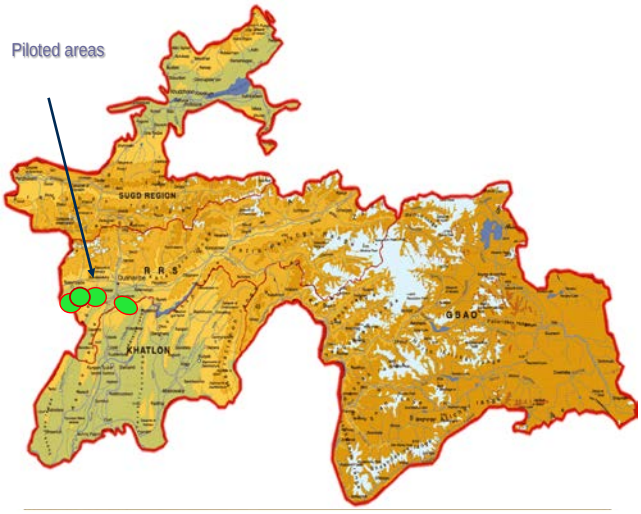
Terminal Evaluation Report

"Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction"
(PIMS 3514)
UNDP/GEF Medium Sized Project

September 2008 – March 2012



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Sharigul Amirjanova

Acknowledgements

Many thanks to all the staff members of the UNDP Energy and Environment Programme Unit, Project Implementing Partners, and personnel in the Jamoat Resource Centers (JRCs) visited, for all the assistance and information provided for the completion of this Terminal Evaluation (TE). Very special thanks to Jean-Jo Bellamy- Chief Technical Advisor of the Project; Mirzohaydar Isoev – Energy and Environment Programme Analyst; Kiomidin Davlatov – Environment Learning Advisor (Project Manager); Firuz Ibragimov – CACILM National Project Coordinator; and Khurshed Akhmedov – Admin/Finance Associate, who all made special efforts to provide additional information requested. Special thanks also to the drivers who patiently provided transportation on a daily basis during the in-country evaluation period.

Janet "Patti" Bedasse (Team Leader)
Shahrigul Amirjanova

**Map of Tajikistan on cover page sourced from a Youth 21st Century PPT Presentation on Component 3 of the project*

List of Abbreviations

ACTED	Agency for Technical Cooperation and Development
AEI	Access to Environmental Information
CAMP	Central Asian Mountain Partnership Program
CBD	Convention on Biological Diversity
CBO	Community Based Organization
CCD	Convention on Combating Desertification
CEL	Community Environmental Learning
COP	Conference of the Parties
CP	Communities Programmes
CPAP	Country Programme Action Plan
EE	Environmental Education
EL	Environmental Learning
ESD	Education for Sustainable Development
GEF	Global Environment Facility
GHG	Green House Gas
GoT	Government of Tajikistan
GTZ	German Agency for Technical Cooperation
ICST	Institute for Civil servants Training
JRC	Jamoat Resource Center
MEAs	Multilateral Environmental Agreements
MNP	Ministry of Nature Protection
MSP	Medium Sized Project
NCSA	National Capacity Self Assessment
NDS	National Development Strategy
NEA	National Executing Agency
NGO	Non Government Organization
NRM	Natural Resource Management
OSCE	Organization for Security and Cooperation in Europe
PDF	Project Development Funds
PIR	Project Implementation Report
PRS	Poverty Reduction Strategy
SALMGC	State Agency for Land Management, Geodesy and Cartography
SCEP	State Committee for Environmental Protection
SI	Stakeholder Involvement
SLM	Sustainable Land Management
SOW	Scope of Work
SPEEL	State program for Environmental Education and Environmental Learning
TE	Terminal Evaluation
TOT	Training of Trainers
TTU	Tajikistan Technical University
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Program
UNEP	United Nations Environment Programme
UNESCO	United Nations Education, Scientific & Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change

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Executive Summary

The CB-2 (Capacity Building 2) project "*Environmental Learning (EL) and Stakeholder Involvement (SI) as Tools for Global Environmental Benefits and Poverty Reduction"* which was a three year project approved mid-2008, aimed to expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse stakeholders in addressing Rio Convention themes at national and local levels. Project budget included Global Environmental Facility (GEF) funds of USD 470, 000 and co-financing commitments from the UNDP, Government of Tajikistan, and community beneficiaries of USD470, 000.

The project sought to build capacity to use two key environmental management tools to implement the Rio Conventions and to reduce poverty. The first was "*environmental learning*" (EL) which, according to the Tajikistan Government's approach, included both formal *environmental education* (EE) in schools and informal *environmental learning* (EL) for all sectors of society. The second was "*stakeholder involvement*" (SI) which included public awareness, consultation and participation. The project strategy had three components: (1) Enhance the enabling environment for using EE/EL and SI through modifying legal, policy, institutional and strategic frameworks; (2) Improve organisational and individual capacity to implement EE/EL and SI programmes and to integrate environmental learning and involvement activities into other programmes and projects; and (3) Enhance local capacity to link local and global issues, and natural resources management (NRM) and poverty reduction, through action projects based on a model and techniques for "*Community Environmental Learning*" (CEL).

The Final Evaluation contained in this document is intended to assess the relevance, performance and success of the project. It looks at signs of potential impact and sustainability of results, including the contribution to capacity development and the achievement of global and national environmental goals. The Final Evaluation also identifies and documents lessons learned and makes recommendations that project partners and stakeholders might use to improve the design and implementation of other related projects and programs.

The main conclusions of the evaluation are as follows:

Relevance

The Project addressed implementation of Multi-lateral Environmental Agreements (MEAs) and specifically the Rio Conventions to which Tajikistan is a signatory and also responded to Tajikistan's National Development Strategy and Poverty Reduction Strategy. Most importantly, it responded to priorities for Environmental Education and Learning and Stakeholder Involvement as identified in the National Capacity Self Assessment (NCSA).

Efficiency

Funds were expended in line with the financial plan but not within original timeframe projections because of various delays experienced with partnership arrangements and the National Executing Agency (NEA). Financial reporting procedures were observed according to UNDP/GEF stipulation. On one hand, Co-financing shortfalls were experienced with one partner but on the other hand the two other co-financing partners provided additional unplanned inputs. All of the GEF contribution was spent. Project Management arrangements included Government and Civil Society stakeholders. Implementation modalities of partnerships with the state, NGOs, CBOs and local government and stakeholder involvement served the project well.

Effectiveness

All planned project outcomes have been achieved:

i) Legal, policy, institutional and strategic frameworks for delivery of environmental education, environmental learning and stakeholder involvement were developed;

ii) Through established partnerships, organisational and individual capacity to implement EE/EL and SI programmes and to integrate environmental learning and involvement activities into

other programmes and projects have been developed both at central and local government levels and in community organizations;

iii) Local capacity to link local and global issues, and natural resources management (NRM) and poverty reduction, through action projects based on a model and techniques for "*Community Environmental Learning*" (CEL) has been enhanced through partnerships with pilot Jamoat Resource Centres, a local NGO, a Micro-loan Foundation and collaboration with the Gissar Mountain Biodiversity Project.

Impact

Project impact has been noted in a variety of ways including:

- A more aware population on EE issues (Rio Conventions)- Youth 21st Century survey reports70% increase in environmental awareness in the 4 targeted Jamoats;
- Stronger Institutions (Government & Civil Society) with capacity to target large numbers of persons for training have evolved;
- Establishment of four government resource centers and 4 Jamoat resource centers have increased access to environmental information;
- Improved standards of living have been noted in targeted Jamoats as a result of access to Micro-loan financing;
- Tajikistan Technical University(TTU) now has an Ecology department and has more than quadrupled its intake of ecology students in three years;
- An Environmental Education law with supporting secondary legislation is in place; and
- A draft State Programme for Environmental Education and Environmental Learning is being reviewed.

Sustainability

The project design and implementation approach provided a sustainable mechanism for applying EE, EL and SI as tools for NRM. The very positive response to the project by the government, its agencies, institutions and civil society as well as the outcomes suggest that the approaches used were indeed institutionally and technically appropriate for Tajikistan. These approaches which supported the development of sustainable capacities included (i) The state agency participating as the National Project Coordinator; (ii) Passing of environmental education laws; (iii) Capacity building of State Agencies to develop material and deliver EE and EL (iv) Capacity building of Educational Institutions to develop material and deliver EE; (v) Capacity building of JRCs to deliver EE & EL; (vi) Re-training of Civil Servants and Teachers; (vii) Establishment of Micro-Credit Scheme; (viii) Stakeholder involvement in all activities and also in the development of a SPEEL; and (ix) use of implementation partners both in government and civil society

Overall Project Rating

The overall project rating is **"Satisfactory"** (See Annex B)

Capacity Development Monitoring Scorecard

The results of the Capacity Development Monitoring Scorecard for 2012 show an overall score of 24/42. This reflects an increase over the last monitoring period and scores have maintained the trend of steady improvement over the project period. Based on the implementation processes employed (stakeholder involvement with government, and civil society partnerships), the capacity development target of 32/42 in the project time period is considered ambitious. However it must be noted that the increases in capacity development results that have been recorded each year are indicative of the fact that the chosen capacity building process works but takes time. (Annex C and Table 6).

Lessons Learned

- Stakeholder involvement and Government/civil society partnerships are important tools for Natural Resource Management as they facilitate participation, better understanding of issues, and cooperation.
- Institutional Strengthening and Capacity Building are crucial for achievement of benefits through
- partnerships and stakeholder involvement

- The CB-2 project implementation modality of focusing on environmental governance systems and mainstreaming of global environmental issues into National Development Programmes was logical and productive.
- Micro-enterprise development as a tool for poverty reduction becomes even more potent when it is linked with NRM , creates employment and income opportunities for the rural poor, and significantly raises their standard of living.
- Revolving Micro Loan Financing Schemes are sustainable financing mechanisms for community development
- Building of capacity in line with the needs identified in the NCSA serves to strengthen the path to environmental sustainability of development interventions.
- Jamoat Resource Centres are effective delivery vehicles for sustainable community development but bear in mind that capacity building time periods will vary from community to community as the approach to sustainable development really introduces "a new way of life" .
- EE & EL at all levels of schooling is important but at primary school level it is most important as it helps to introduce this "new way of life" at an earlier stage of a child's development, strategically making way for a generation which is sufficiently aware to respond to the continuous challenges of sustainable development.
- In projects like this one, capacity building exercises for beneficiaries should also include (i) M&E Plan development; and (ii) Performance Measurement skills and processes.
- The strategy to create ownership of the project products through involvement of National Executing Agencies (NEA) can also serve to derail projects and risk management plans must always address this possibility as far as is possible.
- Institutionalization of "new approaches" in government institutions requires building the capacity of the responsible members of staff. Though work loads may slow the process, building capacity of temporary project personnel within these institutions will defeat the intended purpose of sustainability.
- Political power and personal prejudices remain an obstacle to sustainable development approaches.
- The approach of having an external Chief Technical Advisor (CTA) for the project added a lot of value to monitoring processes and adaptive management decisions and also helped to build the capacity of Project Staff for management of CB-2 projects.

Recommendations (for UNDP/GEF)

- To consolidate the gains made through the project and ensure that they are built on, UNDP/GEF should consider assigning a consultant (like the CTA of this project) through the UNDP to continue working with the target groups of the three project components for a minimum of 18 months with in-country visits at 3 or 4 month intervals
- UNDP/GEF should develop case studies and present the successes of the Micro - Credit Programme as it relates to linking NRM to Poverty Reduction to the government for replication in other Jamoats/JRCs.
- Continue to support these pilot JRCs with capacity building/organizational development to the point where they can be replicated as best practices for other JRCs (with the NRM and Micro-business linkages)
- Assist the Ministry of Education to locate funds to print an adequate amount of secondary school text books.
- Include 'building of capacity to conduct internal monitoring and evaluation of projects and programmes' within government institutions and community organizations targeted by CB-2 projects.

1.0 Introduction

1.1 Purpose of the evaluation

In accordance with the UNDP/ GEF Monitoring & Evaluation (M&E) policies and procedures, all projects must undergo Terminal Evaluation (TE) at the end of their implementation. Consequently the UNDP Country Office in Tajikistan has initiated this evaluation. Terminal Evaluations (TE) are intended to provide an objective and independent assessment of project implementation and impact, including achievement of global environmental benefits and lessons learned to guide future efforts.

1.1.1 Key issues addressed

The four general aims were: i) to monitor and evaluate results and impacts; ii) to provide a basis for decision making on necessary amendments and improvement; iii) to promote accountability for resource use; and iv) to document, provide feedback on, and disseminate lessons learned. The evaluation covered the entire project including non- GEF financed components. The following issues were specifically addressed:

- The extent to which the planned project outcomes and outputs have been achieved;
- The relevance, effectiveness and efficiency of the project as defined in the guidelines for Terminal Evaluations;
- The strengths and weaknesses of project design, implementation, monitoring and adaptive management;
- Sustainability of project outcomes including the project exit strategy; and
- Signs of potential impact including the contribution to capacity development and the achievement of global and national environmental goals.

Lessons learned have also been identified and documented. Finally, the evaluation makes recommendations that project partners and stakeholders might use to improve the design and implementation of other related projects and programs.

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- Key Project Facts:

GEF Implementing Agency:	UNDP
Implementing Partner:	State Committee on Environment Protection
Key Contact Point:	Government Focal Point (FP),
Project Manager:	Mr. Nurali Saidov (Year 1) Mr. Kiomidin Davlatov (Years 2 -3)
Starting Date:	September 2008
Ending Date:	March 31, 2012 (3 years 6 months) (originally 3 years but 6 month extension granted)
Budget:	GEF: USD 470,000 (+30,000 PPG) Co-financing: USD 470,000 (UNDP 340k + Government 130k)
	Main Stakeholders: State Committee on Environment Protection Ministry of Education JAMOATS (4) in the Gissar Region

1.2 Methodology of the evaluation

The Consultancy Team utilized results oriented methodology to conduct the evaluation and achieve the above mentioned aims. Monitoring efforts during the life of the project and the utilization of adaptive management were documented. Evaluation Tools included direct stakeholder/partner interaction, review of secondary data, as well as site visits and use of rapid appraisal techniques such as focus group discussions, and key informant discussion. It was important to undertake this exercise as a process of triangulation, for verification and further substantiation. Participation of stakeholders, especially those who were expected to be directly impacted and those who were actually impacted by the project was vital. The TE has also evaluated the project's performance

against the revised logframe and against the six-point evaluation criteria provided. (Annex L). The Capacity Development Monitoring Scorecard has also been completed in accordance with the consultant's opinions of progress made.(Annex C).

The Terminal Evaluation Report is structured according to the table of contents stipulated in the Consultant's Terms of Reference (Annex M) and Section 5.0 answers specific questions posed to the Evaluator as follows:

- *Has there been any change in the legal and regulatory framework for Environmental Education (EE), Environmental Learning (EL) and Stakeholder Involvement (SI) ?*
- *Has there been any change in the perception and understanding of the SCEP staff, and parliamentarians on mechanisms and approaches for using EE, EL and SI as tools to better manage natural resources in Tajikistan?*
- *Have there been changes in the understanding and knowledge of EE, EL and SI as tools to address Natural Resource Management (NRM) issues in the context of Tajikistan's national development?*
- *Has the project provided a sustainable mechanism for applying EE. EL, and SI as tools for NRM? Were the approaches used institutionally and technically appropriate for Tajikistan?*
- *Have there been changes in the perception and attitude of local authorities and local communities in the project demonstration area regarding the use of EE, El and SI as tools to address NRM issues?*
- *Have there been changes in local stakeholder behaviour (i.e. threats, land use management practices) to address NRM issues? If not, why not?*
- *Has the project provided any basis for the long term sustainability of project outcomes? In what way?*
- *What are the underlying factors beyond the project's immediate control that influence project achievements, especially changes of government counterpart personnel, and the wider economic and political context of Tajikistan? What were the project's management measures put in place to mitigate these factors?*
- *To what extent did the project support the development of sustainable capacities?*
- *Using results of the CD scorecard over the life of the project (inception (baseline), mid-point and final,) assess how the progress made in developing capacities to use EE, EL and SI to address NRM issues in Tajikistan will be sustained over the long term.*

1.2.2 In-country evaluation activities

The in-country evaluation activities utilized a participatory approach ensuring close engagement with the government counterparts, UNDP CO, Project Team and key stakeholders and implementing partners. Based on information gathered from the document review, a questionnaire/discussion guide was prepared for Focus Group discussions. Activities to triangulate information took the form of Meetings, Focus Group Discussions, Key Informant discussions and Field visits for actual observation/inspection/rapid appraisal/validation. Further documents (project outputs including the Haqdodov report on assessment of existing environmental laws and the Teacher's manuals being used in the JRCs and TTU respectively) made available while the consultant was in-country were also reviewed.

2.0 *The project and its development context*

The project was designed in response to the results of the Tajikistan National Capacity Self Assessment (NCSA) exercise and sought to support the country in its quest to further the objectives of the Rio Conventions in a more focused, effective and efficient manner, through mobilization of key sectors of society to address convention objectives as part of poverty reduction, and building of their capacities to act accordingly. Through its focus on poverty reduction and economic development programmes, the project also responded to the National Development Strategy (NDS) 2006-2015, Poverty Reduction Strategy 2010-2012 (PRS), United Nations Development Assistance Framework (UNDAF) for Tajikistan (2010-2015) (outcome 3 *"Sustainable natural resource management is more widely understood and practiced")* and the Country Programme Action Plan (CPAP, 2010-2015). (Outcome 6 *"Improved environmental protection, sustainable natural resource*

management, and increased access to alternative renewable energies" and the output # 6.1 *"Government is provided with capacity building support to negotiate, ratify and implement major international conventions, transnational policy and legal frameworks on sustainable natural resource management").*

2.1 The Tajikistan Context

Tajikistan has a population of over 7,000,000 with approximately 40% under the age of 14, and over 70% of the population is still rural. After the collapse of the Soviet Union and independence in 1991, the country experienced civil war through to 1996. The war, economic contraction, and the loss of social services led to a dramatic deterioration in living conditions, especially in rural areas. The country began recovery after a peace agreement in 1998 and has achieved considerable economic success. GDP growth has been steady over the last seven years, with an average rate of 10 percent for the past four years. Despite this, the country remains among the poorest and most fragile of the CIS countries. Tajikistan was one of the poorest of the Soviet republics and is still considered "low-income", with widespread poverty, especially in rural areas. An increase in natural disasters, often exacerbated by human factors (deforestation, poor land management, building on slopes), has further impaired the country's infrastructure and productive capacity. Local people are highly dependent on natural resources for food, fuel and construction, imposing increasing pressure on forests, land, water and biological diversity for their livelihoods.

