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Sida Decentralised Evaluation

Vera Devine
Rolf Eriksson

Review of the Sida-funded Project Education for Sustainable Development in Action (ESDA)

Final Report

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May 2012**

**Vera Devine
Rolf Eriksson**

Authors: Vera Devine and Rolf Eriksson

The views and interpretations expressed in this report are the authors' and do not necessarily reflect those of the Swedish International Development Cooperation Agency, Sida.

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SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm

Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64

Postgiro: 1 56 34-9. VAT. No. SE 202100-478901

E-mail: info@sida.se. Homepage: <http://www.sida.se>

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Abbreviations and Acronyms

GAP	Global Action Plan
NGO	Non-Governmental Organisation
Oblast'	Administrative unit/region
OSCE	Organisation for Security and Cooperation in Europe
OVI	Objectively Verifiable Indicator
PR	Public Relations
SD	Sustainable Development
SEK	Swedish Krona
Sida	Swedish International Development Agency
TDP	Teachers for Democracy and Partnership
ToR	Terms of Reference
ToT	Training of Trainers
UAH	Ukraine Hryvnya (1 hryvnya = 0.81 Swedish krona)
UNDP	United Nations Development Programme
USAID	United States Aid Agency for International Development

Executive Summary

This report presents the results of a review of the project “Education for Sustainable Development in Action (ESDA)”, funded with 5,100,000 SEK by Sida, and implemented by the Global Action Plan International (GAP) through its Ukrainian member Teachers for Democracy and Partnership (TDP). From 2005 to 2009, ESDA Ukraine was preceded by two consecutive projects, Ecodemia I and II which too, were funded, albeit with a smaller financial contribution, 1,800,000 SEK, by Sida. The review—which also looked at Ecodemia II where relevant for ESDA—covers the time span from 2007 to May 2012.

Although this report follows an established format for evaluations, Sida’s Terms of Reference specified the nature of the assignment to be a **review**. It was commissioned to extrapolate a) the achievements of ESDA; b) its strengths/factors for success, and possible weaknesses; and c) recommendations to Sida on potential further funding of follow-up activities of ESDA in Ukraine. The review was also commissioned to help Sida establish a more concise, consolidated narrative about ESDA, and to corroborate—or disprove—Sida’s own perception of the project’s achievements.

The Indevelop team consisted of two evaluators, both of whom visited Ukraine on several occasions in March and April 2012, meeting 140+ individuals in four of the eight *oblast*’s covered by the project; the TDP and GAP teams; and Sida. The two evaluators also participated in a “Learning for Change” Workshop in March 2012, as well as in the ESDA International Final Project Conference in April 2012. As is standard in similar exercises, the field visits were preceded and complemented by a desk review of available project documents. Two meetings (one Skype conference and one meeting in person) were held with GAP in Stockholm prior to and at the end of the review.

The **outcome** of ESDA is to contribute to an “enhanced understanding of sustainable development issues and ecologically sound lifestyle by state institutions, selected regional authorities and the general public; and reductions in water/electricity use and waste production”, and to “sustainable development and environment-friendly policy-making in selected areas, including the Autonomous Republic of Crimea”. The **objectives** of ESDA are the “[i]ntroduction and dissemination of sustainable development lessons into school curriculum in eight selected regions of Ukraine” and “[w]ater/electricity use as well as waste production reduced as part of education programmes/project (learning by doing)”.

The reviewers found the project to be **highly relevant** for the context of Ukraine. A combination of factors has created a fertile ground for ESDA to operate. Among these are the increased urgency of ecological issues in Ukraine; the decline in disposable income of households across the country and the link between sustainability and household budget savings; and the lack of a compass of values among a generation of young Ukrainians. Sustainable Development as a subject has been delivered to pupils through an innovative, inter-active learning method, and the reviewers find that this is an important reason for the overwhelmingly positive resonance the subject has received from pupils, their parents, and teachers.

In terms of **sustainability**, the reviewers find that this has been achieved at several levels: even without a continuation of funding, we believe that those **schools** that have participated in ESDA will carry on with this subject in one form or another. At the level of the **individuals** involved in the project, we believe that the project has led to a lasting change in consciousness and habits for many: through its methodological emphasis on empowerment, the topic has achieved a level of reflection by the individuals involved that will survive beyond the lifetime of the project; the change of consumption patterns is an echo of this.

There are threats to sustainability though. At the level of schools, Sustainable Development is not a compulsory subject, which poses questions as to the financing side: teachers involved in teaching the subject will have to be remunerated for the hours they spend on this subject; this financing, however, is far from guaranteed. At the wider, societal level, another risk is posed by the lack, at least at the moment, of a political climate that would promote sustainable development on a national or regional scale, and that would be the precondition for important infrastructural changes (such as the introduction of recycling systems or garbage collection).

With regard to its **objectives**, the project has delivered against both of them. With regard to the introduction of Sustainable Development lessons in school curricula, the achievements go beyond the initial objective, in that the subject has formally been accredited, by the Ministry of Education, as one of the subjects of choice schools can opt for. The reviewers are cautious about the scale and sustainability of the “reductions in water/electricity use and waste production”.

Against the **outcomes**, a judgement is more difficult to make at this stage. At the level of the general public reached through the project, a contribution has been made. If schools and teachers’ training institutions are understood to be “state institutions”, then there, too, ESDA has made a contribution. In at least one of the *oblast*’s (Ternopil), the regional authorities have shown active interest in the project, while in the other *oblast*’s this has proven to be a more difficult angle of the project. The picture differs at the level of the individual municipalities of the participating schools, where the project has generated interest by the local government structures in many cases.

In terms of **outputs**, the project has reached its targets, with the initially planned number of teachers and schools reached or even exceeded. In addition, the project can take credit for a multitude of unintended outputs, such as a plethora of community-level activities inspired by the introduction of the subject in the schools; and networking of teachers and trainers across Ukraine (a country frequently characterised by significant divisions between various regions) transcending political affiliations and views.

In terms of **project management and execution**, the project is implemented on the Ukrainian side by Teachers for Democracy and Partnership (TDP), a member of the international NGO-network of Global Action Plan, the international secretariat (based in Stockholm) of which is Sida's contractor for the project. An organisation by name, TDP consists of a very small number of part-time staff whose input into the project appears to outweigh any financial remuneration received for it by far. While there are risks associated with this, it also is clear that those involved in the project are highly motivated, and driven by competence and genuine enthusiasm for the project.

ESDA works through a two-pronged approach that is highly adapted, and therefore very suitable to the context of Ukraine. On the one hand, ESDA uses the individual team members' professional contacts in the teachers' in-service training institutions to create a downward network of coordinators, trainers, and teachers committed to teaching Sustainable Development to pupils of various age groups. This network, by proxy, also reaches the communities of the affected schools, through the pupils' families and neighbours. One of the keys to the overwhelmingly positive reception of the subject is the delivery through inter-active methods of learning and classroom work. On the other hand, the project also works at the level of the central-level Ministry of Education, and to some extent, the Ministry of Education of the Autonomous Region of Crimea, with the medium-term goal of making the subject of Sustainable Development compulsory throughout Ukraine.

In terms of gender aspects, the review found an emerging pattern of the subject being more readily received by girls than by boys; and fathers being more sceptical about it than mothers. Across age groups, the impact appears to be greatest in pupils in the younger spectrum of the education system.

Recommendations

The reviewers recommend that Sida considers a continuation of funding to GAP/ESDA Ukraine.

