

# Terminal Evaluation Report

UNDP Armenia

**“Generate global environmental benefits through environmental education and raising awareness of stakeholders”**

**(EEP Project)**

Project ID	00081939
GEF Project ID:	5716
Focal Area:	Multi-focal Areas - Capacity Development (CCCD)
UNDP Project PIMS:	5309
Country:	Armenia
Region:	Regional Bureau for Europe and Central Asia (RCEC)
Executing Agency:	Ministry of Nature Protection of the Republic of Armenia (MNP)
Implementing Agency:	UNDP Armenia
Other Partners:	Ministry of Education, Science, Culture and Sport (MoESCS), Ministry of Territorial Administration and Infrastructure (MTAI), Civil Service Office (CSO) and Public Administration Academy (PAA)
GEF Operational Programme:	CD2/CD4
Project Start Date (planned):	03 July 2015
Project Start Date (actual):	05 September 2015
Project End Date:	03 May 2020
Evaluation Timeframe:	August 2019 – November 2019

**November 2019**

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## ACRONYMS AND ABBREVIATIONS

AUA	American University of Armenia
CBOs	Community based organizations
CO	Country Office
CSO	Civil Service Office
DPS	Direct Project Services
EEP	Environmental Education Project.
EITI	Extractive Industries Transparency Initiative
GEF	Global Environment Facility
GOA	Government of Armenia
MEAs	Multilateral environmental agreements
MNP	Ministry of Nature Protection
MoE	Ministry of Environment
MoES	Ministry of Education and Science
MoESCP	Ministry of Education, Science, Culture and Sport
MoTAI	Ministry of Territorial Administration and Infrastructure
MTR	Mid-term review
NCSA	National Capacity Self-Assessment
NEAP	National Electrical Annuity Plan
NIM	National Implementation Modality
PAA	Public Administration Academy
PB	Project Board
PC	Project Coordinator
PIF	Project Information Form
PMU	Project Management Unit
PPG	Project preparation grant
PPRs	Project Progress Reports
RRF	Results and Resources Framework
SDG	Sustainable Development Goals
TL	Technical Task Leader
ToR	Terms of Reference
ToT	Training of Trainers
UNCBD	United Nations Convention on Biological Diversity
UNCCCD	United Nations Convention to Combat Desertification
UNDP	United Nations Development Programme
UNFCCC	United Nations Framework Convention on Climate Change

## Executive Summary

This report presents the results of an independent final evaluation of the UNDP Armenia project “Generate global environmental benefits through environmental education and raising awareness of stakeholders”, which was funded with US\$ 750,000 by the Global Environmental Facility and was implemented during the period November 2015 – December 2019. The table below provides a summary of the project’s main parameters.

<b>Project title:</b>	<b>Generate global environmental benefits through environmental education and raising awareness of stakeholders</b>			
GEF Project ID:	5716		<i>at endorsement</i> <i>(US\$)</i>	<i>at completion</i> <i>(US\$)</i>
UNDP Project ID:	PIMS: 5309 Atlas Project: 00091047 Atlas Award: 00081939	GEF financing:	750,000	750,000
Country:	Armenia	IA/EA own:	30,000 in cash 90,000 in kind	30,000 in cash 90,000 in kind
Region:	RBEC	Government:	485,500 (in kind)	462,502
Focal Area:	Multi-focal Areas - Capacity Development	Other (NGOs):	118,235 (in kind)	52,235 (WWF Armenia)
FA Objectives, (OP/SP):	CD2 To generate, access and use information and knowledge CD4 To strengthen capacities to implement and manage global convention guidelines	Total co-financing:	723,735	634,737
Executing Agency:	UNDP	Total Project Cost:	1,473,735	1,384,737
Other Partners involved:	Ministry of Environment, Ministry of Education, Science, Culture and Sport, Civil Service Office	Pro Doc Signature (date project began):		03 November 2015
		(Operational) Closing Date:	Expected: 03 November 2018	Revised: 03 May 2020

The report summarizes the findings of the work conducted by an independent evaluator during the September – October 2019 period. It provides an objective assessment of the project’s design, performance, constraints, results, impact, relevance, efficiency and sustainability. It also identifies a number of lessons and recommendations which may be used by the UNDP Country Office to improve its programming, partnership arrangements, resource mobilization strategies, working

methods and management arrangements. The evaluation entailed a systematic desk review of project-related documentation, data collection based on interviews with key stakeholders and analysis of information using triangulation.

The project was designed to expand Armenia's capacity to implement the Rio Convention strategies through improved environmental education and awareness. By developing the capacity of stakeholders, the project was expected to address several shared obligations under the three Rio Conventions, which call for countries to strengthen their national capacities for effective national environmental management systems. The project consisted of three interlinked components. The first component was designed to enhance legal, policy, institutional and strategic frameworks to strengthen environmental education and raise awareness of stakeholders as natural resource management tools. The second component was intended to improve the capacity of relevant educational entities and organizations, offering environmental education to integrate environmental education and awareness-raising into programmes and projects as tools for natural resource management. The third component was aimed at developing the capacity of community-based organizations (CBOs) to use environmental education and awareness-raising as tools for natural resource management.

While the amount of information generated by this evaluation was enormous, the findings presented in this report cover only the most essential aspects of the project. They are organized in three sections: i) project design; ii) project implementation; and, iii) project results. The evaluation also provides a number of lessons learned and a set of recommendations for the consideration of the Country Office.

### Project Design

The project's approach is quite comprehensive and touches on key dimensions of environmental education and awareness-raising. Although at first look the nature and scope of these activities might seem reasonable, the complexity of this sector is significant and the number of stakeholders involved is large. The way it is set up, the project is quite complex and the level of ambition for what is aimed to be achieved seems to have been higher than what would be possible with the resources and timeframe available to the project. Some of these aspects will be discussed further in this report.

The Project Document provides a thorough analysis of the country context and the needs to be addressed and identifies a clear set of objectives for the project to pursue. Project goals are well defined and respond to a clearly identified problem. Major risks and assumptions facing the project are identified in detail and adequate monitoring and evaluation tools are devised to track them (more on this in the following sections of this report). However, there are certain elements of the project design that could have been framed more adequately. Key issues highlighted in the report are the implementation of the legal and policy framework, integration of environmental concerns into budget allocations with the involvement of the Ministry of Finance, identification of a



sustainable platform for the delivery of training for decision makers that will continue to exist in the long-run, way after the end of the project's lifetime, integration of environmental training in the educational curricula on a permanent basis, etc. These design shortcomings had a constraining effect on project activities and results. The project team tried to mitigate the consequences of some of these challenges through adaptive management, but nevertheless the roots of the problem were such that they could be neutralized entirely.

The identification of risks in the project document is quite comprehensive and has been conducted adequately. A risk that does not receive due attention in the analysis presented in the project document, but which did have a significant impact on the project, is the scarcity of field-specific specialists and professionals. Also, the Project Document could have addressed more carefully the identification of the mitigating measures in response to each of the identified risks.

As for the replication approach, the Project Document is not very explicit about what exactly is meant by replication, what aspects of the project are intended to be replicated, and how replication is supposed to occur. To provide more guidance and help to the project implementing team, it would have had to identify more specific challenges related to replicability and sustainability.

### Project Implementation

The project experienced some delays during the implementation process due to external factors with which the project team had to grapple. However, the use of adaptive management by the project team was crucial for dealing with some of the unexpected contingencies and taking advantage of emerging opportunities. This adaptive reaction resulted in a number of new activities such as the "Climate Toolbox", the engagement of the Ministry of Territorial Administration and Infrastructure for the training of community servants, activities and trainings at the local level, etc. To some extent, the ability of the project team to react was enabled by feedback received through the M&E system which consisted of a number of mechanisms (i.e. planning, monitoring, risk management, etc.). Project Board meetings, although not frequent, seem to have played a positive role in project management. A number of issues could have been tracked more effectively using the M&E system – i.e. the uptake of outputs (studies, training, etc.) and the degree to which the outputs were serving their intended purpose.

The project budget was revised three times to adjust the budget to official expenditures and to re-distribute funds between 2018 and 2019 in line with the approved no-cost extension till November 2019. By the time of the evaluation, the project has spent about 95% of the total funding provided by GEF for the project (US\$ 750,000). The project team has planned the full expending of all resources available to the project. The rate of fund utilization has varied though by year and component. Years 2016 and 2017 have had quite low execution rates compared to the original budget, mainly as a result of delays. A much better execution rate can be noted in the table below during the last couple of years of implementation.

The project's partnership arrangements included a wide range of stakeholders from national and sub-national governments, organizations representing the development and environmental professionals and specialists, academia, NGOs and donor organizations. As the Implementing Partner of this project, MoE was foreseen in the Project Document to be directly responsible for the execution of the project. Although not a high-visibility ministry and with limited human resource capacities, MoE has delivered this responsibility adequately. The project has received the right degree of attention from the ministry officials. The project has also received considerable support from the UNDP Country Office. Overall, the project received considerable support and advice from all UNDP units (programme management, strategic, M&E, communications, finance, procurement, human resources). Overall, the performance of UNDP (the Implementing Agency) has been adequate.

### Project Results

The project is quite relevant as it has addressed the critical capacity needed to raise environmental literacy in Armenia by strengthening the capacity of national institutions to deliver environmental education programmes. It has provided a number of contributions, which are summarized as follows.

- The project has achieved almost all targets set in the project document – the only exception being the number of journalists trained. In many cases, the project has gone way above the targets that were set (for example, the number of people trained which exceeds 1,500). The project has also produced multiple training materials for governmental and non-governmental representatives. Trainings were targeted to both national and sub-national levels of government and took place throughout the country. It is impossible to assess the degree to which the training has been or will be converted into improved capacity, but it does nevertheless represent a good resource on which policy makers and civil society activists can rely to further develop their capacities.
- The project has produced a considerable number of analytical tools –analyses and reviews, strategies, guidelines, courses on many topics, templates, articles, videos, presentations, etc., through which it has created momentum around the concept and principles of sustainable development. Through a range of trainings for key decision-makers, professors/lecturers from educational institutions, and representatives of CBOs, mass media representatives and journalists, the project has contributed to the coordination of policies across sectors, greater alignment to requirements of international agreements, more inclusive and evidence-based policy making, accountability in the public sector, better delivery public service, etc. The project has also stimulated the engagement of local academics and researchers with sustainable development matters. The project has also organized a number of awareness-raising events. It ran an intensive marketing campaign, making good use of social media, internet, newspapers, outdoor advertising, etc.

As for the efficiency of execution, the project has experienced some delays which were for the most part outside the control of the project. Overall, project execution procedures were found to have been effective, especially the recruitment of the large number of consultants, the contracting of companies for some of the training and public relations activities, the delivery of the grants for the pilot initiatives, etc. The project has maintained ongoing cooperation with related externally funded projects. Particularly, during the meeting with representatives of GIZ in Armenia the exchange of information and cooperation to avoid the duplications.

The project has developed institutional mechanisms to retain the sustainability of results. This has been primarily achieved by developing laws and strategies that create obligations for the government to promote environmental education and awareness-raising. Another example of sustainability in this project is the attention that the project paid to the importance of the Training of Trainers. Given the lack of specialists teaching environmental-related matters, the project identified the need to organize more trainings of trainers. This decision has strengthened the prospects of sustainability because the project has contributed to the creation of a cadre of better-qualified trainers in the country. For all these positive aspects of the project, one area that would have required a more sustainable approach is the training for public approaches. Ideally, the mechanism for the delivery of this training content should have been conceived in the project document and should have built on existing structures. Firmly integrating the environmental training on a permanent basis into the mechanisms used by the Civil Service Office and the Ministry of Territorial Administration and Infrastructure for the delivery of mandatory or elective training programmes for the public administration would have strengthened the sustainability of the results of the project. The project document noted that an exit strategy would be prepared about six months before the end of the project to detail the withdrawal of the project and provide a set of recommendations to the government to ensure the long-term sustainability and the up-scaling of project achievements in Armenia. Given the importance of sustainability of some of the structures created by this project, the exit plan is something that the project team could still prepare and finalize until the end of the project.

The EEP project document recognized that every effort would be made to incorporate gender issues in the implementation of the project. However, the achievement of planned involvement of women in training courses was challenging because the majority of the target audience (especially decision-makers in local self-governing bodies) are mainly males. Nevertheless, the project ensured a balanced participation of female decision-makers in project activities. The project team has assigned roles of men and women participating in project activities without any discrimination. The project team took steps to ensure that women accounted for at least 40% of all training beneficiaries. Moreover, the project has used solid data collection and monitoring tools, including gender disaggregation of data collection and monitoring. A lot of the information presented in this report has been provided in a gender-disaggregated fashion, thanks to the availability of such information by the project team.

The following table summarizes the scoring of this project based on the final evaluation.

### Overall Project Performance Rating

Monitoring and Evaluation	
Overall quality of M&E	S
<i>M&amp;E design at project start up</i>	MS
<i>M&amp;E Plan Implementation</i>	S
IA & EA Execution	
Overall Quality of Project Implementation/Execution	S
<i>Implementing Agency Execution</i>	S
<i>Executing Agency Execution</i>	S
Outcomes	
Overall Quality of Project Outcomes	S
<i>Relevance</i>	R
<i>Effectiveness</i>	S
<i>Efficiency</i>	S
Sustainability	
Overall likelihood of Sustainability:	ML
<i>Financial resources</i>	ML
<i>Socio-economic</i>	L
<i>Institutional framework and governance</i>	ML
<i>Environmental</i>	L
Overall Project Results	
	S

The following are some major lessons that may be drawn from the experience of this project:

**Lesson 1:** One major lesson that can be drawn from this project is that for success, especially in terms of sustainability, such interventions focused on the training of public officials require to be fully integrated with the official mechanisms in place for the training of civil servants on a permanent basis.

**Lesson 2:** The effectiveness of training programs is higher when they are based on a solid assessment of the actual needs. Furthermore, a flexible approach that allows for the modification of curricula is essential for Environmental Education content to be effectively used as a tool by stakeholders involved in natural resource management.

**Lesson 3:** The achievement of targets for Outcome 1 (legal and institutional changes) has been the most challenging for the project, as the approval of legal documents and adoption of laws, policies and strategic documents by the government has taken quite a long time. Also, the significant changes in the administration due to political volatility have played a complicating role. The project team has learned that it is not realistic to complete such an ambitious agenda within the short lifespan of a project like EEP.

The evaluation also identified three key recommendations for the project stakeholders, which are presented as follows:

### **Recommendation 1: Sustainability of Training Content**

UNDP and the respective Government entities (especially, the Ministry of Environment, the Civil Service Office, and the Ministry of Territorial Administration and Infrastructure) should consider options for how to make some of the results of this project more permanent by integrating the training content that has been produced into the official training package that is provided to public officials by the Civil Service Office, the Ministry of Territorial Administration and Infrastructure, line ministries, and local government authorities (including institutions of self-government at the sub-national level).

Further, UNDP and the Ministry of Education and Science should follow up on the issue of education curricula and see to what extent it will be possible to integrate the Climate Box content into the official nation-wide education curricula for general education.

The project document mentioned the development of an exit strategy. It might be a good idea for the project team to develop an exit strategy before the final closure of the project in which they can identify options for ensuring the sustainability of the project's components and products, some of which have been highlighted in this report.

### **Recommendation 2: Measuring the Absorption of Training**

In future interventions that involve intensive training components such as this project, UNDP and government entities involved in the provision of training are advised to pay greater attention to the measurement of the quality of training, and more importantly the absorption of the training content by the participants. This requires that two things are put in place: first, a feedback system for collecting the participants' assessment of the training received, and tracking the trainees over time to understand to what extent they are using the concepts and skills gained through the training programme. This will enable the providers of training to understand how best to tailor training programme, so that they can have a real impact over time.

### **Recommendation 3: Behavioural Change as the Primary Goal**

In future projects that target awareness raising for specific target groups or the general population, UNDP and the Ministry of Environment should take a more strategic approach in the design of the interventions by incorporating behavioral insights and elements of social psychology that focus not only on the information that is shared, but also on the instruments, channels and techniques that are utilized for sharing that information. These efforts should be driven by the primary goal of changing behavior and not just raising the level of awareness.

## 1. INTRODUCTION

This report presents the main findings of the final evaluation of the “*Generate global environmental benefits through environmental education and raising awareness of stakeholders*” (hereinafter referred to as the EEP<sup>1</sup> Project). The evaluation was commissioned by United Nations Development Programme (UNDP) Armenia<sup>2</sup> and was carried out during the period September–October 2019 by an independent expert. This chapter provides an overview of the objectives of the evaluation and the methodology employed for the collection of information and the analysis of data. It should be noted that the evaluator relied on an earlier mid-term evaluation of the project which had taken place in December 2017.

### 1.1. Purpose of the Evaluation

The evaluation’s goal was to assess the project’s overall progress towards expected results, identify how activities were designed and implemented and derive lessons and recommendations for future interventions of a similar nature. More specifically, the evaluation was conceived and conducted with the following specific objectives in mind:

- To assess overall project performance against project objectives and outcomes as set out in the Project Document, the Logical Framework, and other related documents;
- To assess the extent to which results have been achieved, partnerships established, capacities built, and cross-cutting issues such as gender equality addressed;
- To establish whether the project implementation strategy has been optimal and recommend areas for improvement and learning in future interventions;
- To identify gaps and weaknesses in the project design and provide recommendations as to how it may be improved in the future;
- To assess project strategies and tactics that were deployed for achieving objectives within established timeframes;
- To critically analyze the project’s implementation and management arrangements;
- To provide an appraisal of the project’s relevance and efficiency of implementation;
- To review and assess the strength and sustainability of partnerships with government bodies, civil society, private sector and international organizations;
- To draw lessons that may help improve the selection, design and implementation of similar projects in the future;
- To provide the Country Office (CO) with feedback on issues that are recurrent and need attention, and on improvements regarding previously identified issues;
- To assist the CO in identifying future interventions in the area of sustainable development, environmental protection, etc., aligned with national priorities and UNDP’s mandate and expertise.

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<sup>1</sup> The acronym EEP stands for *Environmental Education Project*.

<sup>2</sup> In accordance with UNDP and GEF Monitoring and Evaluation policies and procedures, all full and medium-sized GEF-financed projects are required to undergo a Terminal Evaluation upon completion of implementation to provide a comprehensive and systematic account of the performance by evaluating its design, process of implementation and achievements vis-à-vis GEF project objectives and any agreed changes during project implementation.

## 1.2. Evaluation's Scope and Methodology

The evaluation's scope encompassed all activities and resource disbursements that took place within the project's lifetime. The Terms of Reference (ToR) that guided the evaluation process are attached in Annex I of this report. Key issues on which the evaluation focused were:

- Project design and its effectiveness in achieving stated objectives.
- Assessment of key financial aspects, including planned and realized budgets, co-financing, etc.
- The project's effectiveness in building the capacity of local institutions and strengthening policy framework to encourage sustainable development.
- Strengths and weaknesses of project implementation, monitoring and adaptive management and sustainability of project outcomes, including the project's exit strategy.
- Recommendations, lessons learned, best practices that may be used in similar UNDP and Global Environment Facility (GEF) projects.

The evaluation used OECD DAC criteria and definitions and followed the norms and standards established by the United Nations Evaluation Group. It was guided by GEF's "*Guidelines for GEF Agencies in Conducting Terminal Evaluation for Full-sized Projects*"<sup>3</sup>, but also meets the requirements outlined in UNDP's evaluation toolkit, and in particular:

- "*Handbook on Monitoring and Evaluation for Development Results*"<sup>4</sup>
- "*Guidance for Conducting Terminal Evaluations of UNDP-supported, GEF-financed Projects*"<sup>5</sup>

The methodology was based on mixed methods and involved the use of commonly applied evaluation tools such as documentary review, interviews, information triangulation, analysis and synthesis. A participatory approach was taken for the collection of data, formulation of recommendations and identification of lessons learned.

Evaluation activities were organized according to the following stages: i) planning; ii) data collection; and, iii) data analysis and reporting. Figure 1 below shows the three stages and the main activities under each of them.

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<sup>3</sup> <https://www.gefco.org/sites/default/files/ieo/evaluations/files/gef-guidelines-te-fsp-2017.pdf>

<sup>4</sup> <http://web.undp.org/evaluation/handbook/documents/english/pme-handbook.pdf>

<sup>5</sup> <http://web.undp.org/evaluation/documents/guidance/GEF/UNDP-GEF-TE-Guide.pdf>

**Figure 1: Evaluation Stages**



Table 1 further details the main activities that were undertaken by the CO and the evaluator under each stage.

### Evaluation Planning

The planning and preparation phase included the development of the ToR by UNDP and the design of the evaluation framework by the evaluator. The evaluator developed a detailed programmatic scope of evaluation activities, visits, as well as sample interview guides for interviews with stakeholders.

### Data Collection

The data collection process involved a comprehensive desk review of project documents and semi-structured interviews with stakeholders and partners (see Table 2 for a list of data sources).

**Table 1: Evaluation Steps**

<b>I. Planning</b> <ul style="list-style-type: none"> <li>• Development of the ToR (by UNDP)</li> <li>• Start-up teleconference and finalization of work plan</li> <li>• Collection and revision of project documents</li> <li>• Elaborated and submitted evaluation work plan</li> <li>• Mission preparation: agenda and logistics</li> </ul>
<b>II. Data Collection</b> <ul style="list-style-type: none"> <li>• Interviews with key stakeholders</li> <li>• Further collected project related documents</li> <li>• Mission debriefing</li> <li>• Mission report summary</li> </ul>
<b>III. Data analysis and reporting</b> <ul style="list-style-type: none"> <li>• In-depth analysis and interpretation of data collected</li> <li>• Follow-up interviews</li> <li>• Developed draft evaluation report</li> <li>• Circulated draft report with UNDP and stakeholders</li> <li>• Integrated comments and submitted final report</li> </ul>

- **Desk Review** - The evaluator started by analyzing relevant documents, project documents and progress reports, as well as national development policies and strategies (see Annex IX for list of reviewed documents). Documents from similar and complementary initiatives, as well as reports on the specific context of the project formed part of the analysis.
- **Semi-structured Interviews** – Some interviewees were distantly primarily with the project staff, but most of them were carried out in person during the country mission that took place in the period 16 – 20 September. They included, among others, project staff, UNDP



representatives, government officials, civil society organizations, donors, academics and development practitioners, local government representatives, etc. Open-ended questions were used to enable interviewees to express their views freely and raise the issues they considered most important. A questionnaire was designed to guide the semi-structured interviews and ensure that questions would be investigated consistently across all interviews (the questionnaire can be found in Annex III). Interviews were conducted not only in Yerevan, but also in the provinces of Lori and Shirak where that the project had had activities. The full list of people interviewed can be found in Annex IV.

**Table 2: Data Sources**

Evaluation tools	Sources of information	
Documentation review (desk study)	General documentation	<ul style="list-style-type: none"> <li>• UNDP Programme and Operations Policies and Procedures</li> <li>• UNDP Handbook for Monitoring and Evaluating for Results</li> <li>• GEF Monitoring and Evaluation Policy and Guidelines</li> </ul>
	Project documentation	<ul style="list-style-type: none"> <li>• GEF approved Project Document</li> <li>• Annual work plans</li> <li>• Project Progress Reports</li> <li>• Project Board Minutes</li> <li>• Reports produced by the project.</li> </ul>
	Governments documents/papers	Including relevant policies, laws, strategies, etc.
	Third party reports	Including those of the World Bank, EU, and others, independent local research centres, etc.
Interviews with project staff and key project stakeholders	These included:	<ul style="list-style-type: none"> <li>• Interviews with key project personnel including the Project Manager.</li> <li>• Interviews with relevant stakeholders including government agencies and civil society organizations.</li> </ul>

### Data Analysis

Information obtained through the documentary review and interview process was triangulated against available documented sources and then synthesized using analytical judgement. The method of triangulation is depicted in Figure 2 below.

**Figure 2: Method of Triangulation**

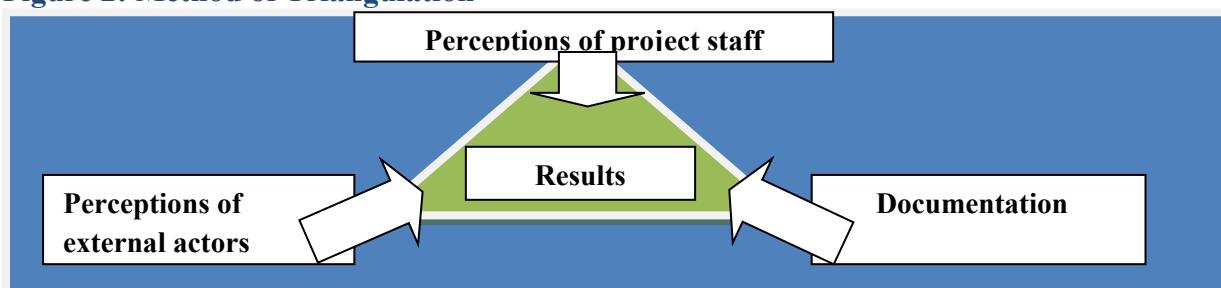
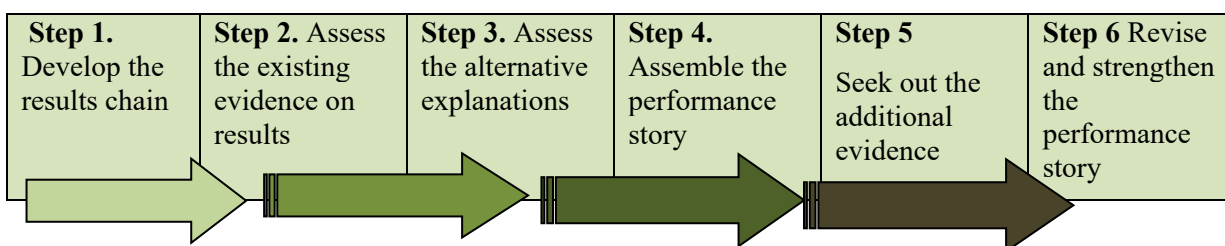


Figure 3 shows the steps that were taken for the analysis which was conducted on the basis of the standard criteria of relevance, effectiveness, efficiency, and sustainability (see Annex II for a more detailed list of questions that were used for the analysis of information).

- **Relevance**, covering the assessment of the extent to which outcomes were suited to local and national development priorities and organizational policies, including changes over time;
- **Effectiveness**, covering the assessment of the achievement of the immediate objectives (outputs) and the contribution to attaining the outcomes and the overall objective of the project; and an examination of any significant unexpected effects of the project (either of beneficial or detrimental);
- **Efficiency**, covering the assessment of the quality of project implementation and adaptive management; adequacy of planning and financial management; the quality of monitoring and evaluation; the contribution of implementing and executing agencies in ensuring efficient implementation;
- **Sustainability**, covering the likely ability of the intervention to continue to deliver benefits for an extended period of time after completion.

**Figure 3: Steps in Analysis Process**



The analysis also covered aspects of project formulation, including the extent of stakeholder participation during project formulation; replication approach; design for sustainability; linkages between project and other interventions within the sector; adequacy of management arrangements, etc.

Table 3 shows the scale that was used to rate the various dimensions of this evaluation. This is the standard scale used in GEF-funded projects.

**Table 3: Rating Scale**

Rating for the assessment of Relevance, Effectiveness and Efficiency	
HS	Highly Satisfactory: The project has no shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency
S	Satisfactory: The project has minor shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency
MS	Moderately Satisfactory: The project has significant shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency
MU	Moderately Unsatisfactory: The project has major shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency
U	Unsatisfactory: major problems
HU	Highly Unsatisfactory: The project has severe shortcomings in the achievement of its objectives, in terms of relevance, effectiveness or efficiency

Ratings for sustainability assessment	
LS	Likely sustainable: negligible risks to sustainability
MLS	Moderately Likely sustainable: moderate risks
MUS	Moderately Unlikely sustainable: significant risks
US	Unlikely sustainable: substantial risks
Additional	
N/A	Not Applicable
U/A	Unable to Assess

It should also be noted that gender-responsive evaluation methods, tools and data analysis techniques were used for this evaluation. Given the significant focus of this project on training, disaggregation of all training participants was conducted for all training events to understand how gender-responsive the training events had been (see the section on gender mainstreaming for this).

### 1.3. Evaluation Limitations

All possible efforts were made to minimize the limitations of this evaluation. The project team provided exemplary support to the evaluation process by enabling full access to project-related information and arranging all the necessary meetings with project stakeholders. The organization of a visit to project locations outside of Yerevan (Lori and Shirak) was very useful for observing and assessing the contributions of the project outside the capital city.

### 1.4. Structure of the Evaluation

The report begins with an overview of the evaluation objectives and methodology (current chapter). The second chapter provides a description of the project and the country context (following chapter). The third chapter presents the main findings of the report and consists of three parts: the first part assesses key aspects of project design and formulation; the second part focuses on implementation issues; and, the third part presents an assessment of the results achieved by the project along the standard dimensions of relevance, effectiveness, efficiency and sustainability. The fourth chapter summarizes the main conclusions and identifies key “lessons learned” drawn from the experience of this project and the last (fifth) chapter provides a set of recommendations for the consideration of project stakeholders. Additional information supporting the arguments made throughout the document is provided in the annexes attached to this report.

## **2. PROJECT DESCRIPTION AND DEVELOPMENT CONTEXT**

### **2.1. Development Context**

Armenia's environment is challenged by many pressures. In addition to serious problems inherited from the past, increased economic activity since independence in 1992 has put natural resources under pressure. Agriculture is the principal user of land, and the current practice has resulted in reduced productivity of land, salination and alkalization of the soil. Overexploitation and overuse of pastures have also led to erosion and threatened biodiversity. Increased industrial use of lands and intensification of new settlements without proper zoning have amplified pressure on scarce and fragile land resources. Pollution poses an increasing problem: Alaverdi (with the copper extraction and processing facility), Ararat and Hrazdan (with cement factories) are the most polluted cities in the country. The situation of air quality in Yerevan is also poor and affected by transport emissions and dust due to construction works and continuously aggravated by the reduction of green areas in the city.

Forest management and biodiversity conservation are also at risk with the massive cutting that started during the energy crises of the 1990s. The remaining forest is characterized by loss of natural reproduction capacity, depletion of species and reduced productivity, and deforestation has intensified erosion, landslides and the dying out of natural sources. Biodiversity and forest management have recently benefited from various initiatives, along with the implementation of a number of strategic policies and projects aimed at the fulfillment of obligations under international agreements. However, the forest sector still faces numerous constraints such as low enforcement of the law, corruption and an absence of transparency in the provision of licenses.

The protection and management of water resources is of critical and strategic importance for Armenia, due to the likely impact of climate change in the country and the increased demand for water resources due to the growth of economic activities. Further, the country has not yet resolved the problems of safe ecological disposal of municipal and hazardous industrial wastes since there are no waste recycling enterprises and waste treatment facilities. In practice, all sorts of waste are being disposed to the same urban and rural dumps without separation. No waste treatment practices exist and in the majority of dumps it is simply burned, causing environment pollution. The issue of waste separation, treatment, and recycling, as well as safe disposal of radioactive wastes generated by the nuclear power plant, should continue to be the focus of Government attention. Given the potential strong correlation between environmental hazards and disease, there is also an important public health dimension to be addressed in the country.

The growing exploitation of natural resources and deficiencies in environment management will continue to negatively affect the general health and living conditions of the population and seriously endanger the long-term viability of the economy. Armenia's Development Strategy for 2014-2025 recognized that in parallel to the government's efforts for improving the rates of

economic growth, measures should be taken to reduce as much as possible the associated environmental risks. In particular:

- Environmental risks associated with the expansion of the mining industry as a result of higher prices for metals in international markets;
- Illegal forest logging resulting from higher gas prices;
- Overexploitation of water resources due to rapid development of subsectors using underground water resources and as a result of climate change;
- Increased desertification risk.

In addition to these sustainable development challenges, various assessments also point out to the low environmental literacy in Armenia. The Rio+20 National Assessment Report<sup>6</sup> stated the “absence of a mentality for the protection of environment and that the acting system of environmental education aimed at sustainable development still insufficiently utilizes the potential for changing human mentality as an important factor in terms of the shift to “Green economy” for the purposes of making decisions, changing behaviors, specifying requirements (constraints), shaping (especially in the period of introduction of systems of labeling and certification of eco-products) of demand for “green” technologies, and environmentally sound and high quality products”.

## **2.2. Problems Targeted by the Project**

Armenia is fully committed to meet its obligations under the multilateral environmental agreements (MEAs), to which it is a party. Among these obligations, there are capacity development needs that are required for parties to be able to implement the Rio Conventions nationally and contribute to global environmental benefits. The EEP project was intended to expand Armenia’s capacity to implement the Rio Convention strategies through improved environmental education and awareness.

Following a sectoral assessment in the three focal areas of the Rio Conventions – biodiversity, climate change and land degradation – the National Capacity Self-Assessment (NCSA) process assessed capacity gaps and capacity needs in seven crosscutting areas that were identified as critical for the development of a coordinated and integrated approach for an effective implementation of Armenia’s environmental obligations.<sup>7</sup> The process identified numerous cross-cutting issues, including the following:

- Insufficient training and knowledge for organizations and their staff to implement effective environmental management practices;

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<sup>6</sup> In 2011-2012, Armenia conducted a national assessment in the context of the Rio+20 process, which was summarized in the Rio+20 National Assessment Report.