The UNDP-GEF supported National *Capacity Self-Assessment (NCSA)* carried out in Tajikistan during 2003-5, identified the need for public awareness, education and stakeholder involvement in Rio Conventions-related issues. The NCSA was carried out by national teams which thoroughly analysed both thematic and cross-cutting capacity development needs for implementation of the Rio Conventions. Through extensive consultations with key stakeholders and civil society for thematic assessments of each Rio Convention and a *"cross analysis,"* common capacity development priorities and barriers and root causes were identified. The Tajikistan NCSA Final Report identifies 12 priority areas for cross cutting capacity needs as follows:

i) Public Awareness and environmental education;
ii) Effective/active public participation;
iii) Increased role for local governing bodies;
iv) Integration of the issues of poverty and environmental protection;
v) Development of mechanisms of inter-agency coordination
vi) Improved forestry practices;
vii) Improved land use and irrigation of arable lands;
viii) Water economy and hydropower;
ix) Development and promotion of legislation;
x) Improved monitoring and data collection;
xi) Economic Instruments and sustainable funding mechanisms; and
xii) Application of scientific studies and research in developing environmental protection policies.

The National Biodiversity Strategy and Action Plan (NBSAP 2003), First and Second National Reports to the Convention on Biodiversity (2003 & 2005 respectively) , the National Action Plan on Climate Change and the National Action Plan to combat desertification all identified similar areas for capacity building.

2.1.1 Immediate and development objectives of the project

Project Goal: *"To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes.*

Objective: *"To strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction"*

The project addressed overall objectives of the three GEF focal areas (biodiversity, climate change and sustainable land management) and responded specifically to GEF Strategic Priority CB-2, *Cross-cutting Capacity Development* which is intended to:

- assist countries to manage global environmental issues in a more general way, (as a cost effective means of addressing capacity building needs at a systemic or institutional level that are not unique to any one focal area), and
- create an enabling environment, including foundational work, to address global issues in the long term. (http://www.gefweb.org/Documents/Council_Documents/GEF_C22/C.22.8_Strategic_Approach_to_Capacity_Building_Final.pdf)

The project incorporated three of four CB-2 programming priorities agreed to by the GEF Secretariat and Implementing Agencies in the *Interim Guidelines for Financing Cross Cutting Capacity Building Projects* (July 2005, p, 9):

- Improve national convention institutional structures and mechanisms;
- Strengthen policy, legal and regulative framework; and
- Mainstream global environmental priorities into national policies and programmes.

The Final NCSA Report also identified the five highest priority topics for capacity development in Tajikistan as listed below. The CB-2 "Environmental Learning (EL) & Stakeholder Involvement (SI)" project as designed, directly addressed topics #4 and #5 (below) and indirectly addressed topics #1. #2 and #3 (below) as these three provide the content for EL activities.

1. Effective management of water and energy resources;
2. Rational forest management and land use;
3. Prevention and mitigation of natural disasters (including land use);
4. Coordination of actions across sectors and institutions, based on information exchange and monitoring; and
5. Public involvement and participation, awareness and environmental education.

The CB-2 project also responded to recommendations regarding capacity development for each Rio Convention, as identified in the Thematic Assessments[1].

2.1.2 Convention on Biological Diversity (CBD)

The following priorities[2] for capacity development to implement the CBD were :

[1] CBD Thematic Assessment (2004, p7) and NCSA Report and Action Plan (2005, p. 30)

[2] CBD Thematic Assessment (2004, p7) and NCSA Report and Action Plan (2005, p. 30)

- Improvement of NGO activity and public involvement in biodiversity decision making;
- Increased public awareness and availability of information on biodiversity;
- Ecological education for local populations;
- Society's active participation in biodiversity conservation measures;
- Sustainable use of biological resources for poverty reduction and increased human well-being;
- Application of traditional knowledge and methods in conservation and sustainable use of biodiversity (Community Environmental Learning Component);
- Training resources, curriculum and methods.

A prioritization matrix in the CBD Thematic Assessment listed 12 key topics for biodiversity capacity development, including "Training of local populations at the regional/local level "(p8). This topic was rated as having "high" significance and "high" urgency, with a "high" possibility of adequate solutions. The CB-2 project also sought to address this need as well as the lack of qualified personnel in academia
and the environmental field which had resulted in the loss of the system of permanently functioning courses on conservation biology and ecology over the last decade.

2.1.3 Convention on Combating Desertification (CCD)

The CCD assessment identified several priorities for capacity development, including 'community training', as well as several actions which require community involvement to implement, including:

- Integration of new methods for using steep slopes and dry-land farming;
- Reforestation;
- Improvement of the irrigation status of salinized, swampy and eroded lands; and
- Improved practices on pasturelands.

Also identified in the CCD were:

- The lack of awareness-raising campaigns among local populations;
- Poor knowledge of the main ideas of the United Nations Convention on Combating Desertification (UNCCD); and
- Ignorance of traditional methods of combating desertification.

2.1.4 United Nations Framework Convention on Climate Change (UNFCCC)

The UNFCCC assessment noted that adaptation to climate change is as important to Tajikistan as mitigation and Green House Gas (GHG) reduction. It also noted that public involvement, including private sector participation was required to address the following technical priorities:

- Protection and rational use of forest resources, including alternative energy for rural populations (Tajikistan has submitted a proposed MSP on renewable Energy under GEF-3 – Section 5.2);
- Protection and rational use of land;
- Rational use of water in agriculture;
- Health protection (especially water-related issues); and
- Training of local populations to avoid and respond to natural disasters, many of which result in art from anthropogenic factors.

Similar to the other two Conventions, this report also identified the need for specialist education and training in environmental fields. While the CB-2 was not designed to address all of these needs for professional training of civil servants, it aimed to strengthen the capacity of key environmental agencies to engage local communities, NGOs and other sectors of society in addressing convention issues.

2.1.5 Main stakeholders

The CB-2 MSP project was based in large part on the results of the NCSA process, which included extensive consultation with stakeholders at each stage. The final proposal was fully endorsed by the GEF Focal Point. A workshop was held with stakeholders to discuss the early version of the project Logical Framework Analysis (LFA) and several senior managers attended a focus group to present the results of the PDF-A3 feasibility analysis and provide final input on the LFA. (See Annex D for names of persons consulted)

2.1.6 Results expected

Table 1 summarizes the set of results that were expected from the project. The outputs presented below are a revised version following the review conducted during the inception phase.

Table 1: Results expected

<table>
<tr><th colspan="4">Set of Expected Results</th></tr>
<tr><td colspan="4">Goal
To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes.</td></tr>
<tr><td colspan="4">Objective
To strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction.</td></tr>
<tr>
<td><u>Strategy/Outcome 1</u>:
Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education/learning and stakeholder involvement as natural resource management tools.
Output 1.1: Adequate legislation, policy and institutional frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education, environmental learning, stakeholder involvement and access to environmental information.</td>
<td><u>Strategy/Outcome 2</u>:
Improved capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects.
Output 2.1: Enhanced capacity of key Ministries and State Committees to implement the SPEEL, to increase stakeholder involvement and to increase public access to environmental information.
Output 2.2: Material for environmental education, environmental learning, stakeholder involvement and access to information including training material, models, guidelines, codes/standards, best practices and checklists are developed and delivery mechanisms are identified.</td>
<td><u>Strategy/Outcome 3</u>:
Enhanced capacity of local government and community organizations to use community environmental learning and involvement as tools for natural resource management and poverty reduction.
Output 3.1: Enhanced institutional arrangements for community environmental learning and involvement in natural resource management at the Jamoat (sub-district) level.
Output 3.2: A relevant Community Environmental Learning Action Kit is designed, piloted in four pilot sub-districts (Jamoats) and disseminated to other communities.
Output 3.3: Enhanced 222environmental learning capacity of the</td>
<td><u>Outcome 4</u>: Effective, efficient, and adaptive project management, monitoring and evaluation.
Output 4.1: Project well managed including progress reports as per UNDP and GEF standards.
Output 4.2: Lessons learned documented and disseminated in Tajikistan and throughout the region.</td>
</tr>
</table>

[3] GEF Project Development fund which can go up to $25,000

Set of Expected Results			
	***Output 2.3**: Integrated training programmes delivered through training centre for civil servants; training centers for school teachers and other mechanisms through the Ministry of Education; and university programmes.*	*network of Jamoat Resource Centers (JRCs).*	

Source: Inception Report June, 2009

3.0 Findings and Conclusions

3.1 Project formulation

3.1.1 Implementation approach (i)

An experimental and adaptive approach, using needs assessments, pilot projects and testing of all materials to ensure a good fit with national and local community needs was taken. It involved diverse government and non-government stakeholders in a catalytic role, thus building in sustainability and replicability as mandated. The Project Document had originally identified fourteen (14) outputs through which the strategy would have been implemented. During the Inception Phase which lasted nine months, a review of these outputs, the baseline information from the NSCA, and the country context within the project would have been implemented led to a simplified and clarified set of nine (9) expected outputs. (Table 1). This set of nine outputs formed the platform from which the desired outcomes would be achieved and in turn lead to realization of the set objective and goal. However, the implementation strategy as stated in the project document maintained its original design after the inception stage. Table 2 presents the rationale for revision of outputs and the supporting activities at inception stage.

A six (6) month no cost extension was later granted, resulting in the project end date being changed to March 31, 2012. The main justifications for the extension included the fact that the start of the project had a 4 month delay while staff was being sought and the initial assessment phase took longer than expected. However the extension provided additional time for the completion of implementation of critical activities like the strengthening of the legislation and policy frameworks for EE, EL and SI, development of the secondary legislation to support the new law on EE and the process to review and adopt the newly drafted SPEEL. The time also allowed for time for analysis of lessons learned and best practices related to component 3 which addresses Community Environmental Learning (CEL).

Table 2: Rationale for revision of outputs at Inception Stage

Output	Rationale	Supporting Activities
***1.1:** Adequate legislation, policy and institutional frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education, environmental learning, stakeholder involvement and access to environmental information.*	This output will analyse strengths and weaknesses of the legal, policy and institutional frameworks in place to implement obligations from the ratified Rio and Aarhus Conventions and related to environmental education, environmental learning, stakeholder involvement and access to environmental information. The project will also support the strengthening of these frameworks; including the revision of the "State Programme for Environmental Education	Map EE Initiatives in Tajikistan: identify all EE initiatives in the country. Few of them are documented in the NCSA reports and the project document. Review the legislation in place related to the protection of the environment and identify any legislative gaps and weaknesses related to the implementation of the Rio (3) and Aarhus Conventions' obligations in Tajikistan related to EE, EL, SI and Access to Environmental

Output	Rationale	Supporting Activities
	and Learning to 2010".	Information (AEI). Identify any opportunities for the project to collaborate with the government to improve the related legislative framework as needed. Based on the identified opportunities and in consultations with stakeholders, the project may plan and undertake relevant activities. Analyse/review the effectiveness of the State Programme on EE and EL (SPEEL) 2000-2010 and recommend any necessary revisions to government to strengthen the programme and integrate recommendations from the NDS, NEAP and MDG Needs Assessment. The SPEEL should also be integrated with the PRSP when it is revised/updated. The project will also advocate for and, subject to Government's request, support the development of the new policies on EE and EL. Contribute to the update of this State Programme after its review, including the identification of actions needed to improve the legal, policy and institutional frameworks as part of the update of the SPEEL.
Output 2.1: *Enhanced capacity of key Ministries and State Committees to implement the SPEEL, to increase stakeholder involvement and to increase public access to environmental information.*	This output will ensure that the government agencies responsible for convention implementation have the technical and managerial capacity to manage the enabling frameworks and core programmes for EE, EL, SI and AEI.	Assess the technical and managerial strengths and weaknesses of responsible agencies regarding implementation of the State Programmes and recommend steps to increase their capacity. Support responsible agencies to prepare or revise implementation plans under this programme and to implement several priority actions (e.g., inter-ministerial coordination mechanisms; amended legislation, policies and procedures; and training/peer learning).
Output 2.2: *Material for environmental education, environmental learning, stakeholder involvement and access to information including training material, models, guidelines, codes/standards, best practices and checklists are developed and delivery mechanisms are identified.*	This output will support the development of related training material/tools covering a broad range of products such as models, guidelines, codes/standards and checklists. This material will be used to deliver training programmes to target groups in the government and civil society but also at the community level under outcome 3. This material will also be integrated into related programmes and projects focusing on environmental learning, stakeholder involvement and access to environmental information. This material will incorporate links between global and local issues, and between natural resource management and poverty issues.	Based on the results from output 1.1 and particularly 2.1, conduct a participatory training needs assessment to specify key target groups to be trained among government, NGOs and academia, outline their needs, and identify resources and best practices in the country and region that can be built upon, e.g., health, disaster prevention, sustainable land management. Design (including adapting training material from elsewhere) practical tools, such as models, guidelines, codes of good practice and checklists. Complement print materials with audio-visual materials, e.g., maps, air photos, CD-ROM and videos, if possible.

Output	Rationale	Supporting Activities
		Design a range of delivery mechanisms to disseminate the above tools through diverse train-the-trainer, training and peer learning programmes. These should incorporate interdisciplinary approaches and active learning methods, such as seminars, workshops, discussions, field trips and demonstrations. Programmes should incorporate innovative training approaches such as internet-based learning, peer learning, games, drama and arts, where possible. Identify opportunities for integrating training/learning into existing programmes and projects being run by government, NGOs, INGOs and CBOs, including the JRC network.
Output 2.3: *Integrated training programmes delivered through training centre for civil servants; training centres for school teachers and other mechanisms through the Ministry of Education; and university programmes.*	This output will support the development of capacity for environmental learning, stakeholder involvement and access to environmental information across government sectors and agencies. This output will also support the development of capacity for school-based environmental education for secondary school teachers and for university students on an on-going basis. The project will support the delivery of key training programmes targeting the public servants through the training centre for public servants (including the Parliament Members), school teachers through teacher training centres and university students through the integration of courses or modules in related university programmes.	Integrate modules on EE/EL, SI and AEI that link global and local issues and environmental management with poverty reduction into courses offered through the Institute of Civil Service Training. Identify lessons learned from similar train-the-trainer programmes used for teacher upgrading (e.g., Save the Children and Aga Khan Foundation experience in training teachers). Develop a sustainable mentoring system, including both expert and peer support for teachers, tied in with the peer learning and networking available through the JRCs Identify EE capacity development needs in the Ministry of Education and the Academy of Pedagogical Sciences/ Teacher Training Institute, and provide teacher training programmes. In collaboration with media representatives, train key government ministries on how to work with the media to achieve environmental objectives, e.g., how to prepare a media kit, organize media events. Support them in conducting media events to engage stakeholders in the project and other GEF projects, for example, involvement in the community environmental learning projects, in order to reinforce their capacity to conduct this type of activities.
Output 3.1*: Enhanced institutional arrangements for community environmental learning and involvement in natural resource*	This output will be implemented in concert with activities under output 1.1. It will focus on revising current institutional arrangements and strategies	Identify legislation, policies and/or programmes of the State Committee for Environmental Protection and State Committee for Land that could be

Output	Rationale	Supporting Activities
management at the Jamoat (sub-district) level.	to enable sub-national offices of government agencies (district and sub-district) to work more closely with local governments, NGOS and CBOs to improve natural resource management at the community level. This output and others under Outcome 3 will be implemented in close cooperation with the UNDP funded Community Programme (CP) and the UNDP/GEF funded Gissar BD project.	implemented at least in part through increased activities at the sub-national offices (and which are not implemented presently). Prepare normative documents, if needed, to decentralize appropriate responsibilities to these levels and allow for increased partnerships between these offices and local governments, academia, NGOs, and CBOs to achieve improvements in local natural resource management. Set up formal partnership agreements between appropriate government offices, local governments and JRCs to implement the four community environmental learning pilot projects under Output 3.3. Document this process of decentralization and assess/propose the replication nationwide.
***Output 3.2:** A relevant Community Environmental Learning Action Kit is designed, piloted in four pilot sub-districts (Jamoats) and disseminated to other communities.*	This output will support the development of capacity of local communities to work with other stakeholders (government, NGOs, CBOs) to address natural resource management as part of poverty reduction. A community environmental learning action kit will be developed drawing on established techniques such as community-based natural resource management, participatory rural appraisal (PRA) and Audio-didactic Learning for Sustainability. This kit will link explicitly local and global issues, and natural resource management and poverty issues. This community-based training programme will be packaged as a user-friendly, practical kit to be used by CBOs to address local natural resource management issues. The kit will be tested through pilot projects in four sub-districts and then revised as necessary and distributed to other communities. The pilot area will be the Gissar area and it will be implemented through the cooperation with the UNDP/GEF Gissar project. The area includes 4 Jamoat Authorities, 3 Protected Area Administration and local schools.	Organize a "Community Environmental Learning Working Group" to guide the implementation of outcome 3 at the local level. Membership should come from JRCs, local governments (Mahalla and neighbourhood councils, Jamoat, Khukumat); Local Environment Committees of national ministries (regional and district levels); and other relevant CBOs, NGOs and INGOs. Conduct a participatory training needs assessment to identify the knowledge, skills and resources needed by local organisation. Develop methods and training/learning programmes for key target groups, with follow-up support. Identify opportunities for integrating training/learning into existing programmes and projects being run by government, NGOs, INGOs and CBOs, including the JRC network. Prepare a draft Community Environmental Learning Action Kit. Possible modules include overviews on key environmental issues; involvement techniques (awareness, consultation and participation); and community-based natural resource management methods. Deliver training/learning programmes on using the Community Learning Kit. Support the four pilot communities

Output	Rationale	Supporting Activities
		choose a priority local natural resource management issue and use the Kit to design and deliver a project to address it.
Output 3.3: *Enhanced environmental learning capacity of the network of Jamoat Resource Centres (JRCs).*	This output will ensure that there is on-going support for communities to use community environmental learning, community involvement and access to environmental information to address local issues through the Jamoat Resource Centres (JRCs). Additionally, a feasibility study will be done to determine how the existing Revolving Funds (RF), established through the UNDP Communities Programme, and managed by JRCs, could be adapted to finance environmental learning projects. The project would use the existing RF administrative structure and its own funds to finance these projects, as most of these projects would not create direct streams of incomes. As is the case for output 3.1 above, this output will be implemented in close cooperation with the UNDP funded Community Programme (CP) and the UNDP/GEF funded Gissar BD project.	Conduct a feasibility study on the use of JRC Revolving Funds for pilot and future projects and make administrative and financial arrangement needed to do this, if feasible. Use the Revolving Funds for the implementation of the pilot projects on community environmental learning in four pilot communities. Monitor and evaluate the projects, including mid-project peer exchange among participating communities, and revise the Community Learning Kit, based on lessons learned. Based on project experience, expand the pilot programme into the network of JRCs and their on-going JRC community capacity-building activities. Deliver regional train-the-trainers workshops for community leaders in six provinces, using participants in pilot projects as resource people and possibly trainers. Design sustainable mentoring/follow-up programmes to support use of the Kit through sharing of experiences and materials, including community exchanges and visits. Identify and evaluate other examples of peer networks and on-going mentoring programmes to derive lessons learned and set up such a network to support community environmental learning over time. Identify possible funding mechanisms, e.g., fee for services/training workshops, to ensure sustainability.
Output 4.1: *Project well managed including progress reports as per UNDP and GEF standards.*	This output includes establishing the project management office, the project steering committee and the project progress and impact monitoring framework. It also includes adequate mobilization of project resources, regular monitoring and reporting of project progress, stakeholder consultations and periodic evaluations to identify changes to the project strategy, activities and work plan, as needed. The management of the project will also include the close	An initial phase to identify "who is doing what?" will be implemented at the beginning of the project

Output	Rationale	Supporting Activities
	collaboration with the UNDP funded Community Programme (CP) and the UNDP/GEF funded Gissar BD project. These two projects are complementary to each other in some areas, particularly for activities to be conducted under outcome 3.	
Output 4.2: *Lessons learned documented and disseminated in Tajikistan and throughout the region.*	Lessons learned will be collected throughout the implementation of the project. It is also planned to organize a mid-term lessons learned workshop to gather feedback from project stakeholders, disseminate best practices and lessons learned from the first half of the project and gather ideas for project refinement.	