There are, at least, a couple of possible scenarios for a continuation of the project with Sida support, with different implications, particularly for TDP as the implementing structure in Ukraine:

- a) Funding with a similar financial ceiling as in the previous ESDA project, but with an adjustment reflecting increased project implementation costs and inflation. Such a project could continue to work with the most active schools from the ongoing project, and could use the know-how, skills, and experience to include a further 7 *oblast*'s plus parts of Donetsk *oblast*' that have not been part of the current effort. This scenario would allow TDP to continue working broadly in the same way as they have done over the past 5 years, with a number of possible adjustments to be made informed by the experience from the ongoing ESDA project.
- b) Funding of an effort that would, in addition to option a), add a pilot activity in the form of a household project and working with one of the communities to complement the activities in the schools with work with the local government administration and the population at large to test whether targeting both strata of society would increase results. TDP is discussing Ivano-Frankovsk *oblast*' as a possible pilot location, having received strong indications from the administration that they would be interested in participating in such an effort. This option, in addition to requiring more funding, would mean TDP expanding their current method of working beyond the project coordinators in the teachers' training institutions to also include local government officials. In project design terms, such an effort would require considerable work.

The reviewers see arguments in favour of both options, which could also leave scope to broaden the coverage of the project to pre-school education. One area that deserves (re)consideration is that of the languages of the textbooks; the reviewers find that it might help if textbooks were provided in Russian in addition to Ukrainian.

Given the impressive track record of Ecodemia and ESDA, it is difficult to make the case for recommendations to TDP – in particular as the reviewers consider the current working mode of TDP to be one of the main strengths of the project: TDP is neither over-professionalised, nor a solely donor-driven and -dependent organisation, with substantial voluntary contributions in terms of time by people involved, and as such, probably more representative of civil society than many other organisations in Ukraine.

However, we think there could be a number of entry points for the organisation to consider adjustments, taking into account the experience gained through Ecodemia and ESDA. In addition to those adjustments that TDP are themselves reflecting on, we consider that there could be use in support to the organisation in terms of developing greater capacities for project design, planning, and consolidated reporting, and possibly, internal organisation and communication. The latter would also hinge on whether TDP themselves feel a need to receive this kind of assistance.

1 Background and Context

1.1. PURPOSE AND OBJECTIVES OF THE REVIEW

According to the Terms of Reference (attached in Annex I of this report), the purpose of the review is two-fold:

- 1) “Swedish Embassy and Sida would benefit from a better understanding of this example as to what makes a project like this a success, a modestly financed but rather high impact intervention, identifying contributing factors to results but also define limitations and some problematic areas in the project.
- 2) Swedish Embassy requires an evidence-based convincing analysis as a basis for possible consideration of a wider dissemination of this initiative in Ukraine.”

The report analyses the achievements of ESDA against the project objectives, and identifies achievements, and potential for improvements. The report also discusses and recommends possible new scenarios for development cooperation to build upon ESDA’s results. The specific objectives of the review are the following:

- (i) Review the progress of Ecodemia/ESDA activities over the span of five years, from 2007 to 2012, taking into consideration:
 - hard results/statistics of resource savings
 - soft results: behavioural changes and social sustainability
 - the level of institutionalisation of the project activities
- (ii) Assessment of the progress of the current ESDA project performance against the project results’ matrix
- (iii) Advice to Sida on the scope and desirable level of ambition and timeframe of dissemination of the project and/or possible follow-up or alternatives
- (iv) Analysis of the small school and community projects’ scheme
- (v) Pedagogical approaches, utilisation of children-centred model and its usefulness and impact
- (vi) Gender considerations in the context of ESDA and provision of recommendations for the future

1.2. EXECUTING MODALITIES OF THE PROJECT

ESDA Ukraine is funded by Sida with 5,100,000 SEK, over a period of 3 years, from 2009 to 2012. Formally, Sida has a contract with the international secretariat of Global Action Plan (GAP),¹ an international network of non-governmental organisations committed to promoting sustainable development through the empowerment of individuals and groups.

GAP International (based in Sweden) executes the programme through Teachers for Democracy and Partnership (TDP), which is also the Ukrainian member organisation of the international GAP network. GAP International's role is to provide mentorship and strategic advice, while the specific, detailed aspects of the execution of the project are the responsibility of TDP.

ESDA works through a two-pronged approach that is adapted, and therefore highly suitable, to the context of Ukraine. On the one hand, ESDA uses the individual team members' professional contacts in the teachers' in-service training institutions to create a downward network of 7 *oblast* coordinators, trainers, and teachers committed to teaching Sustainable Development to pupils of various age groups. This network, by proxy, also reaches the communities of the affected schools, through the pupils' families and neighbours.

On the other hand, the project works with the central-level Ministry of Education, and, to some extent, the Ministry of Education of the Autonomous Region of Crimea with the medium-term goal of making the subject of sustainable development compulsory throughout Ukraine.

Entry at both levels is facilitated by an established reputation and affiliation with the National Academy of Pedagogical Science of Ukraine of TDP members. It is highly questionable whether the project would have the same access in *oblast*'s were it not for the professional clout of the individuals involved in it. Working with and through the institutions dealing with continuous training of teachers seems a logical entry point for various reasons. First, it provides access to a wide network of school directors, methodologists, and teachers who might be interested in teaching SD in the respective regions, without the need to seek these out individually. It also provides the project efforts with a level of legitimacy that is absolutely crucial in a country where approval by the hierarchy is a precondition for the success of any effort.

¹ For an overview of GAP, see their website at <http://www.globalactionplan.com/>.

ESDA's geographical coverage is as follows: Kyiv *oblast'*; Ternopil' *oblast'*; Zhytomir *oblast'*; Cherkassy *oblast'*; Mykolaiv *oblast'*, Charkiv *oblast'*, Donetsk *oblast'*; and the Autonomous Region of Crimea. Of these, in terms of overall population, Donetsk is the biggest region. Crimea was included in ESDA on the suggestion of Sida; however, against the background of a complex division of political and administrative mandates between the centre and the Region, although substantial efforts have been made, work with institutions in Crimea was very difficult, something that was outside of the control of ESDA or TDP.

ESDA works/worked on at least 9 kinds of parallel tracks of activities:

- It developed **textbooks** on Sustainable Development to be used in schools for teaching the subject; a textbook for years 7-8 had already been produced in the framework of Ecodemia II. The textbooks have been authored by experts, including 2 TDP staff, as well as a group of selected teachers. The books then underwent a testing phase, after which they were adjusted and finally, approved and accredited by the Ministry of Education. The books were printed and distributed among participating schools.
- Through its 7 *oblast'* coordinators (6 women, 1 man), ESDA runs **information and dissemination** activities. The coordinators, who are staff of the *oblast'*s teachers' training institutions, have regular and frequent access to school directors and teachers, and they use meetings, seminars, and gatherings to inform about ESDA, and to create interest in its activities. Interested schools—often school directors—then contact the coordinators about potential inclusion of their school in the project, and also nominate potential teachers to be involved at the school level. At the level of the schools, a decision is then taken about what 'status' the subject has in the school curriculum.²
- ESDA **trained 17 trainers**, who then introduced teachers to the subject. The teachers undergo an approbation process that entitles them to teach the subject in schools.
- ESDA also twice ran a **mini-grants scheme** open for schools and communities to apply for funds for specific activities related to sustainable development.