<sup>7</sup> The NCSA was conducted in the framework of a GEF-funded project that took place in the period of 2003-2004.

- Lack of consideration of environmental commitments in various social-economic development programmes and lack of linkages among ongoing environmental management processes in the country;
- Low level of decision-makers' awareness about global environmental issues and multilateral environmental agreements;
- Lack of professional environmental resources in governing bodies;
- Low level of competition among young ecologist-specialists in the international market;
- Low level of environmental education and lack of “environmental culture” among the population. Based on these issues, the NCSA identified environmental education and public awareness-raising as priority capacity need, which is also part of the commitments for Parties to these Conventions.

Most problems were found to be related to the environmental literacy of stakeholders. The assessment found that skills and knowledge of people managing environmental matters were insufficient at multiple levels - community level, governing bodies managing the environment, decision-makers, etc. The main result of this self-assessment was that there was a need to increase the capacity of stakeholders involved in environmental management. These findings were confirmed by the assessment conducted in 2006-2007 to formulate the Second National Environmental Action Programme (2008). This assessment found that “information conveyed to the public is not sufficiently efficient”; but at the same time, recognizing that environmental information needs are not developed due to a lack of environmental awareness, training and education. Furthermore, it stated that “international environmental processes cannot be viewed separately as these are closely interwoven with local (national) problems. Hence, a crucial direction of ecological education should be the preparation of human resources who meet contemporary requirements”. As a result of this assessment, the Second NEAP included four main actions aiming at addressing these barriers through the development of environmental awareness and environmental education programmes, supporting the development of Aarhus centers and passing regulation to facilitate access to environmental information.

In 2011-2012, Armenia conducted the Rio+20 National Assessment which focused on water resources; biological diversity; forest conservation; land resources; use of underground resources; atmospheric air protection; hazardous waste and chemicals; and economic mechanisms for nature protection. The assessment found that “the system of environmental education insufficiently utilized the potential for changing human mentality as an important factor in terms of the shift to “Green economy” for the purposes of making decisions, changing behaviors,.....”, and the “absence of a mentality for the protection of environment”. As a result of these findings, the report provided a set of recommendations, which included raising the quality of public administration; promote the participatory process with the NGO sector; and establish an environmental network. Further, Armenia's Development Strategy for 2014-2025 identified the need for “activities for implementing comprehensive measures for ecological education, public awareness and public

participation will become more intensive”, recognizing the need to develop environmental education to address environmental literacy.

### **2.3. Project Goal and Objectives**

The goal of the EEP project was to strengthen the capacity to use environmental education and awareness-raising as tools to address natural resource management issues. By developing the capacity of stakeholders, the project was expected to address several shared obligations under the three Rio Conventions, which call for countries to strengthen their national capacities for effective national environmental management systems.

The development of Armenia’s capacity to deliver environmental education programmes was expected to improve the capacity of stakeholders involved in the management of natural resources to identify responses to threats including negative impacts of global climate change on the local environment that is supporting the livelihoods of communities, human health and economy. Through a learning-by-doing process, the project was envisaged to strengthen the capacities of key individuals and institutions to use environmental education and awareness-raising as tools. By extension, better environmental skills and knowledge would be available, which would deliver greater global environmental achievements over the medium and long-term.

The project’s objective was to strengthen the capacity to use environmental education and awareness-raising as tools to address natural resource management issues. The achievement of this objective was expected to strengthen the capacity of staff in the public sector, raise the public awareness about global environmental issues and the related international conventions, strengthen the links between sectors, including the mainstreaming of environmental concerns in development policies and projects, and finally contribute to an ecologically safe and sound environment. UN in Armenia.

The project’s objective was pursued through three components (outcomes):

- i) enhance legal, policy, institutional and strategic frameworks to strengthen environmental education and raise awareness of stakeholders as natural resource management tools;
- ii) improve the capacity of relevant educational entities and organizations, offering environmental education to integrate environmental education and awareness-raising into programmes and projects as tools for natural resource management;
- iii) develop capacity of community-based organizations (CBOs) to use environmental education and awareness-raising as tools for natural resource management.

The first component has addressed the capacity gaps of the existing enabling environment that is preventing environmental education of being effectively used as a tool by stakeholders involved in natural resource management. The second component has been used to mainstream

environmental education into national strategies, programmes and projects, and also to develop environmental education programmes, as well as sustainable delivery mechanisms targeting staff in the public sector and educators. Finally, the third component was used to develop the capacity of CBOs and of the media – including journalists - to use environmental education and awareness-raising as tools for conducting information awareness and environmental education activities at the community level but also at the national level through a national campaign.

### Box 1: Project Objectives

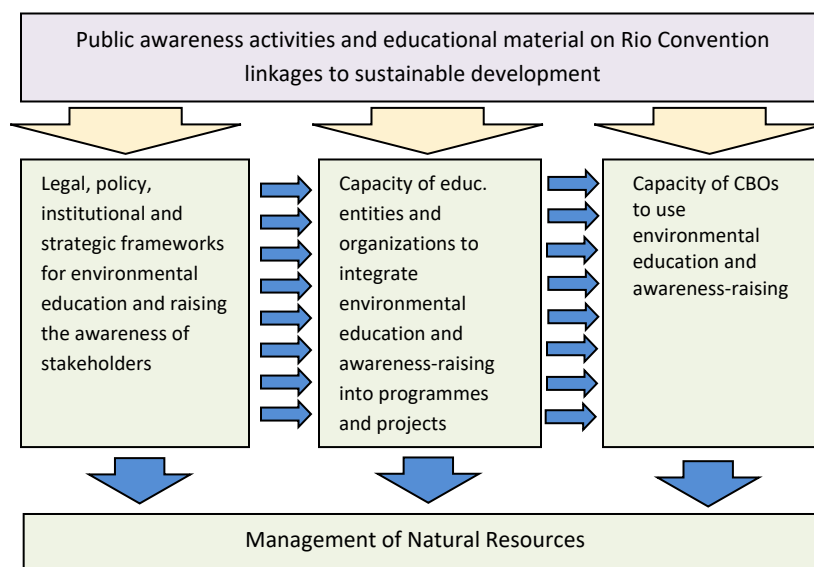
The following is a more detailed description of the objectives of the project's three components:

- 1) ***Enhance legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools:*** The first component will address the capacity gaps of the existing enabling environment (policy, legislation and institutional frameworks) that is preventing environmental education of being effectively used as a tool by stakeholders involved in natural resource management. The project will start by reviewing the existing frameworks in place, identify the capacity gaps and needs and, based on the findings, address those priority capacity-building needs. The expected result from this outcome is an institutionalized enabling environment that is conducive to the development and implementation of sustainable environmental education programmes in Armenia and will increase the knowledge of the staff in public sector entities about this enabling environment.
- 2) ***Improve the capacity of relevant educational entities, organizations offering environmental education to integrate environmental education and awareness-raising into programmes and projects as tools for natural resource management:*** The second component will be used to mainstream environmental education into national strategies, programmes and projects, and also to develop environmental education programmes as well as sustainable delivery mechanisms targeting staff in the public sector and educators in Armenia. The project will start by reviewing the existing environmental education programmes in place and their alignment with the MEAs obligations, identify the gaps and needs and address the priority needs. The expected results from this outcome are national strategies, programmes and projects integrating environmental education as a tool to improve the management of natural resources, and key public sector staff and educators equipped with environmental skills and knowledge using environmental education as a tool to raise public awareness on global environmental issues and solutions being implemented in the context of the implementation of the MEAs that Armenia is a Party to.
- 3) ***Developed capacity of community based organizations (CBOs) to use environmental education and awareness-raising as tools for natural resource management:*** The third component will be used to develop the capacity of CBOs and of the media – including journalists - to use environmental education and awareness-raising as tools for conducting information awareness and environmental education activities at the community level but also at the national level through a national campaign. The expected results from this outcome are CBOs and media outlets with better capacities to deliver environmental education and environmental awareness activities at the community level but also at the national level; and material developed and delivered through CBOs and the media to communities in order to raise environmental literacy of the population in Armenia.



Figure 4 below shows in a simplified manner the logic of the project's interventions.

**Figure 4: Project Intervention Logic**



## 2.4. Main Stakeholders

Armenia institutional framework around environmental education and awareness building is quite complex (this will be discussed in more detail further in this report). Given this complexity, the EEP project has had to work with a variety of actors. The following are the most crucial ones that have played a key role in the project activities:

- Key implementing partners to **UNDP** in this project have been the **Ministry of Environment (MoE)**<sup>8</sup> and **Ministry of Education, Science, Culture and Sport (MoESCP)**<sup>9</sup> – both of which have significant and specific roles in environmental education and awareness.
- The **Civil Service Office (CSO)**<sup>10</sup> and **Ministry of Territorial Administration and Infrastructure (MoTAI)** have been other important stakeholders through their respective roles in the training of civil and community servants which have been targeted by the project for the educational activities.

<sup>8</sup> Formerly known as Ministry of Nature Protection (MNP). Both titles will be used interchangeably in this report.

<sup>9</sup> Formerly known as the Ministry of Education and Science (MoES). Both titles will be used interchangeably in this report.

<sup>10</sup> Formerly known as the Civil Service Council.

- The *Public Administration Academy* (PAA) and the *American University of Armenia* (AUA) have played key roles in the preparation of the training material and the delivery of training to civil and community servants.
- The *Environmental Law Resource Center* of the Law Faculty under the Yerevan State University has played a key role in the development of the policy and legal documents.
- Three NGOs (“*Generation of Light*”, “*Third Nature*” and “*NGO Center in Gyumri*”) delivered the activities financed by the project under the micro capital grants.
- Direct beneficiaries of the project have been representative of government ministries and their subsidiary agencies and departments at the national and sub-national levels that are mandated with the implementation of environmental education activities. These representatives have participated in the training activities and based on the skills they have acquired are expected to develop the national capacity in environmental education with a focus on improving the implementation of the Rio Conventions. Teachers and NGO representatives have received training on various topics.
- In addition to these stakeholders, the project has also involved non-governmental representatives, including civil society organizations and academia, as trainees and trainers. The media have been involved in the delivery of public information campaigns.

## 2.5. Expected Results

Given that limited environmental management skills and knowledge were identified as critical barriers to good environmental management and decision-making in the country, the project was expected to test the assumption that by developing the capacity of stakeholders to use environmental education and awareness-raising as tools, better environmental skills and knowledge would be available and by extension the capacity of these stakeholders will be increased and should in turn deliver greater global environmental achievements over the medium and long-term. Overall, the project was expected to improve Armenia’s environmental education capacity, which would enhance the environmental literacy of stakeholders, equipping Armenia’s decision-making process to meet Rio Convention objectives.

### 3. FINDINGS

While the amount of information generated by this evaluation was large, the findings presented in this chapter cover only the most essential aspects of the project and are to some extent focused on those issues and lessons that provide a better understanding of the achievements of the project and which would benefit the project stakeholders the most in similar future endeavours. The findings of this evaluation are organized in the following sections: i) Project Design; ii) Project Implementation; and, iii) Project Results.

#### 3.1. Project Design

This section examines the project's logic and design features by focusing on the adequacy of elements like the project's logic, results framework, management arrangements, identification of risks and assumptions, use of lessons derived from other projects, linkages with relevant UNDP or donor projects, UNDP's comparative advantage in the area, planned stakeholder engagement, replication approach and exit strategies, etc. The main questions that have driven the analysis presented in this section are shown in Box 2 below.

##### **Box 2: Key Issues Related to Project Design**

The key questions driving the analysis in this section are:

- Whether the project has a sound logic with outcomes flowing from activities and the latter driven by project objectives.
- Whether assumptions and risks were adequately identified at the outset of the project.
- Whether lessons learned from the earlier NCSA project and other UNDP interventions were incorporated into the project design.
- Whether the project's linkages to other relevant projects in the UNDP portfolio or by other donors were properly identified and capitalized on.
- Whether UNDP's comparative advantages were adequately exploited.
- Whether stakeholder consultation was an essential part of the project incorporated from the project design phase.
- Whether the replication approach was sound and an exit strategy was clearly identified.
- Whether management arrangements were identified correctly, with roles and responsibilities adequately determined prior to project approval.

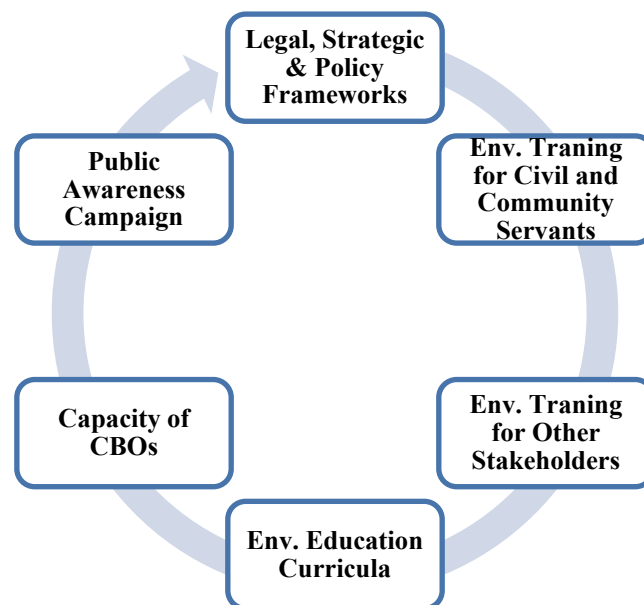
##### **3.1.1. Analysis of the Project Logic and Planning Matrix**

Although structured in terms of three outcomes in the project document, the EEP project has practically consisted of six components related to environmental education and awareness-raising, which are closely interlinked with each other. These six components are shown in the figure below. What these components have had in common is that they were all aimed at promoting

environmental education and awareness-raising, but they have done this in different ways and by targeting different groups.

1. The component on legal, strategic and policy frameworks has sought to integrate environmental education in the workings of the public administration so that sustainability-related concerns are integrated into the policy-making process.
2. The component on the training of civil and community servants has aimed at raising the understanding of environmental and sustainable development issues among decision-makers of government institutions.
3. The component on the training of community servants has aimed at raising the understanding of environmental and sustainable development issues among other stakeholders such as s leaders of local communities, staff of state non-commercial organizations, private businesses, etc.
4. The component of environmental education curricula has sought to integrate environmental education in the formal education system.
5. The component of strengthening the capacity of community-based organizations (CBOs) was focused on strengthening the ability of CBOs to integrate environmental and sustainable development issues into their activities.
6. The last component on public awareness has sought to promote the understanding of the general public of environmental issues.

**Figure 5: Key Project Components**



The project's approach described above is quite comprehensive and touches on key dimensions of environmental education and awareness-raising. Although at first look the nature and scope of these activities might seem reasonable, the complexity of this sector is significant and the number

of stakeholders involved is large. The way it is set up, this project is quite complex and the level of ambition for what is aimed to be achieved seems to have been higher than what would be possible with the resources and timeframe available to the project. Some of these aspects will be discussed further in this report.

As for the way the Project Document is formulated, in general terms it provides a thorough analysis of the country context and the needs to be addressed and identifies a clear set of objectives for the project to pursue. The goals of the project are well defined and respond to a clearly identified problem. Major risks and assumptions facing the project are identified in detail and adequate monitoring and evaluation tools are devised to track them (more on this in the following sections of this report).

However, there are certain elements of the project design that could have been framed more adequately and which, with hindsight, seem to have presented the project team with significant challenges. The following is a short discussion of some key issues related to each of the project components identified above (it is important to *emphasize* here the following discussion does not pertain to how the project was implemented, but only to how it was designed).

- ***Legal, Strategic & Policy Frameworks***

Under Outcome 1, the project was expected to contribute to the integration of sustainable development and environmental concerns into strategic, policy and legal frameworks. This is a very important part of the project's activities. And actually, the project contributed with crucial inputs, such as the development of the "National Strategy on Environmental Education and Population Upbringing" approved by the Government of Armenia in February 2018, which promotes the mainstreaming of environmental considerations into the national educational framework. However, the focus of the project document is on the integration of environmental concerns into policy and legal framework and less attention is paid to the crucial issue of how these instruments get implemented. One problem that was raised by stakeholders during interviews for this evaluation was the weak implementation of the legal and policy framework, especially in the environmental sector. Integration of environmental concerns is necessary, but not sufficient for ensuring that in practice those concerns get the right degree of attention. This is an area that could have received more attention in the project document.

Furthermore, implementation of environmental policy does not only require the integration of environmental concerns into strategies and policies but also subsequently into budget allocations. Plans and policies with no financial tags attached to them have no teeth. Therefore, integrating the principles and actions articulated in the Rio Conventions into routine development activities requires that commitments be made not only to environmental objectives but also cross-sectoral priorities – and in particular financing – which were developed precisely because the environmental objectives are unachievable in their absence. This requires a far greater commitment from ministries responsible for finance and planning and sectoral departments which control the

bulk of financial resources and public investments. If the work of projects like this one is to have significant impact, public sector financial management and governance will need to improve. With hindsight, we know, for example, that the Ministry of Finance did not play a major role in project activities, and to a large extent, this was a result of a design that did not give it a central role in the project. Had the role of the Ministry of Finance (and others) been crafted more adequately, giving it not only a more important place in the project, but also organizing project activities more intensively around public financial management issues, the results of the project would have been more sustainable.

- ***Environmental Training for Decision Makers***

The training of decision-makers at the central and sub-national level is an important component of the project – and the project team invested a significant amount of effort in organizing and delivering the training content for this target group. The training included civil servants and community servants who fall under the jurisdiction of central government institutions, as well as representatives of local self-governing bodies, including leaders of communities, their deputies and other administrative staff. However, the project document does not identify in clear terms a sustainable platform for the delivery of this training that would continue to exist in the long-run, way after the end of the project's lifetime. Ideally, the mechanism for the delivery of this training content should have been conceived in the project document and should have built on existing structures. Two institutions are responsible for the delivery of training to public officials in Armenia – the Civil Service Office is responsible for training delivered to civil servants (at the national level) and the Ministry of Territorial Administration and Infrastructure is responsible for training delivered to community servants (at the sub-national level). Firmly integrating the environmental training on a permanent basis into the mechanisms used by these two institutions for the delivery of mandatory or elective training programmes for the public administration would have strengthened substantially the sustainability of the results of the project. This is a challenging task because the issue of training for public officials is linked to the reform of the civil service system in the country, which is a process that has been ongoing for many years and that has faced many challenges, given the political sensitivities that it involves. Ideally, the civil service reform should address the effective provision of training for public officials, which should include in itself training on environmental matters as one of many topics covered by the training programme. During implementation, the project team grappled with this issue and eventually engaged with the above-mentioned institutions and tried to identify ways of making the training sustainable, but the project document itself was largely reticent on the matter of sustainability.

- ***Environmental Education Curricula***

Another matter that would have benefitted from greater foresight in the project document is the sustainability of environmental education in the general education system. The integration of environmental training in the educational curricula on a permanent basis is the most effective way of ensuring continuity and large-scale impact in this dimension. Again, this is an area in which the

project worked closely with the Ministry of Education and Science, but the Project Document itself provided limited guidance on the matter of sustainability.

- ***Results and Resources Framework***

The Results and Resources Framework (RRF), which is underpinned by three outcomes and seven outputs, as shown in Annex V, has been revised once. During the first Project Board meeting in November 2016, a number of questions were raised, inter alia, on the nature and suitability of the indicators included in the logical framework. An international consultant was hired to, among other things, review the output indicators, which resulted in a revised framework. Overall, this framework is simple and straightforward. Planned activities, outputs and associated costs are discussed in a detailed manner. Also, most indicators, baselines and targets are generally adequate and well-identified. However, as the project's Mid-Term Review noted, some of the indicators are not SMART – *specific, measurable, achievable, realistic and timely*. For example, the following outcome and output indicators are not useful because they are not defined in clear terms and are not directly measurable. More clarity would have been useful on how exactly these indicators are to be understood and interpreted.

- *Use of EE and environmental awareness tools to address NRM*
- *Citizens involvement in decision-making to address NRM issues*
- *Adequate institutional set-up with a clear mandate to carry out EE activities*

- ***Engagement of the Private Sector***

Another design weakness is the insufficient linkages between the mainstreaming of the conventions and the crucial role of the private sector in sustainable development. The private sector plays an important role in ensuring that economic activity does not go against environmental and social concerns. The private sector can also be involved as an actor that contributes with insights and resources to the solution of systemic sustainable development problems. While some engagement of the private sector took place in the training activities undertaken by the project, in the project document and planned activities, the role of the private sector is quite limited.

- ***Stronger Linkages to the SDGs***

The design of the project was an opportunity to integrate environmental concerns into policy frameworks through the Sustainable Development Goals (SDG)<sup>11</sup> process, and subsequently the SDGs (which at the time of the development of the project document were still under discussion). However, the Project Document does not focus on the SDGs and for the most part they are addressed only marginally.

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<sup>11</sup> As a matter of fact, the development of the Project Document started before 2015, which marked the beginning of the SDG agenda. But even the MDGs that preceded the SDG agenda do not receive great attention in the project design.

The theory of change underpinning this project rests on the six components listed above. Based on this theory of change, change happens at the level of institutions and people's beliefs. At the institutional level, change is introduced through the promotion of legal, strategic and policy frameworks that promote environmental education awareness and the concept of sustainable development. At the level of perceptions, change happens through three major channels. First, public officials undergo training on environmental issues which changes their understanding and worldview. Similarly, other stakeholders' perceptions are shaped by training on environmental issues. For students, perceptions are shaped by education material which is introduced through upgraded curricula. For the general population, change in perceptions and beliefs is stimulated through awareness-raising campaigns. A key role in changing perceptions and beliefs at the level of communities is also played by the CBOs. Ultimately, the degree of change that takes place at the level of institutions and people's beliefs shape people's behavior and decisions (in their various roles as voters, policy-makers, citizens, etc.).

Overall, based on the examples provided here, it can be argued that certain design shortcomings in the Project Document had a constraining effect on project activities and results (as will be seen further in this report). As discussed in more detail in the section on adaptive management, the team tried to mitigate the consequences of some of these challenges, but nevertheless the roots of the problem were such that they could be neutralized entirely.

### 3.1.2. Assumptions and Risks

The risks identified in the Project Document are presented in the following table.

**Table 4: Risks Identified in the Project Document**

Risks	Level	Assumptions
<ul style="list-style-type: none"> <li>Due to election, political changes or other events, changes in governmental priorities might happen and the Government of Armenia (GOA) might not remain committed to EE as a tool for NRM</li> </ul>	Medium	<ul style="list-style-type: none"> <li>The GOA continues to be committed to use EE as a tool for NRM.</li> </ul>
<ul style="list-style-type: none"> <li>The project does not create any interest among the targeted stakeholders</li> </ul>	Low	<ul style="list-style-type: none"> <li>Project introductory workshops will be held with targeted beneficiaries to present the project objective and strategy as well as the planned activities to create an interest and demand for these activities.</li> </ul>
<ul style="list-style-type: none"> <li>Project activities and resources do not translate in increasing the national capacity of using EE as a tool to improve NRM.</li> </ul>	Low	<ul style="list-style-type: none"> <li>The project is effective in developing the capacity in the area of environmental education.</li> </ul>



Risks	Level	Assumptions
<ul style="list-style-type: none"> <li>The government does not fulfill its international obligations; including those from the Aarhus and the 3 Rio Conventions related to EE</li> </ul>	Low	<ul style="list-style-type: none"> <li>The government continues to fulfill its international commitments, including the need to have an EE capacity for NRM.</li> </ul>
<ul style="list-style-type: none"> <li>New legislation proposed by the project is not adopted by the Government and/or the Parliament</li> </ul>	Medium	<ul style="list-style-type: none"> <li>The government continues to be committed to improve its legislation framework for environmental management, including EE. The project team will closely monitor the development</li> </ul>
<ul style="list-style-type: none"> <li>No institutional changes occur</li> </ul>	Medium	<ul style="list-style-type: none"> <li>The government pursues its policies to improve EE in Armenia; including the clarification of institutional mandates. The project will closely monitor the situation, involve all relevant agencies in project work to ensure their buy-in and support to proposed institutional changes</li> </ul>
<ul style="list-style-type: none"> <li>Key agencies and managers in ministries give a low priority to integrate EE as a tool for NRM</li> </ul>	Low	<ul style="list-style-type: none"> <li>The government pursues its policies to implement the Rio and Aarhus Conventions obligations; including the obligation to develop EE as a tool for NRM. Project team will involve all relevant agencies into project activities to ensure their buy-in and support to develop EE programmes.</li> </ul>
<ul style="list-style-type: none"> <li>Institutional risks associated with poor coordination among institutional stakeholders at the national level</li> </ul>	Medium	<ul style="list-style-type: none"> <li>While an inherent risk in any initiative involving multiple institutional stakeholders and international organizations, this risk is substantially mitigated by the existence of established coordination mechanisms already operating. Establishment of the Project Board and an Advisory Committee will ensure a coordinated approach.</li> </ul>
<ul style="list-style-type: none"> <li>Lack or absence of faculty with proper knowledge, experience and teaching skills to implement education activities.</li> </ul>	Low	<ul style="list-style-type: none"> <li>An extended register will be created to include professionals available at different agencies who have relevant experience and skills, which will allow the selection of faculties on a competitive basis. In the initial phase, there will be brief workshops organized to create interest and disseminate information materials on the project and its strategy</li> </ul>
<ul style="list-style-type: none"> <li>The training centers 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</li> </ul>	Low	<ul style="list-style-type: none"> <li>The related in-service training institution(s) will be contacted early on to establish a partnership with the project and involved them in designing and delivering courses</li> </ul>

Risks	Level	Assumptions
<ul style="list-style-type: none"> <li>Local governments do not have the mandate to involve stakeholders in decision-making for NRM</li> <li>The decentralization of NRM responsibilities at the local level does not occur</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Project will closely monitor the situation and advocate for decentralization of NRM responsibilities highlighting the benefits for sustainable economic development of the country</li> </ul>
<ul style="list-style-type: none"> <li>For non-environmental professionals the program objective and strategy are not easily understood and do not create any interest.</li> </ul>	Low	<ul style="list-style-type: none"> <li>The project will produce and disseminate information products such as leaflets, booklets and other print materials to inform stakeholders about the project objective, strategy and the planned activities, in order to create an interest and a demand for participating to project activities.</li> </ul>
<ul style="list-style-type: none"> <li>Key stakeholders do not adopt the campaign.</li> </ul>	Low	<ul style="list-style-type: none"> <li>The campaign will be developed with strong participation of stakeholders in order to keep the ownership of this campaign as much as possible with the stakeholders and facilitate its final adoption</li> </ul>
<ul style="list-style-type: none"> <li>Journalists are not interested by EE programmes</li> </ul>	Low	<ul style="list-style-type: none"> <li>Project introductory workshops will be held with targeted journalists/media outlets to present the project objective and strategy as well as the planned activities to create an interest and demand for these activities.</li> </ul>

The identification of risks in the project document is quite comprehensive and has been conducted adequately. A number of identified risks materialized in the course of the project's lifetime. The most important risk that occurred was the so called "2018 velvet revolution", which resulted in the establishment of a new government and major changes in the administration. Most of the government bodies that were crucial for the EEP project underwent different degrees of restructuring following the revolution. This included the Ministry of Education and Science,<sup>12</sup> Ministry of Education, Ministry of Territorial Administration and Infrastructure,<sup>13</sup> and the Civil Service Office.

Also, the risk defined as "*institutional risks associated with poor coordination among institutional stakeholders at the national level*" had an effect on the project, as the institutional environment in which the project has operated has been quite complex. Another identified risk that has played a role in the project is the one defined as "*new legislation proposed by the project is not adopted by the Government and/or the Parliament*". The parliamentary approval of the legislative package supported by the project is still outstanding. One thing that the Project Document could have

<sup>12</sup> Sports and culture were added to the competencies of the ministry.

<sup>13</sup> The emergencies component of the ministry was separated into a separate ministry.

addressed more carefully is a more specific formulation of the mitigating measures in response to each of the identified risks.

Another risk that does not receive due attention in the analysis presented in the project document, but which did have a significant impact on the project, is the scarcity of field-specific specialists and professionals. This hindered the timely procurement of services, resulting in shifts in planned procurement modalities, re-announcement of bids, tender deadline extensions etc. This was also the reason for the delay in the start-up of the project – it took time to recruit the Project Manager (Project Coordinator) because of limited availability of professionals in the local market and the long time it took for the identification of the specialist with the required knowledge and skills.

### **3.1.3. Lessons from Other Relevant Projects Incorporated into the Project Design**

The EEP project is a direct response to the GEF-funded National Capacity Self-Assessment (NCSA) project conducted in Armenia from 2003 to 2004, and particularly a direct response to a governmental measure that was calling for the *“organization of continuous education and awareness-raising activities for the public on issues related to the conventions. Develop and implement educational projects on the elaboration of the local environmental projects, methods and activities of sustainable use of natural resources for local self-administration bodies”*.<sup>14</sup>

Armenia conducted a NCSA in the period of 2003-2004. This assessment, funded through a GEF grant, allowed stakeholders to review environmental issues, take stock of progress in addressing these issues as guided by the Rio Conventions, identify gaps in implementation and meeting Rio Convention obligations, identify causes of these gaps and determined actions to enhance capacity and address these gaps. This assessment was participatory in nature and served as a basis for developing a four-year framework action plan for the implementation of the Rio conventions. These results were discussed at a round table in the National Assembly (organized jointly with the “Association for Sustainable Human Development”) as part of the process to develop the sustainable development strategy for Armenia. Then this framework action plan was used to formulate a list of 11 measures to address crosscutting issues to implement Armenia’s commitments related to the implementation of the multilateral environmental agreements that Armenia is a Party to. This list was approved by the government through the Decree No 1840-N (2004) and further amended by the Decree No 880-N (2005). One of these measures was to “Organize continuous education and awareness-raising activities for the public on issues related to Conventions. Develop and implement educational projects on the elaboration of the local environmental projects, methods and activities of sustainable use of natural resources for local self-administration bodies”. The box below provides a more detailed description of the NCSA process.

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<sup>14</sup> Project Document.

### Box 3: National Capacity Self-Assessment

As a GEF eligible country, Armenia obtained a UNDP-GEF grant to conduct its NCSA and was one of the first countries in the region to initiate an NCSA.<sup>15</sup> The project's objective was to identify national capacity development needs, taking into account the synergistic possibilities of the conventions for developing a coordinated, harmonized and unified approach to the implementation of conventions' provisions in the country. This assessment started in early 2003 and was concluded in late 2004.

This assessment was highly participative with the participation of a broad group of stakeholders from government entities – including representatives from regional governments and local self-governing bodies - but also from the private sector, civil society, scientists and experts. The NCSA project supported 16 joint seminars, 12 round-tables, 20 workshops, 11 surveys, and 96 individual interviews. These events were opportunities to acquaint stakeholders with the aims and objectives of the NCSA, receive their opinions and recommendations, as well as assess their potential contribution. Furthermore, 10 NCSA events were broadcasted on TV and media, 6 articles were published in local newspapers, and a documentary film was produced on the implementation of the three global environmental conventions and environmental issues in the country. Partnerships were also promoted by the NCSA project to establish effective cooperation between the project and its partners: 11 memorandums of understanding were signed with government ministries and scientific research institutes, as well as international organizations, private sector entities and community-based NGOs.

The approach to conduct this assignment included a national capacity needs assessment in three thematic areas: biological diversity, climate change and desertification. Following this assessment, the project focused on assessing capacities in the seven crosscutting areas that were identified as critical for the development of a coordinated and integrated approach for effective implementation of Armenia's environmental obligations; recognizing the necessity of combining the crosscutting issues of these conventions. These seven crosscutting areas are:

- Environmental policy: legal framework, regulations and enforcement
- Institutional management, including national-regional-local links
- Monitoring and access to information
- Financial tools and mechanisms
- Inter-sectoral, integrated and comprehensive planning of the use of natural resources
- Public awareness and environmental education
- Scientific information provision, applied research and existing technologies.

The NCSA process identified several cross-cutting issues that were constraining the implementation of international environmental obligations, commitments and agreements. These issues were summarized as follows:

- Insufficient training and knowledge for organizations and their staff to implement effective environmental management practices;

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<sup>15</sup> The aim of the National Capacity Self Assessment (NCSA) projects - funded by the GEF - was for countries that are Parties to the UNCBD, UNCCD and UNFCCC, to assess their own capacities and capacity development needs to address the requirements of the three conventions and identify measures to address these needs.

- Lack of consideration of environmental commitments in various social-economic development programmes and lack of linkages among ongoing environmental management processes in the country;
- Low level of decision-makers' awareness about global environmental issues and multilateral environmental agreements;
- Lack of professional environmental resources in governing bodies;
- Low level of competition among young ecologist-specialists in the labor market;
- Low level of environmental education and lack of “environmental culture” among the population. Based on these issues, the NCSA identified environmental education and public awareness-raising as priority capacity need, which is also part of the commitments for Parties to these Conventions.

These assessments served as a basis for developing a four-year framework action plan for the implementation of the Rio conventions; which included 23 actions to address the identified crosscutting issues.

As a highly participative assessment, government partners and particularly the Ministry of Nature Protection (MNP) valued the findings from these assessments and the framework action plan. These results were discussed at a round table in the National Assembly (organized jointly with the “Association for Sustainable Human Development”) as part of the process to develop the sustainable development strategy for Armenia.