Source: Inception report – June 2009

3.1.2 Analysis of LFA (Project logic /strategy ; Indicators)

The project was intended to address the cross-cutting capacity development priorities identified in the NCSA and other recommendations regarding strengthening of Environmental Education (EE), Environmental Learning (EL) and Stakeholder Involvement (SI) as part of environmental management. In order to achieve its goal and objective as presented in Table 1, the project strategy was three-fold:

- 1. *Improve the enabling environment to support the use of environmental learning and stakeholder involvement as tools to improve environmental and natural resource management*:
  2. *Enhance the capacity of diverse government and non-government organisations to integrate state-of-the-art environmental learning and involvement programs into environmental and natural resource initiatives*:
  3. *Enhance the capacity of local communities to improve environmental and natural resource management practices as part of sustainable development, for both global and local benefits*:

This strategy was to be implemented through the set of 9 revised outputs presented in Table 2. These planned outputs rightly took into account the current context in Tajikistan. The revision also served to simplify and clarify the implementation framework. Additionally, it ensured adherence to the GEF strategic approach operational principles which include (i) national ownership and leadership; (ii) multi-stakeholder consultation and decision making; (iii) capacity building efforts based on self needs assessments; (iv) adoption of a holistic approach to capacity building; (v) integration of capacity building into wider sustainable development efforts; (vi) promotion of partnerships; (vii) accommodation of the dynamic nature of capacity building; (viii) adoption of a 'learning by doing' approach; (ix) combination of programmatic and project-based approaches; (x) combination of process and product-based approaches; and (xi) promotion of a regional approach.

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In the original project document, monitoring of performance was focused at the output level and included a set of 57 indicators. Focus on the output level has the potential to mask progress towards desired outcomes and so to remedy this latent jeopardy, the review during the Inception Phase proposed monitoring at both the objective and outcome level instead. Commensurately, a set of 15 indicators were proposed and juxtaposed against baseline data and target values for easy measurement of progress during the project's life cycle (Table 3). Adequate sources of verification were also designed in line with proposed activities for the realization of desired outputs and outcomes.

The Log Frame adequately reflects the project strategy. The project goal *"To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes"* corresponds to broad, long term development changes and will make significant contribution to GEF focal areas (biodiversity, climate change and sustainable land management). It responds specifically to GEF Strategic Priority CB-2, *Cross-cutting Capacity Development.* The project goal also contributes to meeting the stated objectives of the *UN Development Assistance Framework (UNDAF)for Tajikistan 2010 – 2015* and the *Country Programme Action Plan (CPAP -2010-2015)*. The CPAP incorporates priorities from the Poverty Reduction Strategy Paper (2002-6) and is organised around four priority programming areas, three of which are directly relevant to the proposed CB-2. Additionally, the project is consistent with the UNDP-GEF model for capacity development, outlined in GEF-UNDP 2003. *Capacity Development Indicators, UNDP/GEF Resource Kit (No. 4)*[4] and further elaborated in UNDP 2005, *Capacity Development.*

The project goal demonstrates the "Country-Ownership/Driveness" aspect of the project in that, Tajikistan has demonstrated its commitment to become a full member of the world community through ratifying other Multilateral Environmental Agreements (MEAS)[5], in addition to the three Rio Conventions, and amending its legislation to comply with MEA obligations.

The project vertical logic derived as a result of the review during the inception phase, and as demonstrated in the logframe (Table 4) is clear. The quality of the project design is good in that a causal chain of actions and their intended effects are based on the analysis of the causal factors and central problems (as identified in the NCSA) that the intervention addresses. The direct tangible goods and services that the project is expected to deliver and which are largely under project management's control are easily understood. The relationship between outcomes and realisation of the objective, inclusive of delivery of benefits to the target groups is obvious.

Risks and assumptions were also identified during the design of the project and were part of the log-frame in the project document that was approved by Ministry of Nature Protection (MNP), UNDP and GEF. They included factor's beyond the project's immediate control that could influence project achievements, especially changes of government counterpart personnel and the wider economic and political development context of Tajikistan. Following the review of these risks, during the Inception Phase, some changes were proposed and included with the changes in outputs and indicators in a revised log-frame (Table 4). In addition to the logframe, annual work plans were developed and it was these that placed activities within specific timeframes for completion with accompanying budgets making the overall approach to implementation SMART.[6]

[4] http://www.gefweb.org/Documents/Council_Documents/GEF_C22/C.22.8_Strategic_Approach_to_Capacity_Building_FINAL.pdf

[5] (i) Vienna Convention on Protection of Ozone Layer (ratified 1998); (ii) Montreal Protocol on Ozone Depleting Substances (ratified 1998).

[6] Specific, Measureable, Achievable, Realistic & Time-bound

Table 3: Proposed Indicators and Baseline data

Proposed Indicator	Baseline		Target by End of Project	Sources of verification
1. Use of EE, EL and SI to address NRM and poverty issues by the State Committee on Environmental Protection	• These models & techniques on EE, EL and SI are rarely used for NRM in Tajikistan	**Objective:** To strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction.	• Diverse and high quality EE/EL and SI programmes and activities planned or underway to address NRM and poverty issues	• Progress reports / PIRs • Programmes integrating these models and techniques
2. Citizens involvement in decision-making to address NRM and poverty issues	• Few opportunities for stakeholder involvement in NRM decisions at national or community levels		• Stakeholders in the selected Jamoats involved in implementing NRM programmes and projects • Decision-making processes revised to encourage stakeholder involvement and institutionalized within the NRM framework	• List of participants in decision-making processes for NRM • Documentation of consultation process
3. Public access to environmental information	• Limited public access to environmental information		• 2 brochures and 1 web site on environmental information available to the public	• Web sites • Content of Relevant reports • Surveys
4. Capacity development monitoring scorecard rating	Capacity for: • Engagement: 1 of 9 • Generate, access and use information and knowledge: 3 of 12 • Policy and legislation development: 1 of 9 • Management and implementation: 1 of 6 • Monitor and evaluate: 4 of 6 (total score: 11/42)		Capacity for: • Engagement: 6 of 9 • Generate, access and use information and knowledge: 9 of 12 • Policy and legislation development: 5 of 9 • Management and implementation: 4 of 6 • Monitor and evaluate: 6 of 6 (total targeted score: 30/42)	• Mid-term and final evaluation reports • Annual PIRs • Capacity assessment reports
5. A revised State Programme for EE and EL integrating Rio and Aarhus Conventions' obligations	• Current programme is poorly known, weakly implemented and does not include conventions' obligations	**Outcome 1**: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education/learning and stakeholder involvement as natural resource management	• A revised State programme addressing Rio and Aarhus Conventions' obligations	• Revised State Programme • Evaluation and monitoring reports of State Programme

Proposed Indicator	Baseline		Target by End of Project	Sources of verification
		tools.		
6. Adequate legislation for EE, EL, SI and AEI in place	• Few opportunities for SI in NRM decisions at national and community levels within current legislation		• Decision-making processes revised, including SI and AEI and introduced in legislation related to NRM	• Laws adopted by the government
7. Adequate institutional set-up with clear mandate to carry out EE, EL, SI and provide AEI.	• Weak institutional mandates and no clear responsibilities for EE, EL, SI and AEI in NRM		• Institutions with clear mandates and assigned responsibilities to implement the State Programme on EE and EL.	• Institutions mandated by the government • Job descriptions
8. Number of systematically implemented EL activities	• 3 EL activities occurring, mostly ad hoc and with uncertain effectiveness	**Outcome 2**: Improved capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects.	• 7 EL programmes being systematically implemented by government institutions and civil society organizations	• Government annual reporting on environment and NRM programmes
9. Quantity and quality of EE, EL and SI materials and delivery mechanisms	• There are few EE, EL and SI materials customized to the Tajik context • Absence of formal training delivery mechanisms		• 5 materials adapted to the Tajik context • Training Centre established • Some specific training modules established	• Consultants' reports • Produced Materials
10. Number of participants trained in EE, EL and SI using the module developed by the project	• Very limited training currently offered		• 500 people trained (civil servants, teachers, NGO staff, etc.)	• Progress reports / PIRs • Training evaluation forms
11. Increased use of community EL techniques by local governments in programmes and projects to address NRM and poverty reduction at the local level	• Local governments use very little EL techniques	**Outcome 3**: Enhanced capacity of local government and community organisations to use community environmental learning and involvement as tools for natural resource management and poverty reduction.	• Local governments in the four selected Jamoats are using EL as a tool to involve communities to address NRM issues	• Minutes of local government meetings • Field visits
12. A community EL Kit adopted and disseminated in Tajikistan	• No community EL resources available		• EL Kit finalized and disseminated in Tajikistan at the district level	• EL Kit • Field visits

Proposed Indicator	Baseline		Target by End of Project	Sources of verification
13. Community EL incorporated into JRCs' terms of references, strategies and programmes	• JRCs focus more on social and livelihood issues and EL is not used systematically to address local NRM issues; including conventions related issues.		• JRCs in pilot districts (4) have integrated community EL into their programming and activities; including the Revolving Funds • Other JRCs in Tajikistan have adopted the same approach	• Field visits • Pilot project reports • Progress reports / PIRs • Minutes of JRCs meetings
14. Project management consistent with UNDP and GEF standards	• Management procedures not in place	**Outcome 4:** Effective, efficient, and adaptive project management, monitoring and evaluation.	• UNDP and GEF standards used consistently by the project management team	• Project progress reports & PIRs • Evaluation reports • Contracts, RFPs, Purchase Orders, etc.
15. Good practices and lessons learned packaged as knowledge products and disseminated through national and international networks	• No knowledge products are available to the relevant stakeholders		• Good practises and lessons learned are packaged into knowledge products and they are easily accessible and are accessed by relevant stakeholders and by the general public at large	• Project web site • Stakeholders web sites • Publications, brochures • References to this products and reports, and seminars

- Source: Inception Report June 2009
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Table 4: Revised Log-Frame

Source: Inception Report (June 2009)

Project Strategy	Revised Indicators				
	Indicator	Baseline	Target at E. of Project	Sources of verification	Risks
Goal	To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes.				
Objective: To strengthen capacity to use environmental learning and stakeholder involvement as tools	1. Use of EE, EL and SI to address NRM and poverty issues by the State Committee on Environmental	• These models & techniques in EE, EL and SI are rarely used for NRM in Tajikistan	• Diverse and high quality EE/EL and SI programmes and activities planned or underway to address NRM and	• Progress reports / PIRs • Programmes integrating these models and techniques	• Due to election, political changes or other events, changes in governmental priorities might happen and the GOT might not remain committed to environmental education, environmental learning, stakeholder involvement and access to environmental

Project Strategy	Revised Indicators				
	Indicator	**Baseline**	**Target at E. of Project**	**Sources of verification**	**Risks**
to address natural resource management issues as part of poverty reduction.	Protection		poverty issues		information (***political***) • The objective of the project might be too ambitious and the support from the project resources and the government resources may not be adequate to initiate the changes required by the project strategy (***strategic***) • Lack of relevant expertise in local market may result in delay of required outputs and distortion of targeted deadlines (***operational***)
	2. Citizens involvement in decision-making to address NRM and poverty issues	• Few opportunities for stakeholder involvement in NRM decisions at national or community levels	• Stakeholders involved in implementing NRM programmes and projects • Decision-making processes revised to encourage stakeholder involvement and institutionalized within the NRM framework	• List of participants in decision-making processes for NRM • Documentation of consultation process	
	3. Public access to environmental information	• Limited public access to environmental information	• 2 brochures and 1 web site on environmental information available to the public	• Web sites • Content of Relevant reports • Surveys	
	4. Capacity development monitoring scorecard rating	Capacity for: • Engagement: 1 of 9 • Generate, access and use information and knowledge: 3 of 12 • Policy and legislation development: 1 of 9 • Management and implementation: 1 of 6 • Monitor and evaluate: 4 of 6 (total score: 11/42)	Capacity for: • Engagement: 6 of 9 • Generate, access and use information and knowledge: 9 of 12 • Policy and legislation development: 5 of 9 • Management and implementation: 4 of 6 • Monitor and evaluate: 6 of 6 (total targeted score: 30/42)	• Mid-term and final evaluation reports • Annual PIRs • Capacity assessment reports	

Project Strategy	Revised Indicators				
	Indicator	**Baseline**	**Target at E. of Project**	**Sources of verification**	**Risks**
Outcome 1: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education/learning and stakeholder involvement as natural resource management tools.	5. A revised State Programme for EE and EL integrating Rio and Aarhus Conventions' obligations	• Current programme is poorly known, weakly implemented and does not include conventions' obligations	• A revised State programme addressing Rio and Aarhus Conventions' obligations	• Revised State Programme • Evaluation and monitoring reports of State Programme	• The government does not fulfil its international obligations; including those from the Aarhus and the 3 Rio Conventions related to EL, EE and SI (***political***) • New legislation proposed by the project is not adopted by the Government and/or the Parliament (***political***) • The government is not committed to revise the State Programme on environmental education (***strategic***) • The government is not committed to implement institutional changes proposed during the implementation of the project (***political***)
	6. Adequate legislation for EE, EL, SI and AEI in place	• Few opportunities for SI in NRM decisions at national and community levels within current legislation	• Decision-making processes revised, including SI and AEI and introduced in legislation related to NRM	• Laws adopted by the government	
	7. Adequate institutional set-up with clear mandate to carry out EE, EL, SI and provide AEI.	• Weak institutional mandates and no clear responsibilities for EE, EL, SI and AEI in NRM	• Institutions with clear mandates and assigned responsibilities to implement the State Programme on EE and EL.	• Institutions mandated by the government • Job descriptions	
Outcome 2: Improved capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects.	8. Number of systematically implemented EL activities	• 3 EL activities occurring, mostly ad hoc and with uncertain effectiveness	• 7 EL programmes being systematically implemented by government institutions and civil society organizations	• Government annual reporting on environment and NRM programmes	• Weak capacity of the Committee for Environment Protection and its constantly changing status. This may affect the project implementation and cause delays since it is the implementing partner of the project (***operational***) • The training centres for public servants and teachers might not be interested in integrating into their training catalogue the training curricula developed with the support of the project (***operational***) • Key agencies and managers in ministries give a high priority to EE/EL programmes (***operational***)
	9. Quantity and quality of EE, EL and SI materials and delivery mechanisms	• There are few EE, EL and SI materials customized to the Tajik context • Absence of formal training delivery	• 5 materials adapted to the Tajik context • Training Centre established • Some specific training modules established	• Consultants' reports • Produced Materials	

Project Strategy	Revised Indicators				
	Indicator	**Baseline**	**Target at E. of Project**	**Sources of verification**	**Risks**
		mechanisms			
	10. Number of participants trained in EE, EL and SI using the module developed by the project	• Very limited training currently offered	• 500 people trained (civil servants, teachers, NGO staff, etc.)	• Progress reports / PIRs • Training evaluation forms	
Outcome 3: Enhanced capacity of local government and community organisations to use community environmental learning and involvement as tools for natural resource management and poverty reduction.	11. Increased use of community EL techniques by local governments in programmes and projects to address NRM and poverty reduction at the local level	• Local governments use very little EL techniques	• Local governments in the four selected Jamoats are using EL as a tool to involve communities to address NRM issues	• Minutes of local government meetings • Field visits	• The decentralization of NRM responsibilities at the district level does not occur (***political***) • Local governments do not have the mandate to involve stakeholders in decision-making for NRM and poverty reduction activities (***political***) • The community EL kit is not adopted by local governments (***strategic***) • JRCs are not sustained in Tajikistan (***strategic***)
	12. A community EL Kit adopted and disseminated in Tajikistan	• No community EL resources available	• EL kit finalized and disseminated in Tajikistan at the district level	• EL Kit • Field visits	
	13. Community EL incorporated into JRCs' terms of references, strategies and programmes	• JRCs focus more on social and livelihood issues and EL is not used systematically to address local NRM issues; including conventions related issues.	• JRCs in pilot districts (4) have integrated community EL into their programming and activities; including the Revolving Funds • Other JRCs in Tajikistan have adopted the same approach	• Field visits • Pilot project reports • Progress reports / PIRs • Minutes of JRCs meetings	

Project Strategy	Revised Indicators				
	Indicator	**Baseline**	**Target at E. of Project**	**Sources of verification**	**Risks**
Outcome 4: Effective, efficient, and adaptive project management, monitoring and evaluation.	14. Project management consistent with UNDP and GEF standards	• Management procedures not in place	• UNDP and GEF standards used consistently by the project management team	• Project progress reports & PIRs • Evaluation reports • Contracts, RFPs, Purchase Orders, etc.	• The project management team does not apply proper UNDP/GEF management and administration procedures (***operational***)
	15. Good practices and lessons learned packaged as knowledge products and disseminated through national and international networks	• No knowledge products are available to the relevant stakeholders	• Good practises and lessons learned are packaged into knowledge products and they are easily accessible and are accessed by relevant stakeholders and by the general public at large	• Project web site • Stakeholders web sites • Publications, brochures • References to this products and reports, and seminars	

3.1.3 Lessons from other relevant projects (e.g., same focal area) incorporated into project implementation

Internationally accepted principles and practices for Environmental Education (EE)/Education for Sustainable Development (ESD), are based on global agreements such as *Tbilisi Declaration* (UNESCO-UNEP, 1977), *Salonic Declaration* (UNESCO, 1977) and *Belgrade Charter* (UNESCO-UNEP, 1975). These accords are referenced in *Agenda 21*, approved at the Rio Summit in 1992, and the important role of EE/ESD in sustainable development has been reconfirmed in numerous subsequent international initiatives. The UN has declared 2005 – 2014 as the *Decade of Education for Sustainable Development* and is producing related events and materials.[7] This CB-2 project used these international agreements, globally adopted aims, principles and resources as key references to guide EE/EL programming in Tajikistan for integration into the country's goals for poverty reduction and sustainable livelihoods.