² As the subject is not (yet) compulsory, there are various options in which schools can opt for it to be taught. The reviewers have seen evidence of all during the field trips, including SD mainstreamed into various science subjects (biology, geography), SD taught during a one hour slot available to the form teacher for issues/topics of choice; SD as a 'subject of choice' (the 'subject of choice' is decided on the school level and is not normally free for pupils to choose). A number of schools run the subject on an entirely voluntary basis in that the teachers are not remunerated for the time they spend preparing and teaching the subject.

- TDP is **lobbying**, at the level of the Ministry for Education, for the incorporation of the subject into the mainstream, compulsory curriculum across the school system in Ukraine. One of the challenges of this is the considerable instability with regards to the leadership of the Ministry of Education and, therefore, the frequent change in counterparts.
- **Study visit/international networking and cooperation:** the *oblast*' coordinators and some trainers were, in 2011, part of a study visit to Sweden. The visit was part of a GAP International event and provided the opportunity for the Ukrainian coordinators and trainers to share experiences and lessons learned with people from 15 other countries in the wider GAP network, and to understand their role in this network. GAP is also trying to disseminate the ESDA Ukraine experience to other, similar efforts (e.g. in Vietnam).
- **Regional and national seminars and training events, conferences:** a number of events have brought together teachers, trainers, and coordinators at the *oblast*' level as well as at the national level. In addition to specialist discussions, the events are also crucial to provide support to the individuals involved in teaching the subject.
- **Website:** ESDA runs a project-website, which is used to provide information on the project, but through which participating schools also report their resource savings into a consolidated database.
- **Scientific publication/journal:** ESDA issues a specific, SD-themed journal targeting education workers. The journal is issued twice a year and circulated to those schools involved in the subject.

In addition to these project-specific ESDA activities, there is, in particular **at the level of schools**, a cluster of activities that surround the introduction and teaching of the subject. These include:

- Introduction, lobbying, "winning-over" of parents: as SD is a subject of choice, there is work to be done to convince parents that children should be taught SD, as opposed to other options (for example, additional mathematics lessons).
- Introduction of the subject to teachers and school management: individual teachers might have heard about the subject, been interested, but need to convince the hierarchy and colleagues that this is something the school should get involved with. The school hierarchy will also approve teacher absences for the purposes of the training to become accredited SD teachers.
- Follow-up work with pupils and communities. The introduction of SD as a subject in schools has never been confined solely to the teaching aspect. As a result, pupils have engaged in a variety of school-level and community activities, including neighbourhood cleaning programmes, community education programmes, charity work, etc. The mini-grants scheme, although in an ex-

tremely limited way, was a response to communities that wanted to seize the momentum created by the project 'to do' something.

- "Mainstreaming" of SD into other subjects: this is sometimes a need – as all classes in all schools cannot be taught SD (because of the lack of teachers; insufficient time allocation; because SD is running a test phase). In a number of the schools reviewed the fact that one class has SD as a subject triggers a school-wide flurry of activities on SD. In other schools, SD issues are routinely part of science (biology, geography) classes.

On the whole, the above activities are not dealt with by TDP/ESDA directly – in fact, the project does not specifically work at the level of the individual teachers (except for sample trainings of teachers) or schools. However, these activities are useful to have in mind for the understanding of the wider dynamics the project creates and some of the expectations that are triggered by it.

The project uses inter-active teaching and learning methods, i.e. combines a novel subject with an innovative approach to teaching. Participating schools have made different choices with regards to grading pupils' achievements in the subject: while a range of schools have made a conscious decision against grading (citing the challenge of establishing a baseline against which achievements could be objectively assessed), others have decided in favour of it, reflecting a) the possibility, discussed in the trainings, for grading everything except the self-audits, and b) the wish of both pupils and their parents to be taught a subject that is being marked. The choice for or against grading also depends on the status of SD as a "subject of choice" (see footnote above).

It is also worthwhile mentioning that ESDA has cooperated with relevant efforts conducted by other organisations. TDP cooperates with the UNDP Municipal Governance and Sustainable Development Programme which has Swiss funding; and the Organisation for Security and Cooperation in Europe (OSCE) and its Green Pack project (funded by USAID). TDP assists Green Pack to disseminate their teaching materials (DVDs, CDs, etc.) to schools as a complement to the ESDA teaching materials.

2 Methodology

2.1 HOW THE REVIEW WAS CONDUCTED

According to the ToR, and in line with similar exercises, the evaluators applied a combination of desk review of project documents (submitted by Sida, GAP, and TDP) during the Inception Phase of the project and prior to the first in-country visit to Ukraine. After initial briefings with Sida and TDP, and attending a one day “Learning for Change” seminar in Kyiv, the evaluators visited Kyiv, Ternopil, and Zhytomir *oblast*’s. The Team Leader returned to Ukraine in early April to visit Donetsk *oblast*’. In late April, both evaluators attended the International Final Project Conference in Kyiv. Interviews during the field visits and at the margins of the conference and the seminar were held with *oblast*’ coordinators; trainers; teachers; specialist staff (methodologists of various subjects at school level); heads of teacher training institutions; pupils; and parents of pupils. The locations visited included urban as well as relatively remote, rural schools. Overall, the reviewers talked to 140+ individuals in the framework of this exercise.

In terms of the **gender** balance of respondents, the vast majority were women and girls; among the parents interviewed, all but one respondent were women. The reviewers posed a number of gender-specific questions (such as whether the subject was received differently between boys and girls) during the interview, to address Sida’s interest in gaining insight into gender-related aspects of ESDA. The reviewers find it noteworthy that the gender-related questions were met with interest by all respondents, often causing a digression in the course of the interview to return to the topic.

2.2 LIMITATIONS TO THE REVIEW

There were a number of limitations that affected the review.

First, the *written* documentation that was available posed some challenges; reporting, for example, followed the usual format less than other projects might. Challenges with regard to available reports are also explained by ESDA being a Ukrainian-led project, and it is therefore understandable that not all documentation would be produced in English, and, thus, be accessible to non-Ukrainian/Russian speakers. Another explanation for the relative scarcity of documentation in English is the lack of a sufficiently large budget for translations.

During the first field visit, organisational issues had to be clarified between the review team and TDP, as expectations were not sufficiently clear, such as the division of responsibilities for the organisation of the field meetings; the format of the interviews; and logistical aspects. This resulted in an avoidable misunderstanding between TDP and the Team Leader, which was communicated both to Indevelop and to Sida.

Sida, in its ToR, asked the review team to provide hard evidence specifically on the aspect of ESDA that deals with energy, water, and garbage production savings. This has been a particular challenge, the reasons for which are discussed in the following chapters.

The greatest remaining ‘discomfort’ is with the overwhelmingly anecdotal nature of evidence that forms the basis of our assessment. While we are confident about the findings overall, we are less certain about the methodological soundness of these, as their basis are almost exclusively respondents with a stake in the project and future efforts.

3 Observations and Analysis

3.1 RELEVANCE OF THE PROJECT

The Swedish Government's "Strategy for Support to Ukraine"³ prioritises development of (i) democracy and human rights; and (ii) environment and energy efficiency. ESDA is being supported as part of the environment project portfolio. What is critical for Sida is that the project makes direct links between sustainable development lessons in schools and a reduction in water and electricity consumption and garbage production.

The project is **very relevant** for Ukraine. Ecological issues are gaining more urgency, and awareness among citizens not only about industrial pollution but also habitual ecological issues is rising, albeit slowly. ESDA has 'arrived' at a moment where such awareness had started forming, and where there is a perceived need for responses and approaches at the level of the schools. We believe that this statement is supported by the fact that there is apparently a significant number of schools that have also indicated interest in participation in ESDA.