Finally, from this framework action plan a list of 11 measures to address cross-cutting issues to implement Armenia's commitments related to the implementation of the multilateral environmental agreements that Armenia is a Party to were submitted and approved by the government through the Government Decree No 1840-N of December 2, 2004 and further amended by the Decree No 880-N of June 16, 2005. As a result of these two Decrees, the government mandated government institutions to submit to the Ministry of Nature Protection information on the implementation of measures as planned in the annex of the Decrees six months after the Decree entered into force. Then, the Minister of Nature Protection was charged to summarize this data and submit to the Government a report on measures in place to address these crosscutting issues averting the implementation of Armenia's obligations under these international agreements.

This list of 11 measures also included two measures that are related to this project:

- Expand and strengthen the environmental monitoring observation network, improve the technical capacities, modernize and strengthen the data collection and analysis system
- Organize continuous education and awareness-raising activities for the public on issues related to Conventions. Develop and implement educational projects on the elaboration of the local environmental projects, methods and activities of sustainable use of natural resources for local self-administration bodies.

The focus of the first measure listed above is on environmental monitoring. This measure was the object of the first CB2 project implemented in Armenia with GEF support from mid-2008 to mid-2012.

The second measure is directly related to this project. As discussed in the previous section, this project will fund the development and demonstration of an innovative environmental education programme promoting state-of-the-art environmental management approaches and principles that are recognized globally and which will help in addressing environmental issues and fulfilling commitments obligated under the global international conventions. Special attention will be made on issues related to the development of the capacity of staff in governmental institutions, in order to raise their skills and knowledge and comply with international standards, and to the improvement of institutional structures to provide the required mechanisms for an effective environmental management framework. The project was developed to address this particular capacity need that is still much needed today.

#### **3.1.4. Linkages to other Relevant Projects in the UNDP Portfolio**

Although UNDP has always had an active involvement in the environmental sector, the Project Document does not examine potential linkages that could have been forged between the EEP project and other relevant UNDP projects under implementation or in the pipeline. In effect, during the implementation stage, the EEP project collaborated with the following UNDP projects:

- UNDP-GEF Mainstreaming Sustainable Land and Forest Management in Mountain Landscapes of North-Eastern Armenia
- UNDP-RTF “Regulatory Framework to Promote Energy Efficiency in Countries of the Eurasian Economic Union”
- UNDP-GEF “Development of Armenia’s Fourth National Communication to the UNFCCC and Second Biennial Update Report” Projects

Through its analysis of the intervention and contextual factors, the project document could have provided a more structured framework for cooperation between the EEP project and ongoing UNDP activities in this area.

#### **3.1.5. UNDP’s Comparative Advantage**

The Project Document identifies some of UNDP’s comparative advantages in the area of sustainable development, which represent potential for high-impact work. The most important is its long institutional experience and history of implementing environmental projects, ranging from climate change to energy efficiency, to the management of protected areas. The vast experience enables it to build on previous achievements and apply the lessons learnt to new challenges. Combined with the good profile/image, good financial system control, procurement systems, etc., the close links and trusted partnership with government and non-governmental partners allow UNDP to ensure continuity in the circumstances of the frequent institutional changes. Box 4

summarizes additional advantages of UNDP in the implementation of projects that mainstream environmental concerns into public policy.

#### **Box 4: Key Elements of UNDP's Comparative Advantage**

- UNDP boasts excellent partnerships with the government, civil society, private sector, universities, etc. National stakeholders value UNDP for its neutrality and impartiality. The trust and respect commanded by UNDP and the access it has to government officials, as well as civil society, place UNDP in a good position to play a strong advocacy role on the one hand, and, on the other, to undertake pioneering initiatives.
- UNDP has extensive experience supporting capacity development initiatives of national governments and other stakeholders through advocacy, policy advisory, and technical assistance services. Implementation of this project benefited from the experience and technical support UNDP provided as a specialist in capacity development.
- Its global experience and lessons learned in the same sectors in many countries around the world and in the region in particular, provide UNDP with a distinct advantage. When needed, UNDP is able to mobilize support from a range of UNDP and UN structures. Its access to a vast global network of experts allows it to tap into comparative experiences and technical support from other regions. For example, the Climate Box was a successful transfer of knowledge from other UNDP offices adapted to the context of Armenia.<sup>16</sup>
- UNDP's regional office, in particular, provides technical support to numerous projects across a number of areas. Regional technical advisors have provided to the EEP project with the backing for formulation and input into the development of the logical frameworks, identification of key stakeholders, etc.
- UNDP has extensive experience and capabilities related to regional cooperation. A significant part of UNDP's work is regional (multi-country) in nature. It has great capabilities for promoting south-south and triangular cooperation and can mobilize technical expertise to develop a suitable regional knowledge platform. The EEP project benefited from UNDP's regional reach and used it to provide access to international events for local stakeholders.<sup>17</sup>
- UNDP's strong record on environmental projects allows it to capitalize on valuable GEF expertise in these sectors. UNDP has one of the largest portfolios of GEF-funded projects in the world. The experience and capacity that this implies is a significant comparative

<sup>16</sup> The "Climate Box" was a tool that was developed in Russia, but which the project adjusted to Armenia's context.

<sup>17</sup> The first international conference on addressing climate change through education for countries of Eastern Europe, the Caucasus and Central Asia was organized in Yerevan, on 1-2 November, 2018. More than 50 participants representing 7 beneficiary countries (Armenia, Turkmenistan, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Moldova) and Russia participated in the regional workshop, which served for UNDP country offices and project as a platform for dialogue, knowledge exchange and peer learning for pro-active teachers and help new country offices develop methodological recommendations for the Climate Box Tool. Further, a National Contest on environmental initiatives designed by schoolchildren aged 12-17 was organized in March 2019. Fifteen projects were submitted in 2 nominations: "Reducing Carbon Footprint" and "Climate change and Water Resources". Three projects participated in the International Contest in Almaty, Kazakhstan on 24-27 April 2019.

advantage in developing and implementing such types of projects. In addition, UNDP was a critical implementing agency for implementing GEF financed NCSAs globally.

- Another one of UNDP's strengths is its broad-based development approach focused on strengthening national capacities for sustainable development through the integration and mainstreaming of various development aspects. SDGs are used by UNDP as an integrating platform for all development efforts in various countries and as an instrumental for engaging with a wide spectrum of stakeholders, which has proven to be a critical factor of success in many instances.

### **3.1.6. Planned Stakeholder Participation**

A broad-based stakeholder participation process was inherent in the design of the EEP project, given that it was intended to facilitate partnerships with a broad spectrum of stakeholders in different areas related to sustainable development. This project was developed on the basis of consultations with stakeholder representatives, most of whom were direct beneficiaries of the project interventions. During the project preparation stage, a consultation workshop was organized on October 23, 2014, in Yerevan, which brought stakeholders together to review the baseline and project strategy approved by GEF through the Project Information Form (PIF).

The project document identifies an extensive list of interested or relevant stakeholders and their anticipated role in the project (the list is presented in Annex VI of this report). While the list is quite comprehensive, as the MTR report noted and recommended, the assignment of specific stakeholder responsibilities in relation to individual activities identified in the project's RRF would have provided the project team and partners with a lot more clarity. This is an area where the project document could have provided more precision.

### **3.1.7. Replication Approach**

As for the replication approach, the Project Document is not very explicit about what exactly is meant by replication, what aspects of the project are intended to be replicated, and how replication is supposed to occur.

The project document stated that the EEP project would directly address national priorities identified through the NCSA process and confirmed through the National Electrical Annuity Plan (NEAP) and the Rio+20 National Assessment Report and that it was not about piloting or demonstrating a new approach or a new system.<sup>18</sup> The project document recognized that the

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<sup>18</sup> The need for better environmental education capacity is a priority capacity need for Armenia to improve the implementation of the Rio Conventions in the country. Therefore, the project will support the development of a public



project's achievements should be sustained after the project end and that Armenia should have access to a greater capacity to implement environmental education and environmental awareness programmes for the implementation of the Rio Conventions. The project document also recognized that as a medium-size project this intervention was bound to have certain limitations, such as the capacity to develop skills and knowledge of all actors involved in environmental management. Based on the logic of the project document, the EEP project was to serve as a catalyst of a longer-term approach to Rio Convention implementation by improving the capacity of national actors to deliver environmental education and environmental awareness activities and by providing an enabling environment to sustain the delivery of these activities throughout the country, thereby contributing to the implementation of the Rio Conventions.

The project document anticipated that the project would provide resources to transfer knowledge, such as dissemination of lessons, training workshops, information exchange, national forums, etc., ensuring that the body of knowledge developed with the support of the project would be available to other stakeholders in Armenia. As a result, it would contribute to its sustainability but also its up-scaling at the local level, closer to communities that are interested in a healthy environment. The project document noted the main area of the project that would particularly need up-scaling/replicability was the implementation throughout the country of environmental education and environmental awareness activities. The project was seen as a vehicle for developing the capacity of key actors in the public sector and at the community level in using environmental education as a tool to address natural resource management needs. It was anticipated that these same actors would up-scale and replicate their skills and knowledge through further activities targeting communities but also decision-makers, policy-makers and other environmental managers in Armenia.

The analysis presented in the project document is quite general and abstract. To provide more guidance and help to the project implementing team, it would have had to identify more specific challenges related to replicability and sustainability. For example, the analysis and guidance in question could have focused on some of the critical issues covered by the project, which are listed below:

- ***Environmental training for civil servants*** – How to make the content prepared by this project part and parcel of the obligatory and optional training programme for all civil servants? What are the challenges that the responsible organization (the Civil Service Office) faces in this regard?
- ***Environmental training for community servants*** – How to integrate the content developed by this project permanently into the training programme developed and managed by the MoTAI?

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good that will be used by the public and by decision-makers and policy-makers. It will address an issue that has been clearly identified and that needs to be addressed.

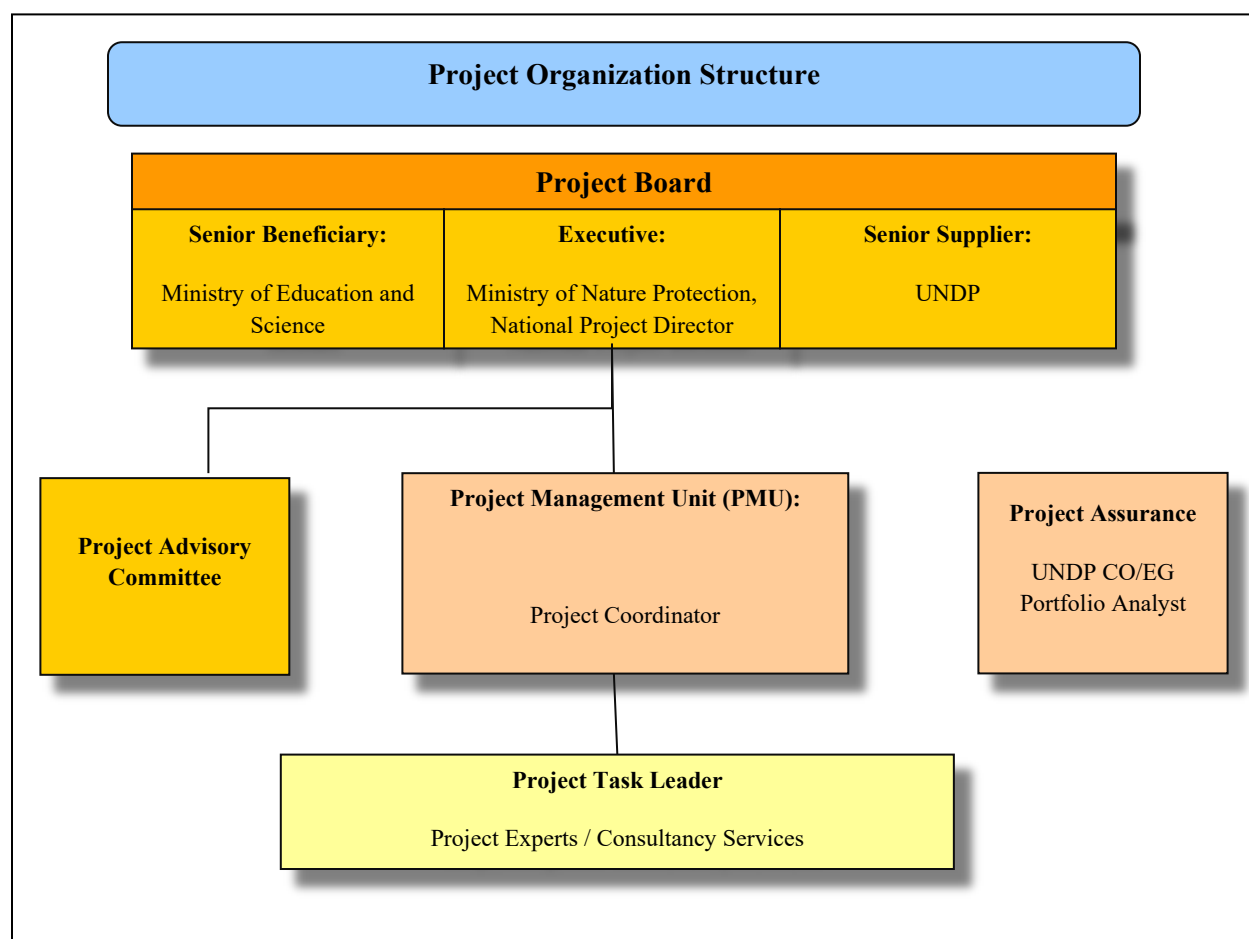
- ***Environmental Education Curricula*** – How to integrate the environmental dimension into the standard education curricula at the national level?

Given the above-mentioned issues, the replication approach and the broader issue of sustainability would have benefited from better definitions and more in-depth analysis.

### 3.1.8. Management arrangements

The project was designed to be implemented under the national implementation (NIM) modality, but also including Direct Project Services (DPS) provided by UNDP, specific to project inputs. The project's organizational structure foreseen in the project document is shown in the organogram shown in the figure below.

**Figure 6: Project's Management Arrangements**



The Project Document foresaw the following organizational arrangements:

- ***Project Board*** (PB) - Responsible for making consensus-based decisions, in particular, when guidance is required by the Project Coordinator (PC). The Board was envisaged to play a

critical role in project monitoring and evaluations by assuring the quality of these processes and associated products, and by using evaluations for improving performance, accountability and learning. The Project Board was to ensure that required resources are committed. It was to also arbitrate on any conflicts within the project and negotiate solutions to any problems with external bodies.

- **Executive Role** – The project document foresaw the Ministry of Environment (MoE - formerly Ministry of Nature Protection) to serve as a major implementing partner for the project. MoE has overall legal and regulatory authority for natural resource management and environmental protection. It serves as the focal point ministry for the relevant international conventions, in particular United Nations Framework Convention on Climate Change (UNFCCC), United Nations Convention on Biological Diversity (UNCBD) and United Nations Convention to Combat Desertification (UNCCD). Decision-makers from MoE were to be nominated to the Project Board and co-chair the group.
- **Senior Beneficiary Role:** The Senior Beneficiary's primary function within the Board was to ensure the realization of project results from the perspective of different stakeholders and beneficiaries. The MoES was designated as the primary beneficiary based on the mandate in addressing educational policy in the country, including environmental education. As will be seen further in this report, it turned out that a number of other key beneficiaries played a key role in the project, in addition to the MoES.
- **Project Management Unit (PMU):** The project document envisaged the establishment of a project management unit under the UNDP Environmental Governance management team. The team was envisaged to comprise a PC, Technical Task Leader (TL) and a Project Assistant. The Project Task Leader's role was to manage the project on behalf of the Implementing Agency, within the directions laid down by the Board. During implementation, the Task Leader (called Project Manager throughout this report) and the Project Assistant played key roles in the management of activities. No specific Project Coordinator was hired for the project – that role was played by the analyst responsible for Sustainable Growth and Resilience portfolio in the UNDP CO.
- **Project Advisory Committee** – A multi-stakeholder advisory committee was envisaged to be established as an advisory body to provide technical and operational guidance for project implementation policy ensuring the project's consistency and synergy with the other ongoing development processes in the country. In addition to MNP and MoES, representatives from line ministries, such as Ministries of Territorial Administration and Emergency Situation, Agriculture, Health, Urban Development, as well as from Civil Service Office, National Institute of Education, were envisaged be invited will be invited for membership.

During implementation, the Management Arrangements that were put in place were for the most part in line with the framework described above (and as laid out in the project document). What turned out to have required more attention in the project document was the role of other stakeholders that have not been mentioned, but which eventually played an important role in the

project. These include the Ministry of Territorial Administration and Infrastructure, Public Administration Academy, Civil Service Office, Parliament, American University of Armenia, etc.

### 3.2. Project Implementation

During the four years of its lifetime, the project went through a number of important stages. The following is the chronology of key events that marked the project's conceptualization and implementation phases, spanning the 2015-2019 period.

- At the request of the government, UNDP Armenia started preparation of the “project initiation format” that was approved and submitted to GEF with a letter of the Minister of Nature Protection (GEF focal point) on 28 December 2013.
- GEF CEO approval – 25 March 2014
- Project Preparation Grant (PPG) agreement signature -18 April 2014
- PPG preparation process – June 2014 - March 2015
- Date of LPAC – 7 June 2015
- Date of signature of Delegation of Authority (DoA) – 7 July 2015
- Date of signature of Pro Doc – 3 November 2015
- Date of recruitment of Project Manager (Project Coordinator) – 1 August 2016
- Date of Inception Workshop – 24 June 2016
- Date of release of Inception Report - December 2016
- Dates of Board Meetings:
  - 7 November 2016
  - 28 September 2017
  - 27 December 2017
  - 14 February 2019
- Dates of Advisory Committee meetings
  - 12 September 2017
  - 29 June 2018
- Date of stakeholders meeting - 23-24 November 2016
- Mi-Term Review – 24 November – 1 December 2017
- Final Evaluation – October-November 2019
- Project Closure – set for November 2019

The box below provides a summary of the process for the development of the project document.

#### **Box 5: Process for the Development of the Project Document**

The project was designed in close collaboration with the main institutions in the field of environmental education, including the Ministry of Environment, Ministry of Education and Science, Public Administration Academy of Armenia, National Institute of Education, independent experts and field specialists. The project was awarded a project preparation grant (PPG) for the design. An International Consultant on “*Capacity Development and GEF Project*

*Design*” was hired on 21 July 2014 to contribute to the development of the medium-sized project document. A local consulting company and expert team were engaged in October 2014. The team reviewed ongoing initiatives on environmental education and conducted regular consultations with focal points from the Ministry of Education and science and the Ministry of Environment.

Two formal stakeholder consultations were organized. A Stakeholder Consultation Workshop was organized on 23 October 2014 with the participation of governmental stakeholders, representatives from academia and educational institutions, NGOs, media, etc. The international consultant and local team introduced the project’s main objectives, directions, activities, expected outcomes, and the draft project framework. The final draft of the project document was presented for discussions at the validation workshop organized on 20 February 2015. More than 30 representatives from state institutions, relevant international organizations, academia, NGOs, and field experts discussed the proposed design, major outcomes and outputs and verified the overall project strategy and activities. The final package was submitted at the end of March 2015 and the project proposal was approved by GEF on 5 May 2015 with no comments. The local project appraisal committee meeting (LPAC) of 7 June 2015 endorsed the project document. The Delegation of Authority to sign the project document was provided by UNDP/GEF on 7 July 2015.

The project experienced some delays during the implementation process due to external factors with which the project team had to grapple.

- First, the project kick-off experienced a half-year delay because of the late recruitment of the Project Manager, which was due to the limited availability of professionals in this area. The identification of the specialist with required knowledge and skills took time. As a result, the project, which was due to start on November 2015 based on the project document, actually started in the middle of 2016.
- Secondly, delays also resulted from the severe political crisis in 2017/2018, which ended with the “velvet revolution”. Some project components suffered from this event. One key component was the training for civil servants, for which the partnership with the Civil Service Office was crucial. As discussed in the previous sections of this report, the establishment of the environmental training programme within the official structures of the government was key for ensuring its sustainability. The civil service reform process that was underway during the first part of the project was expected to be completed by the end of 2018. However, the resignation of the government in April/May 2018, following the revolution, put on hold the whole process.

The Project Board has been co-chaired by UNDP, Ministry of Environment and Ministry of Education and Science. The board has had four meetings, corresponding to the four years of implementation. Also, a Project Advisory Committee consisting of about 30 representatives from

key ministries, educational and scientific institutions, non-governmental and international organizations was established and met twice in the course of the project. A PMU was set up within UNDP to deal with the day to day management of the project. The Project Manager was hired in August 2016 and, together with the project assistant, has dealt with the day to day oversight of the delivery of project outputs outlined in the project's logical framework. No dedicated Project Coordinator was hired by the project, as envisaged in the Project Document. UNDP has provided overall guidance through the SGR Portfolio Analyst who has served as the Project Coordinator. A significant number of consultants have been recruited by the project to carry out project activities (the full list of consultants involved in the project is shown in Annex VII of this report).

The project's mid-term review (MTR) was conducted by an independent international consultant in February 2018. Based on an analysis of progress, the MTR proposed a no-cost extension, which was granted for a 12-month period.<sup>19</sup> The project followed up with the necessary revisions of the project budget and work-plan. The project's conclusion is now set for November 2019.

### 3.2.1. Adaptive Management

Given the political changes that Armenia experienced during the period of project implementation, the use of adaptive management by the project team has been crucial for dealing with some of the unexpected contingencies and taking advantage of emerging opportunities. While a number of adaptive strategies and actions employed by the project team were observed during the evaluation, this section will focus on those adaptations that played the biggest role.

- ***Political Volatility*** – As has been described, as a result of the 2018 velvet revolution which ousted the previous administration and brought significant changes to the country's political landscape and policy agenda, the project experienced a number of delays in project implementation and delivery. Given the policy nature of the project, this process of change has clearly exerted a delaying effect on project activities. For example, the co-chair of the Project Board from the Ministry of Environment has changed three times during the project's lifetime. Further, the freezing of the civil service reform process put on hold project activities related to the training of public officials. The project team has responded to these challenges by taking measures to minimize the effect of political change and address implementation delays. It adjusted planned activities, applied various procurement modalities to identify the best match for the required services, etc. Other measures have included the re-scheduling of project activities, close monitoring of ongoing political and institutional reforms, close cooperation with key partners, etc. In spite of the delays experienced, the project was able to accomplish all planned activities within the established timelines (this will be discussed in more detail in the section on "effectiveness" of this report).

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<sup>19</sup> The MTR argued that an extended implementation period would allow the project to enhance and strengthen registered results and take advantage on the extension for better results.

- ***Lack of Clarity on Responsibilities*** – Although stakeholder responsibilities with regards to the different project activities were not identified in concrete terms in the project document (as has already been discussed), the project was able to identify entry points that allowed it to deliver all planned outputs successfully (this will be discussed in more detail in the section on “effectiveness” of this report). What turned out to have required more attention in the project document was the role of additional stakeholders which had not been identified, but which eventually played an important role in the project. These include the Parliament, Ministry of Territorial Administration and Infrastructure, Public Administration Academy, Civil Service Office, American University of Armenia, etc. As will be seen in the following section, the project was able to establish close relations with these institutions and engage them in the delivery of project activities. Further, the project team was able to establish a system for the training for civil servants and community servants, which was not identified in clear terms in the project document. This involved cooperation with the Civil Service Office and the Ministry of Territorial Administration and Infrastructure. Through this arrangement the project was able to deliver training to more than 1,500 individuals (including civil servants, community servants, civil society and private sector representatives). The project was also able to engage in its activities a number of local government authorities in various locations, which expanded the reach of the project geographically. Also, the close partnership with the Ministry of Education and Science was crucial for the component on the inclusion of environmental education in school curricula.
- ***Climate Box*** – The inclusion of environmental education in the system of general education was added in the stage of implementation of the project. At the planning stage, the inclusion of environmental education component into general education was not envisaged. To achieve this important objective, the project team made use of a corporate product of the UNDP - “Climate Box” – which turned out to be an appropriate tool for the training of public-school teachers. The “Climate Box” was a tool that was developed by UNDP in Russia, but which the project adjusted to Armenia’s context.<sup>20</sup> To introduce environmental education to the general educational system, the project established a cooperation with the Russian Trust Fund and \$50,000 was leveraged for customizing and adapting the “Climate Box” Project aimed at raising environmental literacy among middle-school aged youngsters. The introduction of the Climate Box involved the translation of the manual into Armenian and its adaptation to local settings, organization of the first Training of Trainers for public school teachers and methodologists, and hosting of the first international conference on addressing climate change

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<sup>20</sup> <https://www.undp.org/content/undp/en/home/blog/2019/thinking-outside-the-climate-box.html>

through education with participation from eight countries. Thus, the EEP project served as a platform for collaboration with other countries through the "Climate Box" project.<sup>21</sup>

- **Online Delivery of Training** – The online delivery of training was another adaptive solution that the project found for the problem of effective delivery of the training content developed by the project. The development of online (distant) learning courses was launched based on the new requirement of training for civil servants.
- **Training of Trainers (ToT)** – The project's focus on the training of trainers was another adaptive measure of the project. The scarcity of professional facilitators/trainers in environmental education reinforced the importance of organizing additional capacity building programmes for trainers in higher educational entities involved in natural resource management. Given such lack of field specialists teaching environmental education, the project decided to focus on training for selected professors and lecturers. With the involvement of the American University of Armenia, the project developed 11 modules, which formed the basis of the Training of Trainers.

Overall, the ability of the project team to act swiftly to evolving needs and emerging opportunities is commendable.

### 3.2.2. Partnership Arrangements

The project's partnership arrangements included a wide range of stakeholders from national and sub-national governments, organizations representing the development and environmental professionals and specialists, academia, NGOs and donor organizations. The project was implemented by the Ministry of Environment (formerly the Ministry of Nature Protection),<sup>22</sup> following UNDP's National Implementation Modality (NIM). The Ministry of Education, Science, Culture and Sport (formerly Ministry of Education and Science) was designated in the project document as the primary beneficiary of the project, based on its mandate of addressing educational policy in the country, including environmental education.<sup>23</sup>

However, during implementation, the partnership arrangements turned out to some extent differently from how they were envisaged in the project document. What turned out to have

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<sup>21</sup> An international conference on climate change through education for the countries of Eastern Europe, the Caucasus and Central Asia was organized in Yerevan, on 1-2 November, 2018. More than 50 participants representing 7 beneficiary countries (Armenia, Turkmenistan, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Moldova) and Russia participated in the regional workshop, which served for UNDP country offices and project as a platform for dialogue, knowledge exchange and peer learning for pro-active teachers and help new country offices develop methodological recommendations for the Climate Box Tool.

<sup>22</sup> The Ministry of Environment is the state environment authority in Armenia. It is responsible for environmental protection and natural resource management in the country.

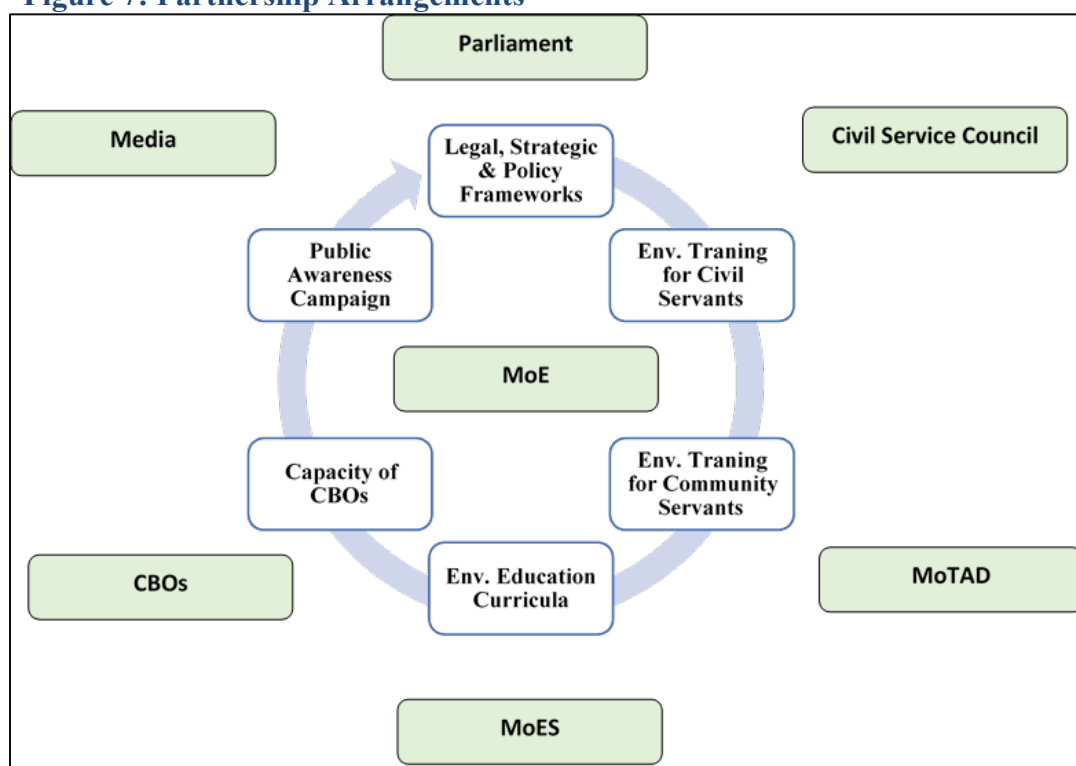
<sup>23</sup> The Ministry of Education, Science, Culture and Sport is responsible for policies in the education and science sectors. It is also the ministry mandated to implement the Law on Environmental Education.



required more attention in the project document was the role of other stakeholders that have not been mentioned, but which eventually played an important role in the project. These included the Parliament, Ministry of Territorial Administration and Infrastructure, Public Administration Academy, Civil Service Office,<sup>24</sup> a number of sub-national government authorities, the American University of Armenia, etc.

The figure below shows the project's key components and the stakeholders that played a key role in each component.

**Figure 7: Partnership Arrangements**



<sup>24</sup> The Civil Service Office (former Civil Service Council) is responsible for ensuring the management and unity of the Civil Service in the manner prescribed by the Law on Civil Service and other legal acts and ensuring the implementation of the policy of the Government of the Republic of Armenia in the field of public service. The tasks of the Civil Service Office are: 1) Ensuring an efficient and unified system of classification of civil service positions; 2) Develop a culture of implementing and applying effective, modern methods and tools in human resources management in the public service system; 3) continuous improvement of the legislation regulating public service activities; 4) ensuring transparent and fair opportunities for equal access to the civil service; 5) the creation of an effective and well-meaning civil service environment anchored in the relevant bodies; 6) introduction of effective personnel management tools in the relevant bodies; 7) Ensure the implementation of effective mechanisms for exercising the rights of civil servants; 8) Developing an effective remuneration policy and introducing competitive mechanisms for public service (except community service) and public officials; 9) Use of effective tools for improving the professional knowledge and competences of public servants.

### **3.2.3. Feedback from M&E Activities Used for Adaptive Management**

As noted in this report's previous sections, adaptive management was crucial for the project team's response to Armenia's fast changing political and institutional environment. This adaptive reaction resulted in a number of new activities such as the "Climate Toolbox", the engagement of the Ministry of Territorial Administration and Infrastructure for the training of community servants, activities and trainings at the local level, etc. (these were described in more detail in the section on adaptive management). To some extent, the ability of the project team to react was enabled by feedback received through the M&E system which consisted of a number of mechanisms (i.e. planning, monitoring, risk management, etc.).

A primary tool of M&E has been the use of project progress reports which were formulated every year. The evaluation reviewed the available reports produced in the course of project implementation and found them to have been used adequately by the project team to inform the CO management, government partners, GEF and other stakeholders. The reports have provided the project team and board with the opportunity to take stock of the situation each year and engage relevant actors into the discussion.

Also, Project Board meetings, although not frequent, seem to have played a positive role in project management. The evaluator reviewed board meeting minutes which although not too detailed gave the impression that they enabled stakeholders to provide feedback on project activities and results and propose corrective actions and strategies.

A number of issues could have been tracked more effectively using the M&E system – i.e. the uptake of outputs (studies, training, etc.) and the degree to which the outputs were serving their intended purpose.<sup>25</sup> These limitations are discussed in more detail in the section on the implementation of the M&E system further in this report.

### **3.2.4. Project Finance**

This section of the report provides a brief overview of the project's financing and expenditures, based on information provided by the project team.

#### **Project Expenditure**

The project budget was revised three times to adjust the budget to official expenditures and to redistribute funds between 2018 and 2019 in line with the approved no-cost extension till November

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<sup>25</sup> As will be argued further in this report, it was hard to assess this in this evaluation because there is a significant time lapse between the moment at which policies (strategies and laws, some of which are still pending official approval) come into force and their effects become apparent. Nevertheless, tracking the effects of policy is crucial because decision-makers need to obtain evidence-based information on the results of the implementation of measures adopted.

2019. This is another good example of adaptive management by the project team. The table below shows project expenditures by outcome area for the four years of operation. As can be seen from the table below, by the time of this evaluation the project had spent a total of about US\$ 715,000, or about 93% of what was budgeted for the project.<sup>26</sup> This total amount spent represents about 95% of the total funding provided by GEF for this project (US\$ 750,000). The project team has planned the full expending of all resources available to the project.