In particular, the CB-2 project built on the success of one of UNDP's core on-going programmes, the *Communities Programme (CP)*, which is being continuously strengthened as a community-based mechanism to develop governance at the local level. The CP built on the six-year experience of the post-war *Rehabilitation, Reconstruction and Development Programme*, initiated in 1996. The CP aims to build capacity for local governance as part of Tajikistan's efforts to reduce poverty and build democratic institutions. CP supported the formation of Jamoat Development Committees (JDCs) and District (Rayon) Development Committees (DDCs) to design and deliver community-based programmes at the local and district government levels, respectively. The committees also facilitate collaboration between local government bodies (Rayon and Jamoat) and community members in addressing infrastructure, income generation and natural resources management issues. For example, they have supported information exchange on topics such as water and land management and animal husbandry. Several evaluations have concluded that the JDC network has contributed significantly to improving the quality of life for many Tajik households and communities.

The CP also aims to increase the governance capacity of Jamoat local government bodies through promoting cooperation among government, private sector and civil society organisations and in recent years, the mandate of the JDCs has been broadened to include community outreach and learning and they have been renamed as Jamoat Resource and Advocacy Centres (JRCs). Jamoat Resource and Advocacy Councils are formally registered NGOs, consisting of representatives elected from among local residents. The aims of JRCs are to promote local economic development, poverty reduction, transparent and accountable local governance and civic education. They use inclusive participatory decision-making that is open to all community members.

Due to the extensive experience of JRCs in community mobilization, the JRC network was used as the main vehicle for design and delivery of the Community Environmental Learning component of the project. Existing JRCs were already working in several sectors which are linked to Rio Convention themes. Over half of their list of sectoral priorities are relevant to the CB-2 project to some degree, including environmental protection, agricultural production and water supply, drinking water, electricity generation, and supply, public health and waste management. JRCs have strong potential to increase stakeholder involvement in environmental issues as they already support the formation of local interest and advocacy groups such as farmers associations, water users, parent-teachers associations, women and environmental groups. Four pilot JRCs were used during the project to test the idea of using JRCs as centers for Community Environmental Learning by providing facilities, training and materials which link natural resources,

During implementation, the project collaborated with the Gissar Mountains Biodiversity Project for achievement of Outcome 3 **"***Enhance the capacity of local communities to improve environmental and natural resource management practices as part of sustainable development, for both global and local benefits*", as both projects recognise the importance of local stakeholder participation to achievement of their respective objectives.

[7] UNDP Project Document (PIMS 3514)

For Component 2 activities, lessons learned from similar train-the-trainer programmes used for teacher upgrading (e.g., Save the Children and Aga Khan Foundation experience in training teachers) were applied to development and delivery of training programmes.

3.1.4 Country Ownership/Driveness

Tajikistan has ratified the Rio Conventions and is eligible for assistance from the GEF and UNDP. Further, *Tajikistan has demonstrated its commitment to become a full member of the world community through ratifying* additional Multilateral Environmental Agreements (MEAs), in addition to the three Rio Conventions, and amending its legislation to comply with MEA obligations. The country has GEF and convention focal points, participates in the COPs, has reported to all conventions, has undertaken other enabling activities, and takes part in convention-related working groups and international projects in support of convention objectives. The Tajikistan NCSA Final Report and Action Plan identify 12 priority areas for cross-cutting capacity development. Since several other GEF and other donor projects are addressing topics 6-12 to varying degrees, the Government proposed that the CB-2 project focus on the use of environmental learning (EL) and stakeholder involvement (SI) as tools to mobilize all sectors of society to work on convention-related themes. These tools complemented other natural resource management and environment initiatives underway in the country.

- UN Convention on Biological Diversity ratified 1997;
- UN Convention to Combat Desertification ratified 1997
- UN Framework Convention on Climate Change ratified 1998
- Vienna Convention on Protection of Ozone Layer (ratified 1998),
- Montreal Protocol on Ozone Depleting Substances (ratified 1998),
- London and Copenhagen Amendments to Montreal Protocol (ratified 1998),
- Convention on the Protection of Migratory Wildlife Species (ratified 2000),
- Ramsar Convention on Wetlands and Convention SITEC (ratified 2000),
- Helsinki Agreement on Transboundary Water Bodies (ratified 2000), and
- Aarhus Convention on Access to Environmental Information (ratified 2002).

The Tajikistan Government formally adopted the *NCSA Action Plan* at the level of the President, is committed to implementation, and has created a monitoring framework. The CB-2 project followed directly from these efforts. It built on the NCSA analysis and the collaborative networks established among government agencies, research institutions and civil society. It supported Tajikistan to further the objectives of the Rio Conventions in a more focused, effective and efficient manner through mobilizing key sectors of society to address convention objectives as part of poverty reduction.

The CB-2 project also responded to the recommendations regarding capacity development for each Rio Convention, as identified in the Thematic Assessments.

In addition to the NCSA reports, the following national plans and strategies also identify the need for public awareness, education and involvement in convention-related issues:

- The *National Biodiversity Strategy and Action Plan (NBSAP, 2003)* recommends actions under seven topics. The CB-2 project will address several of the actions listed under two of those topics (p. 129-30):

  (i) Training and Education of the Population
  (ii) Providing Information, Coordination and Cooperation

- *The National Biodiversity and Biosafety Center* (NBBC) was established in 2004 as the central body for implementation of CBD and NBSAP commitments. The Centre has collaborated with the Centers for the UNFCCC, CCD and the Aarhus Convention to deliver public awareness activities.
- The *Second National Report to the Convention on Biodiversity* (2005) reiterates the findings of the *First National Report* (2003) and the NBSAP. It notes that despite ratification of several MEAs requiring improved public access to environmental information, access is still limited and the public is rarely involved in environmental decision-making. It also identifies the need for improved environmental education and training on biodiversity for personnel in relevant ministries and for more interagency information-sharing.
- The *National Action Plan on Climate Change Mitigation* identified among its priorities for improving UNFCC implementation – better provision of environmental information and training of ministerial personnel on climate change issues.
- The *National Action Plan to Combat Desertification* (2000-1) identifies the need for increased efforts to attract public attention to desertification and to improve the knowledge of land management among rural people.

Through its overall focus on poverty reduction and economic development programmes, the project also responded to the National Development Strategy (NDS) 2006-2015, Poverty Reduction Strategy 2010-2012 (PRS).

3.1.5 Stakeholder participation

Tajikistan is obliged to promote stakeholder involvement and public access to information through the relevant provisions of the Rio Conventions. It has reinforced these commitments through ratifying the *Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters* (Aarhus Convention) in July 2001. This convention was translated into Tajik and Government established a national implementation programme and working group with members from the Majlisi Oli (Parliament), government, research institutions, local authorities, NGOs and mass media.

Tajikistan has in place several laws that provide a legal basis for stakeholder involvement, including Laws *On Nature Protection*, *On Environmental Expertise*, *On Public Organisations* and *On Informatization*. *The Law on Nature Protection* contains several relevant sections, as follows (*NCSA Report and Action Plan,* p. 65):

- Article 13: The right of citizens to making environmentally important decisions and exercise control over their implementation;
- Article 37: Public environmental expertise;
- Article 68: Public environmental control;
- Section XI: Community participation in environmental protection; and
- Article 69: Forms of community participation in environmental protection.
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Despite the above national laws and efforts under the Aarhus Convention, the legal, policy and institutional framework for public involvement in environmental matters was fragmented, uncoordinated and inconsistent. The activities of the Aarhus Centre represent a promising beginning, but are dependent on donor funding. The CB-2 project helped to identify opportunities for fully integrating the provision for public involvement contained in the Rio and Aarhus Conventions into the national legal, policy and institutional framework. It also identified options for a sustainable strategy to ensure that public rights to participate and access to information are protected at national and local levels, and that procedures are established to actively engage stakeholders in environmental decision-making. To this end the Environmental Education and Environmental Learning Law obliges local government structures to be in closer contact with population and to initiate joint environmental education (Articles #2, 11 – 14).

3.1.6 Replication Approach

For the provision of replication opportunities at local, national and regional levels, the project was designed to showcase how environmental learning and stakeholder involvement can be effective and cost-efficient tools to complement all environmental management tools. This was deemed necessary in the quest to provide a solution for the countries of Central Asian region whose NSCAs all noted gaps in awareness, knowledge and involvement skills on the part of the public vis-à-vis Rio Convention issues[8]. Successful measures taken to promote the exchange of information during the project and capture lessons learned that could be replicated within and outside the country included:

- Train-the-trainer programmes, with broad outreach to a full range of stakeholders in government, NGOs, CBOs and research and education institutions to build capacity across sectors and in diverse parts of the country;
- National and regional seminars and workshops and networking, including invitations to join the proposed peer learning network and database on Integrated Resource Management;
- An adaptive approach, based on needs assessment, testing and monitoring, adopted for the project and results carefully documented through the GEF reporting format for application in other contexts; and
- Communication/media strategy, with a systematic approach to public and media outreach, tailored to help achieve project outcomes through reaching electronic, radio and print media with national and regional "success stories".

Though not considered as part of the replication approach at project design stage, the introduction of the access to Micro – Credit with environmental considerations forming part of the approval criteria for community members in the participating Jamoats is important as it impacts people's livelihoods, living standards and helps in a tangible way to alleviate poverty.

3.1.7 Cost-effectiveness

As the project was designed to have a catalytic role in developing capacities and changing the enabling environment, benefits and cost-effectiveness cannot be quantified meaningfully in monetary terms.
However, its design maintained compliance with the application of the incremental cost concept with GEF funding being applied for financing of components that otherwise would not have taken place. Co-funding was organized through the Government of Tajikistan, participating communities, and the UNDP. Further, the participating communities were able to leverage funding under this project to access funding through the Small Grants Programme (SGP).

The identification of the CB2 project as the most cost-effective way to achieve the goal "*To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes*" afforded Tajikistan the opportunity to build capacity using modern sustainable approaches to EE, EL and SI. The project completed the planned activities and met the expected outcomes in terms of achievement of Global Environmental and Development Objectives according to schedule for the most part and as cost effective as originally planned. The built capacity was not unique to any one focal area but will serve to assist Tajikistan to manage global environmental issues as well as create an enabling environment to address global issues in the long term in line with GEF's approach to Capacity Building. The community environmental learning outputs built on the success of the UNDP Communities Programme which sought to build capacity for local governance as part of Tajikistan's efforts to reduce poverty and build democratic institutions.

More specifically, the GEF MSP provided funding which addressed the *ad hoc*, fragmented and uncoordinated manner in which EE, EL and SI were being implemented in the country. The project responded to the priority capacity needs identified by the NCSA and supported the use of the necessary tools to engage all stakeholders

[8] UNDP Project Document, MSP EL & SI as Tools for Global Environmental Benefits and Poverty Reduction, 2004

in learning about and acting on climate change, biodiversity and land issues. These tools of "public involvement, and participation, partnership, public awareness and environmental education" are increasingly being seen as complementary to technically focused environmental projects and programmes and have been proven to improve project results and greatly increase the chance of project sustainability by promoting country ownership. Through application of these tools, the project's three-fold strategy (Table 1) was successfully implemented contributing strongly to Tajikistan meeting its obligations under the Rio Conventions.

GEF funds supported efforts to rationalize national frameworks for EE/EL and SI and to integrate international obligations and standards into these frameworks. Coherent legal, policy and institutional framework with clear implementation strategies have been developed. The capacity of diverse stakeholders to develop and deliver EE, EL. and SI programmes reaching diverse sectors has been built through establishment of resource centres, development of material on the three Rio Conventions, Re-training programmes for civil servants and teachers; curriculum development; school text development; and development of material for higher education. The capacity of relevant agencies to develop and deliver the SPEEL has been expanded with a draft SPEEL undergoing review at the time of the evaluation. Additionally, the project's ability to further involve local government and communities as stakeholders and partners in project implementation served to further boost success. UNDP's contribution to establishment of the Micro-credit foundation which has included environmental concerns in its loan approval criteria adds to the likelihood of rural folk being sustainably involved in convention implementation. Through the project the Tajikistan Technical University (TTU) has been able to develop an environmental department with state of the art equipment. Student enrollment in the department has increased from 5 in 2009 to 22 in 2011. The TTU has an important role to play in the continuous training of environmental professionals who can assist in the implementation of the Rio Conventions and national development in general.

3.1.8 UNDP Comparative Advantage

Tajikistan had several GEF Full and Medium-size projects, as well as Enabling Activities either underway or in the pipeline for implementation during the CB-2 project period. Virtually all of them involved EE/EL and SI-related activities. As part of the cost effectiveness criteria, consideration was given to the fact that the project would also benefit from associated financing, gained through linkages with these projects. This collaboration was expected to be facilitated by the fact that they are all GEF projects; that UNDP was the Implementing Agency for several of the projects, and that the World Bank would implement others. To further strengthen this noted comparative advantage, the UNDP has vast experience in integrated policy development, human resources development, institutional strengthening, and non-governmental and community participation; assists countries in promoting, designing, and implementing activities consistent with both the GEF mandate and national sustainable development plans, and has extensive inter-country programming experience.

3.1.9 Linkages between project and other interventions within the sector

The CB-2 project was designed to complement existing GEF/UNDP projects in Tajikistan through strengthened public awareness, education consultation, and involvement activities for all of these projects which include:

- *"Demonstrating new approaches to Protected Areas and Biodiversity Management in the Gissar Mountains"* as a model for strengthening the national Tajikistan Protected Areas System.
- *"Demonstrating Local Responses to Combating Land Degradation and Improving Sustainable Land Management in SW Tajikistan*." The project aimed to demonstrate the potential to implement replicable Sustainable Land Management initiatives at the local level in Tajikistan and to build the capacity of local structures and land users to do this.
- *"Promotion of Renewable Energy Use for Development of Rural Communities"*. This project aimed to significantly reduce the life-cycle cost of electricity supply in remote rural areas by developing affordable and sustainable delivery models and financing mechanisms to support small-scale renewable energy projects.

- *"Support to Sustainable Transport Management in Dushanbe*." The project, aimed to reduce the growth rate of energy consumption within the transportation sector and facilitate market development to enhance mobility of the people in the country and particularly in the capital

- *"National Biodiversity Strategic Action Plan Phase II"*. The objectives of this second phase enabling activity were to further evaluate biodiversity capacity needs, define country specific priorities, analyze functional capabilities and identify mechanisms to protect national biodiversity in accordance with the NBSAP recommendation, NCSA findings and GEF and COP/CBD guidelines.

- "*Preparation of the Second National Report on UNFCC*:" Development of this report, involved government and academic partners.

- *"Small Grants Programme (SGP")*. The UNDP/GEF Global SGP activities in Tajikistan focus on the Rio conventions and their implementation through community-based organizations especially in rural areas where the 70% of the population is located. The criteria for the small grants encourages projects which use the outputs of the CB-2 project, i.e., Community Learning Kits and Environmental Education Resource Kits.

- *"UNDP Communities Programme"*. This is a key element of UNDP support to Tajikistan. It is financed by UNDP, the World Bank and bilateral donors, including DFID, European Union (ECHO and TACIS), Canadian International Development Agency, Swiss International Development Agency, Government of Finland. By working closely with the Communities Programme, the project will be firmly integrated into and coordinated with the UNDP programme and all UNDAF/CPAP activities in Tajikistan. The project will also build on the extensive knowledge and networks of communal structures, local governments and national institutions that have been developed in past and current UNDP projects. It will use the tools for public awareness and community mobilization that have been found to be successful in these programmes.

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As the following additional GEF supported projects have activities and objectives which relate to the CB-2 project, integration and coordination linkages were developed during the Inception phase.

- *World Bank "Community Agriculture and Watershed Management Project"*: The development objective of this GEF-SLM project was to reduce rural poverty and improve livelihoods of rural communities in selected watersheds.

- *World Bank "Dashtidzhum Biodiversity Conservation Project"*. This project will supporting in-situ conservation in protected areas, focusing on the globally significant biodiversity of the Dashtidzhumskiy Zakaznik (National Park) and community-based management of natural resources in the areas around it.

- *World Bank "Natural resources management and poverty reduction project"* (Component 3 "Specially protected areas management and conservation of biodiversity" (GEF 3.48 million USD): This project aims to strengthen cross-border cooperation in biodiversity monitoring and management of strictly protected areas.

- *Central Asian Countries Initiative for Land Management (CACILM):* This is a 10 year $US 75 million regional investment programme which started in 2006, with support from multiple donors (UNDP, IFAD, SCEPF, DFID, ADB). Through coordinated projects, it aims to reverse the decline in land productivity and degradation of land ecosystems, especially in the last 15 years.

3.1.10 Management arrangements

The project was nationally executed in accordance with UNDP's NEX guidelines. The State Committee for Environmental Protection (SCEP) was the National Executing Agency (NEA), with accountability responsibilities to the Government of Tajikistan and the UNDP for the quality of project outcomes and the

appropriate use of project resources, both when directly implementing project activities and when delegating others to do so. Other responsibilities of the NEA included ensuring that project planning, review, monitoring, evaluation and reporting requirements were met; that coordination among participants was effective; and that decisions were implemented. The NEA was also responsible for ensuring that outputs were produced on time and for translating outputs into outcomes. The NEA also managed the project budget, including components implemented by partner agencies and sub-contractors. Implementation arrangements with partner agencies were be set out in Terms of Reference, work plans and/or formal agreements, as needed. UNDP provided support needed for project implementation through its newly established programmatic approach which established an Energy and Environment Unit, and through its Administrative and Finance Units.