In addition to obvious ecological problems visible to ordinary citizens (waste in public areas; heavy use of pesticides and fertilisers impacting on the quality of food and drinking water, etc.), the project also comes at a time of increased pressure on available household income of many Ukrainians; the positive response to the subject in particular on the side of the pupils' families, is, in part, connected with this: the project has managed to make clear the link between the general need to save resources, and a direct impact on disposable incomes of families.

Ecology is but *one* aspect of ESDA: the subject is cast wider, in line with the theory of sustainable development which emphasises the interconnectedness of the ecology, the economy, and society. Teachers involved in the subject have, in particular, emphasised the importance of the topics that cover the societal aspect of sustainability (for example public/individual health, interactions between people and cultures etc.). Possible explanations offered by the teachers were a perceived general lack of a value compass of pupils across age groups, and the subject providing a non-ideological, non-political framework for them to discuss these. A number of schools have taken

³ The Strategy can be found at <http://www.regeringen.se/content/1/c6/06/37/28/70134712.pdf>.

the subject up as they were looking to carve out a specific profile that would appeal to the communities from which pupils are recruited.⁴

3.2 PROJECT OBJECTIVES AND EXPECTED OUTPUTS

3.2.1 Outcomes

The following chapter discusses the achievements of ESDA against its log-frame. In terms of terminology, the log-frame uses “goals” and “purposes” as well as the more conventionally used “outputs” and “activities”. The reviewers have adapted the terminology to ensure greater clarity: “goals” pursued by ESDA translate into “outcomes”, and “purpose” into “objectives”.

ESDA pursues the following outcomes:

- (i) Enhanced understanding of sustainable development issues and ecologically sound lifestyle by state institutions, selected regional authorities and general public; and reductions in water/electricity use and waste production
- (ii) Contribution to sustainable development and environment-friendly policy-making in selected areas, included the Autonomous Republic of Crimea

The following table illustrates the achievements of Outcome (i) using the log-frame’s objectively verifiable indicators (OVIs) and attainment by the end of April 2012:

OVI	Attainment by the end of April 2012
<ul style="list-style-type: none"> • Changed mind-sets • Changed buying habits • More conscious resource use 	<p>School principals, teachers, students and parents report that the project has contributed to changed mind-sets and habits regarding energy saving, water consumption, waste production, and buying habits. This is discussed further later in this report. Changes have happened at the individual level, as well as at the level of many of the participating schools where the subject was new; some schools had already previously put an emphasis on ecology and resource savings. While the reviewers are cautious about taking the measurement tool used via ESDA in many of the participating schools at face value, they are also convinced that many of those directly and indirectly involved in the project have made lasting, sustain-</p>

⁴ Given the demographic decline in Ukraine, existing schools are struggling to fill their spaces with a sufficient number of pupils; there is now a competition between schools for pupils, something that has not been the case in the past.

	able changes in their patterns of behaviour. Interviews during the review suggest that changes of habits might have a gender slant: the subject of SD seems to have been taken up by girls more readily than by boys, because of traditional gender patterns which project the responsibility for household matters to mothers, in the footsteps of whom the girls will follow. Respondents were in the main able to make this analysis, while the underlying gender patterns were not questioned/critiqued by anybody.
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The following table illustrates the achievements of Outcome (ii) using the log-frame's OVI's and attainment by the end of April 2012:

OVI's	Attainment by the end of April 2012
New policies reflecting SD mind-sets and sound lifestyles	Reviewers were unable to ascertain such policies beyond the level of the schools. The fact that the SD textbooks have been officially accredited as teaching materials, and that the SD as a subject has been incorporated on a list of possible subjects of choice could be a cautious signal of a change of mind-sets, at the institutional level.

With regards to Outcome (ii), the log-frame's OVI's were very vague in the first place, so, it is difficult to assess what the types of policies are that might have been targeted here. In general though, this Outcome would be very hard to pursue in a project/projects of a 5-year time span in a country where the discourse about SD is still in its infancy.

3.2.2 Objectives

The following objectives ("Purposes" in the log-frame) had been defined:

- (i) Introduction and dissemination of sustainable development lessons into school curriculum in eight selected regions of Ukraine
- (ii) Water/electricity use as well as waste production reduced as part of education programme/projects (learning-by-doing)

The following table illustrates the Objectively Verifiable Indicators (OVI's) for Objective (i), and the attainment by the end of April 2012:

OVI's	Attainment by the end of April 2012
About 2000 teachers trained	2389 teachers have been trained across Ukraine
200-250 schools introduced ESD modules as elective subject/"subject of choice"	1448 classes in up to 210 schools across Ukraine underwent or are undergoing ESD modules
35.000-55.000 pupils en-	TDP estimates the number of pupils engaged at 50.000

gaged in personal and group action	to 55.000. ⁵
Families and friends of pupils approx. 100.000 people joined the SD actions and activities	No data available.
Schools become hubs of community development and links and social connections in communities improved	No hard data available to quantify this. However, interviews strongly suggest that at least in part, this has been achieved. (See above discussion on additional clusters of activities that ESDA triggered).

With regards to the attainment of Objective (i), the above figure provided is the maximum number estimated by TDP. This figure does not entirely tally with various figures the reviewers received from the *oblast*' coordinators, which put the number of participating schools higher than the above quoted maximum figure and that would, therefore, suggest that there has been an overachievement on this output.

With regards to Objective (ii), the following table illustrates the OVIs, and the attainment by the end of April 2012:

OVI	Attainment by the end of April 2012
Measurable reduction of water/electricity (5-7%) and garbage collection (30-40%)	<p>Water</p> <p>Measuring the reduction of water consumption is fraught with a number of difficulties in Ukraine: many rural and urban households do not have water meters; water is either paid as a lump-sum per person per household, or is free of charge (in villages) where households fetch water from wells. The teaching materials contain guidelines for how to measure water consumption without referring to a metering system by using buckets, 1-liter containers etc. The problem remains, since it is difficult for a child to have full control of how much water family members use when they have a shower, wash dishes, etc.</p> <p>The tap water in towns and cities is usually of poor quality and mainly used for washing and cleaning. Often, bottled water is used for drinking and cooking.</p> <p>In urban locations, people are increasingly purchasing water meters on their own expense in order to by</p>

⁵ According to a presentation given at the end-of-project conference in Kyiv on 24 April 2012.