**Table 5: Project Expenditure (US\$)**

<b>Outcome Areas</b>	<b>Total ProDoc Budget</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total<sup>27</sup></b>	<b>Shares</b>
Outcome 1	200,000	22,047	49,406	74,554	28,142	174,149	24%
Outcome 2	260,000	16,324	45,676	52,034	150,281	264,315	37%
Outcome 3	230,000	4,881	30,370	121,796	71,162	228,209	32%
Project Management	90,000	7,789	18,936	31,066	26,899	84,690	12%
<b>Total</b>	<b>780,000</b>	<b>51,041</b>	<b>144,388</b>	<b>279,450</b>	<b>240,068</b>	<b>714,947</b>	<b>100%</b>

Further, as can be seen from the table above, the project started with a slow execution rate in 2016, but subsequently the pace of implementation accelerated in the following three years. The table also shows that Outcome 2, which includes the training for civil and community servants has been the project's largest component, taking up about 35% of total expenditure. Outcome 3, which contains the micro capital grants, has also been a large component with about 30% of total spending. Project management costs have constituted about 10% of total expenditure, which is a good indicator of efficiency.

### Budget Execution

Table 6 below shows the project's execution rates for each year and for all years together based on planned budgets planned. Two versions of the budget are shown – one version compares expenditure to what was planned originally in the project document and the other compares expenditure to what was planned after the revision of the budget. This allows us to see the execution rates based on the old and the revised budget. Execution rates are also shown by component. The table shows that the rate of fund utilization has varied though by year and component. Years 2016 and 2017 have had quite low execution rates compared to the original budget, mainly as a result of delays discussed in the previous sections. For year 2017, execution was low even when compared to the revised budget and the main reason for this is weak execution of the third component (the micro-capital schemes). A much better execution rate can be noted in the table below during the last couple of years of implementation. Execution for the third component picks up in 2018, with more than US\$ 120,000 spent on the micro-grant initiatives.

<sup>26</sup> The expenditure is reported as of 09/09/19 and includes expenses and commitments.

<sup>27</sup> As of 13 December 2019.

Overall, the year 2018 was a turn-around year for the project, with total expenditure reaching about US\$ 280,000 and execution 75%. Overall, all three project components have had execution rates above 90% for the whole duration of the project (based on the revised budget). The project team has planned to utilize all project resources by the end of the project.

**Table 6: Budget Execution Rates (in %)**

No.	Outcome Area	Budgeted (Pro Doc)	Spent	Execution Rate	Revised Budget	Spent	Execution Rate
<b>Year 2015</b>							
1	Outcome 1	52,500	0	0	-	-	-
2	Outcome 2	89,200	0	0	-	-	-
3	Outcome 3	48,900	0	0	-	-	-
	Project Management	18,000	0	0	-	-	-
4	<b>Total</b>	<b>208,600</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Year 2016</b>							
1	Outcome 1	70,200	22,047	31	23,505	22,047	94
2	Outcome 2	79,260	16,324	21	16,655	16,324	98
3	Outcome 3	78,940	4,881	6	5,405	4,881	90
	Project Management	29,000	7,789	27	7,800	7,789	100
4	<b>Total</b>	<b>257,400</b>	<b>51,041</b>	<b>20</b>	<b>53,365</b>	<b>51,041</b>	<b>96</b>
<b>Year 2017</b>							
1	Outcome 1	68,800	49,406	72	50,300	49,406	98
2	Outcome 2	75,860	45,676	60	79,100	45,676	58
3	Outcome 3	70,440	30,370	43	63,045	30,370	48
	Project Management	28,500	18,936	66	22,300	18,936	85
4	<b>Total</b>	<b>243,600</b>	<b>144,388</b>	<b>59</b>	<b>214,744</b>	<b>144,388</b>	<b>67</b>
<b>Year 2018</b>							
1	Outcome 1	8,500	74,554	-	83,346	74,554	89
2	Outcome 2	15,680	52,034	-	132,800	52,034	39
3	Outcome 3	31,720	121,796	-	124,298	121,796	98
	Project Management	14,500	31,066	-	33,266	31,066	93
4	<b>Total</b>	<b>70,400</b>	<b>279,450</b>	<b>-</b>	<b>373,710</b>	<b>279,450</b>	<b>75</b>
<b>Year 2019 (as of November)</b>							
1	Outcome 1	0	28,993	-	28,993	20,617	71
2	Outcome 2	0	160,966	-	160,966	135,033	84
3	Outcome 3	0	82,952	-	82,952	67,270	81
	Project Management	0	32,210	-	32,210	17,148	53
4	<b>Total</b>	<b>0</b>	<b>305,121</b>	<b>-</b>	<b>305,121</b>	<b>240,068</b>	<b>79</b>
<b>ALL YEARS</b>							
1	Outcome 1	200,000	-	-	175,000	166,624	95
2	Outcome 2	260,000	-	-	275,000	249,067	91
3	Outcome 3	230,000	-	-	240,000	224,318	93
	Project Management	90,000	-	-	90,000	74,938	83
4	<b>Total</b>	<b>780,000</b>	<b>-</b>	<b>-</b>	<b>780,000</b>	<b>714,947</b>	<b>92</b>

## Expenditure Structure

Table 7 below shows the composition of project expenditure for all years of project implementation. Most of the project resources – about 42% – have spent on contractual survives (hiring of companies). This includes the allocation of micro capital grants for the initiatives implemented in the regions.

**Table 7: Project ‘s Expenditure Structure (US\$)**

Expenditure Categories	2016	2017	2018	2019	All Years	% of Total Budget
1. - Contractual Services-Companies	0	25,801	140,242	164,975	331,018	42%
2. - Local Consultants	8,857	41,362	22,571	30,300	103,090	13%
3. - International Consultants	9,979	154	6,317	15,790	32,240	4%
4. - Grants	0	0	32,928	0	32,928	4%
5. - Events, conferences, travel	1,913	800	4,084	14,500	21,297	3%
<b>TOTAL</b>	<b>20,748</b>	<b>68,117</b>	<b>206,142</b>	<b>225,565</b>	<b>520,572</b>	<b>67%</b>

## Co-financing

The project had a budget of US\$ 750,000, provided by GEF. The Project Document indicates that co-financing amounting to US\$ 485,500 was expected from GoA and a total of US\$ 723,735 from all project partners combined. The table below shows the amount of total financing provided by partners and reported by the project. This amount includes co-financing provided by the government in line with the commitments specified in the project document. It should be noted that the figures presented in the table have been provided by the project team and have not been verified by the evaluator.

**Table 8: Co-financing by Source (US\$)**

Co-financing (Type/Source)	IA own Financing (US\$)		Government (US\$)		Other Sources (WWF Armenia) (US\$)		Total Financing (US\$)		Total Disbursed (US\$)
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
- Grants	30,000	30,000					30,000	30,000	30,000
- Credits									0
- Equity									0
- In-kind	90,000	90,000	485,500	462,502	118,235	52,235	693,735	604,737	604,737
- Non-grant Instruments									0
- Other Types									0
<b>Totals</b>	<b>120,000</b>	<b>120,000</b>	<b>485,500</b>	<b>462,502</b>	<b>118,235</b>	<b>52,235</b>	<b>723,735</b>	<b>634,737</b>	<b>634,737</b>

As can be seen in the table above, the amount of co-financing provided by government partners has amounted to US\$ 462,502 – an amount short of about US\$13,000 of the amount expected in

the Project Document. The co-financing from the government has been provided by three institutions – Ministry of Environment (US\$ 211,382), Ministry of Education and Science (US\$ 200,000) and the Public Administration Academy (US\$ 51,120). Other sources of co-financing include a contribution of US\$ 52,235 from the World Wide Fund for Nature (Armenia). The shortfall in other sources of co-financing (as can be seen from the table above) is due to the lack of co-financing as expected from the Youth Foundation of Armenia (in-kind commitment of US\$ 65,000) due to the organization’s dissolving after the current government’s political reforms.<sup>28</sup> The table also shows that UNDP has provided a contribution of US\$ 30,000 in cash and US\$ 90,000 in kind, which is in line with its own commitment of financing in cash specified in the project document.

### 3.2.5. Monitoring and Evaluation

#### Design at Entry

Overall, the M&E tools identified in the Project Document have been appropriate and have included standard instruments used in UNDP projects.

The most foundational M&E tool of the project, the Results and Resources Framework, has been simple and straightforward, as was pointed out under the discussion of the project’s design in the previous sections. Planned activities, outputs and associated costs are discussed in a detailed manner. Also, most indicators, baselines and targets are generally adequate and well-identified. The exception are some indicators that could have been identified more specifically. Previous sections of this report also identified some additional shortcomings with regard to the project’s design.

The design of the Monitoring and Evaluation provided in the Project Document comprises the standard tools used in most UNDP projects in accordance with established UNDP and GEF procedures. The table below summarizes these tools, as outlined in the Project Document.

**Table 9: Project M&E tools identified in the Project Document**

Type of M&E activity	Responsible Parties	Time frame
Inception Workshop and Report	<ul style="list-style-type: none"> <li>▪ Project Coordinator</li> <li>▪ UNDP CO, UNDP GEF</li> </ul>	Within first two months of project start up
Measurement of Means of Verification of project results.	<ul style="list-style-type: none"> <li>▪ UNDP GEF RTA/Project Coordinator will oversee the hiring of specific studies and institutions, and delegate responsibilities to relevant team members.</li> </ul>	Start, mid and end of project (during evaluation

<sup>28</sup> At the beginning of the project, the project team had cooperation with this organization. They were also involved in the project’s Advisory Committee.

Type of M&E activity	Responsible Parties	Time frame
		cycle) and annually when required.
Measurement of Means of Verification for Project Progress on <i>output and implementation</i>	<ul style="list-style-type: none"> <li>▪ Oversight by Project Coordinator</li> <li>▪ Project team</li> </ul>	Annually prior to ARR/PIR and to the definition of annual work plans
ARR/PIR	<ul style="list-style-type: none"> <li>▪ Project Coordinator and team</li> <li>▪ UNDP CO</li> <li>▪ UNDP RTA</li> <li>▪ UNDP EEG</li> </ul>	Annually
Periodic status/ progress reports	<ul style="list-style-type: none"> <li>▪ Project Coordinator and team</li> </ul>	Quarterly
Meetings of Technical Advisory Board and relevant meeting proceedings (minutes)	<ul style="list-style-type: none"> <li>▪ PC</li> <li>▪ UNDP CO</li> <li>▪ Other stakeholders</li> </ul>	Following Project Inception Workshop at least once a year
Mid-term Review ( <i>if needed</i> )	<ul style="list-style-type: none"> <li>▪ Project Coordinator and team</li> <li>▪ UNDP CO</li> <li>▪ UNDP RCU</li> <li>▪ External Consultants (i.e. evaluation team)</li> </ul>	At the mid-point of project implementation.
Final Evaluation	<ul style="list-style-type: none"> <li>▪ Project Coordinator and team,</li> <li>▪ UNDP CO</li> <li>▪ UNDP RCU</li> <li>▪ External Consultants (i.e., evaluation team)</li> </ul>	At least three months before the end of project implementation
Project Terminal Report	<ul style="list-style-type: none"> <li>▪ Project Coordinator and team</li> <li>▪ UNDP CO</li> <li>▪ Local consultant</li> </ul>	At least three months before the end of the project
Audit	<ul style="list-style-type: none"> <li>▪ UNDP CO</li> <li>▪ Project Coordinator and team</li> </ul>	One in the project life-time
Monitoring Visits to field sites	<ul style="list-style-type: none"> <li>▪ UNDP CO</li> <li>▪ UNDP RCU (as appropriate)</li> <li>▪ Government representatives</li> </ul>	Yearly
Final workshop	<ul style="list-style-type: none"> <li>▪ UNDP CO</li> </ul>	

While the monitoring and evaluation tools laid out in the Project Document were adequate in maintaining quality control, the project design suffered from some shortcomings that have been pointed out. Further, as has been stated in the previous sections of this report, the project design was quite ambitious for the nature of this project and the resources and timelines that it involved.



Overall, the rating of the Monitoring and Evaluation design at the entry point is “Moderately Satisfactory”.

### Implementation

For the assessment of the use of the M&E framework during the implementation phase, the evaluation team had access to some of the project documentation related to monitoring and reporting. The following documents were reviewed in the course of this evaluation:

- Project Document
- Inception Report
- Annual Progress Reports (available for years 2017, 2018 and 2019)
- Project risks were monitored on a quarterly basis, following the UNDP corporate and project document guidelines. The project applied online and offline risks monitoring tools.

The following are some of the instruments that were used by the project team during the implementation of the project:

- The Inception Workshop was held on 24 June 2016. The project recruited an independent international consultant for the project inception period, who helped with revisions made to the M&E framework. The Inception Workshop assisted project stakeholders to fully understand and take ownership of the project. It brought the relevant stakeholders around a common platform and allowed them to share a better understanding of the project, including project goals and outcomes, objectives, focus sectors, key activities, state priorities and work plan. The Inception Workshop resulted in an Inception Report released in December 2016, which modified certain elements of the project.
- The project also recruited a local consultant for updating the capacity development scorecards (Annex X). The Capacity Monitoring Scorecard process established baseline scores at the Inception stage. The set ‘end of project’ targets for capacity development have 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 implementation of the Project.
- Another key instrument in the monitoring process has been the use of Project Progress Reports (PPRs), which have been submitted on a regular basis to GEF, UNDP and Ministry of Environment. These reports provide a reasonable picture of project-related issues, a review of the project outcomes and outputs and indications whether objectives were met or were still pending, as well as matters requiring the attention of the project team and stakeholders. They have provided the project team with a platform for sharing information and engaging with some of the stakeholders. Overall, the quality of these documents seems to have been adequate.

- The Project Board has played a key role in overseeing the project. Four project board meetings have taken place (once a year). Also, a Project Advisory Committee consisting of about 30 representatives from key ministries, educational and scientific institutions, non-governmental and international organizations was established. The advisory committee has met twice in the project's lifetime.
- A project MTR was carried out on 24 November – 5 December 2017 by an independent international consultant. Although not too detailed, it provided a set of recommendations for the project team, which were subsequently taken into account during the remainder of the project's lifetime.

For all these strengths, the project team could have tracked more effectively the degree to which the capacity of participants in the various training programmes has improved. It is not possible to estimate the extent to which the training material was translated into improved capacity for participants. This was an important activity of the project which could not be assessed by the evaluation because of the lack of data. Feedback by the participants of the training session was collected only in two of the trainings provided by the project.

The M&E system has overall been adequate for tracking progress and assessing the achievement of project objectives. M&E was conducted in accordance with established UNDP and GEF procedures, identified in the Project Document. **The rating of the Monitoring and Evaluation at implementation is “Satisfactory”.**

### **3.2.6. Execution and Implementation**

#### Performance of the Executing Agency (MoE)

As the Implementing Partner of this project, MoE was foreseen in the Project Document to be directly responsible for the execution of the project. Although not a high-visibility ministry and with limited human resource capacities, MoE has delivered this responsibility adequately. The project has received the right degree of attention from the ministry officials. The project manager has had close contacts with MoE and has received substantial support from MoE on all the components of the project. The Deputy Minister has been directly involved with the project and has served as the co-chair of the Project Board, attending board meetings regularly. In interviews for this evaluation, the Deputy Minister and other ministry staff were intimately informed about the activities of the project and quite eager to make this project yield all the expected results. Further, stakeholders interviewed for this evaluation confirmed that MoE has had a close engagement with the project.

**Given the positive role that MoE has played in ensuring that the project achieved all its targets, despite all its constraints and the challenged presented by the political environment, the rating for the Executing Agency in this project is “Satisfactory”.**

### Performance of Implementing Agency (UNDP)

This project was managed under quite challenging circumstances, including a revolution and change of government. These conditions obviously have significant effects on projects like this that are related to the public administration. Another outstanding fact about this project is that the entirety of its activities (which were both numerous and complex) was managed by only two persons – the Project Manager and Assistant. The efforts of the Project Manager to coordinate project activities across sectors, at all levels of government and in different regions have been enormous commendable. More than 1,500 people received trainings through this project. The project also involved more than 30 consultants and more than 10 consulting companies. A large number of state entities were involved in project activities, as has been pointed out earlier in this report. Managing this degree of complexity has taken a lot of effort.

The project has also received considerable support from the UNDP Country Office. Overall, the project received considerable support and advice from all UNDP units (programme management, strategic, M&E, communications, finance, procurement, human resources). In most cases, the operational units were quick in their response to the requests of the project team. UNDP has provided the necessary support throughout the entire cycle of the project, including in its identification, preparation of concept, appraisal, preparation of the detailed proposal, approval and start-up, oversight, supervision, completion and evaluation. UNDP has also played a role in the monitoring and evaluation of the project, working closely with project partners to ensure that the outputs of the project were on track through field visits, consultations and reviews with stakeholders. Another major role of the UNDP in this project has been in the recruitment of project staff and procurement process – all these are conducted by UNDP using UNDP rules and procedures. Beyond that, UNDP has also provided technical advice and advisory support to the project, primarily through its regional technical advisers. In particular, the SGR Portfolio Analyst has provided crucial support to the project and also serving as the Project Coordinator. The project has also received support from the Regional Technical Adviser in the UNDP Regional Office in Bangkok regarding clearance of Inception report, annual budget revisions, APRs (annual progress report), approval of micro-capital grant modality etc.

Overall, the performance of UNDP (the Implementing Agency) has been adequate. UNDP has provided a significant level of support to the project team. **The rating of UNDP's performance in the project is "Satisfactory".**

### 3.3. Project Results

This section provides an assessment of the project's progress in the accomplishment of RRF targets, as well as examination of achievement along the standard dimensions of UNDP evaluations: i) relevance - the extent to which the project was relevant to the country's priorities and needs; ii) effectiveness - whether the project was effective in achieving the planned results; iii) efficiency - whether the process of achieving results was efficient; iv) sustainability - the extent to which project benefits are likely to be sustained; and, v) gender mainstreaming – the extent to which considerations related to gender have been incorporated into project activities.

#### 3.3.1. Achievements of Objectives and Overall Results

Based on data provided by the project team, Table 10 below shows an analysis of project achievements for each indicator.<sup>29</sup> It also shows with color codes the targets that have been achieved (green is used for targets that have been achieved and red for targets that have been not). Based on this analysis presented, the following main conclusions can be made:

- The project has achieved almost all targets set in the project document – the only exception being the number of journalists trained (last indicator in the RRF). In many cases, the project has gone way above the targets that were set (for example, the number of people trained which exceeds 1,500). The project has also produced multiple training materials for governmental and non-governmental representatives. Trainings were targeted to both national and sub-national levels of government and took place throughout the country (i.e. Lori, Shirak, etc.). It is impossible to assess the degree to which the training has been or will be converted into improved capacity, but it does nevertheless represent a good resource on which policy makers and civil society activists can rely to further develop their capacities.
- The project has produced a considerable number of analytical tools –analyses and reviews, strategies, guidelines, courses on many topics, templates, articles, videos, presentations, etc., through which it has created momentum around the concept and principles of sustainable development. Through a range of trainings for key decision-makers, professors/lecturers from educational institutions, and representatives of CBOs, mass media representatives and journalists, the project has contributed to the coordination of policies across sectors, greater alignment to requirements of international agreements, more inclusive and evidence-based policy making, accountability in the public sector, better delivery public service, etc. The project has also stimulated the engagement of local academics and researchers with sustainable development matters (Annex VII provides a list of consultants engaged in the project). The project has also organized a number of awareness-raising events – the main ones are listed in

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<sup>29</sup> The analysis presented in the table relies on information provided by the project team and not verified through the evaluation.

Table 16 further in this report. The project ran an intensive marketing campaign, making good use of social media, internet, newspapers, outdoor advertising, etc.

**Table 10: Status of Outcome and Output Indicators at the Point of Evaluation**

*It should be noted here that the results presented in the table below are the results that the CO has estimated at the point of the evaluation (September – October 2019). In the table below, Green is used for mid-term targets achieved and Red is used for targets that have not been achieved.*

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
<b>Objective:</b> to strengthen the capacity to use environmental education and awareness-raising as tools to address natural resource management issues.	• Use of EE and environmental awareness tools to address NRM	• These tools & techniques on EE and EA are rarely used for NRM in Armenia	• Diverse and high-quality EE and EA programmes are available to address Natural Resource Management (NRM)	<b>S</b> • Comprehensive training modules and curriculum for decision-makers involved in natural resource management were developed.
	• Citizens involvement in decision-making to address NRM issues	• Few opportunities for stakeholder involvement in NRM decisions at national or community levels	• Stakeholders in selected areas are involved in decision-making to address NRM issues	<b>S</b> • 1,359 decision-makers (840 M and 519 F; civil and community servants, representatives of private sector) were trained on sustainable management of natural resources
	• Decision-makers and teachers able to use EE as a tool to improve NRM.	• Few key stakeholders have the capacity to use EE as a tool to address NRM issues	• Decision-makers and teachers using EE as a tool to improve NRM	<b>S</b> • 240 (45 M and 195 F) stakeholders were trained to deliver EE programmes
	• Capacity development scorecard rating	Capacity for: • Engagement: 5 of 9 • Generate, access and use information and knowledge: 7 of 15 • Policy and legislation development: 6 of 9	Capacity for: • Engagement: 7 of 9 • Generate, access and use information and knowledge: 11 of 15 • Policy and legislation development: 7 of 9	<b>S</b> Capacity for: • Engagement: 8 of 9 • Generate, access and use information and knowledge: 13 of 15 • Policy and legislation development: 8 of 9

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
		<ul style="list-style-type: none"> <li>Management and implementation: 3 of 6</li> <li>Monitor and evaluate: 3 of 6</li> </ul> (Total score: 24/45)	<ul style="list-style-type: none"> <li>Management and implementation: 4 of 6</li> <li>Monitor and evaluate: 4 of 6</li> </ul> (Total targeted score: 33/45)	<ul style="list-style-type: none"> <li>Management and implementation: 4 of 6</li> <li>Monitor and evaluate: 4 of 6</li> </ul> (Total targeted score: 37/45)
<b>OUTCOME 1: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.</b>				
<b>Output 1.1:</b> Adequate legislation and policy frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education and public awareness.  <b>Output 1.2:</b> Relevant institutions have the necessary mandates to use environmental education and public awareness as tools for environmental management.	<ul style="list-style-type: none"> <li>Adequate policies for EE in place integrating Rio and Aarhus Conventions' obligations</li> </ul>	<ul style="list-style-type: none"> <li>Current policies are poorly known, weakly implemented and do not include EE as an effective tool to address NRM issues.</li> </ul>	<ul style="list-style-type: none"> <li>Key policies for EE in place integrating Rio and Aarhus Conventions' obligations and providing a conducive enabling environment for the development of EE in Armenia</li> </ul>	<p style="text-align: center;"><b>S</b></p> <ul style="list-style-type: none"> <li>"National Strategy on development of Ecological Education and Upbringing" was developed and approved by the Republic of Armenia (RoA) government. <a href="http://www.irtek.am/views/act.aspx?aid=93900">http://www.irtek.am/views/act.aspx?aid=93900</a></li> <li>The website for Extractive Industries Transparency Initiative (EITI) for Armenia was developed (<a href="https://www.eiti.am/en/">https://www.eiti.am/en/</a>)</li> <li>500 copies of Red Book of Animal and Plant of the Republic of Armenia were published</li> <li>4 short animations on implementation of Rio Conventions and Aarhus convention in Armenia were developed.</li> </ul>
	<ul style="list-style-type: none"> <li>Adequate legislation for EE in place</li> </ul>	<ul style="list-style-type: none"> <li>Current Law on environmental education as well as related laws are not conducive to the use of EE as a tool for NRM</li> </ul>	<ul style="list-style-type: none"> <li>EE as a tool for NRM is supported by a conducive legislation framework</li> </ul>	<p style="text-align: center;"><b>S</b></p> <ul style="list-style-type: none"> <li>The package on legal instruments/amendments related to Environmental Education (EE) was developed and submitted to the ME and MESCS. The</li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
				documents are in process of formal discussion/proceeding by the Ministries. <sup>30</sup>  • In close cooperation with National Assembly of RA the development of drafts of “Law on Ecological Information” and “Law on Ecological Policy” was initiated. <sup>31</sup>
	• Adequate institutional set-up with clear mandate to carry out EE activities	• Weak institutional mandates, weak national coordination and unclear responsibilities for EE	• Institutions with clear mandates and assigned responsibilities to implement EE programmes	<b>S</b>  • Training materials were developed and one workshop on “Environmental Law” for 20 (9 M and 11 F) representatives of governmental entities was conducted.  • Workshop for 47 (12 M, 35 F) journalists and representatives of the government to introduce the reform in Civil Service system of Armenia, including changes in training system of civil servants was conducted.  • Public Administration Academy’s staff capacity built through implementation of training for decision makers. The new curriculum was piloted by the entities, thus enhancing the responsibilities to implement EE programmes.
<b>OUTCOME 2: Improved capacity of relevant government and educational entities to integrate environmental education and awareness-raising into programmes and projects as tools for natural resource management.</b>				

<sup>30</sup> The ME is planning to circulate the documents in November 2019 and proceed with the formal approval of documents by presenting them to the National Assembly. Based on information from the project team, MESCS has initiated the process of enhancing legal frameworks of Education in Armenia, with the respective working groups formed. The presented draft amendments will be discussed by working groups in the context of ongoing reforms.

<sup>31</sup> The draft law of Ecological Information was discussed by working group, the draft version was finalized and presented to the ME for feedback. The development of first draft law on ecological policy is under the development.



Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
<b>Output 2.1:</b> Capacity enhanced of key government and educational entities to integrate environmental education and public awareness into programmes and projects.	<ul style="list-style-type: none"> <li>Strategies and programmes integrating EE and public awareness as tools to improve NRM</li> </ul>	<ul style="list-style-type: none"> <li>Current strategies and programmes do not include EE as a tool to address NRM issues.</li> </ul>	<ul style="list-style-type: none"> <li>Key strategies and programmes include EE as a tool to address NRM issues and solutions, including integration of Rio and Aarhus Conventions' obligations</li> </ul>	<p style="text-align: center;"><b>S</b></p> <ul style="list-style-type: none"> <li>Existing training programs for civil and community servants in Armenia were studied and proposal with practical recommendations for mainstreaming EE into the training programs for Civil and Community Servants in Armenia was developed.</li> <li>The package on recommendation to integrate (EE) into National Strategies was developed.</li> </ul>
<b>Output 2.2:</b> Integrated training programmes developed and delivered through training centers for civil servants; training centers for teachers and other existing relevant training mechanisms.	<ul style="list-style-type: none"> <li>Number and diversity of organizations and individuals trained (men and women) to deliver EE programmes</li> </ul>	<ul style="list-style-type: none"> <li>Few key stakeholders are trained to develop and deliver EE programmes in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>50 key stakeholders in different organizations are trained to deliver EE programmes with a minimum of 40% women</li> </ul>	<p style="text-align: center;"><b>S</b></p> <ul style="list-style-type: none"> <li>240 (45 M and 195 F) stakeholders were trained to deliver EE programmes, including <ul style="list-style-type: none"> <li>26 (7M and 19F) professors/lecturers from higher educational entities and CBO representatives were trained to deliver Environmental Disaster Risk Reduction course.</li> <li>46 (21 M and 25 F) professors/lecturers from educational institutions and representatives of CBOs were trained to deliver EE programmes.</li> <li>119 public-school teachers and methodologists (8 M, 111 F) were trained on delivery of Climate Box interactive tool at schools.</li> <li>22 (2 M, 20 F) representatives of Centers for Christian upbringing;</li> <li>27 (7 M, 20 F) teachers of educational and youth centers, functioning under the Mother see of Holy Etchmiadzin and Armenian General Benevolent Union (AGBU).</li> </ul> </li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
	<ul style="list-style-type: none"> <li>Quantity and quality of EE materials and delivery mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>EE training materials for civil servants is very limited</li> <li>Limited EE training delivery mechanisms targeting civil servants</li> <li>Existing EE programmes to train teachers in pedagogical universities</li> <li>Uneven delivery of these EE programmes to teachers, particularly practicing teachers</li> </ul>	<ul style="list-style-type: none"> <li>EE programmes and delivery mechanisms available to public servants and practicing teachers</li> </ul>	<p><b>S</b></p> <ul style="list-style-type: none"> <li>Eleven (11) training modules for decision-makers involved in natural resource management were developed. The training materials are developed with consideration of behavioral science aspects and expert's recommendations on how to influence the pro-environmental behavior of the public and decision makers.</li> <li>"Environmental Disaster Risk Reduction" manual was developed</li> <li>The development of distance learning/online course was launched.</li> </ul>
	<ul style="list-style-type: none"> <li>Number of participants (men and women) trained in EE</li> </ul>	<ul style="list-style-type: none"> <li>Limited training currently offered</li> </ul>	<ul style="list-style-type: none"> <li>1,000 people trained (civil servants and teachers) with a minimum of 40% women</li> </ul>	<p><b>S</b></p> <ul style="list-style-type: none"> <li>1,359 decision-makers (840 M, 519 F) were trained, including: <ul style="list-style-type: none"> <li>776 decision-makers (leaders of local communities, members of elderly councils, staff of local self-governing bodies, 446 M, 310 F) from 110 local communities,</li> <li>583 community and civil servants, as well as representatives from private sector (374 M, 209 F).</li> </ul> </li> </ul>
<b>OUTCOME 3: Developed capacity of community-based organizations (CBOs) to use environmental education and awareness-raising as tools for natural resource management.</b>				
<b>Output 3.1:</b> Capacity enhanced of CBOs to implement environmental education	<ul style="list-style-type: none"> <li>Increased use of environmental awareness techniques in programmes and projects to</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, CBOs and local governments use very little EE techniques</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, CBOs and local governments are using EE as a tool to make communities environmentally aware</li> </ul>	<p><b>S</b></p> <p>Three (3) regional CBOs were contracted to implement projects under micro-capital Grant Modality:</p> <ul style="list-style-type: none"> <li><b>"Generation of Light" Educational</b></li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
and public awareness campaigns.	address NRM and poverty reduction at the community level		and to involve them in addressing NRM issues	<p><b>Foundation, “Nature is God’s gift to human: The Lord and steward of nature” Project.</b></p> <p>The Foundation published informative-analytical booklet “Nature is God’s gift to human: the lord and steward of nature” in 1000 copies and disseminated among training participants. Three-day training courses on promotion of pro-environmental behavior were organized for:</p> <ul style="list-style-type: none"> <li>- 20 clergies (M);</li> <li>- 22 (2 M, 20 F) representatives of Centers for Christian upbringing;</li> <li>- 27 (7 M, 20 F) teachers of educational and youth centers, functioning under the Mother see of Holy Etchmiadzin and Armenian General Benevolent Union (AGBU).</li> </ul> <p>- <b>“Third Nature” NGO: “The increasing knowledge on the innovative model of electricity generation and distribution at the community level will bring the opportunity to mitigate climate change” Project.</b></p> <p>Four educational booklets, covering the topics of: i) Energy cooperatives; ii) Local smart networks/Micro-networks; iii) Change in energy and climate change; iv) Introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts were developed, distributed among training participants and disseminated through online sources. (<a href="http://3nature.am/docs/imegdcelevel_Third_Nature_NGO_Arm.pdf">http://3nature.am/docs/imegdcelevel_Third_Nature_NGO_Arm.pdf</a>).</p> <p>Informative sessions/meetings/discussions were</p>
<p><b>Output 3.2:</b> Environmental education material is developed and delivery mechanisms are identified.</p> <p><b>Output 3.3:</b> A Communication campaign developed and delivered through community based activities and national media.</p>	<ul style="list-style-type: none"> <li>• EE and awareness material developed and use by delivery mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous materials on EE exist in Armenia but there is no common approach to deliver EE covering global environmental issues and solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of EE programmes delivered by strengthened delivery mechanisms</li> </ul>	