Several local organizations were involved in project delivery, including Jamoat government authorities, Jamoat Resource and Advocacy Centers (JRCs), District Development Councils (DDCs), District and sub-district departments of the State Committee for Environmental Protection, Forestry, and the State Committee for Land Management, Geodesy and Cartography.

A National Project Manager (PM) was recruited to manage project implementation in February 2009. The PM reported to the Project Steering Committee (PSC) and acted under overall guidance from the UNDP Focal Point on Energy and Environment. The PM was responsible for project coordination and implementation, consolidation of work plans and project papers, preparation of quarterly progress reports, reporting to the project supervisory bodies, and supervising the work of the project experts and staff. The PM also coordinated project activities with relevant Government institutions.

A change of Project Manager occurred during the first semester of 2010; Mr. Nurali Saidov resigned in March 2010 from his position and Mr. Kiomidin Davlatov was hired in June 2010 as the new Project Manager. Mr. Davlatov was hired under the new UNDP Energy and Environment Programme[9] as the Environmental Learning Advisor but also fulfilled the role and responsibilities of the project manager for this project. Additionally, the Government Focal Point changed in early 2010 with Mr. Mahmadsharif Hakdodov moving to the Parliament following the last national election. Resultantly, a new Project Government Focal Point - Ms. Sharipova Oykhon, Deputy Chairman of the State Committee on Environmental Protection (SCEP) was nominated by the Chairman of the SCEP (Implementing Partner) and assumed the role in April 2010. A Chief Technical Advisor (CTA) was recruited to support the PM and other project experts through advisory services and technical assistance. The UNDP Country Office (CO) provided support services through the Administrative and Finance Units, as required.

National and international consultancy services were called in as required for specific tasks, such as needs assessments, development of pilot projects, development of proposals for improved enabling frameworks for EL and EE, development of models of Community Environmental Learning, capacity building and training for key stakeholders, design of delivery models and financing mechanisms. Consulting services were procured in accordance with applicable UNDP/GEF Guidelines.

The Project Steering Committee (PSC) was formed to provide strategic direction and project management. The PSC was multi-disciplinary and multi-sectoral in fields related to capacity development for the Rio Conventions, especially the project topics (EE, EL, SI). The PSC included representatives of relevant Government agencies, including, the State Committee for Environmental Protection, Forestry, State Committee for Land, Ministry of Education and District Authorities. Membership also included representatives of UNDP Country Office, UNDP Communities Programme, academic institutions, NGOs and other civil society and donor organizations involved in this or related projects. The PSC was supposed to meet at least semi-annually to review project progress,

[9] The project's operational arrangements changed during the first semester of 2010. In order to streamline the implementation and harmonize activities of this project with activities of other UNDP projects in the environmental field, UNDP reviewed and consolidated its portfolio of environmental projects in order to apply a programmatic approach. The overall project management arrangements approved by the GOT and GEF remained the same with the project still implemented under NEX guidelines project through the newly established UNDP's Energy and Environment Programme.

provide direction and assist in project implementation. However, the Project Manager reports that between 2010 and 2011, the Chairman of the NEA's lack of cooperation prevented this meeting from happening twice.

The change in the operational operations also led to changes in office arrangements as the Government provided office premises to house the project office, was relinquished in exchange for occupation of space in the newly established UNDP Energy and Environmental Programme office in the VEFA Center.

4.0 Implementation

4.1 Implementation Approach (ii)

Implementation of the project progressed according to the set outputs. Detailed annual activity plans supported the implementation activity. Implementing partners were crucial to the success and future sustainability of the project. Under these partnership agreements, the project supported partners to implement activities focused mainly on development of training materials and delivery of EE training to specific target groups. The project involved all implementing partners in decision processes. To help build the notion of "ownership: the main activities were delegated to the partners. Main decisions including strategic ones were made by them. This helped to boost the feeling of ownership commitment with regards to sustainability of project gains such as Environmental Information Centers at the TTU, SCEP, ICST, and Ministry of Education. The training guidebooks, publications and methodical guides developed by all partners, equipment and gained skills will be used in current and future activities.

Implementation of the project activities was done in close collaboration with the UNDP funded Community Programme (CP) and the UNDP/GEF Gissar Biodiversity Project, *"Demonstrating new approaches to Protected Areas and Biodiversity Management in the Gissar Mountains as a model for strengthening the national Tajikistan Protected Area System,"* particularly for the implementation of Outcome 3 (Enhance the capacity of the local communities to improve environmental and natural resource management practices as part of sustainable development, for both global and local benefits).

Stakeholders were involved in various roles in the project implementation exercises (Annex H). These roles included National Executing Agency, Advisors, Partnerships, Co-financing, Micro-financing, Experts and Consultants. Participatory mechanisms included the formation of thematic working groups to help guide implementation, build consensus, share decisions and validate process and results. The three working groups formed, each related to one of the planned outcomes respectively.

- *Year 1 2008-2009*

During the Inception stage of the project (September 2008 – June 2009) the project strategy was reviewed by stakeholders led by the Chief Technical Advisor. Based on the findings of this review, the original set of project outputs were reduced from 14 to 9 (Table 2). In addition, the entire set of performance indicators to measure project progress at the output, outcome and objective levels was reviewed and simplified. A revised set of 15 performance indicators were set to measure the progress of the project (including their baseline and targets at end of project. The capacity development monitoring scorecard was completed with a total score of 11 out of 42, indicating a low capacity then in place for an effective environmental education managerial system. Risks identified during the design phase were reviewed and simplified with a total of 15 risks up-to-date with management responses as of the start of the project.

The analysis phase of the project during Year 1 moved slower than anticipated. There was slow progress in the identification of capacity gaps and the way forward. The implementation strategy for Outcome 3 was mostly based on strengthening the JRCs in 4 Jamoats in EE, EL and SI. These JRCs formerly supported by both the UNDP-CP programme and the UNDP/GEF Gissar Biodiversity Project, were identified for involvement in community-level development activities of this project through application of specifically developed criteria which included the fact that there were no alternative similar, local, rural development institutions in the targeted

geographical areas. Additionally, partnerships under development lacked clarity to move the project forward. According to the CTA's report (Second Assignment-Mission Report, January 2010) "*the project spent the first year assessing the existing policy and legislative environment in Tajikistan regarding environmental education. Experts were recruited to analyse the current policy and legislative context and also to conduct a survey of community leaders. Based on these initial studies, the project management team started to have some knowledge about the context for environmental education in Tajikistan. However, after more than a year, the major capacity gaps have not been fully identified yet; including a consensus among key stakeholders on shortcomings of the current situation and what/how to improve."*

At this point, the critical elements that needed to be addressed in order to use environmental education as a tool, were not yet being tackled. These elements included the need to revise/reformulate the state programme on EE, the need to integrate the Rio Conventions subjects (climate change, biodiversity and land degradation) into the education curricula and the need to use EE as a major tool for community development. The participatory process with stakeholders, required for development of these activities, validation of the products and their institutionalization, was lagging. To streamline the project for 'on time' delivery and completion, a recommendation made (in January 2010) by the CTA in consultation with project management for phasing activities of the three project components over an assessment phase (Year 1), a gap analysis phase (Year 2) and an implementation phase (Year 3) was accepted and implemented (Annex I). Mid-Year targets were also set to help keep activities time-bound and also to coincide with the annual PIR.

- *Year 2 – 2009 - 2010*

During the first semester of 2010 a new Project Manager was hired. Additionally, the Government Focal Point changed in early 2010. A new Project Government Focal Point - Ms. Sharipova Oykhon, Deputy Chairman of the State Committee on Environmental Protection (SCEP) started duties in April 2010.

The project's operational arrangements also changed during the first semester of 2010 with the decision of the UNDP to streamline the implementation and harmonize activities of this project with activities of other UNDP projects in the environmental field, through consolidation of its portfolio of environmental projects in order to apply a programmatic approach. Despite these operational changes, the overall project management arrangements approved by the GoT and GEF remained the same (Section 3.1.10). However the consolidation of the UNDP activities created space for the project to operate out of the UNDP's Energy and Environment Unit at the Vefa Center and the Government's office contribution ceased to exist. Government co-financing was expected to be still be achieved through other project activities such as the unanticipated Government support to create a training centre at the Institute for Civil Servants' Training (ICST).

The year two review of the project revealed that outputs under Outcomes 1 and 2 were going well and there was now a clear way forward to achieve the expected results. Under Outcomes 1 and 2, several partnerships were cemented. Through these partnerships, the project provided support for implementation of activities that were focused mostly on developing training material and delivering EE training to specific target groups. Partnerships forged included:

- An agreement between the Project and the Ministry of Education (including the Institute for Retraining of Teachers) to integrate an EE programme into the secondary education system;
- An agreement between the Project and the Institute for the Training of Civil Servants (ICST) to develop EE course(s) and deliver training activities to public servants;
- The support for the development of new legislation on EE and EL at Parliament through the ex. Project Government Focal Point who was now a Member of Parliament and a Member of the Parliamentary Committee on Agriculture and Ecology;

- An agreement between the Project and the Tajikistan Technical University (TTU) to develop an EE training module, approved by the Ministry of Education and incorporated into curricula at the university and possibly other universities in Tajikistan.

Additionally, the project management team successfully negotiated with the State Committee for Environmental Protection (SCEP) for a similar agreement to finalize the review of the existing State Programme on EE-EL (a government requirement) and undertake the development of a new State Programme on EE-EL for the period 2010-2015.

However, for outcome #3, although activities were being implemented in the selected JRCs, there was still the need to clarify the strategies to achieve the expected results. The project had supported a few activities in collaboration with the UNDP/GEF Gissar Biodiversity project through the local JRCs but, most activities were conducted by the project itself and it was difficult to identify a sustainable way forward.

The CTA reviewed the implementation of Outcome #3 with the Project Management Team and the conclusion was that the project needed to continue the strengthening of the 4 JRCs and to use them as a "conduit" to support local community development activities in the respective 4 Jamoats. Despite the absence of the project-required and desired level of environmental learning/education experience it was recommended that definite efforts/ (including funding) allocations be made to assist the JRCs to obtain these skills. This recommendation was based on the records of JRC involvement in the numerous UNDP social infrastructure rehabilitation and construction and community development projects during the last decade. Being in most cases the only local 'social development structure', in partnerships with UNDP and numerous other international development agencies, JRCs gained definite project work experience, sufficient knowledge on their own territory, existing problems, and solution strategies, among other things. Importantly, dozens of training courses, experience-exchange sessions and other organizational development interventions with JRCs of other regions proved the necessity of systematic development of these four (4) newly developed ones.

Although the review clarified some elements of Outcome 3, the way to develop sustainable capacities of local governments and community organizations to use community environmental learning and involvement as tools for natural resource management and poverty reduction was still to be clearly identified so there was also a recommendation from the CTA for a precautionary approach to be used with the implementation of activities. This precautionary approach included: (i) implementation of activities on the basis of the "*trial-and-error*" method[10] ; use of a "*learn-as-you-go*" approach; and a precautionary "*step-by-step*" approach regarding if and when to invest project financial resources.

- *2010-2011 . Year 3 (extended by 6 months to March 31, 2012)*

During Year 3 of project implementation, the project and most of its partners succeeded in reaching annual targets. However the project period was extended for 6 months (no cost) and accordingly, agreements with the SCEP and Ministry of Education were extended because of delays in their respective implementation processes.

Component 1

Legislation reviews were completed by a National Consultant and recommendations for changes in the respective Laws on Nature Protection, and Education. Recommendations were also made for integrating Stakeholder Involvement aims to the existing national policy, laws and institutional strategic frameworks. The SCEP under advice from its new Chairman stopped work on the review and subsequent development of the SPEEL for most of 2011. Meetings with the Chairman during the TE Consultant's in-country visit, revealed the reason for his action was linked to his perception that the Terms of Reference for the review of the existing

[10] It is a general method of problem solving, fixing things, discovery, or for obtaining knowledge, based on practical experiments and experiences rather than on theories. "Learning doesn't happen from failure itself but rather from analyzing the failure, making a change, and then trying again". (Adopted from Third Mission Report of the CTA September, 2010)

SPEEL and drafting of the new one was not being applied. Despite the lengthy hiatus experienced in the completion of this important output (especially with regards to sustainability of environmental education and environmental learning in the country), the UNDP initiated an extension of the Agreement in November 2011 for the work to re-commence. The new Draft SPEEL was worked out by an inter-ministerial task force and at the time of this evaluation exercise was undergoing review by all relevant stakeholders. The program aims to "*develop a system of continuous ecological education and public awareness for Tajikistan. It provides for the creation of conditions for the education of a person who is aware of the importance environmental issues, with knowledge, skills and abilities necessary for an environmentally literate problem solving socio-economic development."* Additionally, under the aegis of the project the Aarhus Convention Center was relocated to the Information Resource Center within the SCEP's building. This was value added to the Center for the dissemination of information about the Rio and Aarhus Conventions. This Center is used by SCEP staff, communities, NGOs, students and professionals. Unfortunately, efforts by the project to further enhance the Aarhus Convention Center's capacity to communicate environmental information were not supported by the SCEP's new administration.

Component 2

The partnerships established under this component to build the capacity of state entities for delivery of EE and EL proved productive with the inclusion of EE into existing training programmes of the Ministry of Education, ICST, TTU and SCEP. In spite of starting out very slowly especially with the Ministry of Education, the activities related to this outcome were implemented effectively. Annual indicators on capacity building for government and civil society were exceeded. Capacity building was effected through training workshops, publications, media presentations, development of informational strategies and reviews. Other delivered products included development of methodologies; cooperation with media; capacity building on environmental awareness for state workers at different levels; training of trainers; initiation of the environmental training departments at the key training institutions, and enhancement of wide access to environmental information. The TTU which at the end of its second year of partnership with the project was now fully equipped for delivery of Environmental Learning established collaboration with the Tajikistan University and the Ministry of Education to further build the capacity of the country to implement the Rio Conventions. Additionally, two members of the TTU team joined the working group established by the SCEP to concentrate on the development of the SPEEL. Both organizations (TTU and SCEP) have also collaborated to develop a new proposal for submission to GEF . This new initiative concentrates on establishing an Environmental Monitoring Center at the TTU.

Component 3

In an attempt to meet the challenges posed by obstacles to implementation of Outcome 3, agreements were brokered with two new partners:

(i) Local NGO "Youth 21st Century" were involved to build the capacity of the JRCs for joint implementation of Outcome 3 which was slated to happen immediately after district and national policy levels were made adequate to provide a favourable ground for activities.
(ii) Imdodi Rushd Micro Loan Foundation to support livelihood activities aimed at reduction of poverty.

The NGO "Youth 21st Century " which was delegated responsibility for implementation of Component 3 inclusive of building the capacity of the JRCs completed the tasks satisfactorily. However the practicality of certain items of the Environmental Learning Kit developed are questionable as they include items that require electricity for use. Electricity is not reliably available in the Jamoats.

Imdodi Rushd Micro-loan Foundation was capitalised for the venture through a UNDP TRAC fund award of $80,000.

Component 4

In addition to monitoring partnership agreements during this year, management also focused on project delivery rate/budget, completion of reports and preparation for the Terminal Evaluation.

4.2 The logical framework used during implementation as a management and M&E tool

The logical framework was used during implementation as a management and M&E tool. Its review at the Inception stage and subsequent clarification and simplification of outputs as well of the revision of indicators, targets and risks, set the stage for continued use of this document to measure project performance. Though the quarterly and annual project reports reflect use of the log frame to demonstrate performance and achievements against targets, it has been gleaned from the CTA's reports that the approach lacked sustained efforts during the first half of the project. It is obvious that the Project Management Team benefited through learning from the CTA whose reports repeatedly emphasized the importance of the Management Team's focus more on expected results and performance indicators as documented in the logframe, rather than on activities conducted during the lifetime of the project. Project Management also learnt that focus on the expected results would assist them to quickly identify if they were not achievable, and give the opportunity to apply adaptive management.

Operational Principles of the GEF strategic approach to Project Implementation

(i) national ownership and leadership;
(ii) multi-stakeholder consultation and decision making;
(iii) capacity building efforts based on self needs assessments;
(iv) adoption of a holistic approach to capacity building;
(v) integration of capacity building into wider sustainable development efforts;
(vi) promotion of partnerships;
(vii) accommodation of the dynamic nature of capacity building;
(viii) adoption of a 'learning by doing' approach;
(ix) combination of programmatic and project-based approaches;
(x) combination of process and product-based approaches; and

4.3 Effective Partnership arrangements established for implementation of the project with relevant stakeholders involved in country/region

In embracing GEF's operational principles for a strategic approach to implementation of this CB-2 project, the project's management team utilised partnership arrangements for implementation of the three components with special emphasis on Component 2 which sought to "*Improve capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects*". First, partnership was established with the SCEP to catalyse progress on the Environmental Education Law already being developed, other environment related laws, and for revision of the SPEEL which was crucial to sustainability of EE & EL in Tajikistan. Secondly, further strategic partnerships with agencies already established for education and training were formed. These included the Ministry of Education and Teacher Re-training, Institute for Civil Servant Training (ICST) and the Tajikistan Technological University (TTU). Moreover, these were agencies which although mandated by government law to now deliver EE & EL, showed through the results of needs assessments that they themselves lacked the capacity to develop and deliver the respective material and information and also lacked the required state of the art equipment and space. The Project supported these partners in building their own capacities through provision of expert consultants, training programmes, furniture and equipment. The resulting products which include information material ; school text books; revised school curricula to include EE & EL; Teaching manuals and Modules; Rio Conventions translated into Tajik and printed as pamphlets; retrained teachers; retrained civil servants and an increase in the numbers of technical personnel trained at the TTU demonstrate the effectiveness of the partnership arrangements in achieving the desired outcome and ultimately the objective "*To strengthen capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes*".

Partnerships were also used in the implementation of the Community component (3). The strengthening of the capacity of these agencies/institutions is already having a "mushroom" effect and the impact being made is demonstrated in the brief case studies below.