	<p>invoiced based on real consumption, not based on lump-sum. The motivation to save water is greater than when water is free of charge, in which cases it has been more difficult to convince people to save water.</p> <p>To attribute water savings to the project is, in fact, difficult, not least because of the existing problems with regards to measuring consumption.</p> <p>The self-auditing system, which has results that can be studied on ESDA's webpage, has several limitations. One is that it only displays results from grade 8 (or sometimes grade 9). Another limitation is that the entire experiment is performed over a period of about 5 weeks, and there is no follow-up. A third limitation is that not all teachers have completely understood how the experiment should be carried out. It therefore happens that students are encouraged to save water from the first measurement and thereby have no control data when they measure the consumption at the end of the project.</p> <p>In the long run, when today's grade 3/4 students reach grade 8, another difficulty will be to have control data to start from since they have tried to save water over several years.</p> <p>Electricity</p> <p>Electricity saving is easier to measure, because most people have their own meters but without a reliable monitoring system it is difficult to trace the effects. The best would be to compare how many kW the families use month by month over a year and thereafter measure the saving after introduction awareness teaching.</p> <p>But also the schools try save electricity:</p> <ul style="list-style-type: none"> • School No. 15 in Ternopil claim that they saved 65 000 UAH from 2010 to 2011 because of the ESDA project (of which 35 000 UAH were utility saving because of installation of modern 2-glass windows, thermostats which allow control of heating and new insulation). • School No. 24 in Ternopil installed their own water supply system and new toilets when they joined the ESDA project. From 2010 to 2011 they claim that 5 000 UAH have been saved by utilising less water. In addition they have changed to energy-saving bulbs which save 650 kW per month, and installed thermostats for the heating system. It is impossible to judge whether these investments are a direct result of the ESDA project or pressure from some financial
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	<p>department.</p> <ul style="list-style-type: none"> • Other schools report similar results but the utility budgets have also shrunk the last years so it is impossible to verify that all savings are because of the ESDA project. <p>Garbage</p> <p>Garbage production has probably been reduced as a consequence of the project, but it is difficult to estimate to what degree. Several students report that the weight of garbage has become reduced by 20%, because of recycling, composting, by avoiding goods with certain wrapping, by using less plastic bags, and by collecting and selling scrap paper. Also, the schools collect and sell scrap paper which finances small investments. One school reported that they collected 2000 kg, which financed new water taps.</p> <p>But recycling is not possible widely, especially not in the countryside where there is no garbage collection system in place everywhere. Some people have to travel more than 10 km to get rid of their garbage so the tradition in certain areas is to dump the waste in the forests.</p>
At least 50% of participating households complete household environmental audit	All of the schools visited during the review conducted the audits. Teachers report an up-take, at the level of the individual pupil and his/her parents of ca. 70-80%, often more. The results are of varying quality because of measuring problems.

The reviewers collated a number of insights from the discussion, with stakeholders, of the implementation of the household audits that might be interesting in this context of a project review:

- Teachers confirmed that not all pupils and their families could be convinced to participate in the audits and that those families that were financially better off than others (i.e. had greater disposable income available) were less keen to participate. The parents of these pupils argue that they can “afford” to pay utility bills and will, therefore, not go to the trouble of making adjustments to their lifestyles.
- Broadly, families were keen on participating in the audits, with mothers being more easily convinced than fathers. The economic argument—i.e. the proof that savings resulted in smaller utility bills and thus had a positive impact on the household budget—were reported to have been a convincing factor for sceptical fathers. However, there was resistance from fathers with regards to the measuring (weighing) of garbage: this was not directly saving money, and fathers reportedly often felt that fiddling with garbage was taking the entire exercise too far.

- SD as a subject, and in particular the household audits, was received with a marked age difference, according to teachers. It was easier to reach pupils of younger grades than it was to impress the subject on older pupils, in particular where that was their first encounter with the subject. Teachers and parents reported that young adolescents are basically in a world of their own, and it is more difficult to engage them than younger grades. Although older classes, too, participated in the audits, pupils were less impressed with the actual margin of savings their changed consumption patterns caused. Anecdotal evidence suggests that older pupils would not have as lasting a change of habits as younger ones. This finding also provides the argument for introducing SD at primary school age, and possibly, at the pre-school stage, too (an idea that has been discussed by many stakeholders met, as well as at the learning event the reviewers attended).
- Teachers report that in every class, there will be some pupils who will try to 'cheat' during the audit. Teachers are now sufficiently experienced in the audits that they can spot a made-up figure, as they know what savings are likely and which ones would be unrealistic.

3.2.3 Outputs

Delivery against planned Outputs was as follows:

- (i) Effective and efficient Ukrainian National Team of Sustainable Development Educators led by TDP in place

This output has been achieved. The trainers trained through Ecodemia and ESDA would also be able to continue their work in training trainers in any future effort, if activities are extended into other *oblast*'s.

- (ii) A set of school books/manuals covering Grades 3-4, Grade 8 and extra-curricular materials developed, endorsed by the Ministry and published

This output has been achieved: The grade 3-4 schoolbooks/manuals were approved by the Ministry of Education by the end of 2010. The extracurricular materials and grade 9 books were endorsed in May/June 2011. The development process has been disturbed by the fact that the compulsory education has been changed from 12 years to 11.

Revisions were therefore necessary of previous books that covered 7 and 8 grade. Because of political reasons, the new grade 8 books had first been published in Russian, but are now available in Ukrainian. Some teachers mentioned, during the field visits, that the number of copies of the textbooks available to them was too small. The reviewers brought this up with TDP and got mixed feedback on this, including that the limitation of textbooks was a deliberate choice to contribute to an economic use of resources.

Several teachers in sustainable development have not participated in any training since the start of the project and are, therefore, a bit uncertain about how to best utilise the new teaching materials. Continued in-service training is therefore important.

- (iii) A system of data collection regarding water/electricity and garbage reduction from schools and communities set up and maintained

Achieved, but see the above qualifications as to the reliability of the system. The current data collection system may serve as a tool for school children and their families to reduce water and energy consumption and garbage reduction, but the measuring system is insufficient.

- (iv) A more democratic and sustainable way of working with children in the classroom introduced (pedagogy)

Democratic and sustainable ways of working with school children were TDP's goals when the organisation was established, and these objectives are still valid. From TDP's point of view, the ESDA project is something like a pilot. TDP need a subject where their new pedagogical thinking can be applied without threatening the established teaching methodologies. The subject Sustainable Development is a voluntary subject which may open doors to interactive teaching/learning methods in other subjects as well but not all people see that (yet). These considerations are not part of Sida objectives of this particular support but should not be seen as contradictory issues. They are rather positive spin-off effects that contribute to Sida's other strategic goal: to improve democracy development and human rights in Ukraine.

- (v) Effective programme of outreach delivered (community micro-projects and local action, ESD national and international events, website, journal) delivered

Community micro-projects and local action

In total, ESDA supported 25 mini-projects (grants of up to 5 000 UAH) in 2011 and 2012. For these projects, a total of 71 grant applications had been received. The call for proposals was published on the ESDA website; the scheme was also advertised through the *oblast'* coordinators. Decision on the award of the grants is taken by TDP in Kyiv (i.e. not by the coordinators). Examples of projects supported are:

- 5 000 UAH to buy plants and create a flowerbed.
- 700 UAH to buy a camera for extracurricular work.
- 5 000 UAH to drill a well but that amount only covers 25 % of the total costs. Different financing solutions are discussed: support by oblast level, sponsoring by local companies, charity, contributions by parents etc.
- 2 500 UAH to buy outdoor garbage collectors (paper baskets).
- 3 000 UAH to buy seedlings and young trees for planting.

The reviewers understand the rationale behind these projects: to offer to schools the possibility to seize the momentum created by the introduction of SD in schools to do outreach work involving the communities. Project and budget development is also an exercise in democracy development from GAP's point of view. The development process, not only the applications, serves an important function. However, we have concerns as to whether the amount of work involved in administering the scheme is sensible in relation to the actual amount of funds administered. Coordinators and the TDP team in Kyiv acknowledged that they had been surprised by the amount of work involved in running the scheme. Specifically, the low quality of applications was such that applicants-to-be had to be assisted much more extensively than initially thought. Another problem, in some places, has been that schools have no system for how to receive funds outside the official public system. The coordinators have, then, made procurements and presented receipts to relevant authorities.

National and international events

ESDA organised 24 roundtables for school directors and administrators dealing with SD as a school subject. Also, two national and eight regional conferences were organised, as well as two specialised seminars. In three teachers' continuous training institutions, SD questions are now routinely included in trainings of teachers. A number of coordinators went on a study trip to Sweden in autumn 2011 to participate in an event organised by the international GAP network. ESDA has been presented and discussed at international conferences in Istanbul and Berlin, as well as at national events in Vietnam.