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
				<p>held in 48 rural communities of Shirak Marz and dissemination of awareness-raising materials was conducted. Overall, 299 local residents (104F and 195M) participated in the events.</p> <p>228 decision-makers (leaders of local communities, members of elderly councils, staff of local self-governing bodies, 153M and 75F) from 62 local communities were trained on introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts.</p> <p>- <b>“NGO Center” Civil Society Development NGO: “Better informed and responsible community” Project</b></p> <p>“NGO Center” organized 3 movie screenings for 72 representatives of local communities (19M; 53F) and trainings with participation of 106 representatives (20M; 86F) from 6 local communities. 6 environmental proposals were developed and presented to the governmental entities and LSGes seeking support for implementation. The implemented events covered various topics related to environmental issues and natural resources management:</p> <ul style="list-style-type: none"> <li>• “Eco-platform” TV project was developed. Totally 16 TV programs are broadcasted by the Public Television of Armenia. (<a href="https://www.1tv.am/hy/program/videos/Էկոհարթակ">https://www.1tv.am/hy/program/videos/Էկոհարթակ</a>).</li> <li>• The development of 12 Radio Programs related environmental protection with special focus on sectoral legal framework is launched. The programs will be broadcasted by Public Radio of Armenia.</li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
				<ul style="list-style-type: none"> <li>• 20 Data Stories on different environmental topics related to implementation of Rio Conventions in Armenia were developed;</li> <li>• The special section on environment was created in on-line media Ampop.am (<a href="https://ampop.am/category/ecology/">https://ampop.am/category/ecology/</a>).</li> <li>• Cooperation was established with Russian Trust Fund and \$50,000 was leveraged by the Project for customizing and adapting <b>“Climate Box” Project</b> aimed at raising environmental literacy of mid-school aged youngsters. The Project is implemented in 8 counties for the period of 2017-2019. Project budget for Armenia is estimated in the amount of 85,000.00 USD (Russian Trust Fund: 50,000.00 USD, Project co-funding (in-kind &amp; cash): 35,000.00 USD). <ul style="list-style-type: none"> <li>- Implementation of the “Climate Box” (CB) Project was launched, including the translation of the manual into Armenian and its adaptation.</li> <li>- Two-phased ToT was organized for around 54 public school teachers and methodologists in 2018-2019. The ToT was facilitated by the team of international trainers from Russian Federation. Best experience and knowledge were shared with the participants, issues and experiences related to the piloting of the CBT at schools were discussed.</li> <li>- First international conference on addressing climate change through education for countries of Eastern Europe, the Caucasus and Central Asia was organized in Yerevan, on 1-2</li> </ul> </li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
				<p>November, 2018 in the scope of UNDP “Climate Change Education and Awareness Project – Climate Box” regional project to share experiences and lessons learnt from ongoing projects. More than 50 participants representing 7 beneficiary countries (Armenia, Turkmenistan, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Moldova) and Russia participated in the regional workshop, which served for UNDP country offices and project as a platform for dialogue, knowledge exchange and peer learning for pro-active teachers and help new country offices develop methodological recommendations for the Climate Box Tool.</p> <ul style="list-style-type: none"> <li>- National Contest on environmental initiatives designed by schoolchildren aged 12-17 was organized in March 2019. Totally fifteen projects were submitted in 2 nominations: “Reducing Carbon Footprint” and “Climate change and Water Resources”. The National Jury, comprised of representatives from the Ministry of Environment and the Ministry of Education, Science, Culture and Sport, Yerevan Municipality and project’s experts, selected three projects participated in the International Contest in Almaty, Kazakhstan on 24-27 April 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• A communication campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Skills and knowledge to develop such campaign is currently limited in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>• A communication campaign delivered and covering global</li> </ul>	<p style="text-align: center;"><b>S</b></p> <ul style="list-style-type: none"> <li>• Development and facilitation of communication/public awareness campaigns</li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
	developed and delivered		environmental issues and solutions	<p>related to implementation of three Rio Conventions and Aarhus convention in Armenia was completed. The campaign included:</p> <ol style="list-style-type: none"> <li>installation of Green Urban Pavilion for 2 weeks on Northern Avenue for public at large;</li> <li>Environmental poster design competition and competition for Journalists for covering environmental issues through mass media;</li> <li>Pechakucha Night Yerevan 'Living Green;</li> <li>movie screenings;</li> <li>development and launch of Recycling.am Website <a href="https://recycling.am/">https://recycling.am/</a></li> </ol> <ul style="list-style-type: none"> <li>Awareness-raising materials were developed and disseminates/used during the campaign, as well as distributed among key governmental partners and educational entities: <ul style="list-style-type: none"> <li>2 quizzes were developed and used during the urban installation;</li> <li>10 posters on key environmental issues related to Rio Conventions;</li> <li>Informative booklets and messages;</li> <li>Tote bags.</li> </ul> <p>The awareness about campaigns was amplified via media coverage on 5 national TV channels and 10 online outlets.</p> </li> <li>The Project provided support in implementation of a joint wide-scope public awareness campaign through new</li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
				<p>technologies and artificial intelligence during the visit of robot Sophia in Armenia. Public talk/discussion on the climate change and pro-environmental behavior was held for mass media and public.</p> <p><a href="https://www.am.undp.org/content/armenia/en/home/presscenter/articles/2018/robot-sophia--undps-first-innovation-champion--visited-armenia.html">https://www.am.undp.org/content/armenia/en/home/presscenter/articles/2018/robot-sophia--undps-first-innovation-champion--visited-armenia.html</a></p> <p><a href="https://news.am/eng/news/475328.html">https://news.am/eng/news/475328.html</a></p> <p><a href="https://www.youtube.com/watch?v=V3Zfx4RgoMM">https://www.youtube.com/watch?v=V3Zfx4RgoMM</a></p>
	<ul style="list-style-type: none"> <li>Number of journalists (men and women) and diversity of media outlets trained to deliver EE programmes</li> </ul>	<ul style="list-style-type: none"> <li>Journalists and their media outlets have limited capacity to inform the public on NRM issues, including global environmental issues and solutions</li> </ul>	<ul style="list-style-type: none"> <li>100 journalists with a minimum of 40% women linked to a diverse number of media outlets trained in environmental awareness, including global environmental issues and solutions</li> </ul>	<p><b>MU</b></p> <ul style="list-style-type: none"> <li>72 journalists (18M and 53F) linked to a diverse number of media outlets, as well as professors of different universities engaged in teaching students with specialization on journalism, were trained in environmental awareness, including global environmental issues and solutions.<sup>32</sup></li> <li>The following workshops were organized: <ul style="list-style-type: none"> <li>✓ Training materials were developed and one workshop on “Environmental Law” for 20 (8 M and 12 F) mass media and CBOs representatives was conducted.</li> <li>✓ The workshop for 26 environmental professionals and journalists (8M, 18F) was conducted on design thinking, digital content, use of social media platforms and multimedia materials in covering environmental issues, environmental</li> </ul> </li> </ul>

<sup>32</sup> One more workshop (for more than 30 journalists) is planned after the publishing of the “Environmental Journalism” manual. So, the project team expects to achieve the target by the end of the project.



Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation as of 15 October 2019
				<p>communication and environmental journalism.</p> <ul style="list-style-type: none"> <li>✓ 17 (2 M, 15 F) journalists from different media outlets were trained on Environmental Journalism</li> <li>✓ 9 (1 M, 8 F) university professors and lecturers were trained to deliver Environmental Journalism course in higher educational entities.</li> <li>• “Environmental Journalism” manual was developed and submitted for review by the ME.</li> <li>• “Environmental journalism” subject was introduced to curricula of Yerevan State University of Languages and Social Sciences.</li> </ul>

### 3.3.2. Relevance

This section provides an assessment of the relevance of the project. While there may be many criteria for assessing relevance, here it will be assessed along the following dimensions: i) relevance to the country's needs and priorities; ii) relevance to country's international commitments; and, iii) relevance to UN Country Priorities and UNDP's Country Mandate and Strategy.

- ***Relevance to the country's needs and priorities***

The project was designed at the request of the government, with the involvement of the respective key ministries. The importance of the environmental education and awareness for the government is emphasized in various policy documents, including sectoral strategies. The significance of environmental education and awareness for the government is further corroborated by the approval of the National Strategy on Ecological Education in 2018, which was developed with the support of the EEP project.

The project has addressed the critical capacity needed to raise environmental literacy in Armenia by strengthening the capacity of national institutions to deliver environmental education programmes. This need was first identified in the NCSA conducted in 2003-2004 and confirmed subsequently by the assessment conducted for the Rio+20 National Assessment Report. The need for action to address this need was also included in the 2014-2025 Prospective Development Strategic Programme.

- ***Relevance to the country's international commitments***

The EEP project has supported Armenia in meeting its international commitments in the area of sustainable development and environmental protection. In particular, the project has contributed to the expansion of Armenia's institutional capacity to generate environmental benefits through environmental education and raising awareness of stakeholders to implement the Rio Convention obligations.<sup>33</sup> The project has also assisted Armenia in meetings commitments under the UNECE Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters (Aarhus convention), which it signed in 2001. The Aarhus

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<sup>33</sup> Armenia ratified the United Nations Convention on Biological Diversity (UNCBD) in 1993, the United Nations Framework Convention on Climate Change (UNFCCC) in 1994, and ratified the United Nations Convention to Combat Desertification and Drought (UNCCD) in 1997. Armenia also ratified important protocols under the Rio Conventions during the years, namely:

- It acceded to the Cartagena Protocol on Biological Safety and ratified it in 2004 to protect biodiversity from the potential risks posed by genetically modified organisms that are the product of biotechnology.
- It acceded to the Kyoto Protocol in 2005, participating with developed countries to reduce greenhouse gas emission, through hosting the Clean Development Mechanism (CDM).

Convention establishes a number of rights of the public (individuals and their associations) with regard to the environment which the state is obliged to respect (see box below for a brief description of these rights).

#### **Box 6: Rights under the Aarhus Convention**

The Parties to the Aarhus Convention are required to make the necessary provisions so that public authorities (at national, regional or local level) will contribute to more effective implementation of the rights fixed in the convention. The Convention provides for:

- The right of everyone to receive environmental information that is held by public authorities ("access to environmental information"). This can include information on the state of the environment, but also on policies or measures taken, or on the state of human health and safety where this can be affected by the state of the environment. Applicants are entitled to obtain this information within one month of the request and without having to say why they require it. In addition, public authorities are obliged, under the Convention, to actively disseminate environmental information in their possession;
- The right to participate in environmental decision-making. Arrangements are to be made by public authorities to enable the public affected and environmental non-governmental organizations to comment on, for example, proposals for projects affecting the environment, or plans and programmes relating to the environment, these comments to be taken into due account in decision-making, and information to be provided on the final decisions and the reasons for it ("public participation in environmental decision-making");
- The right to review procedures to challenge public decisions that have been made without respecting the two aforementioned rights or environmental law in general ("access to justice").

In less direct ways, through the capacity building effect on policy makers and the wider public, the project has also assisted Armenia in meeting its obligations under other international conventions and agreements. The box below provides a brief overview of additional international conventions related to the environmental sector which Armenia has signed or ratified.

#### **Box 7: Other International Conventions Signed by Armenia**

Other international conventions signed or ratified by Armenia and related to the environment include:

- Convention on Wetlands of International Importance Especially as Waterfowl Habitat (Ramsar) (1993)
- Convention Concerning the Protection of the World Cultural and Natural Heritage (1993)
- Convention for the Protection of the Ozone Layer (1999)
  - Protocol on Substances that Deplete the Ozone Layer (Montreal) (1999)
  - London amendments to the Montreal protocol (2003)

- Copenhagen amendments to the Montreal protocol (2003)
- Beijing amendments to the Montreal protocol (2009)
- Montreal amendments to the Montreal protocol (2009)
- UN Convention on the Control of Transboundary Movements of Hazardous Wastes and Their Disposal (Basel) (1999)
- Convention on the prior informed consent procedure for certain hazardous chemicals and pesticides in international trade (Rotterdam) (2003)
- Convention on Persistent Organic Pollutants (POPs - Stockholm) (2004)
- Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) (2009)
- Convention on the Conservation of Migratory Species of Wild Animals (2011)

Armenia is also part of several regional planning frameworks to support its work in managing the environment. It includes:

- UNECE Convention on Long-Range Trans-boundary Air Pollution (Geneva) (1997)
- Protocol on Long-term Financing of the Co-operative Programme for Monitoring and Evaluation of the Long-range Transmission of Air Pollutants in Europe (ratified on October 20, 2013)
- UNECE Convention on Environmental Impact Assessment in a Transboundary Context (Espoo) (1997)
  - Protocol on Strategic Environmental Assessment (Kiev) (2011)
- UNECE Convention on Transboundary Effects of Industrial Accidents (Helsinki) (1997)
- Protocol on Water and Health (London) (under ratification)
- Convention on the Prohibition of Military or Any Hostile Use of Environmental Modification Techniques (Geneva) (2002)
- European Landscape Convention (Florence) (2004)
- Convention on the Conservation of European Wildlife and Natural Habitats (Bern) (2008)

- ***Relevance to UN Country Priorities and UNDP's Country Mandate and Strategy***

The project is in line with the UN country priorities and UNDP's country mandate and strategy. It has contributed to the following UNDAF and UNDP Strategic Plan Outcomes:

- UNDAF Outcome 7: By 2020, sustainable development principles and good practices for environmental sustainability resilience building, climate change adaptation and mitigation, and green economy are introduced and applied.
- CPD Outcome 4. / Output 4.1. Regulatory framework of social, environmental and economic sectors is updated to better address environmental sustainability and resilience principles.
  - Number of approved legal documents addressing environmental sustainability and resilience (2020); Target: 3 national and 10 local level development documents addressing environmental sustainability and resilience)

- Result: Mainstreaming of environmental consideration into national educational framework has been ensured through development of the National Strategy on Environmental Education and Population Upbringing approved by the Government of Armenia.
- Strategic Plan Outcome 2: Accelerate structural transformations for sustainable development/  
#4 Sustainable Planet
  - Gender-responsive legal and regulatory frameworks, policies and institutions strengthened, and solutions adopted, to address conservation, sustainable use and equitable benefit sharing of natural resources, in line with international conventions and national legislation.
- ***Relevance to GEF's Strategic Programming***

The project was designed to be in line with the following CCCD Programme Objectives:

- CD2 - to generate, access and use information and knowledge; and
- CD4 - to strengthen capacities for management and implementation on convention guidelines.

It is also aligned with the second and third objective of the GEF-6 CCCD strategy, which are:

- (i) strengthen consultative and management structures and mechanisms; and
- (ii) (Integrate MEAs provisions within national policy, legislative, and regulatory frameworks.

Based on the examination of project activities and the opinions of stakeholders interviewed in the course of the evaluation mission, the project is rated as “Relevant”.

### **3.3.3. Effectiveness**

Effectiveness in the context of this assessment means the extent to which the project achieved what it planned to achieve at the outset. This section provides a brief overview of the project's main achievements along with the three outcome areas identified in the project document.

#### **Outcome 1: Legal, policy, institutional and strategic frameworks**

One of the most important achievements of the project in this area is the development and approval by the government of the "National Strategy on Environmental Education and Population Upbringing"<sup>34</sup> through which the mainstreaming of environmental concerns is expected to take place into national education system. Another important aspect of the project is the development

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<sup>34</sup> Approved by the Government of Armenia in February 2018.

of the package on legal instruments/amendments related to Environmental Education (the content of the package is shown in Table 11 below). This package has been developed and submitted to the Ministry of Environment for approval. Further, the project has worked closely with the National Assembly in developing two keystone pieces of legislation on environmental policy and education (draft "Law on Ecological Information" and draft "Law on Ecological Policy"). The two drafts are under discussion in the Parliament and are expected to receive approval soon.

**Table 11: List of Strategies and Laws Developed by the Project**

No.	Name of the Strategy or Law	Focal Organization	Status (approved/pending approval)
1	“National Strategy on development of Ecological Education and Upbringing”	Ministry of Environment	Approved by Government in February 2018
2	Draft Amendments in the Law on Education"	Ministry of Education, Science, Culture and Sport	Under the consideration by the Ministry in the contest of ongoing educational reforms
3	Draft Amendments in the Law on General Education	Ministry of Education, Science, Culture and Sport	Under the consideration by the Ministry in the contest of ongoing educational reforms
4	Draft Amendments in the Law on Ecological Education	Ministry of Environment	Circulated among stakeholders by the Ministry for feedback (the general procedure for approval of legal documents)
5	Draft amendments in the Law on Local Self Governance	Ministry of Environment	Circulated among stakeholders by the Ministry for feedback (the general procedure for approval of legal documents)
6	Draft Amendments in the Law on Information Freedom	Ministry of Environment	Circulated among stakeholders by the Ministry for feedback (the general procedure for approval of legal documents)
7	Recommendations on making amendments in the strategy and policy documents in regard to ecological education	Ministry of Environment	Submitted to the Ministry un February 2019
8	Order on Collection and Use of Information on EE	Ministry of Environment	Submitted to the Ministry un February 2020
9	Working Order of Inter-ministerial council on Ecological Education	Ministry of Environment	Developed by the request of the Ministry, however, the new government does not support the functioning of Inter-ministerial council on Ecological Education
10	Draft "Law on Ecological Information"	National Assembly	Circulated among stakeholders by the National Assembly for feedback (the general procedure for approval of legal documents)

No.	Name of the Strategy or Law	Focal Organization	Status (approved/pending approval)
11	Draft "Law on Ecological Policy"	National Assembly	Final stage of development of draft Law, the circulation is planned for November 2019

The achievement of targets for Outcome 1 (legal and institutional changes) has been the most challenging for the project, as the approval of legal documents and adoption of laws, policies and strategic documents by the government has taken quite a long time. Also, the significant changes in the administration due to political volatility have played a complicating role.<sup>35</sup> The project team has learned that it is not realistic to complete such an ambitious agenda within the short lifespan of a project like EEP.

### **Outcome 2: Capacity of relevant government and educational entities**

The EEP project has had a significant focus on the training of individuals at the central and sub-national level. Table 12 below shows that more than 1,500 individuals from different backgrounds received training by the project. The largest number of trainees included community servants, local self-governing bodies, including leaders of communities, their deputies and other administrative staff, representatives of the private sector, members of local communities, and teachers and professors. The number of civil servants is smaller – about 75 – which reflects the difficulty of engaging with the civil service system, which has been undergoing reformation since before the velvet revolution. About 50% of all recipients of training have been female.

**Table 12: List of People Trained by the Project**

No.	Type of Trainees	Total No.	Of whom male	Of whom female	Share of Females
1	Civil Servants	75	50	25	33%
2	Community Servants	333	187	146	44%
3	Local self-governing bodies, including leaders of communities, their deputies and other administrative staff	255	197	58	23%
4	Other decision makers - state non-commercial entities, CJSC, etc.	87	42	45	52%
5	Teachers and professors	249	46	203	82%
6	Media and CBO representatives	129	38	91	71%
7	Private Sector, members of local communities	417	225	192	46%
	<b>Total</b>	<b>1,545</b>	<b>785</b>	<b>760</b>	<b>49%</b>

<sup>35</sup> As an example, three Ministers of Environment have changed during the project's lifetime.

Table 13 below shows the types of trainings that were provided by the project. As can be seen from the table, decision-makers from central and local government bodies received training on the sustainable management of natural resources. Teachers, professors and lecturers from educational institutions were trained to deliver environmental education programmes. This includes 44 public-school teachers and methodologists who were trained on the delivery of the Climate Box interactive tool at schools. Training events have also included representatives of media,<sup>36</sup> CBOs, companies (state non-commercial entities, Closed Joint Stock Companies, etc.) and local communities, etc. The two largest training events have been the workshop on *"Introduction of renewable sources for energy production and incorporation of innovative models for distribution/ smart networks"* and a training course on *"Sustainable management of natural resources"* for decision makers. Each of them has involved more than 500 trainees. It should also be noted here that the project has also assisted with the development of a distance learning/online course.

**Table 13: List of Trainings Provided by the Project**

No.	Description of Training	Target Group	Was the training evaluated at the end?	Total no. of beneficiaries	Of whom male	Of whom female
1	"Environmental Law" workshop	Representatives of governmental entities	No	20	9	11
2	"Environmental Law" workshop	Representatives of mass media and CBOs	No	20	8	12
3	"Environmental communication and environmental journalism - design thinking, digital content, use of social media platforms and multimedia materials in covering environmental issues" workshop	Representatives of mass media and CBOs	No	26	8	18
4	"Environmental Journalism" workshop	Representatives of media outlets	No	17	2	15
5	"Nature is God's gift to human: the lord and steward of Nature"	Clergies of Armenian Apostolic church	No	20	20	0
6	"Introduction of renewable sources for energy production and incorporation of innovative models for distribution/ smart networks" workshop	Leaders of local communities, members of elderly councils, staff of local self-governing bodies	No	527	348	179

<sup>36</sup> The capacity of the media to use environmental awareness was developed by i) development of "Environmental Journalism" manual; ii) training of 15 journalists from different media outlets on Environmental Journalism; iii) training of university professors and lecturers on Environmental Journalism.



No.	Description of Training	Target Group	Was the training evaluated at the end?	Total no. of beneficiaries	Of whom male	Of whom female
7	"Better informed and responsible communities" workshop	Leaders of local communities, staff of local self-governing bodies and regional administration, members of CBOs	No	106	20	86
8	"Sustainable management of natural resources" - training courses for decision makers	Civil and community servants, members of elderly councils, staff of local self-governing bodies	Yes	583	374	209
9	Open space discussion / preparation of environmental proposals	Representatives of governmental entities, local self-governing bodies, CBOs and members of local communities	No	42	15	27
10	Study visit/ renewable energy, energy efficiency	Representatives of local self-governing bodies and members of local communities	No	41	23	18
<b>Total</b>				<b>1,402</b>	<b>827</b>	<b>575</b>

The project has also contributed with the training of trainers (shown in Table 14 below), which has contributed to the strengthening of the sustainability of the training programme. This has been particularly important, given the lack of training skills identified as a challenge by the project. About 250 have been trained as trainers through five training programmes. They have included university professors and lecturers, public school teachers, CBO representatives, teachers of educational and youth centers, etc.

**Table 14: List of Trainings for Trainers Workshops Provided by the Project**

No.	Description of Training	Target Group	Was the training evaluated at the end?	Total no. of beneficiaries	Of whom male	Of whom female
1	"Delivering Environmental Education Course for decision-makers" workshop	Professors of Universities and representatives of CBOs	Yes	46	21	25
2	"Environmental Disaster Risk Reduction"	Professors of Universities and representatives of CBOs	No	26	7	19

No.	Description of Training	Target Group	Was the training evaluated at the end?	Total no. of beneficiaries	Of whom male	Of whom female
3	"Environmental Journalism" workshop	Professors of Universities	No	9	1	8
4	"Climate Box" interactive toolkit	Teachers of public schools	No	119	8	111
5	"Nature is God's gift to human: the lord and steward of Nature"	Representatives of Centers of Christian upbringing, teachers of educational and youth centers, functioning under the Mother See of Holy Etchmiadzin and Armenian General Benevolent Union	No	49	9	40
<b>Total</b>				<b>249</b>	<b>46</b>	<b>203</b>

The following (Table 15) is the list of training modules developed by the project. This represents an impressive body of knowledge that is available to a wide range of stakeholders in the country.

**Table 15: List of Trainings Modules Developed by the Project**

No.	Description of the Module	Developed By	Delivered By
1	Environmental Law	Environmental Law Resource Centre of Law Faculty of Yerevan State University	Environmental Law Resource Centre of Law Faculty of Yerevan State University
2	Environmental Disaster Risk Reduction	Crisis Management State Academy	Crisis Management State Academy
3	Environmental Education training course for decision-makers - "Sustainable management of natural resources"	American University of Armenia, Acopian Center for the Environment	Public Administration Academy of RA
4	"Nature is God's gift to human: the lord and steward of Nature"	"Generation of Light" Educational Foundation	"Generation of Light" Educational Foundation
5	Introduction of renewable sources for energy production and incorporation of innovative models for distribution/ Local smart networks/Micro-networks	"Third Nature" NGO	"Third Nature" NGO
6	"Environmental Journalism"	Scientific Educational Centre at Yerevan State Linguistic University	Scientific Educational Centre at Yerevan State Linguistic University

No.	Description of the Module	Developed By	Delivered By
7	"Climate Box" interactive toolkit	Translation of the manual into Armenian and its adaptation with support of UNDP Russian Trust Fund	Public schools of Armenia

### **Outcome 3: Capacity of community-based organizations**

As has been mentioned, the project awarded three micro capital grants to local CBOs through which more than 600 decision-makers were trained on environmental education issues. Through “Environmental Education Challenge” call, three regional CBOs were selected to receive financial support under the micro-capital grant modality to implement Environmental Education and public awareness-raising projects. As a result, around 600 representatives from local communities and decision makers participated in workshops, conducted by the selected CBOs. Overall, five manuals and educational booklets were developed. Further, six environmental proposals were developed and presented to governmental entities and local self-governing bodies for further support for implementation.

The project also supported the introduction of the Climate Box tool into the education system. The project supported the translation of the manual into Armenian and its adaptation to local settings, the organization of the first Training of Trainers for public school teachers and methodologists,<sup>37</sup> and the hosting of the first international conference on “*addressing climate change through education*” with the participation of representatives from eight countries.<sup>38</sup> The project also organized in March 2019 a National Contest on environmental initiatives designed by schoolchildren aged 12-17. Fifteen projects were submitted in two nominations: “Reducing Carbon Footprint” and “Climate change and Water Resources”. Three of these projects participated in the International Contest in Almaty, Kazakhstan in April 2019.

Another aspect of the project was the conduct of a wide communication/public awareness campaign related to the implementation of the three Rio Conventions and the Aarhus Convention in Armenia (see Table 16 below for the list of awareness-raising campaigns conducted by the project). This work included the installation of Green Urban Pavilion, environmental poster design competition and competition for journalists, Pechakucha Night Yerevan 'Living Green, movie

<sup>37</sup> The Training of Trainers was organized for around 54 public school teachers and methodologists in 2018-2019. It was facilitated by a team of international trainers from the Russian Federation.

<sup>38</sup> The first international conference on “addressing climate change through education” for countries of Eastern Europe, the Caucasus and Central Asia was organized in Yerevan on 1-2 November 2018. More than 50 participants representing 7 beneficiary countries (Armenia, Turkmenistan, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Moldova) and Russia participated in the regional workshop, which served for UNDP country offices and the project as a platform for dialogue, knowledge exchange and peer learning for pro-active teachers and help new country offices develop methodological recommendations for the Climate Box Tool.

screenings, as well as the development and launch of the “Recycling.am” Website.<sup>39</sup> The project also supported the development of the Extractive Industries Transparency Initiative (EITI) website for Armenia aimed at supporting the implementation of the Aarhus Convention, including the finalization of the innovative online reporting system complying with open-data principles.<sup>40</sup> Annex VIII of this report provides a summary of media coverage of project activities.

**Table 16: List of Awareness-raising/Information Campaigns**

No.	Name of the Campaign	Focal Organization	Target Group
1	Development and facilitation of wide scope communication/public awareness campaigns related to implementation of three Rio Conventions and Aarhus convention in Armenia was completed. The campaign included: i) installation of Green Urban Pavilion for 2 weeks on Northern Avenue for public at large; ii) Environmental poster design competition and competition for Journalists for covering environmental issues through mass media; iii) Pechakucha Night Yerevan ‘Living Green; iv) movie screenings; v) development and launch of Recycling.am Website <a href="https://recycling.am/">https://recycling.am/</a>	Ministry of Environment	Wide public
2	“Eco-platform” TV project was developed. Totally 16 TV programs are broadcasted by the Public Television of Armenia	Ministry of Environment	Wide public
3	12 Radio Programs related environmental protection with special focus on sectoral legal framework is launched. The programs are broadcasted by Public Radio of Armenia.	Ministry of Environment	Wide public
4	The special section on environment was created in on-line media Ampop.am ( <a href="https://ampop.am/category/ecology/">https://ampop.am/category/ecology/</a> ). The materials are also disseminated through social media ( <a href="https://www.facebook.com/ampop.am/">https://www.facebook.com/ampop.am/</a> )	Ampop Media (a media initiative, the first data-reporting platform in Armenia in the genre of explanatory journalism and data visualization that covers key and widely discussed topics in Armenia and throughout the world.)	Wide public
5	Environmental/ecological movie screenings	NGO Center, Proper Company	Wide public

Given that all of the project’s planned activities have been completed and almost all targets have been met, the rating of the project’s effectiveness is “Satisfactory”.

<sup>39</sup> <https://recycling.am/>

<sup>40</sup> <https://www.eiti.am>

### 3.3.4. Efficiency

To assess efficiency, the report focuses on a number of parameters that are closely associated with efficient project management. These parameters are categorized into the following categories: i) budget execution rates; ii) timeliness of project activities; and, iii) synergies and linkages with other similar initiatives in the country.

#### Expenditure and Budget Execution Rates

Table 17 below shows project expenditures by the outcome area for the four years of operation. As can be seen from the table, by the time of this evaluation the project had spent a total of about US\$ 715,000, or about 93% of what was budgeted for the project.<sup>41</sup> This total amount spent represents about 95% of the total funding provided by GEF for this project (US\$ 750,000). The project team has planned to expend all available resources by the end of the project. Further, the project started with a slow execution rate in 2016, but subsequently the pace of implementation accelerated in the following three years. The table also shows that Outcome 2, which includes the training for civil and community servants has been the project's largest component, taking up about 35% of total expenditure. Outcome 3, which includes the micro capital grants, has also been a large component with about 30% of total expenditure. Project management costs have constituted about 10% of total expenditure, which is a good indicator of efficiency.

**Table 17: Project Expenditure (US\$)**

<b>Outcome Areas</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total</b>	<b>Shares</b>
Outcome 1	22,047	49,406	74,554	20,617	166,624	23%
Outcome 2	16,324	45,676	52,034	135,033	249,067	35%
Outcome 3	4,881	30,370	121,796	67,270	224,318	31%
Project Management	7,789	18,936	31,066	17,148	74,938	10%
<b>Total</b>	<b>51,041</b>	<b>144,388</b>	<b>279,450</b>	<b>240,068</b>	<b>714,947</b>	<b>100%</b>

Table 18 below shows the project's execution rates for each year and for all years together based on planned budgets planned. Two versions of the budget are shown – one version compares expenditure to what was planned originally in the project document and the other compares expenditure to what was planned after the revision of the budget. This allows us to see the execution rates based on the old and the revised budget. Execution rates are also shown by component. The table shows that the rate of fund utilization has varied though by year and component. Years 2016 and 2017 have had quite low execution rates compared to the original

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<sup>41</sup> The expenditure is reported as of 09/09/19 and includes expenses and commitments.

budget, mainly as a result of delays discussed in the previous sections. For the year 2017, the execution was low even when compared to the revised budget and the main reason for this is the weak execution of the third component (the micro-capital schemes).

A much better execution rate can be noted in the table below during the last couple of years of implementation. Execution for the third component picks up in 2018, with more than US\$ 120,000 spent on this outcome (of which about US\$ 33,000 spent on micro capital grants). Overall, the year 2018 was a turn-around year for the project, with total expenditure reaching about US\$ 280,000 and execution 75%. Overall, all three project components have had execution rates above 90% for the whole duration of the project (based on the revised budget).

**Table 18: Budget Execution Rates (in %)**

No.	Outcome Area	Budgeted (Pro Doc)	Spent	Execution Rate	Revised Budget	Spent	Execution Rate
<b>Year 2015</b>							
1	Outcome 1	52,500	0	0	-	-	-
2	Outcome 2	89,200	0	0	-	-	-
3	Outcome 3	48,900	0	0	-	-	-
	Project Management	18,000	0	0	-	-	-
4	<b>Total</b>	<b>208,600</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Year 2016</b>							
1	Outcome 1	70,200	22,047	31	23,505	22,047	94
2	Outcome 2	79,260	16,324	21	16,655	16,324	98
3	Outcome 3	78,940	4,881	6	5,405	4,881	90
	Project Management	29,000	7,789	27	7,800	7,789	100
4	<b>Total</b>	<b>257,400</b>	<b>51,041</b>	<b>20</b>	<b>53,365</b>	<b>51,041</b>	<b>96</b>
<b>Year 2017</b>							
1	Outcome 1	68,800	49,406	72	50,300	49,406	98
2	Outcome 2	75,860	45,676	60	79,100	45,676	58
3	Outcome 3	70,440	30,370	43	63,045	30,370	48
	Project Management	28,500	18,936	66	22,300	18,936	85
4	<b>Total</b>	<b>243,600</b>	<b>144,388</b>	<b>59</b>	<b>214,744</b>	<b>144,388</b>	<b>67</b>
<b>Year 2018</b>							
1	Outcome 1	8,500	74,554	-	83,346	74,554	89
2	Outcome 2	15,680	52,034	-	132,800	52,034	39
3	Outcome 3	31,720	121,796	-	124,298	121,796	98
	Project Management	14,500	31,066	-	33,266	31,066	93
4	<b>Total</b>	<b>70,400</b>	<b>279,450</b>	<b>-</b>	<b>373,710</b>	<b>279,450</b>	<b>75</b>
<b>Year 2019 (as of November)</b>							
1	Outcome 1	0	28,993	-	28,993	20,617	71
2	Outcome 2	0	160,966	-	160,966	135,033	84
3	Outcome 3	0	82,952	-	82,952	67,270	81
	Project Management	0	32,210	-	32,210	17,148	53
4	<b>Total</b>	<b>0</b>	<b>305,121</b>	<b>-</b>	<b>305,121</b>	<b>240,068</b>	<b>79</b>
<b>ALL YEARS</b>							
1	Outcome 1	200,000	-	-	175,000	166,624	95
2	Outcome 2	260,000	-	-	275,000	249,067	91
3	Outcome 3	230,000	-	-	240,000	224,318	93
	Project Management	90,000	-	-	90,000	74,938	83
4	<b>Total</b>	<b>780,000</b>	<b>-</b>	<b>-</b>	<b>780,000</b>	<b>714,947</b>	<b>92</b>

### Timeliness of Activities

Another indicator of project efficiency is the extent to which implementation falls behind established timelines.<sup>42</sup> As has been noted, the project has experienced some delays at the beginning of implementation. In the project document, the project's start date was set for November 2015, however, it started in the middle of 2016. The delay was due to the late recruitment of Project Manager (Project Coordinator) because of limited local market capacities and the long time it took for the identification of the specialist with required knowledge and skills. Further, the political crisis which led to significant changes in government and political reforms, caused delays in project implementation and delivery in 2018.

Although the approval and initiation of the project were quite fast, the project ended up needing a one-year no-cost extension as a result of the delays related to the political crisis. These delays were for the most part outside the control of the project. Overall, project execution procedures were found to have been effective, especially the recruitment of the large number of consultants, the contracting of companies for some of the training and public relations activities, the delivery of the grants for the pilot initiatives, etc.