4.3.1 Mini Case Study – Impact of Capacity Building at Tajikistan Technical University (TTU)

In the case of the TTU, this particular partner reports that the project has improved the quality of study at University and catalysed phenomenal changes to its product. The Ecology Department which has regional outreach:

(i) Did not have an environmental center before the intervention although it had been delivering environmental programs;
(ii) Now is able to move from offering only a diploma programme in Ecology to offering a 4 year Bachelor of Arts programme;
(iii) Graduates students who are now much better prepared for the technical industries;
(iv) Graduates students who are now much better prepared to contribute to national development planning;
(v) Trains students who are in turn now able to develop programmes on environment and ecology and so are suited for specific jobs in the workplace which address EE & EL;
(vi) Has started a Scientific Association of Young Ecologists;
(vii) Has reduced reliance on books only for information as with the introduction of multi-media equipment afforded through the project students now access to information on global environmental issues;
(viii) Has now gained the attention of the University's Management and additional resources for purchase of more equipment is now being provided;
(ix) Used volunteers to deliver 10 training workshops on ecology during 2011;
(x) Has initiated a schools competition in Ecology
(xi) Has initiated moves towards legal registration for the delivery of business services to assist sustainability efforts;
(xii) Is being supported by the OSCE to develop the Ecological Code of Tajikistan. (2nd state in Central Asia to have such a code)
(xiii) Has a cooperation agreement with the Norwegian Cooperation to develop environmental programmes;
(xiv) Has moved from enrollment of 5 students in 2009 to 10 in 2010 and 22 in 2011. Approximately 40 applications have been submitted for 2012 .
(xv) Has implemented specific re-training programmes for its teachers;
(xvi) Has developed Training and Methodical Guidebooks for EE on the basis of the Rio Conventions.
These guidebooks have been approved by the Scientific Board of the Technical Institute and certified by the Ministry of Education.
(xvii) Is experiencing unprecedented interest in its programmes.

The TTU Ecology Department has begun preparation for accommodation of an increase in students as the dynamic of increased EE and EL throughout the country has become obvious and more secondary school graduates will now want to study ecology. This dynamism also has been evidenced through the TE Consultant's visit to a community school in Sabo where the local JRC project partner has been involved in Training of Trainers programmes and dissemination of information for EE and EL. Thoughts that the intelligent participation of students in the Secondary Schools' ecology class was "staged" for the visit ,were quickly dispelled when through the National Consultant/Translator, the students engaged the Consultant in discussion about her country demanding to know not only if there were environmental problems but how she was contributing to solutions! There is no doubt that these children are part of the new generation which will seek entry to the TTU to further their ecological studies and interests.

4.3.2 Mini Case Study – Impact of Imdodi Rushd Micro-loan Foundation

Strategic Partnership with the Imdodi Rushd Microloan Foundation through an injection of UNDP TRAC finds of $80,000 to stimulate growth of micro businesses in the participating JRCs, provide access to livelihood alternatives and help reduce poverty has also positively impacted the mental links between quality of life, sustainable livelihoods and NRM. This impact has been catalysed by the people's increased knowledge of environmental matters brought about by training in EE and EL and access to environmental information afforded them by the project through the established Resource Centers. The Micro-loan Foundation through consultations with its actual and prospective clients has included environmental criteria in its loan applications. For example, persons living in the Romit National Park area will not be granted loans for goat rearing as goats will eat even protected species of plants.

Section 5.1 further elaborates the successes of the Micro-loan scheme in contributing to Sustainable Development and Poverty Reduction, but mention must be made here that the impact of the micro-loan financing foundation is evidenced by an obvious improvement in the standard of living in the Romit Jamoat. Reports include improved health of women and children associated with more disposable income from business ventures; more children attending school and construction of new homes or additions/refurbishing to existing homes.

4.4 Feedback from M & E activities used for adaptive management

Adaptive Management is promoted by the UNDP and GEF as a project management tool. This tool was used during the project's life cycle if necessary based on reviews. Most of the adaptive management initiatives introduced seem to have been instigated by the CTA in consultation with the other members of the project management team. During the inception stage of the project, reviews by the CTA brought about revised outputs and indicators and a revised logframe. During the CTA's third assignment to the project, further recommendations were made based on review of the project's progress after two years of implementation. Included in these recommendations were (i) Use of a precautionary approach with implementation of activities under Outcome 3 due to its "pioneer aspect"; (ii) Conduct of an in-depth review of the Rio Conventions and Aarhus Conventions to influence development of the SPEEL; (iii) Increase/emphasize Training of Trainers through the partnerships in place; and (iv) Project Management Team should focus more on expected results and performance indicators in their project assessments.

Quarterly and annual reports reflected internal monitoring and evaluation processes as well as adaptive risk management. Adaptive risk management was most visible in the changes made to (i) the UNDP operational arrangement; (ii) the project implementation plan and logframe during the inception phase; (iii) interventions to ensure continuity in the development of the SPEEL and (iv) management of project activities by UNDP staff during the two month hiatus when a second project manager was being sought after the first one resigned. The revision of the outputs which was undertaken during the inception stage served to ensure benefits for target groups.

Assumptions and risks identified during project development and as revised at inception stage, noted the main external conditions that would allow the outputs to ensure target groups accessed benefits and achievement of the objective (financial, social, political and human factors). They identified the underlying factors beyond the project's immediate control that could influence project achievements. Included in these factors was possible change of government counterpart personnel and within the SCEP such a change in the National Focal Point resulted in a long delay in the development of the SPEEL. The project management's mitigation measures included consultations to understand the issues being put forward as causes of the stop order on the development of the SPEEL, and to negotiate the basis on which the activity could be resumed. The SPEEL's development was subsequently executed.

The review of the Rio and Aarhus Conventions respectively was the first step towards achieving the project target which related to the National Aarhus Center functioning effectively and implementing its action plan. To

aid this achievement, the SCEP integrated its newly developed Resource and Information Center with the Aarhus Center and also established collaboration to work out recommendations for integrating SI aims into the existing national policy, laws and institutional strategic frameworks. The Aarhus Convention Center was a member of the SPEEL working group but due to administrative changes within the SCEP, further planned collaboration between the two entities to continue improvement in the area of open access to environmental information within the Aarhus Center was delayed.

4.5 Financial Planning

The total project budget was US$ 940,000 including PDF-A funding of US$ 30,000 and co-financing of US$ 470,000. Co-financing was expected from Government, local communities and UNDP and took the form of both cash and kind. The GEF incremental cost was budgeted at US$470,000. Financial Management and Planning followed the standard operation procedures of the UNDP and GEF. Records were kept in accordance with rules and reports of expenditure were easily available. A financial audit is scheduled for June 2012.
Annex E shows the project's financial expenditure balances as at April 26, 2012. GEF funds have been expended to the amount of $472,929.70, and UNDP TRAC Funds to the amount of $442,790.11 (inclusive of n-kind contributions of $300,000). UNDP TRAC funds will be used to offset the over expenditure of $2,929.70 on the GEF attributed expenditure. Of the final figures presented, $14,173.20 represents committed funds and $22,100 is being processed for payment. All payments will be finalized by April 30, 2012.

Annex F details the co-financing arrangements which materialized as follows:

- The UNDP proposed grant funding increased from $40,000 to $142,790.11
- In-Kind contribution amounted to $300,000 as proposed.
- The Government of Tajikistan's proposed in-kind contribution of $110,000 was in actual terms only $74,000. This shortfall in the projected contribution is attributed to the fact that the project was removed from the Government contributed office when the UNDP changed operational arrangements to a programmatic approach and started implementing the project through its newly established Energy and Environment Programme for which offices were established at the VEFA Center.
- Proposed in-kind community contribution was $20,000 but the actual figure was $22,500.

- Proposed GEF grant funds expenditure was $470,000 while the actual was $472,929.70
- With increases in the UNDP's grant funds and the communities contribution, the total project disbursement at the end of April, 2012 will be $1,012, 219.81 against the projected figure of $940,000.00.

- *Summary of Project Costs (Annex G)*

  - Total UNDP contribution $442,790.11
  - Total GEF contribution $472,929.70
  - Total GoT contribution $ 74,000.00
  - Total Community contribution $ 22,500.00
  - Total project cost $1,012,219.81

4.6 Monitoring and Evaluation

Project Monitoring and Evaluation was conducted in accordance with established UNDP and GEF procedures and was executed by the project management team, and the UNDP Country Office with support from UNDP/GEF Regional Center in Bratislava. A Monitoring and Evaluation Plan for the project was completed during the inception stage. It detailed the roles and responsibilities of the project parties and overall how the project would have been monitored and evaluated. The plan was submitted to the PSC members for their review and endorsement. A summary of the management reports required by the plan is presented in Table 5.

Table 5: Management Reports for M&E.

	Management Report	Schedule
1	Inception Report	Mid 2009
2	Quarterly Progress Report	Quarterly
3	Project Implementation Reviews Report (PIR)	Annually
4	Periodic Thematic/Technical Report	On demand
5	Project Terminal Report	Last quarter of the project
6	Mid-term Evaluation	Mid-point of project implementation (tentatively March 2010)
7	Final Evaluation	Last quarter of project implementation (tentatively July 2011)

Items 1, and 4 (Table 5) were implemented by the CTA, while items 2,3, and 5 were the responsibility of the Project Management Team with input from the CTA. GEF rules allow for Mid-Term evaluation to be optional in Medium-sized projects. However, the in-depth review of this project during the Inception Phase and subsequent reviews followed by implementation of adaptive management recommendations made by the CTA in collaboration with the Project Management Team, formed th basis on which an external Mid-Term evaluation was deemed unnecessary. This document constitutes the Terminal Evaluation.

The Project Manager continuously reported to UNDP and SCEP (Project Focal Point) on the project's progress or any relevant concerns regarding same. Discussions at management meetings led by the Project Manager also allowed for project review and recommendations for quick corrective actions. The UNDP Country Office (CO) conducted annual monitoring visits to project sites chosen according to perceived necessity, based on project management reports. These are reported on annually in the both the UNDP Report and the GEF Project Implementation Review (PIR). The project was subject to Steering Committee reviews every 6 months but during 2010-2011, the SCEP Chairman's lack of cooperation resulted in cancellation of two consecutive meetings even while the CTA was recommending strengthening of the PSC process. This was unfortunate as this committee was representative of the highest policy level meeting of parties directly involved in the

implementation of the project, and as such the missed opportunities could impact long term sustainability of efforts to achieve the overall goal through stronger government support.
The Project management Team prepared the annual Project Implementation review (PIR) (in line with GEF stipulation) for submission to UNDP-CO, SCEP, UNDP/GEF RCU at least two weeks prior to the set meeting for review and comments. The PIR was also intended to be the main document for discussion in the Steering Committee meetings especially for highlighting of policy issues and recommendations for actions. If separate reviews of each project component was deemed necessary, this also took place. The Project Manager is also responsible for preparation of a Terminal Report highlighting whether the project has achieved its stated objective and contributed to the broader expected environmental objective.

During the project period, and prior to the TE exercise in which he also participated, the CTA visited the country three times and submitted three technical review reports which were developed based on personal observations, consultations with implementing partners and discussions with the Project Management Team. These were very instructive review reports in terms of identification of potential or real problems and suggestions for adaptive management measures and/or risk management. The Inception Report recorded a review of the implementation framework and presented revised outputs, indicators, risks and assumptions and a revised logframe all leading to more clarity and simple actions for achievement of the objective. Two subsequent monitoring visits also helped to build management capacity with regards to use of the logframe for management with special emphasis on observation of indicators for achievement of outcomes and objectives, and also with regards to the issues of adaptive management for achievements in each component. For example, with Component 1, based on review discussions, there was a recommendation for conduct of an in-depth review of Rio Conventions and Aarhus Convention obligations with regards to EE, EL, SI, and AEI as part of the process to draft the new SPEEL; for Component 2, recommendations included increasing/emphasizing the training of trainers through the partnerships in place; for Component 3, a precautionary approach was recommended, as the way to develop sustainable capacities of local governments and community organizations to use CEL and SI, as tools for NRM and poverty reduction was still to be clearly identified.

Application of both the Capacity Monitoring Scorecard and the six point project evaluation criteria annually, contributed to the project's Monitoring and Evaluation efforts.

Based on the six point project evaluation criteria, the project has moved from being marginally satisfactory (MS) in 2009, 2010 and the first half of 2011 to being satisfactory (S) as at March 2012. (Annex B)

The Capacity Monitoring Scorecard process established baseline scores at the Inception stage. Because of this existing baseline data it was easy to establish that capacity development has taken place, but in some instances at a slower pace than anticipated. While the set 'end of project' targets for capacity development have not been fully met, the planned project outcomes have been realized, and activities leading to these achievements have certainly impacted capacity development results with annual increases in scores over the three year project period. Based on the implementation processes employed (government, and civil society partnerships), the capacity development target is considered ambitious, but the increases in capacity development results that have been recorded each year are indicative of the fact that the chosen process works well, but takes time. (Annex C and Table 6), Delays in project implementation have affected capacity development in Capacity Result (CR)1 but growth over the project's lifespan is evident (Table 6). For CR2, knowledge increase is evident but much more is left to be done though planned outputs have been achieved (Table 6). CR3 demonstrated steady growth in capacity development. Interestingly, C4 scored less in 2012 than in 2011 but this can be attributed to the fact that the project was in the last 3 months of its "no cost" extension to facilitate completion of delayed activities. CR5 scores showed incremental increases over the years but while the project had a well designed monitoring system, there is concern that the capacity building efforts for beneficiaries did not place more emphasis on their abilities to monitor their own activities from established baseline data to allow for their own measurement of gains made. The end of project capacity development overall score was 24/42 while 30/42 was the targeted score (Annex C).

The local NGO working with the JRCs actually implemented a monitoring process for its work by establishing local baseline data before implementation processes began. An awareness survey administered at the end of their assignment showed a 70 increase in environmental awareness across the 4 participating JRCs.

With regards to Component 4 – Project Management, a Financial Audit is planned for June 2012. The M&E Plan also stipulates learning and knowledge sharing through dissemination of project results within and beyond the project intervention zone through a number of existing information sharing networks and fora. The project is also expected to identify, analyze and share lessons learned that might be beneficial in design and implementation of future similar projects.

Table 6: Capacity Development Results

CAPACITY RESULT INDICATOR	2012	2011	2010	2009	COMMENT
CR1: Capacities for Engagement	5	5	3	1	The Draft SPEEL is completed and undergoing review for finalization and subsequent implementation. Coordination mechanisms and implementation responsibilities are in place.
CR2 : Capacities to generate, access and use information and knowledge	6	6	5	3	Increased knowledge about Global environmental issues evident but a clear path forward is not yet established. Environmental programmes developed and sharing of information taking place. EE being introduced on a phased basis in the school system. The issue of integrating local knowledge into environmental decision-making remains.
CR3: Capacities for strategy, policy and legislation development	5	4	4	2	New EE law passed and to be implemented. Environmental Information more available but cannot yet support all environmental decision making processes
CR 4: Capacities for management and implementation	3	4	2	1	More resources for EE being made available to relevant organizations but resources still inadequate for State implementation agencies
CR5: Capacities to monitor and evaluate	5	4	4	4	A well laid out monitoring plan with stakeholder involvement existed for the project but the beneficiaries needed to more emphasis placed on the development of their capacities for M&E.
TOTAL SCORES	24/42	23/42	18/42	11/42	

4.7 Execution and Implementation Modalities

Execution and implementation modalities proved effective although troublesome in some cases and included:

- Stakeholder Involvement and Participation from design stage;
- Creation of Ownership through nomination of the SCEP as the National Executing Agency. Although this relationship was beneficial, it also proved troublesome due to political changes and differences in opinions at times;
- Support for Stakeholder Involvement through formation of Working groups attached to each of the respective outcomes;
- Incorporation of lessons learned from projects with similar objectives, for example the CP;
- Establishment of Project Steering Committee – this was not as effective as it could have been due to differences in personal opinions and ironically due to the ownership ethic applied in project execution;
- Creation of ownership and sustainability through agreements with implementation partners from government, NGOS, CBOs, local government and support of their activities . – This modality worked very well towards achievement of the overall objective;
- Support for establishment of required legislation and regulations to support achievement of further outputs for example community involvement in EE & EL as a tool for NRM;
- Establishment of a micro-loan scheme to assist in the development of sustainable livelihoods; This was an extremely useful modality especially with regards to improvement of living standards; provision of alternate livelihoods and poverty reduction;
- Re-organization of the UNDP to a programme approach which allowed for better collaboration between staff members and other UNDP projects especially the Communities Programme and the Gissar Mountain Biodiversity Project;
- Engagement of Implementation Partners through government agencies, educational institutions, NGOs and CBOs; and
- Provision of an implementing partner to help build capacity for using EE & EL as a tool for NRM in the JRCs.

4.8 Management by the UNDP Country Office

The roles outlined in the M&E plan assisted in the coordination of the oversight responsibilities of the UNDP CO (Section 4.6). During the project implementation period the UNDP-CO staff visited project sites to follow up on implementation activities. The choice of site visited was based on issues presented for discussion and solution at project management meetings. Additionally the CO senior management and staff regularly attended meetings with the project staff and key governmental stakeholders to help strengthen coordination of the project implementation. Despite the fact that the Project Office and the UNDP CO were in different locations it was obvious that the personnel were always in touch with each other and used all the various channels available and as stipulated by the M&E plan to keep abreast of the project's progress or help find solutions for problems.

4.9 Coordination and operational issues

Operational issues over the project implementation period included the change in operational arrangements after the start of the project, when the UNDP decided that it would be better able to deliver benefits to targeted groups through a programmatic approach, as it was managing many projects which had synergistic objectives. This however did not affect original management arrangements except for the fact that the second project manager was hired to the newly established Energy and Environment Unit as Environmental Learning Advisor with responsibility for the project's management. The Assistant Project Manager position was discontinued. All members of staff in the Unit provided support to the project if necessary and there was a Finance and Administrative Officer.

Coordination issues were most noticeable with the NEA (SCEP) and included the impasse related to the SPEEL development which contributed to undue delays and an extension of the project period. There was also the lack of cooperation with regards to assisting the Aarhus Center in upgrading its facilities.

Another very important issue which may have impacted project sustainability was that of the SCEP's Chairman lack of support for a Project Steering Committee meeting twice during the life of the project. Considering the PSC only met twice per year this meant that for 12 months there was no formal interaction with persons from the highest policy levels of the implementing partner agencies and other important government agencies.

The co-financing commitments made by the government and stated in the project document did not materialise fully as it presently stands at $74,000 out of a proposed $110,000 (Annex G). This however is attributed to the fact that the project staff moved from the government provided office to the Vefa Centre after the UNDP initiated its programmatic approach to implementation of similar projects and established the Energy and Environment Unit there.

4.10 Visibility

During the entire project implementation the visibility rules of the GEF and UNDP were observed, and all products and signs carried the appropriate signage and logos.