Website

The project operates a website, <http://esd.org.ua/>, which is also used by participating schools to log the results of their household audits.

Journal

TDP produces a magazine "*Empowering for Action*" twice a year, which is distributed to schools that teach sustainable development, and relevant NGOs.

In sum, with regards to this output, it has been achieved, while in particular on the micro-grant scheme, there is a question as to the efficiency. It is difficult to judge the effectiveness of this output, as the project documents do not specify what the indicators for effectiveness would be.

3.3 INSTITUTIONAL AND MANAGEMENT ARRANGEMENTS AND CONSTRAINTS

3.3.1 Institutional and management arrangements

Sida's contracting partner is GAP International, the coordinating body of the GAP international network of organisations working for a sustainable lifestyle through promoting behavioural change at home, school, and work.

ESDA is implemented by Teachers for Democracy and Development (TDP), which is contracted by GAP International to execute the project activities. TDP was founded in 2002, and its main objectives were the introduction of critical thinking, democratisation of school management, and courses in human rights in secondary schools. Sustainable development was introduced in 2005, when TDP became involved in the Ecodemia project. Today, the ESDA project is TDP's main activity, but there is also a Critical Thinking project, funded by the Open Society Institute. TDP's initial objectives, which still are valid, correspond with Sida's strategy to support development of democracy and human rights in Ukraine, although this is not an official objective of the project. The reviewers think that this should be taken into consideration if Sida decides to extend its support to GAP and/or TDP, as it tallies with Sida's objectives laid out in the country strategy. This issue is further discussed in the section "Recommendations" below.

An organisational assessment of TDP was not part of the review brief. However, organisational issues are briefly discussed here as they cannot be de-linked from the delivery of the project - the institutional and management arrangements of the ESDA project are important elements for success and sustainability. The reviewers understand TDP to be an organisation by name while actually, TDP might be more of a vehicle (i.e. not so much an organisation in the conventional sense) to deliver projects and ideas that the individuals involved believe in.

TDP has a very limited amount of staff at very modest premises in the National Academy of Pedagogical Science. Most of the individuals involved work part-time on the project—they either work, for the remainder of the time, in another project (Critical Thinking, see above), or have other affiliations (the Director of TP, for example, is also the Head of the Laboratory of Social Sciences at the Academy). The amount of work-time invested into the implementation of ESDA seems to exceed the time staff is remunerated for.

3.3.2 Institutional and management constraints

The TDP team in Kyiv works through 7 *oblast'* coordinators (in Crimea, it has been difficult to get the project off the ground in the same way as in the other regions; therefore, there is no official coordinator there). These have been nominated by the teachers' training institutions from which they are seconded to the project. The reviewers understand that ESDA activities at the *oblast'* level, are carried out by the coordinators on top of their other workload at the institutes.

Coordinators are remunerated for their work on ESDA. During an annual planning event, agreements are reached, in general, among the TDP team and the coordinators on the number and type of activities to be conducted per *oblast'*. The eventual timing of the deliverables is then up to the individual coordinator and depends, *inter alia*, also on his/her mainstream workload.

Coordinators (the reviewers talked to 6 of the 7 coordinators) had difficulties putting a figure to the amount of time they spend on the project, and there was an impression that this had not been quantified in this way at any stage. Estimates varied between 20 and 40 days; none of the respondents were able to agree on a final figure, even after some reflection. Administration of the mini-grant scheme was reported to be very heavy. The reviewers conclude that there is a substantial degree of voluntary work, on the side of the coordinators, that goes into ESDA. The enthusiasm of the coordinators is a driving force of the success of the project. We do have concerns, though, as to whether at some point in the future, coordinators might reach a physical limit to deliver this workload. For the moment, the coordinators', and TDP's, reaction to this is that there was an agreement that the work needs to be done, and therefore it should be done, even if the amount of work involved exceeds expectations. At the moment, this works, but it might not be sustainable in the future.

With regard to TDP, it is difficult to reconcile the impressive achievements implementing ESDA with recommendations to the organisation, and we are therefore cautious to do this. We do, however, think that there is scope for TDP to professionalise some aspects of their capacity without losing the nature of who they are, (i.e. an organisation very much driven by their belief in ideas, reflected in significant voluntary inputs). This concerns project planning and reporting skills: we found that the project in most aspects had been very well thought through, which was not always reflected in the actual written documentation available. There are a number of theories of change underpinning the target figures the project aimed to reach. Without a narrative explaining these theories, those target figures look somewhat random. We found that information we were looking for was actually available inside the project, yet it was not necessarily to be found anywhere in the reporting.

The individuals involved in TDP enjoy a very good reputation among those they work with. It is due to this that participants will come to events for which there is no formal agenda or even title available, as was the case with the "Learning for Change" event that the reviewers attended in March 2012. We cannot extrapolate from this event to events that we have not witnessed. But there might be scope for reflection on how communication is being done and what the nature and equality of relations is between TDP and collaborators.

An overall institutional constraint—and a risk to the sustainability of ESDA—is that Sustainable Development is a voluntary subject, which means that it is not included in the national curriculum. The subject competes with other extra-curricular activities and the dissemination of the project depends on approval by *oblast*', district and municipal authorities and school principals. The allocated time for sustainable development lessons is very limited. In grade 3 and 4, the subject is taught for one hour per week during one semester per school year, or one hour every second week during the entire school year. In grade 8 and 9, the subject is taught for one hour per week per school year.

According to GAP, it is not always predictable which teachers will prove to be interested in sustainable development and alternative pedagogic methodologies. Since sustainable development covers issues of the entire society, almost any teacher would be suitable as long as he/she is interested and suitable. Recruiting teachers to train is less a question of formal qualifications, and more a question of aptitude and worldview.

3.4 OUTCOMES AND SUSTAINABILITY

In terms of **sustainability**, the reviewers find that this has been achieved at several levels: even without a continuation of funding, we believe that those **schools** that have participated in ESDA will carry on with this subject in one form or another.

At the level of the **individuals** involved in the project, we believe that the project has led to a lasting change in consciousness and habits for many: through its methodological emphasis on empowerment, the topic has achieved a level of reflection by the individuals involved that will survive beyond the lifetime of the project; the change of consumption patterns is an echo of this.

There are **threats** to sustainability though. At the level of schools, given that Sustainable Development is not a compulsory subject poses questions as to the financing side: teachers involved in teaching the subject will have to be remunerated for the hours they spend on this subject; this financing, however, is far from being guaranteed. At the wider, societal level, another risk is posed by the lack, at least at the moment, of a political climate that would promote sustainable development on a national or regional scale, and that would be the precondition for important infrastructural changes (such as the introduction of recycling systems or even garbage collection).

Schoolbooks and teachers' guides have been produced and endorsed by the Ministry of Education for grades 3, 4, 8 and 9 but sustainable development is still a voluntary subject which competes with other extra-curricular subjects. From the project's point of view it would be desirable to get sustainable development into the national curriculum because that would guarantee sustainability of project results and impact.

4 Conclusions and Recommendations

4.1 CONTRIBUTING FACTORS TO RESULTS

The reviewers find that a) the specific set-up of the delivery of ESDA, as well as b) the nature and individuals making up TDP, are key preconditions for the success of ESDA (see above).