### Synergies and Linkages

The EEP project collaborated with the following UNDP projects:

- UNDP-GEF Mainstreaming Sustainable Land and Forest Management in Mountain Landscapes of North-Eastern Armenia
- UNDP-RTF “Regulatory Framework to Promote Energy Efficiency in Countries of the Eurasian Economic Union”
- UNDP-GEF “Development of Armenia’s Fourth National Communication to the UNFCCC and Second Biennial Update Report” Projects

The project has maintained ongoing cooperation with similar projects funded by development partners. In particular, the project team has exchanged information and has cooperated with the project “*Integrated Biodiversity Management, South Caucasus (IBiS)*” implemented by GIZ. The project team has also participated in the Environmental Education Network and has collaborated with various NGO, particularly in activities related to training of teachers and development of public awareness materials. The multi-stakeholder Advisory Committee established in the framework of the project has included representatives of NGO and international organizations, in addition to representatives from governmental entities. The Advisory Committee has served as a platform for sharing the project's experience and results at the national level.

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<sup>42</sup> One quick way of assessing this is to look at the period of extension required to complete planned activities. Clearly, project extensions lead to higher administrative costs which reduce the overall efficiency of the intervention.



In spite of the implementation delays resulting from the political crisis, the project team has for the most part made efficient use of resources. Overall, the efficiency dimension of the project is rated as “Satisfactory”.

### 3.3.5. Sustainability

While the sustainability of project outcomes is shaped by a number of factors, the focus of this section is on risks related to financial, sociopolitical, institutional, and environmental sustainability of project outcomes.

#### Financial resources

Although the main objective pursued by this project is the promotion of environmental education and awareness-raising, the ultimate goal is the mainstreaming of environmental concerns into national strategies and policies. This is the most sustainable way of dealing with environmental issues. However, mainstreaming does not only mean integrating environmental concerns into strategies and policies, but also subsequently into budget allocations. Plans and policies with no financial tags attached to them have no teeth. Therefore, integrating the principles and actions articulated in the Rio Conventions into routine development activities requires that commitments be made not only to environmental objectives, but also cross-sectoral priorities – and in particular financing – which were developed precisely because the environmental objectives are unachievable in their absence. This requires far greater commitment from ministries responsible for finance and planning and sectoral departments, which control the bulk of financial resources and public investments. If the work of projects like this one, and ultimately the Conventions, are to have a significant impact, public sector financial management and governance will need to improve. With hindsight, we know, for example, that the Ministry of Finance did not play a major role in project activities, and to a large extent, this was a result of a design that did not give it a central role in the project. Had the role of the Ministry of Finance (and others) been crafted more adequately, giving it not only a more important place in the project, but also organizing project activities more intensively around public financial management issues, the results of the project would have been more sustainable.

As far as support from international organizations on aspects related to capacity development is concerned, there is a sufficient degree of interest for this kind of work to ensure that the necessary amount of financing will be available. This will also depend on UNDP’s continued engagement in this area and its ability to position itself as a natural leader for this type of work.

Given the above-mentioned, the likelihood of sustainability of the project’s outcomes from a financial perspective is rated as “Moderately Likely”.

### Socio-economic

The main socio-economic risks to the sustainability of project outcomes emanate from the country's political instability, which proved to be one of the factors that has challenged this project. However, the political situation in the country has stabilized in the last year and the new government is proceeding with its own reform vision. Risks related to political instability seem limited at this point. Another risk factor is related to weak ownership by the political leadership which is due to low awareness to support long-term project's objectives. The project has worked exactly on increasing the level of awareness within the public sector and strengthening ownership by the government.

Given this, the likelihood of sustainability from the socio-economic perspective is rated as "Likely".

### Institutional framework and governance

The project's sustainability from a governance and institutional perspective is related to the likelihood that mainstreaming outcomes will be sustained beyond the project's completion and will eventually contribute to environmental sustainability. It is also important that national institutions retain or enhance their capacity to respond to unmet demand for mainstreaming after the project has ceased to exist.

The project has developed institutional mechanisms to retain the sustainability of results. This has been primarily achieved by developing laws and strategies that create obligations for the government to promote environmental education and awareness-raising. The most important example of this is the development of the "National Strategy on Environmental Education and Population Upbringing" approved by the government in February 2018. This strategy promotes the mainstreaming of environmental concerns into the national educational framework. Also, the set of draft laws developed in cooperation with the Parliament, and which are still pending approval, create incentives for the mainstreaming of environmental concerns into the policy making process. But, as has been discussed in previous sections of this report, what could have received greater attention by the project here is the implementation of the laws and strategies. It is one thing to have these instruments on paper, and it is another implementing them in reality. As mentioned in the previous section, one key requirement for implementation is that financing is secured in a sustainable fashion by institutionalizing sustainability concerns in public budget allocations. Another example of sustainability in this project is the attention that the project paid to the importance of the Training of Trainers. Given the lack of specialists teaching environmental-related matters, the project identified the need to organize more trainings of trainers. This decision has strengthened the prospects of sustainability because the project has contributed to the creation of a cadre of better-qualified trainers in the country.

For all these positive aspects of the project, one area that would have required a more sustainable approach is the training for public approaches. As has already been mentioned in this report, the project document does not identify in clear terms a sustainable platform for the delivery of this training that would continue to exist in the long-run, way after the end of the project's lifetime. Ideally, the mechanism for the delivery of this training content should have been conceived in the project document and should have built on existing structures. Firmly integrating the environmental training on a permanent basis into the mechanisms used by the Civil Service Office and the Ministry of Territorial Administration and Infrastructure for the delivery of mandatory or elective training programmes for the public administration would have strengthened the sustainability of the results of the project. This is a challenging task because the issue of training for public officials is linked to the reform of the civil service system in the country which is a process that has been ongoing for many years and that has faced many challenges, given the political sensitivities that it involves. Ideally, the civil service reform should address the effective provision of training for public officials, which should include in itself training on environmental matters as one of many topics covered by the training programme.

The project also introduced environmental education curricula into the system of general education (through the Climate Box), which was an important step in introducing Ministry of Education officials and various teachers to sustainable development and environmental concepts. However, the formal inclusion of environmental curricula into the formal education system would have strengthened sustainability for the long run. This remains an objective that could be pursued by future projects.

The project document noted that an exit strategy would be prepared about six months before the end of the project to detail the withdrawal of the project and provide a set of recommendations to the government to ensure the long-term sustainability and the up-scaling of project achievements in Armenia. Given the importance of sustainability of some of the structures created by this project, the exit plan is something that the project team could still prepare and finalize until the end of the project.

Given this, the likelihood of sustainability from the governance perspective is rated as “Moderately Likely”.

#### Environmental

The activities involved in this project do not involve any direct environment risk. Therefore, this dimension of sustainability is rated as “Likely”.

The following table summarizes the sustainability of the project's achievements according to the four dimensions.

**Table 19: Sustainability Rating**

<b>Sustainability Dimension</b>	<b>Risk Assessment</b>
Financial risk	ML
Socio-Economic risk	L
Governance risks	ML
Environmental risks	L

### 3.3.6. Gender Mainstreaming

The EEP project document recognized that every effort would be made to incorporate gender issues in the implementation of the project. However, the achievement of planned involvement of women in training courses was challenging because the majority of the target audience (especially decision-makers in local self-governing bodies) are mainly males.

Nevertheless, the project ensured a balanced participation of female decision-makers in project activities. The project team has assigned roles of men and women participating in project activities without any discrimination. The project team took steps to ensure that women accounted for at least 40% of all training beneficiaries. Moreover, the project has used solid data collection and monitoring tools, including gender disaggregation of data collection and monitoring. A lot of the information presented in this report has been provided in a gender-disaggregated fashion, thanks to the availability of such information by the project team.

**Table 20: List of People Trained by the Project**

<b>No.</b>	<b>Type of Trainees</b>	<b>Total No.</b>	<b>Of whom male</b>	<b>Of whom female</b>	<b>Share of Females</b>
1	Civil Servants	75	50	25	33%
2	Community Servants	333	187	146	44%
3	Local-self governing bodies, including leaders of communities, their deputies and other administrative staff	255	197	58	23%
4	Other decision makers - state non-commercial entities, CJSC, etc.	87	42	45	52%
5	Teachers and professors	249	46	203	82%
6	Media and CBO representatives	129	38	91	71%
7	Private Sector, members of local communities	417	225	192	46%
<b>Total</b>		<b>1,545</b>	<b>785</b>	<b>760</b>	<b>49%</b>

## 4. CONCLUSIONS AND LESSONS LEARNED

This evaluation has examined a number of key dimensions of the project, both at the design and implementation stage. The findings outlined in this report present a balanced view of the project, informed by the stakeholders who were interviewed in the process. While a number of gaps were found in the availability of quantitative information, which for this type of projects is quite common, the project team sought to triangulate as much as possible the various views that were presented by the interviewees. The following are a few conclusive remarks, including a perspective on how UNDP could build further on the foundations laid by this project.

Although seemingly simple at first look, the EEP project is a quite complex one. The complexity of the environmental education and awareness sector is significant, given the many stakeholders and multiple institutions involved. Furthermore, responsibilities for these functions are fractured among different state organizations and not well coordinated. Therefore, the way it is set up, this project is quite complex and the level of ambition for what is aimed to be achieved might be higher than what is possible with the resources and timeframe available to the project.

Further, it should be recognized that this project was implemented under challenging circumstances, including a revolution, the ousting of the previous administration, and continued political and economic challenges. These conditions obviously have had a tremendous effect on a project such as this, operating at the policy making level.

As far as the design of the project is concerned, the general assessment is that it does not present a strong blueprint that ensures sustainable outcomes. A key shortcoming of the design is that it did not take into account options for integrating the training programme developed by the project into the official system in place for the training of public officials under the Civil Service Office and the Ministry of Territorial Administration and Infrastructure.

With regards to implementation, it should be noted that the effective use of adaptive management by the project team and board was critical for dealing with the unexpected political and institutional changes and for taking advantage of newly-emerged opportunities. Despite its delayed start, the project delivered a great deal of training and information mainly with the work of numerous consultants. More than 1,500 individuals were trained and that in itself is a significant enterprise. The following have been key strengths of the project's approach:

- Strong focus on development of skills and knowledge as an important component of building capacity in the public and NGO sector.
- Strong focus on stakeholder engagement in environmental management.
- Close collaboration with the governmental and educational entities, and as a result changes in perceptions and attitudes of local authorities and local communities to Environmental Education.

- Development of comprehensive educational materials and delivery mechanisms for environmental education.

Going forward, the project stakeholders should think how to make the results of this project more permanent by integrating the training content that has been produced into the official training package that is provided to public officials by the Civil Service Office, the Ministry of Territorial Administration and Infrastructure, line ministries, and local government authorities (including institutions of self-government at the sub-national level).

Further, in similar projects that target awareness raising for specific target groups or the general population, UNDP should take a more strategic approach in the design of the interventions by incorporating behavioral insights and elements of social psychology that focus not only on the information that is shared, but also on the instruments, channels and techniques that are utilized for sharing that information. These efforts should be driven by the primary goal of changing behavior and not just raising the level of awareness.

### **LESSONS LEARNED**

The following are some major lessons that may be drawn from the experience of the EEP project:

#### ***Lesson 1:***

One major lesson that can be drawn from this project is that for success, especially in terms of sustainability, such interventions focused on the training of public officials require to be fully integrated with the official mechanisms in place for the training of civil servants on a permanent basis.

#### ***Lesson 2:***

The effectiveness of training programs is higher when they are based on a solid assessment of the actual needs. Furthermore, a flexible approach that allows for the modification of curricula is essential for Environmental Education content to be effectively used as a tool by stakeholders involved in natural resource management.

#### ***Lesson 3:***

The achievement of targets for Outcome 1 (legal and institutional changes) has been the most challenging for the project, as the approval of legal documents and adoption of laws, policies and strategic documents by the government has taken quite a long time. Also, the significant changes in the administration due to political volatility have played a complicating role.<sup>43</sup> The project team has learned that it is not realistic to complete such an ambitious agenda within the short lifespan of a project like EEP.

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<sup>43</sup> As an example, three Ministers of Environment have changed during the project's lifetime.

**Table 21: Overall Project Performance Rating**

<b>Monitoring and Evaluation</b>	
Overall quality of M&E	S
<i>M&amp;E design at project start up</i>	MS
<i>M&amp;E Plan Implementation</i>	S
<b>IA &amp; EA Execution</b>	
Overall Quality of Project Implementation/Execution	S
<i>Implementing Agency Execution</i>	S
<i>Executing Agency Execution</i>	S
<b>Outcomes</b>	
Overall Quality of Project Outcomes	S
<i>Relevance</i>	R
<i>Effectiveness</i>	S
<i>Efficiency</i>	S
<b>Sustainability</b>	
Overall likelihood of Sustainability:	ML
<i>Financial resources</i>	ML
<i>Socio-economic</i>	L
<i>Institutional framework and governance</i>	ML
<i>Environmental</i>	L
<b>Overall Project Results</b>	<b>S</b>

## 5. RECOMMENDATIONS

### **Recommendation 1: Sustainability of Training Content**

UNDP and the respective Government entities (especially, the Ministry of Environment, the Civil Service Office, and the Ministry of Territorial Administration and Infrastructure) should consider options for how to make some of the results of this project more permanent by integrating the training content that has been produced into the official training package that is provided to public officials by the Civil Service Office, the Ministry of Territorial Administration and Infrastructure, line ministries, and local government authorities (including institutions of self-government at the sub-national level).

Further, UNDP and the Ministry of Education and Science should follow up on the issue of education curricula and see to what extent it will be possible to integrate the Climate Box content into the official nation-wide education curricula for general education.

The project document mentioned the development of an exit strategy. It might be a good idea for the project team to develop an exit strategy before the final closure of the project in which they can identify options for ensuring the sustainability of the project's components and products, some of which have been highlighted in this report.

### **Recommendation 2: Measuring the Absorption of Training**

In future interventions that involve intensive training components such as this project, UNDP and government entities involved in the provision of training are advised to pay greater attention to the measurement of the quality of training, and more importantly the absorption of the training content by the participants. This requires that two things are put in place: first, a feedback system for collecting the participants' assessment of the training received and tracking the trainees over time to understand to what extent they are using the concepts and skills gained through the training programme. This will enable the providers of training to understand how best to tailor training programme, so that they can have a real impact over time.

### **Recommendation 3: Behavioural Change as the Primary Goal**

In future projects that target awareness raising for specific target groups or the general population, UNDP and the Ministry of Environment should take a more strategic approach in the design of the interventions by incorporating behavioral insights and elements of social psychology that focus not only on the information that is shared, but also on the instruments, channels and techniques that are utilized for sharing that information. These efforts should be driven by the primary goal of changing behavior and not just raising the level of awareness.





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## ANNEX I: EVALUATION'S TERMS OF REFERENCE

**Job title:** International Consultant on Terminal Evaluation of the Project

**Project title:** Generate global environmental benefits through environmental education and raising awareness of stakeholders

**Project:** 00091047/00081939

**Contract modality:** Individual Contract (IC)

**Duration:** 25 August – 25 October 2019 (estimated 20 consultancy days)

**Duty station:** Home based and one mission to Armenia

### INTRODUCTION

In accordance with UNDP and GEF M&E policies and procedures, all full and medium-sized UNDP support GEF financed projects are required to undergo a terminal evaluation upon completion of implementation. These terms of reference (TOR) sets out the expectations for a Terminal Evaluation (TE) of the **Generate global environmental benefits through environmental education and raising awareness of stakeholders**. (PIMS #5309.)

The essentials of the project to be evaluated are as follows:

### PROJECT SUMMARY TABLE

Project Title:	Generate global environmental benefits through environmental education and raising awareness of stakeholders.			
GEF Project ID:	5716		<u>at endorsement (US\$)</u>	<u>at completion (US\$)</u>
UNDP Project ID:	PIMS: 5309 Atlas Project: 00091047 Atlas Award: 00081939	GEF financing:	750,000	679,647
Country:	Armenia	UNDP financing:	30,000	20,597
		IA/EA own in-kind:	90,000	
Region:	RBEC	Government in kind:	485,500	
		Other: in-kind	118,235	
Focal Area:	Multi-focal Areas - Capacity Development			

FA Objectives, (OP/SP):	CD2 To generate, access and use information and knowledge CD4 To strengthen capacities to implement and manage global convention guidelines	Total co-financing:	723,735 USD	
Executing Agency:	UNDP	Total Project Cost:	1,523,735.00 USD	
Other Partners involved:	Ministry of Nature Protection, Ministry of Education and Science, Civil Service Office	ProDoc Signature (date project began):		03 November 2015
		(Operational) Closing Date:	Proposed: 03 November 2018	Actual: 03 November 2019

## OBJECTIVE AND SCOPE

The project was designed to strengthen the capacities of key individuals and institutions to use environmental education and awareness raising as tools to address natural resource management issues

The **goal** of this project is to expand the capacity of Armenia to generate global environmental benefits through environmental education and raising awareness of stakeholders to implement Rio Convention strategies. The **objective** of the project is to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues. This objective will be achieved through three components:

Enhance legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.

Improve the capacity of relevant educational entities, organizations offering environmental education to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.

Developed capacity of community-based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.

The TE will be conducted according to the guidance, rules and procedures established by UNDP and GEF as reflected in the UNDP Evaluation Guidance for GEF Financed Projects.

The objectives of the evaluation are to assess the achievement of project results, and to draw lessons that can both improve the sustainability of benefits from this project, and aid in the overall enhancement of UNDP programming.

## EVALUATION APPROACH AND METHOD

An overall approach and method<sup>44</sup> for conducting project terminal evaluations of UNDP supported GEF financed projects has developed over time. The evaluator is expected to frame the evaluation effort using the criteria of **relevance, effectiveness, efficiency, sustainability, and impact**, as defined and explained in the UNDP Guidance for Conducting Terminal Evaluations of UNDP-supported, GEF-financed Projects. A set of questions covering each of these criteria

<sup>44</sup> For additional information on methods, see the [Handbook on Planning, Monitoring and Evaluating for Development Results](#), Chapter 7, pg. 163

have been drafted and are included with this TOR ([Annex C](#)) The evaluator is expected to amend, complete and submit this matrix as part of an evaluation inception report, and shall include it as an annex to the final report.

The evaluation must provide evidence-based information that is credible, reliable and useful. The evaluator is expected to follow a participatory and consultative approach ensuring close engagement with government counterparts, in particular the GEF operational focal point, UNDP Country Office, project team, UNDP GEF Technical Adviser based in the region and key stakeholders. The evaluator is expected to conduct a field mission to Yerevan, Armenia and to hold the interviews with the following organizations and individuals at a minimum:

- Project Coordination Unit staff;
- UNDP Country Office in Armenia;
- Members of Project Board;
- National government stakeholders, including: Ministry of Nature Protection, Civil Service Office, Ministry of Education and Science;
- National Contractors and partners of the Project, including Public Administration Academy of RA and the American University of Armenia;
- National consultants involved in the project (at least two);
- International organization, implementing similar projects, such as GIZ.

The evaluator will review all relevant sources of information, such as the project document, project reports – including Annual APR/PIR, project budget revisions, midterm review, progress reports, GEF focal area tracking tools, project files, national strategic and legal documents, and any other materials that the evaluator considers useful for this evidence-based assessment. A list of documents that the project team will provide to the evaluator for review is included in [Annex B](#) of this Terms of Reference.

## EVALUATION CRITERIA & RATINGS

An assessment of project performance will be carried out, based against expectations set out in the Project Logical Framework/Results Framework (see [Annex A](#)), which provides performance and impact indicators for project implementation along with their corresponding means of verification. The evaluation will at a minimum cover the criteria of: **relevance, effectiveness, efficiency, sustainability and impact**. Ratings must be provided on the following performance criteria. The completed table must be included in the evaluation executive summary. The obligatory rating scales are included in [Annex D](#).

<b>Evaluation Ratings:</b>			
<b>1. Monitoring and Evaluation</b>	<i>rating</i>	<b>2. IA&amp; EA Execution</b>	<i>rating</i>
M&E design at entry		Quality of UNDP Implementation	
M&E Plan Implementation		Quality of Execution - Executing Agency	
Overall quality of M&E		Overall quality of Implementation / Execution	
<b>3. Assessment of Outcomes</b>	<i>rating</i>	<b>4. Sustainability</b>	<i>rating</i>
Relevance		Financial resources:	
Effectiveness		Socio-political:	
Efficiency		Institutional framework and governance:	
Overall Project Outcome Rating		Environmental	
		Overall likelihood of sustainability:	

## PROJECT FINANCE / COFINANCE

The Evaluation will assess the key financial aspects of the project, including the extent of co-financing planned and realized. Project cost and funding data will be required, including annual expenditures. Variances between planned and

actual expenditures will need to be assessed and explained. Results from recent financial audits, as available, should be taken into consideration. The evaluator(s) will receive assistance from the Country Office (CO) and Project Team to obtain financial data in order to complete the co-financing table below, which will be included in the terminal evaluation report.

Co-financing (type/source)	UNDP own financing (US\$)		Government (US\$)		Partner Agency (US\$)		Total (US\$)	
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Grants	30,000	20,597						
Loans/Concessions								
• In-kind support	90,000		485,000		118,235			
• Other								
Totals								

## MAINSTREAMING

UNDP supported GEF financed projects are key components in UNDP country programming, as well as regional and global programmes. The evaluation will assess the extent to which the project was successfully mainstreamed with other UNDP priorities, including poverty alleviation, improved governance, the prevention and recovery from natural disasters, and gender.

## IMPACT

The evaluators will assess the extent to which the project is achieving impacts or progressing towards the achievement of impacts. Key findings that should be brought out in the evaluations include whether the project has demonstrated: a) verifiable improvements in ecological status, b) verifiable reductions in stress on ecological systems, and/or c) demonstrated progress towards these impact achievements.<sup>45</sup>

## CONCLUSIONS, RECOMMENDATIONS & LESSONS

The evaluation report must include a chapter providing a set of **conclusions, recommendations** and **lessons**.

## IMPLEMENTATION ARRANGEMENTS

The principal responsibility for managing this evaluation resides with the UNDP CO in Armenia. The UNDP CO will contract the evaluators and ensure the timely provision of per diems and travel arrangements within the country for the evaluation team. The Project Team will be responsible for liaising with the Evaluators team to set up stakeholder interviews, arrange field visits, coordinate with the Government etc.

## EVALUATION TIMEFRAME

The total duration of the evaluation will be **20** days according to the following plan:

<sup>45</sup> A useful tool for gauging progress to impact is the Review of Outcomes to Impacts (ROtI) method developed by the GEF Evaluation Office: [ROtI Handbook 2009](#)

Activity	Timing	Completion Date
<b>Preparation</b>	3 days	<i>5 September</i>
<b>Evaluation Mission</b>	5 days	<i>17 September</i>
<b>Draft Evaluation Report</b>	9 days	<i>05 October</i>
<b>Final Report</b>	3 days	<i>25 October</i>

## EVALUATION DELIVERABLES

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The evaluation team is expected to deliver the following:

Deliverable	Content	Timing	Responsibilities
<b>Inception Report</b>	Evaluator provides clarifications on timing and method	No later than 2 weeks before the evaluation mission.	Evaluator submits to UNDP CO
<b>Presentation</b>	Initial Findings	End of evaluation mission	To project management, UNDP CO
<b>Draft Final Report</b>	Full report, (per annexed template) with annexes	Within 3 weeks of the evaluation mission	Sent to CO, reviewed by RTA, PCU, GEF OFPs
<b>Final Report*</b>	Revised report	Within 1 week of receiving UNDP comments on draft	Sent to CO for uploading to UNDP ERC.

\*When submitting the final evaluation report, the evaluator is required also to provide an 'audit trail', detailing how all received comments have (and have not) been addressed in the final evaluation report.

## TEAM COMPOSITION

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The evaluation team will be composed of 1 international evaluator. The consultant shall have prior experience in evaluating similar projects. Experience with GEF financed projects is an advantage. The evaluator selected should not have participated in the project preparation and/or implementation and should not have conflict of interest with project related activities.

Key qualifications:

- Education: advanced degree in environmental management and policy, public administration. Minimum 10 years of relevant professional experience (environmental education, public administration, sustainable natural resource management), including minimum 5 years of experience in monitoring and evaluation of similar projects;
- Proven experience and knowledge in UNDP-GEF projects evaluation, UNDP and GEF procedures and requirements;
- Previous experience with results-based monitoring and evaluation methodologies;
- Technical knowledge in the targeted focal areas: Multi-focal areas – Capacity Development, Rio Conventions and MEAs. Experience in CIS countries, Eastern European countries and/or in the Caucasus is an asset;
- Fluency in English is required (written and oral), knowledge of Russian is an asset.

## EVALUATOR ETHICS

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Evaluation consultants will be held to the highest ethical standards and are required to sign a Code of Conduct (Annex E) upon acceptance of the assignment. UNDP evaluations are conducted in accordance with the principles outlined in the [UNEG 'Ethical Guidelines for Evaluations'](#)

## PAYMENT MODALITIES AND SPECIFICATIONS

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%	Milestone
60%	Following submission and approval of the 1 <sup>st</sup> draft terminal evaluation report
40%	Following submission and approval (UNDP-CO and UNDP RTA) of the final terminal evaluation report

## APPLICATION PROCESS

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Interested individual consultants must submit the following documents/information to demonstrate their qualifications.

- a) Letter of Confirmation of Interest and Availability using the template provided by UNDP;
- b) CV and a Personal History Form (P11); indicating all past experience from similar projects; as well as the contact details (email and telephone number) of the candidate and at least three (3) professional references;
- c) Brief description of approach to work/technical proposal of why the individual considers him/herself as the most suitable for the assignment, and a proposed methodology on how they will approach and complete the assignment; (max 1 page)
- d) Financial Proposal that indicates the all-inclusive fixed total contract price and all other travel related costs (such as flight ticket, per diem, etc), supported by a breakdown of costs.

UNDP applies a fair and transparent selection process that will take into account the competencies/skills of the applicants as well as their financial proposals. Qualified women and members of social minorities are encouraged to apply.

## ANNEX A: PROJECT LOGICAL FRAMEWORK

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
<b>Objective:</b> to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues.	<ul style="list-style-type: none"> <li>Use of EE and environmental awareness tools to address NRM</li> </ul>	<ul style="list-style-type: none"> <li>These tools &amp; techniques on EE and EA are rarely used for NRM in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>Diverse and high-quality EE and EA programmes are available to address NRM</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Citizens involvement in decision-making to address NRM issues</li> </ul>	<ul style="list-style-type: none"> <li>Few opportunities for stakeholder involvement in NRM decisions at national or community levels</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders in selected areas are involved in decision-making to address NRM issues</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Decision-makers and teachers able to use EE as a tool to improve NRM.</li> </ul>	<ul style="list-style-type: none"> <li>Few key stakeholders have the capacity to use EE as a tool to address NRM issues</li> </ul>	<ul style="list-style-type: none"> <li>Decision-makers and teachers using EE as a tool to improve NRM</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>Capacity development scorecard rating</li> </ul>	Capacity for: <ul style="list-style-type: none"> <li>Engagement: 5 of 9</li> <li>Generate, access and use information and knowledge: 7 of 15</li> <li>Policy and legislation development: 6 of 9</li> <li>Management and implementation: 3 of 6</li> <li>Monitor and evaluate: 3 of 6</li> </ul> (Total score: 24/45)	Capacity for: <ul style="list-style-type: none"> <li>Engagement: 7 of 9</li> <li>Generate, access and use information and knowledge: 11 of 15</li> <li>Policy and legislation development: 7 of 9</li> <li>Management and implementation: 4 of 6</li> <li>Monitor and evaluate: 4 of 6</li> </ul> (Total targeted score: 33/45)	<ul style="list-style-type: none"> <li>N/A for this period</li> </ul>
<b>OUTCOME 1: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.</b>				

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
<p><b>Output 1.1:</b> Adequate legislation and policy frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education and public awareness.</p> <p><b>Output 1.2:</b> Relevant institutions have the necessary mandates to use environmental education and public awareness as tools for environmental management.</p>	<ul style="list-style-type: none"> <li>Adequate policies for EE in place integrating Rio and Aarhus Conventions' obligations</li> </ul>	<ul style="list-style-type: none"> <li>Current policies are poorly known, weakly implemented and do not include EE as an effective tool to address NRM issues.</li> </ul>	<ul style="list-style-type: none"> <li>Key policies for EE in place integrating Rio and Aarhus Conventions' obligations and providing an conducive enabling environment for the development of EE in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>"National Strategy on development of Ecological Education and Upbringing" was developed and approved by the RoA government. <a href="http://www.irtek.am/views/act.aspx?aid=93900">http://www.irtek.am/views/act.aspx?aid=93900</a></li> <li>The website for Extractive Industries Transparency Initiative (EITI) for Armenia was developed (<a href="https://www.eiti.am/en/">https://www.eiti.am/en/</a>)</li> <li>500 copies of Red Book of Animal and Plant of the Republic of Armenia were published</li> <li>4 short animations on implementation of Rio Conventions and Aarhus convention in Armenia were developed.</li> </ul>
	<ul style="list-style-type: none"> <li>Adequate legislation for EE in place</li> </ul>	<ul style="list-style-type: none"> <li>Current Law on environmental education as well as related laws are not conducive to the use of EE as a tool for NRM</li> </ul>	<ul style="list-style-type: none"> <li>EE as a tool for NRM is supported by a conducive legislation framework</li> </ul>	<ul style="list-style-type: none"> <li>The package on legal instruments/amendments related to Environmental Education (EE) was developed and submitted to the MNP for approval.</li> </ul>
	<ul style="list-style-type: none"> <li>Adequate institutional set-up with clear mandate to carry out EE activities</li> </ul>	<ul style="list-style-type: none"> <li>Weak institutional mandates, weak national coordination and unclear responsibilities for EE</li> </ul>	<ul style="list-style-type: none"> <li>Institutions with clear mandates and assigned responsibilities to implement EE programmes</li> </ul>	<ul style="list-style-type: none"> <li>Training materials were developed and one workshop on "Environmental Law" for 20 (9 M and 11 F) representatives of governmental entities was conducted.</li> </ul>
<b>OUTCOME 2: Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.</b>				
<p><b>Output 2.1:</b> Capacity enhanced of key government and educational entities to integrate environmental education and public awareness into programmes and projects.</p>	<ul style="list-style-type: none"> <li>Strategies and programmes integrating EE and public awareness as tools to improve NRM</li> </ul>	<ul style="list-style-type: none"> <li>Current strategies and programmes do not include EE as a tool to address NRM issues.</li> </ul>	<ul style="list-style-type: none"> <li>Key strategies and programmes includes EE as a tool to address NRM issues and solutions, including integration of Rio and Aarhus Conventions' obligations</li> </ul>	<ul style="list-style-type: none"> <li>Existing training programs for civil and community servants in Armenia were studied and proposal with practical recommendations for mainstreaming EE into the training programs for Civil and Community servants in Armenia was developed.</li> <li>The package on recommendation to integrate (EE) into National Strategies was developed.</li> </ul>
	<ul style="list-style-type: none"> <li>Number and diversity of organizations and individuals trained (men and women)</li> </ul>	<ul style="list-style-type: none"> <li>Few key stakeholders are trained to develop and deliver EE programmes in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>50 key stakeholders in different organizations are trained to deliver EE programmes with a minimum of 40% women</li> </ul>	<ul style="list-style-type: none"> <li>51 (19M and 22F) professors/lecturers from educational institutions and representatives of CBOs were trained to deliver EE programmes.</li> </ul>



Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
<b>Output 2.2:</b> Integrated training programmes developed and delivered through training centers for civil servants; training centers for teachers and other existing relevant training mechanisms.	to deliver EE programmes			
	<ul style="list-style-type: none"> <li>Quantity and quality of EE materials and delivery mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>EE training materials for civil servants is very limited</li> <li>Limited EE training delivery mechanisms targeting civil servants</li> <li>Existing EE programmes to train teachers in pedagogical universities</li> <li>Uneven delivery of these EE programmes to teachers, particularly practicing teachers</li> </ul>	<ul style="list-style-type: none"> <li>EE programmes and delivery mechanisms available to public servants and practicing teachers</li> </ul>	<ul style="list-style-type: none"> <li>Eleven (11) training modules for decision-makers involved in natural resource management were developed. The training materials are developed with consideration of behavioral science aspects and expert's recommendations on how to influence the pro-environmental behavior of the public and decision makers.</li> </ul>
	<ul style="list-style-type: none"> <li>Number of participants (men and women) trained in EE</li> </ul>	<ul style="list-style-type: none"> <li>Limited training currently offered</li> </ul>	<ul style="list-style-type: none"> <li>1,000 people trained (civil servants and teachers) with a minimum of 40% women</li> </ul>	<ul style="list-style-type: none"> <li>228 decision-makers (leaders of local communities, members of elderly councils, staff of local self-governing bodies, 153 M, 75 F) from 62 local communities were trained on introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts.</li> <li>The Public Administration Academy of RoA was identified as key implementing partner for this output and contracted for conducting environmental training for 1000 decision-makers.</li> </ul>
<b>OUTCOME 3: Developed capacity of community-based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.</b>				
<b>Output 3.1:</b> Capacity enhanced of CBOs to implement environmental education and public awareness campaigns.	<ul style="list-style-type: none"> <li>Increased use of environmental awareness techniques in programmes and projects to address NRM and poverty reduction at the community level</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, CBOs and local governments use very little EE techniques</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, CBOs and local governments are using EE as a tool to make communities environmentally aware and to involve them in addressing NRM issues</li> </ul>	Three (3) regional CBOs were contracted to implement projects under Micro-capital Grant Modality: <ul style="list-style-type: none"> <li><b>“Generation of Light” Educational Foundation, “Nature is God’s gift to human: The Lord and steward of nature” Project.</b></li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
<p><b>Output 3.2:</b> Environmental education material is developed and delivery mechanisms are identified.</p> <p><b>Output 3.3:</b> A Communication campaign developed and delivered through community based activities and national media.</p>	1) EE and awareness material developed and use by delivery mechanisms	<ul style="list-style-type: none"> <li>Numerous materials on EE exist in Armenia but there is no common approach to deliver EE covering global environmental issues and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Existence of EE programmes delivered by strengthened delivery mechanisms</li> </ul>	<p>The Foundation published informative-analytical booklet “Nature is God’s gift to human: the lord and steward of nature” in 1000 copies and disseminated among training participants. Three-day training courses on promotion of pro-environmental behavior and issues of global climate change were organized for:</p> <ul style="list-style-type: none"> <li>20 clergies (M);</li> <li>22 (2 M, 20 F) representatives of Centers for Christian upbringing;</li> <li>27 (7 M, 20 F) teachers of educational and youth centers, functioning under the Mother see of Holy Etchmiadzin and AGBU.</li> <li><b>“Third Nature” NGO: “The increasing knowledge on the innovative model of electricity generation and distribution at the community level will bring the opportunity to mitigate climate change” Project.</b></li> </ul> <p>Four educational booklets, covering the topics of: i) Energy cooperatives; ii) Local smart networks/Micro-networks; iii) Change in energy and climate change; iv) Introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts were developed, distributed among training participants and disseminated through online sources. (<a href="http://3nature.am/docs/imegdlevel_Third_Nature_NGO_Arm.pdf">http://3nature.am/docs/imegdlevel_Third_Nature_NGO_Arm.pdf</a>).</p> <p>Informative sessions/meetings/discussions were held in 48 rural communities of Shirak Marz and dissemination of awareness raising materials was</p>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
				<p>conducted. Overall, 299 local residents (104F and 195M) participated in the events.</p> <p>228 decision-makers (leaders of local communities, members of elderly councils, staff of local self-governing bodies, 153M and 75F) from 62 local communities were trained on introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts.</p> <p>- <b>“NGO Center” Civil Society Development NGO: “Better informed and responsible community” Project</b></p> <p>“NGO Center” organized 3 movie screenings for 72 representatives of local communities (19M; 53F) and trainings with participation of 106 representatives (21M; 85F) from 6 local communities. 6 environmental proposals were developed and presented to the governmental entities and LSGes seeking support for implementation. The implemented events covered various topics related to environmental issues and natural resources management.</p> <p>Cooperation was established with Russian Trust Fund and \$50,000 was leveraged by the Project for customizing and adapting <b>“Climate Box” Project</b> aimed at raising environmental literacy of mid-school aged youngsters. The Project is implemented in 8 counties for the period of 2017-2019. Project budget for Armenia is estimated in the amount of 85,000.00 USD (Russian Trust Fund: 50,000.00 USD, Project co-funding (in-kind &amp; cash): 35,000.00 USD).</p>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
				<ul style="list-style-type: none"> <li>- Implementation of the “Climate Box” (CB) Project was launched, including the translation of the manual into Armenian and its adaptation.</li> <li>- Two-phased Training of Trainers (ToT) was organized for around 54 public school teachers and methodologists in 2018-2019. The ToT was facilitated by the team of international trainers from Russian Federation. Best experience and knowledge were shared with the participants, issues and experiences related to the piloting of the CBT at schools were discussed.</li> <li>- First international conference on addressing climate change through education for countries of Eastern Europe, the Caucasus and Central Asia was organized in Yerevan, on 1-2 November, 2018 in the scope of UNDP “Climate Change Education and Awareness Project – Climate Box” regional project to share experiences and lessons learnt from ongoing projects. More than 50 participants representing 7 beneficiary countries (Armenia, Turkmenistan, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Moldova) and Russia participated in the regional workshop, which served for UNDP country offices and project as a platform for dialogue, knowledge exchange and peer learning for pro-active teachers and help new country offices develop methodological recommendations for the Climate Box Tool.</li> </ul>
	2) A communication campaign developed and delivered	<ul style="list-style-type: none"> <li>• Skills and knowledge to develop such campaign is currently limited in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>• A communication campaign delivered and covering global environmental issues and solutions</li> </ul>	Development and facilitation of communication/public awareness campaigns related to implementation of three Rio Conventions and Aarhus convention in Armenia was completed. The campaign included: i) installation of Green Urban Pavilion for 2 weeks on Northern Avenue for public

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
				<p>at large; ii) Environmental poster design competition and competition for Journalists for covering environmental issues through mass media; iii) Pechakucha Night Yerevan 'Living Green; iv) movie screenings; v) development and launch of Recycling.am Website <a href="https://recycling.am/">https://recycling.am/</a> Awareness raising materials were developed and disseminates/used during the campaign, as well as distributed among key governmental partners and educational entities:</p> <ul style="list-style-type: none"> <li>- 2 quizzes were developed and used during the urban installation;</li> <li>- 10 posters on key environmental issues related to Rio Conventions;</li> <li>- Informative booklets and messages;</li> <li>- Tote bags.</li> </ul> <p>The awareness about campaigns was amplified via media coverage on 5 national TV channels and 10 online outlets.</p> <p>The Project provided support in implementation of a joint wide-scope public awareness campaign through new technologies and artificial intelligence during the visit of robot Sophia in Armenia. Public talk/discussion on the climate change and pro-environmental behavior was held for mass media and public.</p>
	3) Number of journalists (men	<ul style="list-style-type: none"> <li>• Journalists and their media outlets have limited capacity to inform</li> </ul>	<ul style="list-style-type: none"> <li>• 100 journalists with a minimum of 40% women linked to a diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Training materials were developed and one workshop on "Environmental Law" for 20 (8</li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Status of implementation
	and women) and diversity of media outlets trained to deliver EE programmes	the public on NRM issues, including global environmental issues and solutions	number of media outlets trained in environmental awareness, including global environmental issues and solutions	<p>M and 12 F) mass media and CBOs representatives was conducted.</p> <ul style="list-style-type: none"> <li>One workshop for 25 environmental professionals and journalists (8M, 17F) was conducted on design thinking, digital content, use of social media platforms and multimedia materials in covering environmental issues, environmental communication and environmental journalism.</li> </ul>

## **ANNEX B: LIST OF DOCUMENTS TO BE REVIEWED BY THE EVALUATORS**

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*Project Document*

*Quarterly Semimanual and Annual Reports,*

*Annual Project Implementation (APR) Reports*

*Mid Term Review (MTR) Report*

*List and contact details for project staff, key project stakeholders, including Project Boards, and other partners to be consulted*

*Minutes of Project Board Meetings*

*Project budget and financial data*

*UNDP Development Assistance Framework (UNDAF)*

*UNDP Country Programme Document (CPD)*

*UNDP Country Programme Action Plan (CPAP)*

## ANNEX C: EVALUATION QUESTIONS

*This is a generic list, to be further detailed with more specific questions by CO and UNDP GEF Technical Adviser based on the particulars of the project.*

Evaluative Criteria Questions	Indicators	Sources	Methodology
Relevance: How does the project relate to the main objectives of the GEF focal area, and to the environment and development priorities at the local, regional and national levels?			
How well does the project align with evolving GEF CCCD focal area priorities through GEF 5 and GEF 6?	Extent to which CCCD and related GEF priorities and areas of work incorporated	Project documents National policies and strategies Project partners	•
Are project outcomes contributing to national development priorities and plans?	Degree to which the project supports objectives of Government.		•
Have implementation strategies been appropriate (is the logframe logical and complete)?	Adequacy of project design and implementation to national realities and existing capacities		•
Did the project address the needs of target beneficiaries and other stakeholders? Are beneficiaries and other stakeholders effectively engaged in implementation?	Degree to which the project meets stakeholder expectations		•
Effectiveness: To what extent have the expected outcomes and objectives of the project been achieved?			
How well has the project performed against its expected objectives and outcomes, and its indicators and targets?	Extent to which milestones and targets are achieved at mid-term, as laid out in the logframe and monitoring plan	Project reports Minutes of Project Board and Advisory Committee Meetings Local partners Capacity Development Scorecards	•
Which have been key factors contributing to project success/underachievement?	Evidence of adaptive management and/or early application of lessons learned	Project work plans and reports Interviews with local partners Tracking tools	•
How has the project contributed to raising capacity of local stakeholders to address aims of the project or of Government?	Extent of support from local stakeholders		•
What are the views of stakeholders on the implementation and activities of the project?	Extent to which stakeholders are actively participating in the implementation and monitoring of the project		•
Efficiency: Was the project implemented efficiently, in-line with international and national norms and standards?			



<p>Implementation efficiency (including monitoring):</p> <ul style="list-style-type: none"> <li>• Was the project management effective?</li> <li>• Were there any particular challenges with the management process?</li> <li>• Has project implementation been responsive to issues arising (e.g. from monitoring or from interactions with stakeholders)?</li> <li>• Were progress reports produced accurately and timely, and did they respond to reporting requirements including adaptive management changes?</li> <li>• Did the project management Board provide the anticipated input and support to project management?</li> <li>• Has internal and external communication been effective and efficient?</li> <li>• How efficiently have resources and back-up been provided by donors, including quality assurance by UNDP?</li> </ul>	<p>Extent to which project activities were conducted on time Extent to which project delivery matched the expectation of the ProDoc and the expectations of partners Level of satisfaction expressed by partners in the responsiveness (adaptive management) of the project</p>	<p>Project work plans and reports Local partners</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Financial efficiency:</p> <ul style="list-style-type: none"> <li>• Are the accounting and financial systems in place adequate for project management and producing accurate and timely financial information?</li> <li>• Have funds been available and transferred efficiently (from donor to project to contractors) to address the project purpose, outputs and planned activities?</li> <li>• Are funds being used correctly?</li> <li>• Are financial resources being utilized efficiently (converted into outcomes)? Could financial resources be used more efficiently?</li> <li>• Was project implementation as cost effective as originally proposed (planned vs. actual)</li> </ul>	<p>Extent to which funds have been converted into outcomes as per the expectations of the ProDoc Level of transparency in the use of funds Level of satisfaction of partners and beneficiaries in the use of funds Timely delivery of funds, mitigation of bottlenecks</p>	<p>Project financial records</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Efficiency of partnership arrangements for the project To what extent were partnerships/linkages between institutions/organizations realized as planned? Which partnerships/linkages were facilitated? Which ones can be considered sustainable? What was the level of efficiency of cooperation and collaboration arrangements?</p>	<p>Extent to which project partners committed time and resources to the project Extent of commitment of partners to take over project activities</p>	<p>Project work plans and reports Interviews with local partners</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

Is the project responsive to threats and opportunities emerging during the course of the project?	Level of adaptive management related to emerging trends	Project work plans and reports	•
How well were risks, assumptions and impact drivers managed? What was the quality of risk mitigation strategies developed? Were these sufficient? Are there clear strategies for risk mitigation related to long-term sustainability of the project?	Extent to which project has responded to identified and emerging risks Level of attention paid to up-dating risks log	Risks log	•
Is a communications strategy in place? How well is it implemented and how successful has it been in reaching intended audiences?	Extent to which project information has been disseminated Level of awareness of beneficiaries and the general public	Communications documents Press articles	•
<b>Sustainability: To what extent are there financial, institutional, social-economic, and/or environmental risks to sustaining long-term project results?</b>			
Is the social, legal and political environment conducive to sustainability?	Extent of supportive policies	Policy documents Project board and Advisory Committee minutes Local partners and beneficiaries	•
Are there early signs of activities being taken up by project partners, and plans being developed to sustain them?	Extent to which partners are considering post-project actions	Interviews with local partners	•
Have partners and stakeholders successfully enhanced their capacities and do they have the required resources to make use of these capacities?	Extent to which partners and stakeholders are applying new ideas outside of the immediate project context	Interviews with local partners	•
<b>Impact: Are there indications that the project has contributed to, or enabled progress toward enhancing country capacity to conduct environmental education?</b>			
Has the project demonstrated progress toward institutionalization of environmental education?	•	•	•
Has the project contributed to enhanced capacity of the country on environmental education?	•	•	•
Are there any indicators toward introducing sustainable mechanisms for enhanced capacity building at the target community level?	•	•	•

## ANNEX D: RATING SCALES

<p><b><i>Ratings for Outcomes, Effectiveness, Efficiency, M&amp;E, I&amp;E Execution</i></b></p> <p>6: Highly Satisfactory (HS): no shortcomings  5: Satisfactory (S): minor shortcomings  4: Moderately Satisfactory (MS)  3. Moderately Unsatisfactory (MU): significant shortcomings  2. Unsatisfactory (U): major problems  1. Highly Unsatisfactory (HU): severe problems</p>	<p><b><i>Sustainability ratings:</i></b></p> <p>4. Likely (L): negligible risks to sustainability  3. Moderately Likely (ML): moderate risks  2. Moderately Unlikely (MU): significant risks  1. Unlikely (U): severe risks</p>	<p><b><i>Relevance ratings</i></b></p> <p>2. Relevant (R)  1.. Not relevant (NR)</p> <p><b><i>Impact Ratings:</i></b>  3. Significant (S)  2. Minimal (M)  1. Negligible (N)</p>
<p><b><i>Additional ratings where relevant:</i></b>  Not Applicable (N/A)  Unable to Assess (U/A)</p>		

## ANNEX E: EVALUATION CONSULTANT CODE OF CONDUCT AND AGREEMENT FORM

### Evaluators:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Are responsible for their performance and their product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

### Evaluation Consultant Agreement Form<sup>46</sup>

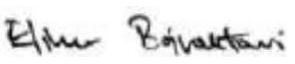
#### Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: Elinor Bajraktari

Name of Consultancy Organization (where relevant): Elinor Bajraktari LTD

**I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.**

Signed on *15 August 2019*

Signature: 

<sup>46</sup>[www.unevaluation.org/unegcodeofconduct](http://www.unevaluation.org/unegcodeofconduct)

## ANNEX F: EVALUATION REPORT OUTLINE<sup>47</sup>

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- i. Opening page:
  - Title of UNDP supported GEF financed project
  - UNDP and GEF project ID#s.
  - Evaluation time frame and date of evaluation report
  - Region and countries included in the project
  - GEF Operational Program/Strategic Program
  - Implementing Partner and other project partners
  - Evaluation team members
  - Acknowledgements
- ii. Executive Summary
  - Project Summary Table
  - Project Description (brief)
  - Evaluation Rating Table
  - Summary of conclusions, recommendations and lessons
- iii. Acronyms and Abbreviations  
(See: UNDP Editorial Manual<sup>48</sup>)
- 1. Introduction
  - Purpose of the evaluation
  - Scope & Methodology
  - Structure of the evaluation report
- 2. Project description and development context
  - Project start and duration
  - Problems that the project sought to address
  - Immediate and development objectives of the project
  - Baseline Indicators established
  - Main stakeholders
  - Expected Results
- 3. Findings  
(In addition to a descriptive assessment, all criteria marked with (\*) must be rated<sup>49</sup>)
- 3.1 Project Design / Formulation
  - Analysis of LFA/Results Framework (Project logic /strategy; Indicators)
  - Assumptions and Risks
  - Lessons from other relevant projects (e.g., same focal area) incorporated into project design
  - Planned stakeholder participation
  - Replication approach
  - UNDP comparative advantage
  - Linkages between project and other interventions within the sector
  - Management arrangements
- 3.2 Project Implementation
  - Adaptive management (changes to the project design and project outputs during implementation)
  - Partnership arrangements (with relevant stakeholders involved in the country/region)
  - Feedback from M&E activities used for adaptive management
  - Project Finance:
  - Monitoring and evaluation: design at entry and implementation (\*)

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<sup>47</sup>The Report length should not exceed 40 pages in total (not including annexes).

<sup>48</sup> UNDP Style Manual, Office of Communications, Partnerships Bureau, updated November 2008


<sup>49</sup> Using a six-point rating scale: 6: Highly Satisfactory, 5: Satisfactory, 4: Marginally Satisfactory, 3: Marginally Unsatisfactory, 2: Unsatisfactory and 1: Highly Unsatisfactory, see section 3.5, page 37 for ratings explanations.

- UNDP and Implementing Partner implementation / execution (\*) coordination, and operational issues
- 3.3 Project Results
- Overall results (attainment of objectives) (\*)
  - Relevance (\*)
  - Effectiveness & Efficiency (\*)
  - Country ownership
  - Mainstreaming
  - Sustainability (\*)
  - Impact
4. Conclusions, Recommendations & Lessons
- Corrective actions for the design, implementation, monitoring and evaluation of the project
  - Actions to follow up or reinforce initial benefits from the project
  - Proposals for future directions underlining main objectives
  - Best and worst practices in addressing issues relating to relevance, performance and success
5. Annexes
- ToR
  - Itinerary
  - List of persons interviewed
  - Summary of field visits
  - List of documents reviewed
  - Evaluation Question Matrix
  - Questionnaire used and summary of results
  - Evaluation Consultant Agreement Form

## ANNEX G: EVALUATION REPORT CLEARANCE FORM

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*(to be completed by CO and UNDP GEF Technical Adviser based in the region and included in the final document)*

Evaluation Report Reviewed and Cleared by	
UNDP Country Office	
Name:	Armen Martirosyan, SGR Portfolio Analyst
Signature:	
Date:	11-Dec-2019
UNDP GEF RTA	
Name:	
Signature:	
Date:	

## ANNEX F: EVALUATION REPORT OUTLINE<sup>50</sup>

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- i. Opening page:
  - Title of UNDP supported GEF financed project
  - UNDP and GEF project ID#s.
  - Evaluation time frame and date of evaluation report
  - Region and countries included in the project
  - GEF Operational Program/Strategic Program
  - Implementing Partner and other project partners
  - Evaluation team members
  - Acknowledgements
- ii. Executive Summary
  - Project Summary Table
  - Project Description (brief)
  - Evaluation Rating Table
  - Summary of conclusions, recommendations and lessons
- iii. Acronyms and Abbreviations  
(See: UNDP Editorial Manual<sup>51</sup>)
- 1. Introduction
  - Purpose of the evaluation
  - Scope & Methodology
  - Structure of the evaluation report
- 2. Project description and development context
  - Project start and duration
  - Problems that the project sought to address
  - Immediate and development objectives of the project
  - Baseline Indicators established
  - Main stakeholders
  - Expected Results
- 3. Findings  
(In addition to a descriptive assessment, all criteria marked with (\*) must be rated<sup>52</sup>)
- 3.1 Project Design / Formulation
  - Analysis of LFA/Results Framework (Project logic /strategy; Indicators)
  - Assumptions and Risks
  - Lessons from other relevant projects (e.g., same focal area) incorporated into project design
  - Planned stakeholder participation
  - Replication approach
  - UNDP comparative advantage
  - Linkages between project and other interventions within the sector
  - Management arrangements
- 3.2 Project Implementation
  - Adaptive management (changes to the project design and project outputs during implementation)
  - Partnership arrangements (with relevant stakeholders involved in the country/region)
  - Feedback from M&E activities used for adaptive management
  - Project Finance:
  - Monitoring and evaluation: design at entry and implementation (\*)

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<sup>50</sup>The Report length should not exceed 40 pages in total (not including annexes).

<sup>51</sup> UNDP Style Manual, Office of Communications, Partnerships Bureau, updated November 2008

<sup>52</sup> Using a six-point rating scale: 6: Highly Satisfactory, 5: Satisfactory, 4: Marginally Satisfactory, 3: Marginally Unsatisfactory, 2: Unsatisfactory and 1: Highly Unsatisfactory, see section 3.5, page 37 for ratings explanations.



- UNDP and Implementing Partner implementation / execution (\*) coordination, and operational issues
- 3.3** Project Results
- Overall results (attainment of objectives) (\*)
  - Relevance(\*)
  - Effectiveness & Efficiency (\*)
  - Country ownership
  - Mainstreaming
  - Sustainability (\*)
  - Impact
- 4.** Conclusions, Recommendations & Lessons
- Corrective actions for the design, implementation, monitoring and evaluation of the project
  - Actions to follow up or reinforce initial benefits from the project
  - Proposals for future directions underlining main objectives
  - Best and worst practices in addressing issues relating to relevance, performance and success
- 5.** Annexes
- ToR
  - Itinerary
  - List of persons interviewed
  - Summary of field visits
  - List of documents reviewed
  - Evaluation Question Matrix
  - Questionnaire used and summary of results
  - Evaluation Consultant Agreement Form

## ANNEX II: KEY QUESTIONS DRIVING THE ANALYSIS OF DATA

Dimension	Key Questions
Relevance	<p>Were the project's activities relevant for the main beneficiaries?</p> <p>Has the project tackled key challenges and problems?</p> <p>Were cross-cutting issues, principles and quality criteria duly considered/mainstreamed in the project implementation and how well is this reflected in the project reports? How could they have been better integrated?</p> <p>How did the project link and contribute to the Sustainable Development Goals?</p> <ul style="list-style-type: none"> <li>• To what extent was the project relevant to the strategic considerations of the GoU?</li> <li>• To what extent was the project implementation strategy appropriate to achieve the objectives?</li> </ul>
Effectiveness	<p>To what level has the project reached the project purpose and the expected results as stated in the project document (logical framework matrix)?</p> <p>What challenges have been faced? What has been done to address the potential challenges/problems? What has been done to mitigate risks?</p>
Sustainability	<p>How is the project ensuring sustainability of its results and impacts (i.e. strengthened capacities, continuity of use of knowledge, improved practices, etc.)? Did the project have a concrete and realistic exit strategy to ensure sustainability?</p> <p>Were there any jeopardizing aspects that have not been considered or abated by the project actions? In case of sustainability risks, were sufficient mitigation measures proposed?</p> <p>Has ownership of the actions and impact been transferred to the corresponding stakeholders?</p> <p>Do the stakeholders / beneficiaries have the</p>

	capacity to take over the ownership of the actions and results of the project and maintain and further develop the results?
Impact	<p>Is there evidence of long lasting desired changes, in which aspects?</p> <p>Has the project appropriately reached its target groups?</p> <p>How did the project contributed to (more) sustainable management of natural resources?</p> <p>Is there evidence that institutional systems/mechanisms are in place which:</p> <p>1) Supports further capacity development at the national and local level; and</p> <p>2) Promotes sustainable and inclusive development</p>
Efficiency	<p>Have the resources been used efficiently?</p> <p>How well have the various activities transformed the available resources into the intended results in terms of quantity, quality and timeliness? (in comparison to the plan)</p> <p>Were the management and administrative arrangements sufficient to ensure efficient implementation of the project?</p>
Stakeholders and Partnership Strategy	How has the project implemented the commitments to promote local ownership, alignment, harmonization, management for development results and mutual accountability?
Theory of Change or Results/Outcome Map	Is the Theory of Change or project logic feasible and was it realistic? Were assumptions, factors and risks sufficiently taken into consideration?

## ANNEX III: INTERVIEW PROTOCOL

For each interview obtain the following information of all the people who were part of the meeting

Name of Interviewee	Title, Department	Institution
Date of Interview	Time	Location
Other Persons present/title	Team members present	

*Below is the list of indicative questions which we need to answer for the evaluation. Depending on who we interview, we need to choose among the questions below the suitable ones to ask (particularly given that we have normally just around 1 hour for each interview). For example, with implementation partners of specific projects, we may want to focus on part A and some additional questions in other parts as appropriate. For donors and other development partners we may want to focus on part B.*

### 1. EFFECTIVENESS:

- 1.1. To what extent has the project **achieved its expected objectives**? Were all the planned project outputs and outcomes achieved? What were the **key results achieved** (Please describe, in particular, what “**changes**” have been brought about by the project)?
- 1.2. Were there any key results not achieved and why? Were there any positive or negative unintended results?
- 1.3. What was the quality of the deliverables, e.g. policy papers, analyses, SD Strategy, pilot projects, trainings, etc.?
- 1.4. Do you think that all the strategies and plans that were supported will be implemented? Do you think that for projects like this there should be more focus on implementation?
- 1.5. What were the major **factors contributing** to the achievements of this project? What were the **impeding factors**?
- 1.6. **Partnerships:** Who were the partners in implementing the project? In your view, how effective has UNDP been in using its partnerships (e.g., UN and other development partners; private-sector; CBOs; CSOs)?
- 1.7. To what extent were government counterparts engaged and interested in the project activities? What roles did they play? Can you mention specific government actors and specific roles they played?

- 1.8. UNDP's role in **policy guidance**: Has UNDP provided upstream policy advisory services in this project? To what extent was this project able to affect policy change? If yes, can you mentioned some specific examples? What is the implication of such policy change to the country?
- 1.9. In what ways can UNDP strengthen its policy advisory role (what worked and what didn't work; why)?

## 2. RELEVANCE:

- 2.1. To what extent do you think the project objectives were in **alignment with country needs and national priorities, policies or strategies**? How about in terms of the **local needs**?
- 2.2. How was the work conducted under this project connected to the broader reform agenda that is under way now in the country? Was it integrated with the existing reform architecture led by the Presidential Administration? Please provide specific examples.
- 2.3. Was the work of this project sufficiently focused on the sub-national (local) level? Do you see these types of projects being more useful at the national or sub-national levels?
- 2.4. To what extent were the **approaches taken by the UNDP** appropriate in terms of the project **design and 'focus,'** and the balance between **upstream and downstream** efforts?
- 2.5. How coherent was the project in terms of how it fit with the policies, programmes and projects undertaken **by other development partners** (such as the WB, EU, and other bilateral agencies)?

## 3. EFFICIENCY:

### 3.1. **Managerial and operational efficiency:**

- a) Has the project been implemented **within expected dates, costs estimates**? Explain **'factors'** influencing the level of efficiency.
- b) Has the project management taken prompt actions to solve implementation and other operational issues? What was **project management structure** (incl. reporting structure; **oversight** responsibility)?
- c) How adequate were the Project Management arrangements put in place at the start of the project? Did the project display effective adaptive management?
- d) What were the implications of the project's organizational structure for the its results and delivery?

### 3.2. **Programmatic efficiency:**

- a) Were the financial resources and approaches envisaged appropriate to achieving planned objectives? Was there a ‘good’ mix of upstream and downstream efforts to maximize the results?
- b) Were the resources focused on a set of activities that were expected to produce significant results (**prioritization**)? Has the project achieved ‘value for money’?
- c) Has the project followed any known ‘best practices’?
- d) Were there any efforts to ensure ‘synergies’ with other projects within UNDP (and those of other partners)? Explain results, and contributing factors.

3.3. What could have been done to improve the overall efficiency of the project?

#### 4. **SUSTAINABILITY:**

- 4.1. To what extent are **project benefits likely to be sustained** after the completion of the project? What are the supporting/ impeding factors?
- 4.2. What are the risks that are likely to affect the persistence of project outcomes?
- 4.3. What plans were put in place to ensure the continuity of the efforts (e.g., funding, technical capacity)? Has there been an **exit strategy** that describes these plans?
- 4.4. Do you think that the various key stakeholders see that it is in their interest that the project benefits continue to flow?
- 4.5. Would you want to see this project extended in its current form or some other form?
- 4.6. Do you think a project like this would be useful in promoting the achievement of SDGs in the country?

### B. ASSESSMENT OF THE PROJECT’S STRATEGIC POSITIONING

- 5.1. To what extent has the project been **responsive** to meeting the needs of the country?
  - a) How responsive was the project to changes in development priorities (handling the transition following the Maydan event)?
  - b) To what extent has the project been able to adapt its ongoing programme to take into account the conflict realities and sensitivities (in Donbas)?

- c) To what extent has UNDP been able to adjust its implementation approach specifically to respond to the challenges created by the crisis? To coordinate and create links between EE and sustainable development?
- 5.2. To what extent has the project been able to **integrate the concept of sustainable development** in the policymaking process in country (design, allocation of resources and implementation)? Examples?
- 5.3. To what extent has the project been able to broker **South-South cooperation** (i.e., adopt lessons and best practices available in other countries, and share its own with others, for mutual learning). Examples?
- 5.4. What **was the comparative advantage of UNDP** in the area of sustainable development, when compared to other actors in the same area?
- To what extent has UNDP been able to provide **technical guidance**, and knowledge?
  - What are UNDP's **comparative strengths**, vis-à-vis other development partners, if any?
  - To what extent do UNDP have the skills and expertise needed to support this area in the country?
- 5.5. To what extent has the project been able to establish **partnerships and networks** with relevant partners and build strategic alliances in supporting key national priorities in the sustainable development area?
- 5.6. What do you think would be the **role of UNDP in helping the country planning for, implementing strategies to achieve and/or monitor progress towards the Sustainable Development Goals**?

## C. OTHER ISSUES

Are there any issues that you would like to raise about the project's performance that have not been covered in this interview?