5.0 Results at the end of the project

5.1 Attainment of Objectives

The quality of the outcomes is good and demonstrates the soundness of the vertical project logic which clearly established the relationship between the planned outcomes and the project objective. The annual work plans which placed activities related to realization of outcomes within a time-frame, complimented the project logic. Planned outcomes have all been achieved despite delays experienced especially in the development of the State Programme for Environmental Education and Environmental Learning. All planned target groups have access to project results which include environmental laws, resource centres, Rio Conventions in the Tajik language, training manuals, re-training programmes, general environmental information, environmental information directly related to livelihood activities, and micro-loans.

Indicators adequately described the benefits target groups were expected to derive from results for example, equipped resource centers with information on the Rio Conventions in government agencies, educational institutions and Jamoats (communities). Targets as re-designed at inception stage have proven accurate. In some cases, the actual outreach of the project has surpassed targets. For example, the amount of persons trained with use of Rio Conventions manual developed, surpassed the set target of 500. All groups targeted were included and the evaluation did not identify any reduced outreach or exclusions.

The results demonstrate the realization of planned benefits to target groups inclusive of increased capacities for Natural Resource Management with specific reference to the Rio Conventions. This translates into achievement of the intervention objective "To strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction." Table 8 details the results as they stand at the end of the project.

There have been changes in the legal and regulatory framework for Environmental Education (EE), Environmental Learning (EL) and Stakeholder Involvement (SI). Work on the Environmental Education law had begun before but project implementation served as a catalyst for its timely completion. The law on Environmental Education obliges local government structures to be in closer contact with the population and to initiate joint environmental education (Articles #2, 11 – 14). Three new laws on Ecological information, Environmental Education, and the Forestry Code were adopted during 2010. They provide a better enabling

environment for natural resource management decision making, environmental learning and education, stakeholder's involvement and access to environmental education. A Law on Nature Protection passed all discussions by stakeholders before its adoption. The Project's National Coordinator confirmed that the institutional responsibilities for EE have been identified; coordination mechanisms are in place; and the respective related secondary legal documentations are also in place. ICST institutionalised EE activities within its mandate by drafting a Decree for an effective management of the environment to be adopted by the government. An MOU was signed between the project and the Ministry of Education to promote EE within the network of subordinate institutions to the Ministry.

Changes in the perception and understanding of the SCEP staff and parliamentarians on mechanisms and approaches for using EE, EL and SI as tools to better manage natural resources in Tajikistan are evidenced by these new laws and accompanying decrees. At the time of the evaluation exercise, the Draft State Programme for Environmental Education and Environmental Learning had been completed and was undergoing review. This particular deliverable had experienced delays in its development due to leadership changes in the State Committee for Environmental Protection which was the responsible Agency**.** The draft SPEEL promotes participation of citizens in all phases of decision making on the implementation of any projects involving the use of natural resources, as well as potentially affecting the environment and public health. The SCEP embraced the main project strategy to improve public access to environmental information through the development of environmental resource centers within its own offices, the Ministry of Education, the ICST, Tajikistan Technology University, and in four selected Jamoats (local level). The agency has also re-designed its website (www.hifzitabiat.tj) for a wider dissemination of environmental information. While the SCEP's collaboration with the Aarhus Center, has brought significant added value to the IRC it is unfortunate that the plan to further assist the Aarhus Center to enhance its ability to deliver information related to Conventions implementation did not materialise due to leadership changes.

Through the SCEP, one (1) training course was held for fifteen (15) representatives from Ministry of Education, State Agency for Land Management, Geodesy and Cartography (SALMGC), and Committee on Environment Protection (CEP) on effective use of media to ensure wide access to environmental information and involvement of stakeholders in natural resource management and related matters. Approximately one hundred (100) representatives from the 4 targeted Jamoats offices and the protected area administration staff received training to use Environmental Learning as a tool to address NRM problems in their areas emphasizing the participation of local communities.

The rigorous attention being given to the Three Rio Conventions by Parliament, Ministry of Education, State Agency for Land Management, Geodesy and Cartography (SALMGC), and the State Committee on Environment Protection (SCEP), inclusive of the stipulation of the EE law for "*local government structures to be in closer contact with the population and to initiate joint environmental education (Articles #2, 11 – 14"*. strongly suggests that there have been positive changes in the understanding and knowledge of EE, EL and SI as tools to address NRM issues in the context of Tajikistan's national development. The Draft SPEEL states that *"the Republic of Tajikistan has entered a new era related to a period of transition to sustainable development, improving the socio-economic level …..*".The SPEEL further states that during this period of transition the formation of an ecological culture amongst the population is relevant and particularly important and so a system of continuous ecological education and public awareness will be developed by the program. In furtherance of the sustainable development ethos, the project's introduction of a revolving micro-credit loan scheme has supported men, women, the poor and the disadvantaged to successfully set-up micro enterprises and address poverty alleviation, gender equality, health of women and children and education of children. The criteria for accessing the Micro-credit scheme incorporates the tenets of sustainable development and project proposals which are not environmentally friendly are not funded. It is expected that the micro-credit opportunity will decrease national poverty percentages and serve to increase economic growth in Tajikistan.

The project design and implementation approach provided a sustainable mechanism for applying EE, EL and SI as tools for NRM. The very positive response to the project by the government, its agencies, institutions and civil society suggest that the approaches used were indeed institutionally and technically appropriate for Tajikistan. These approaches included (i) The state agency participating as the National Project Coordinator; (ii) Passing of environmental education laws; (iii) Capacity building of State Agencies to develop material and deliver EE and EL (iv) Capacity building of Educational Institutions to develop material and deliver EE; (v) Capacity building of JRCs to deliver EE & EL; Re-training of Civil Servants and Teachers; (vi) Establishment of Micro-Credit Scheme; (vii) Stakeholder involvement in all activities and also in the development of a SPEEL; and use of implementation partners both in government and civil society. While the Government training institutions have expressed doubts regarding adequate budgetary allocations to continue their work in this sphere, they are also considering linkages to other donors and hope for a continued relationship with UNDP and GEF. The Ministry of Education in particular has expressed its dire need of funding to publish more secondary school text books.

Changes in the perception and attitude of local authorities and local communities in the project demonstration areas regarding the use of EE, EL and SI as tools to address NRM issues were evident. The newly adopted law on Environmental Education obliges local government structures to be in closer contact with population and to initiate joint environmental education (Articles #2, 11 – 14). Four JRCs in the communities of Romit of Vadhat district, Sabo of Shahrinav district, Khonakoi Kuhi of Gissar district and Rabot of Tursunzoda city were established and representatives of the communities are actively involved in the decision making process to address natural resource management and poverty issues. 4 JRCs have been strengthened with support of the project through a number of initiatives raising awareness on environmental issues. The JRCs, through mini-workshops and discussions with community leaders included a regulation on establishment of information and Education Centers on environmental issues. This regulation in the charter of JRCs stipulates that the staff of the JRC shall work on the awareness linking the issues of NRM and livelihoods (i.e land management, crop rotation, crop diversification, forest logging, desertification, salinization, etc.). These centers are intended to provide not just awareness services but also practical technical services related to natural resource use as well (i.e information on legal/normative requirements for nature users, technical information of forestry, renewable energy, and community based tourism etc.).

These JRCs are managed by community volunteers who exhibit a high level of motivation and enthusiasm. Each JRC has a Chairperson, a Secretary and an Accountant. According to the organization contracted to build the capacity of the JRC's (Youth 21st Century) they still have problems with their organizational structures and delivery of EE and EL but in spite of this, have recorded good achievements. Their main aims are to raise awareness of the people specifically about the Rio Conventions, and improve livelihood conditions through a mix of environmental protection and socio-economic development. The JRC strategic planning process (in the 4 targeted Jamoats) was based on preliminary assessment of needs and participatory approach to involve community dwellers in the local decision making processes about NRM priorities. JRCs in the 4 pilot districts have included community environmental learning into the training services that they provide and into the revolving fund criteria working with Imdodi Rushd the Micro-Credit foundation. "Imdodi Rushd" disbursed credits within targeted Jamoats (neighbourhoods) for activities seeking to improve community-based natural resource management and poverty reduction where community environmental learning and stakeholder involvement are used as tools..

A training module was developed in collaboration with the Gissar Biodiversity project on Biodiversity Conservation, Land Desertification and Climate Change Adaptation for targeted communities in the 4 Jamoats. A Training of Trainers workshop was delivered using this training module to 25 representatives from the 4 pilot Jamoats and from the protected areas staff targeted by the Gissar Biodiversity project. Four Public Awareness Plans on key environmental and sustainable development issues were developed and disseminated among all interested parties in the 4 pilot Jamoat information Resource Centers. Approximately 100 representatives from the 4 targeted Jamoats offices and the protected area administration staff received training to use EL as a tool to

address NRM problems in their areas emphasizing the participation of local communities. Staff of the environmental departments of the 4 district (hukumats) attended the ICST training on the use of environment learning techniques focussing on the 3 Rio Conventions and the Tajikistan Law on Nature Protection..

The contracted local NGO (Youth 21st Century) developed a community environmental learning kit which includes audio, video and printed materials, and training modules. Though interesting and innovative some of the contents of this training kit are not practical in that they require electricity for cooperation and the electricity supply in the Jamoats is not reliable. A strategy for these four communities on financial sustainability and involvement of local inhabitants was being developed at the time of the evaluation.

As a result of the projects activities and in particular the raising of awareness through the JRCs, improvement in local stakeholder behaviour especially towards land use management practices have been reported by the JRCs. Awareness sessions linking the issues of NRM and livelihoods (i.e land management, pasture management, crop rotation, crop diversification, forest logging, desertification, and salinization) have impacted farmer's practices. Bee farming has become a more popular activity with the understanding of the part the bee plays in nature.

The establishment of tree nurseries with a view to providing seedlings for tree planting exercises is increasing in the communities as citizens learn more about the values of trees. Fruit crops are being planted and sustainable harvesting methods employed. Intercropping with vegetables is practised. In collaboration with the JRCs the Micro-Credit Foundation includes environmental criteria in its loan application information sheet. For example, in Romit which is a National park area, no loans are given for goat rearing. Romits' sustainability plan includes establishment of a fruit orchard, establishment of a tree nursery, establishment of a vegetable garden for cash crops. The JRC also owns a guest house which is a model for energy efficiency. Much emphasis is placed on the proper disposal of sewage to prevent contamination of river water

There have been no unplanned negative effects on the target groups. However, unplanned positive effects noted are:

- The surpassing of target numbers for the number of persons trained in the Rio Conventions with the use of the training manual;
- The four (4) JRCs (collectively) were able to use UNDP/.GEF project funds allocated to them as leverage to obtain US$50,000 from the GEF/SGP. This funding was used to (i) establish 40 environmental corners in 40 schools; (ii) establish a tree nursery; (iii) Build a flood protection wall and (iv) Build 8 Waste Boxes.
- Increase in Gender equality through access to micro-credit for both men and women in the targeted Jamoats;
- Improved health of women and children associated with more disposable income;
- More children attend school because of more disposable income;
- Construction of new homes/addition to homes;
- More weddings as couples now can afford the celebration;
- More shops have been opened.

The Micro-Credit Revolving Scheme has disbursed ninety one (91) loans with 18 going to women under the UNDP/GEF EE&EL project. A monthly interest rate of between 1- 2.7% depending on the activity being funded is. paid by clients. So far there have been no delinquent loans. The total amounts disbursed between 2010-2012 to the four (4) JRCs targeted by the projected is shown in Table 6

Table 7: Total amount of micro-loans disbursed

YEAR	AMOUNT IN SOMONI
2010	614,270
2011	1,415,091

2012 (to February)	1,829,691

Table 8: Distribution of funds across business categories

BUSINESS CATEGORY	PERCENTAGE
Trade	20%
Agriculture	15%
Small and medium businesses	13%
Cattle Breeding	18%
Ecological Education	19%
Eco-economy (Pasture Management etc.)	15%

Despite the initial feeling of the project to tread carefully as no way had yet been found to engage communities in using EE, CEL and SI as a tool for poverty reduction, the right strategies appear to have been applied: engagement of a local NGO for capacity building and training ;and establishment of a Micro finance scheme. Community members seem to have already linked NRM with improved standards of living and the creation of the JRCs has served to highlight the role of local government in community and national development.

Table 9: Results at the end of the project

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
Goal: To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes.				
Objective: To strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction.	Use of EE, EL and SI to address NRM and poverty issues by the State Committee on Environmental Protection	• These models & techniques in EE, EL and SI are rarely used for NRM in Tajikistan	• Diverse and high quality EE/EL and SI programmes and activities planned or underway to address NRM and poverty issues	• Through review of SPEEL and of legislation related to implementation of Rio Conventions and Aarhus Convention obligations, awareness raised for CEP to use environmental learning, environmental education and stakeholders involvement in NRM in Tajikistan. As a result of this greater awareness, SCEP has formulated a new SPEEL. During 2010-11, the SCEP as the national executing agency for the project, facilitated an effective coordination of project activities to ensure the use of EL, EE and SI models and techniques for addressing NRM and poverty reduction priorities. • In collaboration with an NGO (Youth 21st Century), the 4 targeted JRCs worked at the local level with all stakeholders and with all population categories (in 40 communities), (a) to give an overall environmental education/awareness; (b) to emphasise the importance of a participatory approach to natural resource management

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
				(NRM), and (c) to initiate 8 small community projects to address NRM problems and reduce poverty; • Considering that the SCEP is the sole government competency for NRM decision making, it has delegated the Institute for the Civil Servant's Training ICST to train district level civil servants.
	Citizens involvement in decision-making to address NRM and poverty issues	• Few opportunities for stakeholder involvement in NRM decisions at national or community levels	• Stakeholders involved in implementing NRM programmes and projects • Decision-making processes revised to encourage stakeholder involvement and institutionalized within the NRM framework	• At the community level and in cooperation with the UNDP/GEF Gissar Biodiversity Project, four JRCs in the communities of Romit of Vadhat district, Sabo of Shahrinav district, Khonakoi Kuhi of Gissar district and Rabot of Tursunzoda city have been established and representatives of the communities are actively involved in the decision making process to address natural resource management and poverty issues. • A strategy for these four communities on financial sustainability and involvement of local inhabitants was being developed at the time of the evaluation. • The small community-based projects managed by local communities are considered an excellent entry point to set decision making mechanisms at the local level and to increase citizen's involvement in decision making. • Micro-loan foundation "Imdode Rushd" disbursed credits within targeted Jamoats (neighbourhoods) for activities seeking to improve community-based natural resource management and poverty reduction where community environmental learning and stakeholder involvement are used as tools. • The JRC strategic planning process (in the 4 targeted Jamoats) was based on preliminary

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
				assessment of needs and participatory approach to involve community dwellers in the local decision making processes about NRM priorities. • The draft SPEEL promotes participation of citizens in all phases of decision making on the implementation of any projects involving the use of natural resources, as well as potentially affecting the environment and public health
	Public access to environmental information	• Limited public access to environmental information	• 2 brochures and 1 web site on environmental information available to the public	• The main project strategy to improve public access to environmental information has facilitated the development of environmental resource centers within SCEP, the Ministry of Education, the ICST, Tajikistan Technology University, and in four selected Jamoats (local level) in collaboration with the Gissar Biodiversity project. • The Rio Conventions were translated into the Tajik language and disseminated amongst key interested stakeholders: SCEP, State Agency for land management, and Ministry of Education. • 100 information leaflets were published on the Rio Conventions topics and distributed among the four target Jamoats through the JRCs and community leaders. • Youth 21st Century (Local NGO implementing partner) develop community environmental learning kit which includes various methodological material, printed, video, audio and electronic environmental information, ideally available/accessible to different categories of people (students, civil servants, farmers etc.) • SCEP revised/improved its website (www.hifzitabiat.tj) for a wider dissemination of

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
				environmental information • In collaboration with the Aarhus Center, the information resource center of the SCEP was strengthened. It now provides a better public access to environmental information
	Capacity development monitoring scorecard rating	Capacity for: • Engagement: 1 of 9 • Generate, access and use information and knowledge: 3 of 12 • Policy and legislation development: 1 of 9 • Management and implementation: 1 of 6 • Monitor and evaluate: 4 of 6 (total score: 11/42)	Capacity for: • Engagement: 6 of 9 • Generate, access and use information and knowledge: 9 of 12 • Policy and legislation development: 5 of 9 • Management and implementation: 4 of 6 • Monitor and evaluate: 6 of 6 (total targeted score: 30/42)	Capacity for (June 2011) • Engagement: 5 of 9 • Generate access and use information and knowledge: 6 of 12 • Policy and legislation development: 4 of 9 • Management and implementation: 4 of 6 • Monitor and evaluate: 4of 6 Total score: 23of 42 Capacity for (March 2012) • Engagement: 5 of 9 • Generate access and use information and knowledge: 6 of 12 • Policy and legislation development: 5 of 9 • Management and implementation: 3 of 6 • Monitor and evaluate: 5 of 6 • Total score: 24 of 42
Outcome 1: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education/learning and stakeholder involvement as natural resource	A revised State Programme for EE and EL integrating Rio and Aarhus Conventions' obligations	• Current programme is poorly known, weakly implemented and does not include conventions' obligations	• A revised State programme addressing Rio and Aarhus Conventions' obligations	• Review of SPEEL completed • The new law on EE adopted by Parliament in October 2010 • The first draft SPEEL based on the Tajikistan obligations related to implementation of the 3 Rio Conventions and the Aarhus Convention developed and review underway.
	Adequate legislation for EE, EL, SI and AEI in place	• Few opportunities for SI in NRM decisions at national and community	• Decision-making processes revised, including SI and AEI and introduced in	• 3 new laws on Ecological information, Environmental Education, (December 2010) and the Forestry Code were adopted during 2010. They provide a better enabling environment for