With regard to a) ESDA works through a two-pronged approach that is highly adapted (and therefore suitable) to the context of Ukraine. On the one hand, ESDA uses the individual team members' professional contacts in the teachers' training institutions to create a downward network of coordinators, trainers, and teachers committed to teaching sustainable development to pupils of various age groups. This network, by proxy, also reaches the communities of the affected schools, through the pupils' families and neighbours. On the other hand, the project also works at the level of the central-level Ministry of Education, and to some extent, the Ministry of Education of the Autonomous Region of Crimea, with the medium-term goal of making the subject of sustainable development compulsory throughout Ukraine.

As mentioned elsewhere in the report, one of the success factors is the integrative potential of the subject of sustainable development itself: the ideas of sustainable development can be subscribed to beyond political or ideological affiliations.

Another contributing factor to the results is that the current *oblast*'s have been selected because of individual contacts and previous experiences. It might be difficult to disseminate the project to other parts of the country where such individual links do not exist. A further contributing factor is that the best schools were chosen to participate in the project, which rely on school principals who support the project activities.

The pedagogical approach, "learning by doing" and interactive teaching/learning, is another key to success, and the parents of school children are very positive. To involve families, and to some extent the entire communities, means that focus is not only put on school children. They rather become messengers of change.

4.2 LIMITATIONS AND PROBLEMATIC AREAS

4.2.1 Recruitment and training of suitable teachers

One of the problematic areas is the difficulty to find and recruit suitable teachers who are interested in new pedagogical approaches and – at the same time – sustainable development. So far, the teacher training has been in the form of in-service training (or re-training) instead of teaching students at the national pedagogical universities.

One of the probable reasons that TDP wants immediate effects of the training – not wait for the students to graduate and establish themselves in a new professional environment – but for long-term effects it could be questioned if it would not be better to teach the students right from the very beginning. On the other hand, it should be remembered that sustainable development is a voluntary subject which is not yet included in the national curriculum – and that no teachers can specialise in this subject.

Another factor which supports the current approach is that teaching at national pedagogical universities is strictly regulated, i.e. there is not much room for flexibility. The in-service teacher training institutes are more independent and adjust teacher training to current needs. But there is no strict contradiction between the two – the national pedagogics universities seem to be interested in the ESDA project and some cooperation with in-service training institutes and TDP has already started.

4.3.2 Sustainable development teaching in schools

One limitation is also that some teachers in sustainable development only teach one class (especially in primary school) although there may be several grade 3, 4, 8 and 9 classes in the school. It also happens that grade 4 teachers, who go back and start from grade 1 the next year, will not teach sustainable development until their students reach grade 3. Most schools do not have this problem because they try to utilise trained teachers more effectively, but not all schools allow primary school teachers to teach grade 8 and 9 and vice versa.

Another limitation is that there are only extracurricular teaching materials for grade 5, 6 and 7. It would be better if lessons in sustainable development were introduced continuously from grade 1 to 11.

There has been some suggestion that Russian language versions of the (currently Ukrainian) textbooks would be helpful, in particular in parts of Eastern Ukraine.

4.3 RECOMMENDATIONS

4.3.1 Recommendations to Sida:

The reviewers recommend that Sida considers a continuation of funding to GAP/ESDA Ukraine.

There are at least a couple of possible scenarios for a continuation of the project with Sida support, with different implications, particularly for TDP as the implementing structure in Ukraine:

- a) Funding with a similar financial ceiling as the previous ESDA project, but with an adjustment reflecting increased project implementation costs and inflation. Such a project could continue to work with the most active schools from the ongoing project, and could use the know-how, skills, and experience to include a further 7 oblasts' plus parts of Donetsk oblast that have not been part of the current effort. This scenario would allow TDP to continue working broadly in the

same way as they have done over the past 5 years, with a number of possible adjustments to be made informed by the experience from this project.

- b) Funding of an effort that would, in addition to option a), add a pilot activity in the form of a household project working with one of the communities to complement the activities in the schools with work with the local government administration and the population at large to test whether targeting both strata of society would increase results. If approved, the new programme would be coordinated with UNDP's water programme which has the objective of saving water in selected urban areas, but the content would be broader. In addition to the current topics, mainly as presented in the grade 8 schoolbook, some of the following subjects would be of relevance (the list is not complete): humanity and human duties, human rights and democracy, home security, relations at home, preventive crisis and conflict management (domestic violence etc.), household economy, etc. Such a project would then address both of Sida's country objectives.

TDP is discussing Ivano-Frankovsk oblast' as a possible pilot location, having received strong indications from the administration that they would be interested in participating in such an effort. This option, in addition to requiring more funding, would mean TDP expanding their current method of working beyond the project coordinators in the teachers' training institutions to also include local government officials. In project design terms, such an effort would require considerable work (indicators, etc.) GAP has drafted a potential project organisation where TDP's management team has two legs: One for the current "sustainable development project in action" and another for the "household development project". The latter would be managed by a project coordinator who reports to TDP and steering committees in regional management centres (one to begin with) which consist of representatives of TDP, relevant municipality/municipalities, NGOs, UNDP, etc.

The evaluators see arguments in favour of both options, which could also leave scope to broaden the coverage of the project to pre-school education. An area that might deserve (re)consideration is that of the languages of the textbooks; the evaluators find that it might help if textbooks were provided in Russian in addition to Ukrainian.

So far, the project has concentrated on grade 3-4 and 8-9 with extracurricular activities for grades 5-7. Perhaps it would be possible to commence sustainable development lessons earlier than grade 3 and continue systematically throughout the primary and secondary school up to grade 11. From the project's point of view it would be desirable to get sustainable development into the national curriculum, but it should also be recognised that the teaching methodology is new to most teachers so a forced development approach might not lead to the desirable results.

The project documents emphasise reduction of electricity and water use but do not mention gas consumption. Most homes have no thermostats to regulate the heating during the winter. During cold days it is, therefore, common that people improve their indoor climate by using gas ovens. To include reduced gas consumption as a project goal would increase the awareness among people and show how a reduced consumption has a positive effect on their economy.

4.3.2 Recommendations to TDP:

Given the impressive track record of Ecodemia and ESDA, it would be inappropriate to make recommendations to TDP for major changes – in particular as we consider the current working mode of TDP to be one of the main strengths of the project: TDP is neither over-professionalised, nor a solely donor-driven and -dependent organisation, and as such probably more representative of civil society than many other organisations in Ukraine.

However, we think there could be a number of entry points for the organisation to consider adjustments, taking into account the experience gained through Ecodemia and ESDA. In addition to those adjustments that TDP are themselves reflecting on (for example to work with fewer schools, but in a more consolidated way; or to provide a stronger network of support for teachers in remote locations), we consider that there could be value in support to the organisation in terms of developing greater capacities for project design, planning, and consolidated reporting, and possibly, internal organisation and communication. The latter would also hinge on whether TDP themselves feel a need to receive this kind of assistance.

Annex A - Terms of Reference

Review of the Sida-funded Project Education for Sustainable Development in Action (ESDA)

Background

Environmental sustainability, which is an important global policy theme, requires a long-term behavioral change in the utilization and saving of national resources. In Ukraine, where environmental problems are vast and piling up, some of the problems are related to a crisis of natural resources and problems of life style: they can be tackled and resolved, at least partially, by a comparatively modest funding, through consistent and long-term engagement. One such example is Sida-funded Education for Sustainable Development in Action Project (further ESDA). In 2005 with a modest funding of the Ecodemia Project of approximately SEK 1 800 000 from ForumSyd, the Ukrainian non-governmental organization Teachers for Democracy and Partnership (TDP) in cooperation with the Swedish leader of the Global Action Plan Network (GAP) started introduction of lessons for sustainable development in Ukrainian schools. Their unique methodology focuses on education for sustainable development, a vision of education that seeks to empower people to assume responsibility for creating a sustainable future. It requires balancing of environmental, societal and economic considerations in the pursuit of development and an improved quality of life. This initiative chimes with the goals of the ongoing United Nations Decade of Education for Sustainable Development (2005-2014), for which UNESCO is the lead agency, striving to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This implies among other things to break down traditional education into interdisciplinary and holistic, participatory learning, using locally relevant information that altogether brings a local action.