## ANNEX IV: LIST OF STAKEHOLDERS INTERVIEWED FOR THIS EVALUATION

Time	Meeting/Purpose	Venue	Participants
16 September, Monday			
09:30-10:00	Security Briefing	UNDSS Armenia	➤ UNDSS
10:00-11:00	Meeting with Environmental Education Project (EEP)	UNDP Armenia	<ul style="list-style-type: none"> <li>➤ Mrs. Armine Poghosyan, EEP Technical Task Leader</li> <li>➤ Mrs. Tatevik Markosyan, EEP Associate</li> </ul>
11:00-12:15	Meeting with UNDP Sustainable Growth and Resilience (SGR) Portfolio	UNDP Armenia	<ul style="list-style-type: none"> <li>➤ Mr. Armen Martirosyan, UNDP Manager, SGR Portfolio</li> <li>➤ Mr. Georgi Arzumanyan, UNDP, SGR Policy Adviser</li> <li>➤ Mrs. Tatevik Koloyan, Environmental Programme Associate</li> </ul>
12:15-12:45	Meeting with UNDP Resident Representative	UNDP Armenia	➤ Mr. Dmitry Mariyassin, UNDP RR, Project Board Co-Chair
13:00 -14:00	Lunch break		
14:00- 15:30	Meeting in the Ministry of Environment (EEP Executive)	Ministry of Environment	<ul style="list-style-type: none"> <li>➤ Mrs. Irina Ghaplanyan, Deputy Minister, Project Board Co-Chair</li> <li>➤ Mr. Armen Vardanyan, Head of the Information and Public Relation Department, RoA Ministry of Nature Protection, Project Board Ex. Member</li> </ul>
16:00-17:30	Meeting with AUA	AUA	<ul style="list-style-type: none"> <li>➤ Mr. Alen Amirkhanyan, Director of the American University of Armenia's (AUA) Acopian Center for the Environment,</li> <li>➤ Mr. Alexander Arakelyan, Project Coordinator, "Development of E-learning Courses on Environmental Education" Project</li> </ul>



17 September, Tuesday			
10:00-11:00	Meeting with Civil Service Office	Civil Service Office	➤ Mr. Gegham Sargsyan, Deputy Head of Civil Service Office
12:00-13:00	Meeting in the Ministry of Education and Science (EPP Senior Beneficiary)	MoES	➤ Mr. Robert Stepanyan, Head of the Department of the Development Programme and Monitoring, Project Board Member ➤ Mrs. Susanna Azatyan, Head of the pre-school and secondary education department
13:00-14:00	Lunch		
15:00-16:00	Meeting with PAARA	PAARA	➤ Mr. Arsen Lokyan, Public Administration Academy of the Republic of Armenia ➤ Facilitators/ professors
16:30 – 17:00	Meeting in GIZ		➤ Mr. Nver Khachaturyan, Advisor, GIZ ➤ Mrs. Alla Berberyan, Project Manager, GIZ
18 September, Wednesday			
Trip to Vanadzor and Gyumri			
9:00-11:30	Departure from Yerevan – arrival to Vanadzor		Car, driver - TBC
11:30-13:00	Meeting in Lori Regional Administration/ Vanadzor Municipality		TBC
14:00-15:00	Meeting with NGO Center	NGO Center, Vanadzor	➤ Artashes Sergoyan, Project Coordinator, NGO Center
15:00-16:30	Departure from Vanadzor – arrival to Gyumri		

16:30-17:30	Meeting with Third Nature NGO		<ul style="list-style-type: none"> <li>➤ Mr. Rafael Mkhitarian, President of NGO,</li> <li>➤ Mr. Gevorg Petrosyan, expert</li> </ul>
17:30-19:30	Departure from Gyumri – Arrival to Yerevan		
19 September, Thursday			
10:00-11:30	Meeting in Environmental Law Resource Center of Yerevan State University	YSU	<ul style="list-style-type: none"> <li>➤ Aida Iskoyan,</li> <li>➤ Heghine Grigoryan,</li> <li>➤ Olimpia Geghamyan</li> </ul>
14:00-15:00	Attending Community servants training by PAARA in Charentsavan	Charentsavan municipality	<ul style="list-style-type: none"> <li>➤ Ashot Tserunyan, Head of Department of Development projects and Information Technologies</li> </ul>
16:00-17:00	Wrap-up meeting	UNDP Armenia	Project team, SGR Portfolio

## ANNEX V: PROJECT'S RESULTS FRAMEWORK

Objectives and Outcomes	Indicator	Baseline	Targets End of Project
<b>Objective:</b> to strengthen the capacity to use environmental education and awareness-raising as tools to address natural resource management issues.	• Use of EE and environmental awareness tools to address NRM	• These tools & techniques on EE and EA are rarely used for NRM in Armenia	• Diverse and high-quality EE and EA programmes are available to address NRM
	• Citizens involvement in decision-making to address NRM issues	• Few opportunities for stakeholder involvement in NRM decisions at national or community levels	• Stakeholders in selected areas are involved in decision-making to address NRM issues
	• Decision-makers and teachers able to use EE as a tool to improve NRM.	• Few key stakeholders have the capacity to use EE as a tool to address NRM issues	• Decision-makers and teachers using EE as a tool to improve NRM
	• Capacity development scorecard rating	Capacity for: <ul style="list-style-type: none"> <li>• Engagement: 5 of 9</li> <li>• Generate, access and use information and knowledge: 7 of 15</li> <li>• Policy and legislation development: 6 of 9</li> <li>• Management and implementation: 3 of 6</li> <li>• Monitor and evaluate: 3 of 6</li> </ul> (Total score: 24/45)	Capacity for: <ul style="list-style-type: none"> <li>• Engagement: 7 of 9</li> <li>• Generate, access and use information and knowledge: 11 of 15</li> <li>• Policy and legislation development: 7 of 9</li> <li>• Management and implementation: 4 of 6</li> <li>• Monitor and evaluate: 4 of 6</li> </ul> (Total targeted score: 33/45)
<b>Output 1.1:</b> Adequate legislation and policy frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education and public awareness.	• Adequate policies for EE in place integrating Rio and Aarhus Conventions' obligations	• Current policies are poorly known, weakly implemented and do not include EE as an effective tool to address NRM issues.	• Key policies for EE in place integrating Rio and Aarhus Conventions' obligations and providing an conducive enabling environment for the development of EE in Armenia
<b>Output 1.2:</b> Relevant institutions have the necessary mandates to use environmental education	• Adequate legislation for EE in place	• Current Law on environmental education as well as related laws are not conducive to the use of EE as a tool for NRM	• EE as a tool for NRM is supported by a conducive legislation framework

Objectives and Outcomes	Indicator	Baseline	Targets End of Project
and public awareness as tools for environmental management.	<ul style="list-style-type: none"> <li>Adequate institutional set-up with clear mandate to carry out EE activities</li> </ul>	<ul style="list-style-type: none"> <li>Weak institutional mandates, weak national coordination and unclear responsibilities for EE</li> </ul>	<ul style="list-style-type: none"> <li>Institutions with clear mandates and assigned responsibilities to implement EE programmes</li> </ul>
<b>Output 2.1:</b> Capacity enhanced of key government and educational entities to integrate environmental education and public awareness into programmes and projects.  <b>Output 2.2:</b> Integrated training programmes developed and delivered through training centers for civil servants; training centers for teachers and other existing relevant training mechanisms.	<ul style="list-style-type: none"> <li>Strategies and programmes integrating EE and public awareness as tools to improve NRM</li> </ul>	<ul style="list-style-type: none"> <li>Current strategies and programmes do not include EE as a tool to address NRM issues.</li> </ul>	<ul style="list-style-type: none"> <li>Key strategies and programmes includes EE as a tool to address NRM issues and solutions, including integration of Rio and Aarhus Conventions' obligations</li> </ul>
	<ul style="list-style-type: none"> <li>Number and diversity of organizations and individuals trained (men and women) to deliver EE programmes</li> </ul>	<ul style="list-style-type: none"> <li>Few key stakeholders are trained to develop and deliver EE programmes in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>50 key stakeholders in different organizations are trained to deliver EE programmes with a minimum of 40% women</li> </ul>
	<ul style="list-style-type: none"> <li>Quantity and quality of EE materials and delivery mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>EE training materials for civil servants is very limited</li> <li>Limited EE training delivery mechanisms targeting civil servants</li> <li>Existing EE programmes to train teachers in pedagogical universities</li> <li>Uneven delivery of these EE programmes to teachers, particularly practicing teachers</li> </ul>	<ul style="list-style-type: none"> <li>EE programmes and delivery mechanisms available to public servants and practicing teachers</li> </ul>
<b>Output 3.1:</b> Capacity enhanced of CBOs to implement environmental education and public awareness campaigns.  <b>Output 3.2:</b> Environmental education material is developed and delivery mechanisms are identified.  <b>Output 3.3:</b> A Communication campaign	<ul style="list-style-type: none"> <li>Increased use of environmental awareness techniques in programmes and projects to address NRM and poverty reduction at the community level</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, CBOs and local governments use very little EE techniques</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, CBOs and local governments are using EE as a tool to make communities environmentally aware and to involve them in addressing NRM issues</li> </ul>
	4) EE and awareness material developed and use by delivery mechanisms	<ul style="list-style-type: none"> <li>Numerous materials on EE exist in Armenia but there is no common approach to deliver EE covering global environmental issues and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Existence of EE programmes delivered by strengthened delivery mechanisms</li> </ul>
	5) A communication campaign developed and delivered	<ul style="list-style-type: none"> <li>Skills and knowledge to develop such campaign is currently limited in Armenia</li> </ul>	<ul style="list-style-type: none"> <li>A communication campaign delivered and covering global environmental issues and solutions</li> </ul>
	6) Number of journalists (men and women) and diversity of media	<ul style="list-style-type: none"> <li>Journalists and their media outlets have limited capacity to inform the public on NRM issues, including global environmental issues and solutions</li> </ul>	<ul style="list-style-type: none"> <li>100 journalists with a minimum of 40% women linked to a diverse number of media outlets trained in environmental awareness, including global environmental issues and solutions</li> </ul>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project
developed and delivered through community based activities and national media.	outlets trained to deliver EE programmes		

## ANNEX VI: KEY PROJECT STAKEHOLDERS

Stakeholder	Anticipated role in the Project
Ministry of Nature Protection (MNP)	<ul style="list-style-type: none"> <li>• Ensure project overall coordination and outputs delivery in line with Multilateral environmental agreements (MEA) and in accordance to national priorities derived from the conventions as a national focal agency for implementation of Rio conventions</li> <li>• Provide technical support for the project implementation at all levels, ensure provision of strategic and technical inputs at the Project Board and Advisory committee levels</li> <li>• Undertake information dissemination and awareness activities to promote project goals and objectives, ensure close collaboration and make necessary connections with similar initiatives implemented by the Ministry</li> <li>• Support in developing national policy framework that will ensure further promotion of EE/ESD;</li> <li>• Provide professional input for developing necessary curriculums and training programmes to mainstream conventions requirements and sector specific information;</li> <li>• Elaborate and support capacity building programs and activities, conduct selected training sessions and media campaigns;</li> <li>• Provide appropriate co-financing and office space for the project</li> </ul>
Ministry of Education and Science (MOES)	<ul style="list-style-type: none"> <li>• Provide overall political advice to the project to ensure its conformity with the national priority and on-going initiatives in environmental education sector as a national designated authority in environmental education sector;</li> <li>• Serve as the project primary beneficiary and represents the interests and ensures the realization of project results from the perspective of different stakeholders and beneficiaries</li> <li>• Ensure professional input, information gathering and supply, as well as necessary technical assistance by the Ministry's subordinated agencies and professional institutions to the project along the implementation; to the project activities Undertake information dissemination and awareness activities to promote project goals and objectives, ensure close collaboration and make necessary connections with similar initiatives implemented by the Ministry;</li> <li>• Coordinate eco-education policy and regulatory framework development activities within the frame of the project</li> <li>• Provide necessary co-finding</li> <li>• Coordinate the works of different stakeholders involved into environmental education sectors at national and regional levels to ensure proper capacity need assessment.</li> </ul>
State Inspectorate of Education	<ul style="list-style-type: none"> <li>• Ensure the qualification requirements for teachers and trainers to be involved into training activities;</li> <li>• Provide professional control over the quality EE materials.</li> </ul>

Stakeholder	Anticipated role in the Project
National Institute of Education	<ul style="list-style-type: none"> <li>• Implement programs involving EE issues for decision makers of education sector; support in elaboration of training curriculums;</li> <li>• Provide the NIE's branch network capabilities for the project implementation, including training centers in regions;</li> <li>• Provide link and proper communication between the project and the beneficiaries in Marzes through the regional educational structures;</li> <li>• Support in capacity needs assessment</li> <li>• Provide substantial input into the project materials development, promote adaptation and dissemination practices;</li> <li>• Support with implementation of training for teachers at national and local levels;</li> </ul>
National Center of Professional Education Quality Assurance	<ul style="list-style-type: none"> <li>• Provide consultation and guidance to relevant entities dealing National Qualifications Framework to mainstream environmental education parameters</li> </ul>
National Center of Educational Technologies	<ul style="list-style-type: none"> <li>• Exchange information with external information centers</li> <li>• Advocacy, support in publication and dissemination of e-materials</li> <li>• Support in elaboration of EE/ESD electronic portal</li> </ul>
“Project Implementation Unit” State Entity of the MOES	<ul style="list-style-type: none"> <li>• Support in capacity needs assessment</li> <li>• Assistance in developing/updating relevant EE standards (upon necessity),</li> <li>• Support in revision of existing curriculum and educational materials;</li> <li>• Provide technical input and guidance in updating of national policy framework</li> </ul>
Ministry of Territorial Administration and Emergency Situation (MTAES)	<ul style="list-style-type: none"> <li>• Support in coordination of inputs from regional authorities (marz administration) into the project design and implementation;</li> <li>• Provide the project team with the existing national emergency response mechanisms and their improvement needs;</li> <li>• Share experience in capacity needs assessment and teaching practices in Crisis management academy targeted to mainstreaming of DRR issues into curriculum;</li> <li>• Assist the project team in disseminating the project objectives and results among the population in the rural regions through their network;</li> <li>• Support community activities and involvement of Local NGOs in the project activities;</li> </ul>
Ministry of Agriculture	<ul style="list-style-type: none"> <li>• Provide necessary and corresponding assistance and support in sector related information gathering and incorporation of relevant MEAs requirement into training programmes;</li> <li>• Ensure involvement of agriculture extension services in rural areas in information dissemination and training activities upon necessity;</li> <li>• To share experience and mechanisms on work with local population especially towards climate change and disaster risk reduction;</li> </ul>
Civil Service Office	<ul style="list-style-type: none"> <li>• Support in ensuring incorporation of Rio minimum qualification requirements on MEAs and EE provisions in line with national and international standards into the relevant regulatory framework;</li> </ul>

Stakeholder	Anticipated role in the Project
	<ul style="list-style-type: none"> <li>• Support in curriculum updating for mandatory training programmes for civil servants;</li> <li>• Provide necessary technical assistance and support in the sphere of civil servants' education and trainings;</li> </ul>
Public Administration Academy	<ul style="list-style-type: none"> <li>• Develop and introduce new programs and curriculum considering provision of EE in compliance with the EE quality requirements for administration specialists;</li> <li>• Provide necessary and corresponding technical assistance and support based on the PAA existing experience in developing and implementing training programs for civil servants.</li> </ul>
Youth Foundation of Armenia	<ul style="list-style-type: none"> <li>• Provide necessary and corresponding technical assistance and support in information dissemination and public campaigns in regions in particular through existing network</li> </ul>
American University of Armenia (AUA)	<ul style="list-style-type: none"> <li>• Assist the project implementation team in the activities related to recognition and dissemination of international practice on EE and awareness</li> <li>• Provide necessary and corresponding technical assistance and support based on the AUA existing experience from school education sector;</li> <li>• Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation</li> </ul>
Armenian State Pedagogical University	<ul style="list-style-type: none"> <li>• Assist the project to spread ESD ideology in vocational education system</li> <li>• Provide necessary and corresponding technical assistance and support based on the ASPU existing experience</li> <li>• Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation</li> </ul>
Yerevan State University	<ul style="list-style-type: none"> <li>• Assist the project to spread ESD ideology in vocational education system</li> <li>• Provide necessary and corresponding technical assistance and support based on the YSU existing experience</li> <li>• Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation</li> </ul>
State Engineering University of Armenia	<ul style="list-style-type: none"> <li>• Assist the project to spread ESD ideology in education system, including Vocational Education</li> <li>• Provide necessary and corresponding technical assistance and support based on the SEUA existing experience</li> <li>• Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation</li> </ul>
Aarhus Centers	<ul style="list-style-type: none"> <li>• Undertake and guide information, education and conduct public awareness campaigns on the project objectives and subject related issues through their regional networks;</li> <li>• Assist the Ministry of Nature Protection to provide high quality and professionally grounded ecological information , support in confidence building between public and the Ministries</li> </ul>





## ANNEX VII: CONSULTANTS ENGAGED BY THE PROJECT

### List of Consultants Engaged by the Project

**2016**

#	Expert	Position	Date
1.	Heghine Hakhverdyan	Local consultant for the assessment of national legislation and policy frameworks in the field of Environmental Education (EE) in Armenia	Start Date: October, 2016 End Date: December, 2016
2.	Viktor Martirosyan	National Senior Consultant for the assessment of existing institutional framework related to the usage of Environmental Education (EE) in Armenia as a tool for improving natural resource management (NRM)	Starting Date: October, 2016 End Date: December, 2016
3.	Stephanie Hodge	International Consultant on Project Management	Start Date: November, 2016 End Date: December, 2016

**2017**

#	Expert	Position	Date
1.	Karine Danielyan	National consultant on Environmental education	Start Date: February, 2017 End Date: June, 2017
2.	Arsen Mkrtchyan	Local consultant for the assessment of the capacities/needs of CBOs in the area of environmental education	Start Date: February, 2017 End Date: July, 2017
3.	Narine Ishkhanyan	Communications and Outreach National Consultant	Starting Date: April, 2017 End Date: December, 2017
4.	Hamlet Matevosyan	Local consultant on development of training materials on “Environmental Disaster Risk Reduction”	Start Date: October, 2017 End Date: November, 2017
5.	Armenak Antinyan	Consultant on Behavioural change through environmental education	Start Date: August, 2017 End Date: February, 2018
6.	Narine Hovhannisyan	Local consultant on production of a video on wildfire	Start Date: October, 2017

		End Date: December, 2017
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#	Expert	Task/Development of National Strategy on Environmental Education	Date
1.	Samvel Baloyan	Team leader	Start Date: October, 2017 End Date: December, 2017
2.	Melanya Davtyan	Pre-school, general school and vocational education	Start Date: October, 2017 End Date: December, 2017
3.	Anastas Aghazaryan	Tertiary (higher) and post-graduate education	Start Date: October, 2017 End Date: December, 2017
4.	Gayane Hovhannisyan	Supplementary education	Start Date: October, 2017 End Date: December, 2017
5.	Narine Hovhannisyan	Public awareness	Start Date: October, 2017 End Date: December, 2017
6.	Serob Khachatryan	Non-formal and informal education	Start Date: October, 2017 End Date: December, 2017

## 2018

#	Expert	Position	Date
1.	Tatyana Hovhannisyan	Local Consultant on the development of “Environmental Journalism” manual and conducting training workshops and the training course	Starting Date: December, 2018 End Date: September, 2019
2.	Suren Deheryan	Local Consultant on Production of Data Stories related to implementation of Rio Conventions	Start Date: November, 2018 End Date: March, 2019
3.	Gevorg Petrosyan	Local Consultant on the Peer Review of Training Materials	Start Date: October, 2018 End Date: December, 2018
4.	Olimpia Geghamyan	Local Consultant for Facilitation of Workshops on Environmental Law	Start Date: March, 2018 End Date:

			April, 2018
5.	Aram Gabrielyan	Senior Local Consultant on Adaptation of “Climate Box Toolkit	Start Date: February, 2018 End Date: May, 2018
6.	Tatyana Danielyan	Local Consultant on Adaptation of “Climate Box Toolkit	Start Date: February, 2018 End Date: May, 2018

## 2019

#	Expert	Position	Date
1.	Armine Arshakyan	Local Consultant on piloting “Climate Box Toolkit” at schools and organization of national youth contest on “Climate Change”	Start Date: February, 2019 End Date: April, 2019
2.	Malanya Davtyan	Local Consultant on adaptation of methodological guidelines of “Climate Box Toolkit” to the curricula of general education in Armenia	Start Date: February 2019 End Date: May, 2019
3.	Alen Amirkhanyan	Local consultant for conducting Training of Trainers on Ecological Education (EE)	Start Date: March, 2019 End Date: April, 2019
4.	Tatyana Danielyan	Local consultant for conducting Training of Trainers on Ecological Education (EE)	Start Date: March, 2019 End Date: April, 2019
5.	Heghine Grigoryan	Local consultant for conducting Training of Trainers on Ecological Education (EE)	Start Date: March, 2019 End Date: April, 2019
6.	Andreas Melikyan	Local consultant on review of “Sustainable Agriculture” module and conducting Training of Trainers	Start Date: March, 2019 End Date: April, 2019
7.	Astghine Pasoyan	Local consultant for conducting Training of Trainers on Ecological Education (EE)	Start Date: March, 2019 End Date: April, 2019
8.	Heghine Grigoryan	Local Consultant for identification of competencies for civil servants related to Environmental Education modules and for elaboration of the Draft Law of RA “On Environmental Policy”	Start Date: August, 2019 End Date: September, 2019
9.	Olimpia Geghamyan	Local Consultant for elaboration of the Draft Law of RA “On Environmental Information”	Start Date: August, 2019 End Date: September, 2019

### List of Companies

#	Expert	Task	Date
1.	AM Partners	Training Need Analysis (TNA) to identify capacity gaps of governmental sector staff and self-governing bodies in the Environmental Education (EE) area	<b>Start Date:</b> April, 2017 <b>End Date:</b> July, 2017
2.	AUA	Development of Training Modules/Materials	<b>Start Date:</b> October, 2017 <b>End Date:</b> February, 2018
3.	Heilix	Development of Portal for the Extractive Industries Transparency Initiative (EITI)	<b>Start Date:</b> February, 2018 <b>End Date:</b> June, 2018
4.	Sahakyants Studio	Development and production of 4 short animation films on implementation of the three Rio Conventions and Aarhus convention in Armenia	<b>Start Date:</b> March, 2018 <b>End Date:</b> July, 2018
5.	Proper LLC	Development and facilitation of communication/public awareness campaigns related to implementation of three Rio Conventions and Aarhus convention in Armenia	<b>Start Date:</b> July, 2018 <b>End Date:</b> November, 2018
6.	Avenue Consulting	Development of draft legislative frameworks and package of recommendations for mainstreaming Environmental Education into National strategies	<b>Start Date:</b> July, 2018 <b>End Date:</b> February, 2019
7.	Briand	Development of Brand communication Style Guidelines for the Ministry of Nature Protection of Armenia	<b>Start Date:</b> December, 2018 <b>End Date:</b> April, 2019
8.	Hieroglyph	Development and production of pro-environmental public awareness video materials	<b>Start Date:</b> February, 2019 <b>End Date:</b> November, 2019
9.	AUA	Development of E-Learning Course on “Environmental Education”	<b>Start Date:</b> February, 2019 <b>End Date:</b> September, 2019
10.	Deem Communication	Development and production of pro-environmental public awareness billboards	<b>Start Date:</b> February, 2019 <b>End Date:</b> September, 2019
11.	Public Administration Academy of RA	Organization and implementation of Environmental Education training courses for the staff of the governmental sector, self-governing bodies and representatives of private sector involved in natural resource management	<b>Start Date:</b> November, 2018 <b>End Date:</b> September, 2019

## ANNEX VIII: MEDIA COVERAGE OF PROJECT ACTIVITIES

**UNDP Armenia Facebook Page:** <https://www.facebook.com/UNDPArmenia/>

<https://www.yerevan.am/en/nature-protection/>

<https://armtimes.com/hy/article/161368>

### ***Green initiatives – communication Campaign***

<https://yadi.sk/mail?hash=t3HfT75E9gYL74IJIzj19eVSzBmn9LnSv%2BNkAZSD13aaV5TFAYU0bIPX9exhFRvdq%2FJ6bpmRyOJonT3VoXnDag%3D%3D>

<https://www.armeniatv.am/hy/69908-69908>

<https://yadi.sk/mail?hash=t3HfT75E9gYL74IJIzj19eVSzBmn9LnSv%2BNkAZSD13aaV5TFAYU0bIPX9exhFRvdq%2FJ6bpmRyOJonT3VoXnDag%3D%3D>

<https://www.youtube.com/watch?v=dAEoXNyYaXs>

<https://youtu.be/i1MxA68ugPY?t=1316>

<https://armenpress.am/arm/news/947606>

<https://mediamax.am/am/news/yerevan/30203/>

<https://econews.am/?p=10303&l=am>

<https://www.aravot.am/2018/09/18/981609/>

<http://yerkirmedia.am/social/ecotaxavar-hyusisayin-poxota/>

<https://champord.am/ecotaxavar-hyusisayin-poxotayum/>

<http://erit.am/news/hy/83022>

<https://news.am/arm/news/471652.html>

<https://news.am/rus/news/471652.html>

[https://www.newsinfo.am/arm/article/view/4k\\_96MbcOS](https://www.newsinfo.am/arm/article/view/4k_96MbcOS)

<http://nt.am/am/news/259260/>

<https://banks.am/am/news/newsfeed/16175>

### ***Training course for employees of Yerevan Municipality***

<http://www.am.undp.org/content/armenia/en/home/presscenter/pressreleases/2019/launch-of-environmental-training-for-1-000-community-and-civil-s.html>

### ***Launch of environmental training for 1,000 community and civil servants***

<http://www.am.undp.org/content/armenia/en/home/presscenter/pressreleases/2019/launch-of-environmental-training-for-1-000-community-and-civil-s.html>

### ***Training Course in Vayots Dzor***

<https://paara.am/en/nature-protection-training-course-in-vayots-dzor/>

### ***Training course in Syunik Marz***

[https://www.syuniacyerkir.am/news\\_view.php?post\\_id=25976](https://www.syuniacyerkir.am/news_view.php?post_id=25976)

## **ANNEX IX: LIST OF REVIEWED DOCUMENTS**

- Project Document
- Inception Report
- Mid-Term Evaluation Report
- Annual Project Report 2017
- Annual Project Report 2018
- Annual Project Report 2019
- Progress Report 2016
- Progress Report 2017
- Progress Report 2018
- Assessment of Capacity Development Scorecards
- UNDP Country Programme Document
- UNDP CO ROARs
- Armenia Development Strategy for 2014-2025
- Voluntary National Review – Armenia, 2018
- Environmental Performance Review, Armenia
- Greening economies in the EU Eastern Partnership Countries (UNECE)

## ANNEX X: CAPACITY DEVELOPMENT SCORECARD

Project/Programme Name: Generate global environmental benefits through environmental education and raising awareness of stakeholders

Project/Programme Cycle Phase: Assessment of the Scorecard

Date: October 2019

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
<b>CR 1: Capacities for engagement</b>							
Indicator 1 – Degree of legitimacy/mandate of lead environmental organizations	Institutional responsibilities for environmental management are not clearly defined	0	2	2	3	3	Strengthening of this capacity was already visible in 2018. By 2019, a huge number of stakeholders were already trained. For the sustainability of the results recommendations to mainstream the EE into the training materials of civil and community servants as well as to integrate the EE into the national strategy was developed by the Project.
	Institutional responsibilities for environmental management are identified	1					
	Authority and legitimacy of all lead organizations responsible for environmental management are partially recognized by stakeholders	2					
	Authority and legitimacy of all lead organizations responsible for environmental management recognized by stakeholders	3					



Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
Indicator 2 – Existence of operational co-management mechanisms	No co-management mechanisms are in place	0	2	2	2	2	Even though some improvements in this sense were already visible by the end of the Project, it cannot be stated however that all the necessary co-management mechanisms are formally established and functional.
	Some co-management mechanisms are in place and operational	1					
	Some co-management mechanisms are formally established through agreements, MOUs, etc.	2					
	Comprehensive co-management mechanisms are formally established and are operational/functional	3					
Indicator 3 – Existence of cooperation with stakeholder groups	Identification of stakeholders and their participation/involvement in decision-making is poor	0	1	1	2	3	Consultation mechanisms were set within the scope of the Project, and preconditions were established for further active participation of stakeholder in all decision making processes.
	Stakeholders are identified but their participation in decision-making is limited	1					
	Stakeholders are identified and regular consultations mechanisms are established	2					
	Stakeholders are identified and they actively contribute to established participative decision-making processes	3					
CR 2: Capacities to generate, access and use information and knowledge							

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
Indicator 4 – Degree of environmental awareness of stakeholders	Stakeholders are not aware about global environmental issues and their related possible solutions (MEAs)	0	1	1	2	3	By the end of the Project due to the activities carried out by the Project through the key partners the environmental literacy of stakeholders have increased and preconditions/mechanisms were set for their participation in the related solutions in the future.
	Stakeholders are aware about global environmental issues but not about the possible solutions (MEAs)	1					
	Stakeholders are aware about global environmental issues and the possible solutions but do not know how to participate	2					
	Stakeholders are aware about global environmental issues and are actively participating in the implementation of related solutions	3					
Indicator 5 – Access and sharing of environmental information by stakeholders	The environmental information needs are not identified and the information management infrastructure is inadequate	0	2	2	3	3	Environmental information exists and is shared among stakeholders; the access by the public at large is now ensured by the on-line platform and through the trained variety of stakeholders especially the mass media representatives which use various channels.
	The environmental information needs are identified but the information management infrastructure is inadequate	1					
	The environmental information is partially available and shared among stakeholders but is not covering all focal areas and/or the information management infrastructure to manage	2					

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
	and give information access to the public is limited						
	Comprehensive environmental information is available and shared through an adequate information management infrastructure	3					
Indicator 6 – Existence of environmental education programmes	No environmental education programmes are in place	0	1	1	2	3	The Project directly and actively supported development and delivery of environmental education and information provision programs in cooperation with the government and educational entities. The developed programs targeted variety of stakeholders to include decision makers at national and local levels, students and the whole public in general.
	Environmental education programmes are partially developed and partially delivered	1					
	Environmental education programmes are fully developed but partially delivered	2					
	Comprehensive environmental education programmes exist and are being delivered	3					
Indicator 7 – Extent of the linkage between environmental research/science and policy development	No linkage exist between environmental policy development and science/research strategies and programmes	0	1	1	1	2	The endline survey showed that there is a slight improvement in this capacity. The representative of the Ministry of Environment reported that, even though the available research information is not always responding fully to the policy research needs, but there are relevant research strategies and programs implemented by the relevant infrastructures of government, or with their request, are funded and implemented by various relevant donor-funded projects.
	Research needs for environmental policy development are identified but are not translated into relevant research strategies and programmes	1					
	Relevant research strategies and programmes for environmental policy	2					

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
	development exist but the research information is not responding fully to the policy research needs						
	Relevant research results are available for environmental policy development	3					
Indicator 8 – Extent of inclusion/use of traditional knowledge in environmental decision-making	Traditional knowledge is ignored and not taken into account into relevant participative decision-making processes	0	2	2	2	2	Traditional knowledge is recognized but is not collected and used in decisions related to the management of natural resource.
	Traditional knowledge is identified and recognized as important but is not collected and used in relevant participative decision-making processes	1					
	Traditional knowledge is collected but is not used systematically into relevant participative decision-making processes	2					
	Traditional knowledge is collected, used and shared for effective participative decision-making processes	3					
CR 3: Capacities for strategy, policy and legislation development							
Indicator 9 – Extend of the environmental planning and strategy development process	The environmental planning and strategy development process is not coordinated and does not produce	0	2	2	2	2	There was no direct contribution from the Project to improve this capacity.

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
	adequate environmental plans and strategies						
	The environmental planning and strategy development process does produce adequate environmental plans and strategies but there are not implemented/used	1					
	Adequate environmental plans and strategies are produced but there are only partially implemented because of funding constraints and/or other problems	2					
	The environmental planning and strategy development process is well coordinated by the lead environmental organizations and produces the required environmental plans and strategies; which are being implemented	3					
Indicator 10 – Existence of an adequate environmental policy and regulatory frameworks	The environmental policy and regulatory frameworks are insufficient; they do not provide an enabling environment	0	2	2	2	3	2019 a number of activities were carried within the scope of the Project to cover capacity gaps and ensure effective use of environmental education as a tool for effective natural resource management. A functional compliance and enforcement mechanism was established.
	Some relevant environmental policies and laws exist but few are implemented and enforced	1					
	Adequate environmental policy and legislation frameworks exist but there	2					

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
	are problems in implementing and enforcing them						
	Adequate policy and legislation frameworks are implemented and provide an adequate enabling environment; a compliance and enforcement mechanism is established and functions	3					
Indicator 11 – Adequacy of the environmental information available for decision-making	The availability of environmental information for decision-making is lacking	0	2	2	3	3	Due to Project direct contribution, up-to-date information was made accessible for political and administrative decision makers.
	Some environmental information exists but it is not sufficient to support environmental decision-making processes	1					
	Relevant environmental information is made available to environmental decision-makers but the process to update this information is not functioning properly	2					
	Political and administrative decision-makers obtain and use updated environmental information to make environmental decisions	3					
CR 4: Capacities for management and implementation							
Indicator 12 – Existence and	The environmental organizations don't have adequate resources for	0	2	2	2	2	

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
mobilization of resources	their programmes and projects and the requirements have not been assessed						There are not enough financial resources to support the environmental governance framework in place in Armenia. However, according to the interviewed representative of RA Ministry of Environment, after the “Velvet Revolution” the environment was recognized a top priority of the government, which assumed also budget funds allocation. In this sense, this capacity was slightly improved during course of the Project. This improvement is not enough though to affect the score of this capacity.
	The resource requirements are known but are not being addressed	1					
	The funding sources for these resource requirements are partially identified and the resource requirements are partially addressed	2					
	Adequate resources are mobilized and available for the functioning of the lead environmental organizations	3					
Indicator 13 – Availability of required technical skills and technology transfer	The necessary required skills and technology are not available and the needs are not identified	0	1	1	2	2	Consideration of environmental issues in sectorial planning and programming is becoming systematic in the country due to the enhanced staff capacities of the relevant government institutions and ensured participation of the public in decision making processes. Adequate trainings are provided to government staff, including on integration of Rio Convention provisions into sectorial planning and programming. We can also state that the Project achieved to install based mechanism for updating the required skills of the relevant stakeholders through developing educational and training modalities in partnership with educational entities; however it will be early to assume that relevant mechanisms and resources are available for upgrading the technologies.
	The required skills and technologies needs are identified as well as their sources	1					
	The required skills and technologies are obtained but their access depend on foreign sources	2					
	The required skills and technologies are available and there is a national-based mechanism for updating the required skills and for upgrading the technologies.	3					
CR 5: Capacities to monitor and evaluate							

Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
Indicator 14 – Adequacy of the project/programme monitoring process	Irregular project monitoring is being done without an adequate monitoring framework detailing what and how to monitor the particular project or programme	0	2	2	2	2	According to the representative of the RA Ministry of Environment, the monitoring of the state funded and donor funded projects are regularly being carried out. Many times the results are being shared among the stakeholders and being considered but it cannot be stated that the sharing and consideration of those results are fully considered for defining and changing the course of actions.
	An adequate resourced monitoring framework is in place but project monitoring is irregularly conducted	1					
	Regular participative monitoring of results in being conducted but this information is only partially used by the project/programme implementation team	2					
	Monitoring information is produced timely and accurately and is used by the implementation team to learn and possibly to change the course of action	3					
Indicator 15 – Adequacy of the project/programme evaluation process	None or ineffective evaluations are being conducted without an adequate evaluation plan; including the necessary resources	0	1	1	2	2	The Project reports and the interview with the representative from the RA Ministry of Environment, evidence the improvement of this capacity. In particular it was stated that most of the carried out state and donor-funded projects have adequate evaluation plans, which are being carried out, the results are being shared among the stakeholders. The results though are not fully being used by project teams and stakeholders.
	An adequate evaluation plan is in place but evaluation activities are irregularly conducted	1					
	Evaluations are being conducted as per an adequate evaluation plan but the evaluation results are only partially used by the	2					




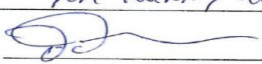
Capacity Result / Indicator	Staged Indicators	Rating	Year 2016 (Baseline)	Year 2017	Year 2018	Year 2019 (Endline)	Comments
	project/programme implementation team						
	Effective evaluations are conducted timely and accurately and are used by the implementation team and the Agencies and GEF Staff to correct the course of action if needed and to learn for further planning activities	3					
	<b>Total Score:</b>		<b>24/45</b>	<b>24/45</b>	<b>32/45</b>	<b>37/45</b>	

## ANNEX XI: EVALUATION REPORT CLEARANCE FORM

*(to be completed by CO and UNDP GEF Technical Adviser based in the region and included in the final document)*

### ANNEX XI: EVALUATION REPORT CLEARANCE FORM

*(to be completed by CO and UNDP GEF Technical Adviser based in the region and included in the final document)*

Evaluation Report Reviewed and Cleared by	
UNDP Country Office	
Name:	Armen Martirosyan, SGR Portfolio Analyst
Signature:	
Date:	11-Dec-2019
UNDP GEF RTA	
Name:	TOM TURNING-WARD
Signature:	
Date:	8/1/2020

## **ANNEX XII. AUDIT TRAIL**

Attached separately.