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
management tools.		levels within current legislation	legislation related to NRM	natural resource management decision making, environmental learning and education, stakeholder's involvement and access to environmental education. • Law on Nature Protection passed all discussions by stakeholders before its adoption.
	Adequate institutional set-up with clear mandate to carry out EE, EL, SI and provide AEI.	• Weak institutional mandates and no clear responsibilities for EE, EL, SI and AEI in NRM	• Institutions with clear mandates and assigned responsibilities to implement the State Programme on EE and EL.	• The Project's National Coordinator confirms that within her scope of work, the responsibilities for EE have been identified; coordination mechanisms are in place; and the related secondary legal documentations are also in place.
Outcome 2: Improved capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects.	Number of systematically implemented EL activities	• 3 EL activities occurring, mostly ad hoc and with uncertain effectiveness	• 7 EL programmes being systematically implemented by government institutions and civil society organizations	• Ministry of Education/Teacher Re-Training Institute develop training modules and guidelines for secondary school teachers on environmental conventions and NRM strategies. • ICST developed a training module on the Rio Conventions and NRM targeting Public Servants – national level & district level. • Tajikistan Technical University developed a training module on environmental education targeting their environmental trainers. • Ministry of Education developed program for secondary schools and higher schools. • Community based EL program developed for JRCs
	Quantity and quality of EE, EL and SI materials and delivery mechanisms	• There are few EE, EL and SI materials customized to the Tajik context • Absence of formal training delivery	• 5 materials adapted to the Tajik context • Training Centre established • Some specific training modules established	• 4 trial training workshops held with 100 Secondary School Teachers in Gissar, Sharinav, Tursonzoda, and Vahdat to assess the quality of the training module developed by Ministry of Education. • Agreement signed between the project and the

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
		mechanisms		ICST to carry out an Agenda of environmental education, environmental learning and NRM within all state institutions nationwide that includes the development and delivery of EE/EL but also the institutionalization of the activities within ICST. • ICST institutionalised EE activities within its mandate by drafting a Decree for an effective management of the environment to be adopted by the government. • An MOU signed between the project and the Ministry of Education to promote EE within the network of subordinate institutions to the Ministry. • The training module developed by Technical University reviewed, tested and endorsed by the Ministry of Education as a training module to be used for higher education teachers. • Two training modules on EE and EL on the Rio Conventions for Secondary Schools and University Teachers developed by TTU • 1 Training module on eco-journalism was developed and approved by SCEP (to be used by state entities) • 2 Training modules on Biodiversity Convention, Land Desertification, and Climate Change Adaptation and "Public Awareness Plan" on key environmental and sustainable development issues were developed and tested by the ICST • Training Centers established at Ministry of Education, ICST and TTU.
	Number of participants trained in EE, EL and SI using the module	• Very limited training currently offered	• 500 people trained (civil servants, teachers, NGO staff,	• TOT conducted for 15 teachers from the 4 pilot Jamoats at the Center of Advanced Training for the Secondary School Teachers of RT in

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
	developed by the project		etc.)	Dushanbe (March 2010) to test the new training model developed by the project. • 100 Secondary school teachers from 4 Jamoats trained in how to apply environmental education and environmental learning. • Mobile theatres conducted on Environmental Protection issues for audiences in the 4 pilot Jamoats. Approximately 500 persons participated and topics covered included deforestation. • 2010 – Over 200 trained environmental stakeholders • 2011 – Another 200 trained through the following activities: ➢ 1 TOT for 1 secondary school teachers of the 4 pilot Jamoats was conducted by a contracted Consultant at the Center for Advanced Training of Teachers. ➢ 1 TOT for 24 Civil Servants was carried out by the ICST at the Center for Advanced Training of Teachers ➢ 3 TOTs were carried out for the TTU with the participation of 55 university teachers ➢ 1 TOT on interactive training methods was carried out for 16 representatives from the CEP, ICST, TTU and Ministry of Education. ➢ 1 training course was held for 15 representatives from Ministry of Education, State Agency for Land Management, Geodesy and Cartography (SALMGC) and Committee on Environment Protection (CEP) on effective use of media to ensure wide

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
				access to environmental information and involvement of stakeholders in natural resource management - related matters
Outcome 3: Enhanced capacity of local government and community organisations to use community environmental learning and involvement as tools for natural resource management and poverty reduction.	Increased use of community EL techniques by local governments in programmes and projects to address NRM and poverty reduction at the local level	• Local governments use very little EL techniques	• Local governments in the four selected Jamoats are using EL as a tool to involve communities to address NRM issues	• Staff of the environmental departments of the 4 district (hukumats) attended the ICST training on the use of environment learning techniques focussing on the 3 Rio Conventions and the Tajikistan Law on Nature Protection. • Approximately 100 representatives from the 4 targeted Jamoats offices and the protected area administration staff received training to use EL as a tool to address NRM problems in their areas emphasizing the participation of local communities. • The newly adopted law on Environmental Education obliges local government structures to be in closer contact with population and to initiate joint environmental education (Articles #2, 11 – 14).
	A community EL Kit adopted and disseminated in Tajikistan	• No community EL resources available	• EL kit finalized and disseminated in Tajikistan at the district level	• A training module was developed in collaboration with the Gisar Biodiversity project on Biodiversity Conservation, Land Desertification and Climate Change Adaptation for targeted communities in the 4 Jamoats. • A training workshop was delivered using this training module to 25 representatives from the 4 pilot Jamoats and from the protected areas staff targeted by the Gissar Biodiversity project • Four Public Awareness Plans on key environmental and sustainable development issues were developed and disseminated among all interested parties in the 4 pilot Jamoat information Resource Centers

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
				• A contracted local NGO (Youth 21st Century) developed a community environmental learning kit which includes audio, video and printed materials, and training modules
	Community EL incorporated into JRCs' terms of references, strategies and programmes	JRCs focus more on social and livelihood issues and EL is not used systematically to address local NRM issues; including conventions related issues.	• JRCs in pilot districts (4) have integrated community EL into their programming and activities; including the Revolving Funds • Other JRCs in Tajikistan have adopted the same approach	• 4 JRCs have been strengthened with support of the project through a number of initiatives raising awareness on environmental issues. The JRCs, through mini-workshops and discussions with community leaders included a regulation on establishment of information and Education Centers on environmental issues. This regulation in the charter of JRCs stipulates that the staff of the JRC shall work on the awareness linking the issues of NRM and livelihoods (i.e lanf management, crop rotation, crop diversification, forest loging, desertification, salinization,, etc These centers are intended to provide not just awareness services but also practical technical services related to natural resource use as well (i.e information on legal/normative requirements for nature users. Technical information of forestry, renewable energy, community based tourism etc. • JRCs in the 4 pilot districts have included community environmental learning into the training services that they provide and into the revolving fund criteria working with Imdode Rushd.
Outcome 4: Effective, efficient, and adaptive project management, monitoring and	Project management consistent with UNDP and GEF standards	• Management procedures not in place	• UNDP and GEF standards used consistently by the project management team	• Project implemented under the new UNDP Programme on Energy and Environment following GEF and UNDP standards. • Appropriate reporting on project progress done and reports made available to donor agencies. • UNDP and GEF standards used consistently by

Project Strategy	Indicator	Baseline	Target at E. of Project	Level at project end
evaluation.				project management team • Cooperation and collaboration amongst team members evident
	Good practices and lessons learned packaged as knowledge products and disseminated through national and international networks	• No knowledge products are available to the relevant stakeholders	• Good practises and lessons learned are packaged into knowledge products and they are easily accessible and are accessed by relevant stakeholders and by the general public at large	• Information produced by the project is readily available upon request and a few reports are posted on the UNDP website. • The development of 3 National Resource Centers have become major points for accessing project information and environmental information. • Information on project published in public newspapers

5.1.1 Sustainability

The project design and implementation approach provided a sustainable mechanism for applying EE, EL and SI as tools for NRM. The very positive response to the project by the government, its agencies, institutions and civil society as well as the outcomes suggest that the approaches used were indeed institutionally and technically appropriate for Tajikistan. These approaches which supported the development of sustainable capacities included (i) The state agency participating as the National Project Coordinator; (ii) Passing of environmental education laws; (iii) Capacity building of State Agencies to develop material and deliver EE and EL (iv) Capacity building of Educational Institutions to develop material and deliver EE; (v) Capacity building of JRCs to deliver EE & EL; (vi) Re-training of Civil Servants and Teachers; (vii) Establishment of Micro-Credit Scheme; (viii) Stakeholder involvement in all activities and also in the development of a SPEEL; and (ix) use of implementation partners both in government and civil society. While the Government training institutions have expressed doubts regarding adequate budgetary allocations to continue their work in this sphere, they are also considering linkages to other donors and a continued relationship with UNDP and GEF. The two JRCs visited during the evaluation exercise are being assisted in the development of sustainability strategies by the NGO implementing partner, Youth 21st Century. Both hope to attract other donors inclusive of the GEF/SGP. In Sabo, the school programme is set to continue as the teacher has been trained and materials are available and in use. Already Sabo JRC has started an agro-forestry project by renting 2 hectares of land and establishing a nursery for cherry trees.

The resource centres that have been established within government will continue to train teachers, re-train civil servants and train students at the higher level. Twenty percent 20% of teachers have been targeted annually for re-training since 2010. EE is now compulsory at the higher education level. Secondary schools are in the preparation stage as far as methods and materials and revised curriculum are concerned. It is expected that the EE program will begin in September 2012. The Ministry of Education reports that it has budgeted to continue the integration of EE into the school curriculum, but has also expressed its dire need of funding to publish more secondary school text books. At the primary level, the review of the present curriculum has also begun and EE will be integrated into Nature Studies. Working Groups are developing new text book material.

Implementing partner, the TTU, which now has a specific department for Ecology studies has improved the quality of study. As a result the demand for registration in programmes offered has increased and where previously only a Diploma programme was offered a bachelor's has now been added. The department has now been more recognised by the University's management which has since provided financial resources for acquisition of additional equipment. The student enrolment in the department has increased from 5, in 2009 to 10 in 2010, and 22 in 2011.

The project has provided a basis for long term sustainability of project outcomes through its support for enactment of an environmental education and environmental learning law and the respective secondary laws governing implementation responsibilities within specific institutions. Additionally, it initiated a review of the existing SPEEL in 2009 and supported development of a new SPEEL which focuses on EE and EL as tools to address NRM issues and Sustainable development of Tajikistan. The project also provided the basis for long term sustainability of project outcomes through institutional support and capacity building in major government institutions responsible for re-training of civil servants and teachers. Most impressive is the impact of the project on the capacity of the Tajikistan Technical University to increase the quantity and quality of tertiary trained personnel who can contribute to National Development through a better understanding of NRM issues. The issue of Stakeholder Involvement has also been addressed through the project and the mandate given to local government for the involvement of community members in its decision making processes as well as the establishment of JRCs to make EE information readily available to local communities is commendable.

Through the partnerships established, most activities supported by the project are almost immediately institutionalized. For instance an EE course for the training of Secondary School Teachers developed by and approved by the Ministry of Education becomes immediately part of their knowledge base and part of the curriculum to retrain Secondary School Teachers. The evaluation of the last SPEEL and the development of the

new one have automatically been institutionalized within the SCEP as the main custodian government institution of this programme.

From a long-term sustainability and scaling-up point of view, the legislative development in Tajikistan is very positive for the long-term sustainability of project achievements:

- The new EE Law legislates that EE should be implemented in all layers of society, particularly in the education sector. It also legislates that EE must be implemented through the SPEEL. Additionally, a National Commission on EE (a high level body chaired by the Deputy Prime Minister) will be created with the participation of all key government stakeholders to oversee the implementation of the SPEEL.
- During the meeting on the new Draft SPEEL (16 March, 2012), it was mentioned that the main achievement of the Project - the new State Program on Environmental Education and Learning 2013-2020 , along with the concept, will also identify an action plan and approximate budget costs for the SPEEL implementation, the content of which is the expected exit strategy of this project. Further the State program will ensure appropriate and adequate continuation of the results, achieved within the Project.
- A Decree for an effective management of the environment by civil servants has been adopted by GOT This Decree mandates ICST to establish EE as a core training needs for public servants. It emerged from the initial work supported by the project, the review of other countries' experiences and the new Law on EE.

5.1.2 Exit Strategy

The Project Implementation Framework has passed an attentive and competent inception analysis phase, during which the expected results, including their ownership and sustainability were realistically planned. The objective/ outcome-specific exit strategies might be described as follows:

1. *Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education/learning and stakeholder involvement as natural resource management tools.*

The major expectation on this outcome was that a State Program on Environmental Education and Learning would have been drafted as the fundamental policy paper to ensure a continuous and comprehensive EE and EL system including EE for pre-schools and schools; training of environmental specialists in secondary and higher educational institutions; training for teachers and officials; and awareness-raising among mass media, business, and the public. Basically, this means sustainability, national ownership and leadership of/on the environmental education and learning on national level. The national capacity and social capital, built within this process, will be further needed and used on permanent basis.

2. *Improved capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects.*

The Project policy intended to enable local government and other local social institutions to a better self-organization, including leadership on decision- making, planning, implementation and M&E of the EE and nature resource management processes. The acquired capacities are expected to handle all the environmental education- related pending issues, beyond the Project period and funds.

The local NGOs/ CBOs (including the 4 targeted JRC) network will be used as the main vehicle for design and delivery of the Community Environmental Learning component to improve local governance and natural resource management at the community level. They also operate a successful Revolving Fund to provide micro-finance for community loans that has become self-sustaining. The JRCs provide a useful existing mechanism for working at the local community level during the project and for sustaining project results after the project life.

3. *Enhanced capacity of local government and community organisations to use community environmental learning and involvement as tools for natural resource management and poverty reduction.*

The project worked at the systemic, institutional and individual levels of capacity, providing multiple leverage points to further global environmental goals. It used strategies that work at the policy, planning, programme and community implementation levels. It worked at both national and local levels, to stimulate mutually reinforcing "top-down" and "bottom-up" activities. Interventions at the national level improved the enabling environment for implementing EE, EL and SI convention obligations and increased the knowledge and skills of government and non-government organisations. Interventions at the local level have motivated sub-national government offices and civil society to address pressing natural resource management issues that had both global and local implications.

In addition to the above overall strategies, the following actions were taken to ensure *institutional / legislative/ policy sustainability*.

- A communication strategy was developed to build long-term commitment among public stakeholders;
- Linkages of the project activities to on-going national plans, strategies and programmes were reinforced;
- Institutional stability was supported and provided by clearly designating personnel with relevant responsibilities;
- "Champions" were identified at all levels (national, regional, local) to follow up on the project;
- Senior government officials were involved in the project, e.g., by having them participate in the Project Steering Committee, as well as project activities, such as community and media events.
- Partnerships were created among Government departments, ministries and agencies; among different levels of government; and with civil society and the private sector; and
- The project was made part of on-going convention management and implementation by working closely with GEF and Rio Convention Focal Points and Convention Centres.

The following actions were taken to ensure *financial sustainability*:

- On-going commitment from recurrent national and sub-national centralized budgets and extra-budgetary funds was secured (e.g., human resources, project co-financing, institutional facilities);
- Linkages were made to other donors, including other GEF projects and enabling activities to implement environmental learning and stakeholder involvement programmes.

The following actions were taken to ensure that *individual capacity* is sustained:

- Establishment of a Peer training/learning network, which will continue after the project as part of the JRC network;
- Contact list/ database of experts, resources and experiences;
- Training materials, train-the-trainer programmes and on-the-job learning, with reinforcement.
- Community Environmental Learning Kit was developed for replication of the community environmental education, by other projects and stakeholders;

While most of the issues of sustainability seem to have been addressed through the implementation modalities, there is still a lingering doubt that the new learning regarding the approach to sustainable development has become firmly embedded in the relevant government institutions. Another factor which may affect sustainability of the gains made through the project is a lack of local resources to ensure regular and growing development of capacities at the upper, managerial levels. During the in-country evaluation exercise, doubts about adequate availability of funds for continuity were expressed mainly by the Ministry of Education and the ICST which also expressed the hope that the UNDP would continue its assistance.

5.1.3 Contribution to upgrading skills of the national staff

As can be gleaned from Sections 5.1 and 5.1.1, the project implementation strategy heavily emphasized upgrading of the skills of the national staff through capacity building and training exercises. This was deemed crucial not only to one's ability to implement the Rio Conventions but also for long term sustainability of action and ability to address many issues. The national staff has experienced the value of partnerships and stakeholder involvement; they have been exposed to a wider array of environmental information; they have been trained to access this information and use it to develop further informational material for the benefit of others. Additionally, they have learnt how to engage the media in carrying the correct environmental messages.

5.2 Lessons learned

- Stakeholder involvement and Government/civil society partnerships are important tools for Natural Resource Management as they facilitate participation, better understanding of issues, and cooperation.
- Institutional Strengthening and Capacity Building are crucial for achievement of benefits through partnerships and stakeholder involvement
- The CB-2 project implementation modality of focusing on environmental governance systems and mainstreaming of global environmental issues into National Development Programmes was logical and productive.
- Micro-enterprise development as a tool for poverty reduction becomes even more potent when it is linked with NRM , creates employment and income opportunities for the rural poor, and significantly raises their standard of living.
- Revolving Micro Loan Financing Schemes are sustainable financing mechanisms for community development
- Building of capacity in line with the needs identified in the NCSA serves to strengthen the path to environmental sustainability of development interventions.
- Jamoat Resource Centres are effective delivery vehicles for sustainable community development but bear in mind that capacity building time periods will vary from community to community as the approach to sustainable development really introduces "a new way of life" .
- EE & EL at all levels of schooling is important but at primary school level it is most important as it helps to introduce this "new way of life" at an earlier stage of a child's development, strategically making way for a generation which is sufficiently aware to respond to the continuous challenges of sustainable development.
- In projects like this one, capacity building exercises for beneficiaries should also include (i) M&E Plan development; and (ii) Performance Measurement skills and processes.
- The strategy to create ownership of the project products through involvement of National Executing Agencies (NEA) can also serve to derail projects and risk management plans must always address this possibility as far as is possible.
- Institutionalization of "new approaches" in government institutions requires building the capacity of the responsible members of staff. Though workloads may slow the process, building capacity of temporary project personnel within these institutions will defeat the intended purpose.
- Political power and personal prejudices remain an obstacle to sustainable development approaches.
- The approach of having an external CTA for the project added a lot of value to monitoring processes and adaptive management decisions and also helped to build the capacity of Project Staff for management of CB-2 projects.

5.3 Recommendations (for UNDP/GEF)

- To consolidate the gains made through the project and ensure that they are built on, UNDP/GEF should consider assigning a consultant (like the CTA of this project) through the UNDP to continue working with the target groups of the three project components for a minimum of 18 months with in-country visits at 3 or 4 month intervals

- UNDP/GEF must develop case studies and present the successes of the Micro- Credit Programme as it relates to linking NRM to Poverty Reduction to the government for replication in other Jamoats/JRCs.

- Continue to support these pilot JRCs with capacity building/organizational development to the point where they can be replicated as best practices for other JRCs (with the NRM and Micro-business linkages)

- Assist the Ministry of Education to locate funds to print an adequate amount of secondary school text books.

- Include "building of capacity to conduct internal monitoring and evaluation of projects and programmes" within government institutions and community organizations targeted for CB-2 projects.