1989-1993)
Specialist's diploma in Zoology and Ecology (5 years)

PROFESSIONAL EXPERIENCE

Evaluation Consultant, UNEP Evaluation Office, Nairobi, Kenya   (May 2012-present)

- ❖ Conducted Terminal Evaluation of the project "Strengthening the Network of Training Centers for Protected Area Management Through Demonstration of a Tested Approach"-GEF 1776.
- ❖ Determined the extent to which progress made during the project lead to the accomplishment of the project's outcomes and intended impact in four years after the project completion.
- ❖ Prepared the Inception Report and evaluation questions on behalf of the Team Leader.
- ❖ Took part in the evaluation mission in the project countries (Russia, Ukraine, and Kazakhstan) and interviewed key stakeholders.
- ❖ Wrote selected sections of the main report and provided constructive comments on the draft report prepared by the Team Leader.

Project Coordinator, World Wide Fund for Nature (WWF), Altai-Sayan Ecoregion (ASER), Russia
(Jul 2009-present)

Senior Project Coordinator - after January, 2012.

Planning, Monitoring, and Evaluation

- ❖ Took part in WWF-Russia and WWF-ASER strategic planning and reporting sessions.
- ❖ Developed conservation Projects/Programs, Strategies, Monitoring Programs, and Action Plans for conservation of endangered species like Altai Argali, Snow Leopard, Saker Falcon and Mongolian Marmot.
- ❖ Developed annual WWF-ASER Action Plan, including the Logfram and performance indicators.
- ❖ Co-author of the Conservation Action Plan for the Russian part of the ASER, and the ASER Ecoregion Strategy for Russia, Mongolia, Kazakhstan, and China.
- ❖ Wrote grant proposal to private donors, international foundations and business corporations.
- ❖ Formed grants reviewing committee and made the final decision about the distribution of the WWF grants to local grant receivers (individuals, local communities, and NGOs).
- ❖ Developed project monitoring, reporting, and evaluation system for WWF grants receivers.
- ❖ Organized continues monitoring of the progress made by the WWF grants recipients.
- ❖ Reviewed reports from the WWF grants recipients and prepared final projects reports to the WWF' donors.

- ❖ Performed annual internal evaluation of the WWF-ASER grant programs and determined the effectiveness of the supported projects: lessons learned and strategies of success.
- ❖ Developed knowledge sharing framework and tools to increase WWF-ASER programs and projects effectiveness and efficiency.

Staff Supervision and Project Coordination

- ❖ Coordinated the work of WWF Altai-Sayan field staff and partners in implementing conservation projects and preparation of scientific reports and publications.
- ❖ Liaised with managers of Protected Areas, local communities, NGOs and research institutions on effective implementation of conservation projects.
- ❖ Coordinated more than 20 conservation projects for endangered species conservation (Snow Leopard, Altai Argali and Saker Falcon) through the development of a network of Protected Areas (Econet), organization of anti-poaching campaigns, supporting alternative livelihood initiatives of local communities and other mechanisms.

International Relations and Fundraising

- ❖ Coordinated transboundary conservation projects of WWF Russia and Mongolia in Altai-Sayan Ecoregion (joint programs for conservation and monitoring of endangered species and establishing Transboundary Protected Areas).
- ❖ Took part in international conferences and workshops to share the experience of the WWF-ASER office.
- ❖ Organized fundraising tours to promote ASER Ecoregion among the USA donors.
- ❖ Increased the funding of WWF Altai-Sayan Programs by 50% for the period 2009-2012 in result of cooperation with international and national donors.

Coordinator of the Expert Group on Endangered Species, UNDP/GEF Project "Biodiversity conservation in the Russian portion of Altai-Sayan Ecoregion" (2006-2010)

Planning, Monitoring and Evaluation

- ❖ Developed annual action plans and prepared progress reports for endangered species conservation and sustainable livelihood program implemented under the UNDP/GEF project.
- ❖ Developed monitoring and evaluation system for the project, including Logframe and performance indicators.
- ❖ Prepared and took part in the mid-term and terminal evaluation of the UNDP/GEF project to assess the extent on achieving outcomes.

Project Coordination

- ❖ Coordinated grant program to support conservation projects of local groups for endangered species conservation in the Altai-Sayan Ecoregion.
- ❖ Controlled the implementation of more than 40 projects, including establishing Sailugem National Park and Ak-Cholushpa Nature Park; development of monitoring systems for Snow Leopard, Altai Argali and Saker Falcon in Altai-Sayan Ecoregion; development of sustainable livelihood projects for local communities in snow leopard habitats in Altai and Tuva.
- ❖ Built cooperation among UNDP/GEF and WWF projects in Russia and Mongolia; and main stakeholder groups (local communities, NGOs, governmental agencies, and businesses) for conservation of endangered species.

Director, Arkhar non-governmental conservation organization, Altai Republic, Russia

(2004-2007)

- ❖ Wrote grant proposals to private donors and international foundations.
- ❖ Administrated grant programs to support conservation projects of local groups.
- ❖ Organized the mid-term evaluation of the WWF-Russia Altai-Sayan conservation Program in 2006.
- ❖ Coordinated conservation and research projects, including, building GIS database and field expeditions for monitoring and conservation of Snow Leopard, international monitoring system for Altai argali transboundary populations in Russia, Kazakhstan and Mongolia; anti-poaching campaigns in snow leopard and Altai argali habitats.
- ❖ Liaised with international researchers and organizations to study and conserve Altai argali transboundary populations in Russia and Mongolia.

Senior Researcher, Altaisky State Nature Zapovednik (Reserve), Altai Republic, Russia,

(2001-2004)

- ❖ Organized regular expeditions to study Altai argali population in Chikhachev Ridge area, Altai Republic, Russia.
- ❖ Developed GIS Databases for monitoring of Central Altai Bird Species diversity, and conservation of species and lakes ecosystems in the Altaisky Zapovednik.
- ❖ Organized Conservation GIS Conference in Yakutsk.

Science Director, Katunsky Biosphere Zapovednik (Reserve), Altai Republic, Russia,

(1999-2001)

- ❖ Developed planning, monitoring and evaluation system for all scientific and conservation programs of the Reserve.
- ❖ Developed Management Plan for Katunsky Biosphere Zapovednik.
- ❖ Raised funds from international donors to support anti-poaching ranger groups of Altaisky and Katunsky Zapovedniks.
- ❖ Prepared and coordinated field research and ecological monitoring.
- ❖ Established GIS Laboratory in the reserve and organized its work.
- ❖ Built GIS database for the reserve and Ust-Koksa District of the Altai Republic.

Researcher Altaisky State Nature Reserve Zapovednik (Reserve), Altai Republic, Russia,

(1993-1999)

- ❖ Organized field research and developed recommendations for conservation of Altai argali in Chikhachev Range.
- ❖ Established GIS Laboratory in the reserve and organized its work.
- ❖ Built GIS databases for Altai Argali Monitoring & Conservation in Chikhachev Range and conservation of amphibians and reptilians of Altai Republic.
- ❖ Established effective cooperation between Altaisky Zapovednik and WWF-Russia for conservation of Altai argali.

Other Consulting Experience

Conservation GIS trainer, ESRI Conservation Program: organized 15 Conservation GIS Trainings for conservation groups, Protected Areas and Research Institutes in Russia, Turkmenistan, Kazakhstan and Mongolia: trained about 150 people (1999-2008).

PUBLICATIONS (selected)

- Paltsyn, M. Y. 2001. Conservation GIS in Altai Mountains, Russia: First Experience with GIS by ESRI. *SC GIS Electronic Newsletter.* Volume 1 (1). Special International Theme Issue.
- Paltsyn, M.Y. 2001. Conservation GIS in Altai Mountains, Russia. *Conservation Geography.* ESRI Press, Redlands, California, USA. Pp. 189-190.
- Maroney, R. L., Paltsyn, M. Y. Altai argali (O. a. ammon). 2003. Status and Distribution in Western Mongolia and the Altai-Sayan. Caprinae. *Newsletter of the IUCN/SSC Caprinae Specialist Group.* Pp. 4-7.
- Paltsyn, M. Y. 2012. Russia. Golden roots in Altai-Sayan. In: M. Brouwer (ed.) *The Ecosystem Promise.* MB Publishers, Pp. 80-84.

PRESENTATIONS (selected)

- "Snow Leopard and Altai Argali Conservation in Altai-Sayan Ecoregion", guest speaker, WWF-USA and WWF-Germany. March 2012, Washington DC and Berlin.
- "Biodiversity Conservation Projects in the Russian portion of Altai-Sayan Ecoregion in 2006-2010, Altai Conservation Alliance Meeting, February 2011, San-Francisco, USA.
- "Snow Leopard Status and Conservation in Russia", International Conference "Range wide Conservation of Snow Leopard", March 2008, Beijing, China.