For Sida programme in Ukraine, ESDA is part of the environment project portfolio developed to address one of the two priorities of the Swedish Government Strategy in Ukraine: (i) Democracy and HR and (ii) Environment and Energy Efficiency. The methodology applied in Ukraine sought not only to promote behavioural life-style changes, it also engaged with pupils' parents and families, local communities, a wide range of school administrators and teachers of other disciplines. What was critical for Sida, which does not support education reform in Ukraine, is that the methodology applied proved its economic benefits by making direct links between ESD lessons and reductions in water/electricity consumptions and garbage production. Sida (through ForumSyd and directly) has been funding this GAP engagement in Ukraine for about seven years (2005-2012), acknowledges the benefits of long-term and consistent cooperation, and recognizes the successful scaling up of the Ecodemia to ESDA project. The purpose of commissioning the review is twofold:

- (i) Swedish Embassy and Sida would benefit from a better understanding of this example as to what makes a project like this a success, a modestly financed but rather high impact intervention, identifying contributing factors to results but also define limitations and some problematic areas in the project.
- (ii) Swedish Embassy requires an evidence-based convincing analysis as a basis for possible consideration of a wider dissemination of this initiative in Ukraine.

Description of the Intervention

(i) Partners:

Swedish partner: Global Action Plan GAP International, founded in 1990s as a Secretariat of the global network, active in behaviour-changing programmes.

Ukrainian Partner: Teacher for Democracy and Partnership, a non-for-profit organization. founded in 2002 as a result of the collapse of Soviet system of education, which, since then, has implemented more than 20 educational projects.

(ii) Two Phases:

2005-2009 GAP-TDP Partnership financed through ForumSyd with an overall budget of SEK 1.800 000

2009 – 2012 Sida funding of SEK 5, 100 000.

(iii) Development Objectives

- Understanding of sustainable development issues and ecologically sound lifestyle by state institutions, selected regional authorities and general public enhanced and reductions in water/electricity use and waste production made and recorded
- Sustainable development and environment-friendly policy-making improved in selected areas, including Crimea

(iv) Project Purpose / Specific Objective

(i) Introduction and dissemination of sustainable development lessons into school curriculum in eight selected regions of Ukraine

(ii) Water/electricity use as well as waste production reduced as part of education programme (learning by doing)

(v) Outputs

1. Effective and efficient Ukrainian National Team of Sustainable Development Educators in place led by TDP
2. A set of school books/manuals covering Grades 3-4, Grade 9 and extra-curricular materials 5-7 Grades developed, endorsed by the Ministry and published
3. A system of data collection from the project-engaged schools and communities re water/electricity and garbage reduction set up and maintained
4. A more democratic and sustainable ways of working with children in the classroom introduced (pedagogy).
5. Effective programme of outreach delivered (community micro-projects and local actions, ESD national and international events, website, journal)

More information can be found on the website: <http://esd.org.ua>

Objectives of the Review

The Sida – GAP Agreement activity period is framed by 2009-09-01 to 2012-08-31. Even with a Sida's scale-up from an economy budget of SEK 1,8k to SEK 5.1k, ESDA is by no means a large-scale project. The project implementation teams from both sides – Swedish and local - use their human resources very sparingly, yet at the end of the second year of implementation some 70-80% of the logframe targets have been achieved re the number of schools, pupils and their parents involved, teachers trained, textbooks and materials published and, finally, the Saving Resources Reporting System records the savings of electricity/water and reductions in waste collection. Before making further decisions on this or similar proposals in the area of environment, the Swedish Embassy wishes to analyse the overall effectiveness, efficacy and impact of the ESDA and the way of working with environment through schools and a wider society.

Thus, the Review objectives are the following:

- (i) Review the progress of Ecodemia/ESDA activities over the span of five years, from 2007 to 2012, taking into consideration:
 - hard results/statistics of resource savings
 - soft results: behavioral changes and social sustainability
 - the level of institutionalization of the project activities
- (ii) Assess the progress of the **current** ESDA project performance against the project results' matrix
- (iii) Provide advice to Sida on the scope and desirable level of ambition and timeframe of **dissemination** of the project and/or possible follow up or alternatives. Possible questions: Should Sida do more of the same? or where should Sida move from here?
- (iv) To analyse the work of the small school and community projects' scheme. How to improve it? How to mobilize collective energy and resource for sustainable development purposes?
- (v) Although it was not the project purpose, a look into pedagogical approaches, utilization of children-centered model and its usefulness and impact will be useful.
- (vi) Include gender considerations into the review perspective of ESDA and provide recommendations for the future.

The review shall summarize the experience of the project as compared with the project goals, and identify achievements as well as lessons learnt and potential for improvements; and draft possible new scenarios for development cooperation to build upon the project results.

The main beneficiaries for the review will be GAP, TDP, and Sida. Indirectly, the Ukrainian education system, selected municipalities, the Academy of Pedagogical Sciences of Ukraine and the Ministry of Education and its in-service training systems would also benefit.

Methodology and Team

The proposed methodologies should be a combination of a desk study of the existing data, a few field visits to at least 4 out of 8 (currently focal) oblasts, including the attendance of the Learning for Change Workshop (March 2012) and International Final Project Conference in Kyiv (24-25 April 2012), in-depth interviews with GAP/TDP members, project regional coordinators, school teachers, school administrators, where appropriate, representatives of local authorities/municipalities, pupils, parents. For the “insitutionalisation” part of the review, the Ministry should be contacted. Where possible, to explore the role (or a lack of it) of the media or any other communication channels. The consultant may also wish to conduct questionnaires to provide more quantitative data.

Local TDP team shall facilitate the review exercise assisting in logistics, communication and orientation into the local environment. Translation costs should be covered from the Review budget. The project team will provide all the necessary documents/materials/information on request. Sida, on its part, will support the review financially and will provide the necessary information upon request. Costs of travel of a local ESDA coordinator from Kiev, in case of need, will be picked up by the Review budget.

An initial contact with the Swedish Embassy in Ukraine should be arranged before starting the review in Kyiv to finetune the exercise and clarify any outstanding questions.

Time Schedule

The review will take up to 45 consultancy days in Ukraine and in Sweden and will start immediately after the Sida call-off signed. The desirable start of the review is **March 2012**. The assignment will involve 4-5 visits to Ukraine, covering the field visits, at least 4 out of 8 current sites (e.g, Cherkassy, Donetsk, Ternopil, Zhitomir), attendance of the two conferences in Kyiv and a separate extra visit to present the report’s findings at the completion of the Review at the Embassy. Wherever possible, field visits to different sites in Ukraine should be combined to ensure savings (E.g. covering two oblasts during one visit to Ukraine).

Reporting

The final version of the review shall be submitted in English by 20 May 2012. The draft should be sent to Sida, GAP and TDP two weeks before the final date, to be able to eliminate any factual errors and for Sida to assess if the draft has reached an acceptable standard in relation to the Terms of Reference. The final version should be submitted in Word format to Sida and through Sida to GAP and TDP.

The format of the report should include:

- Observations
- Analysis
- Conclusions
- Recommendations.

Within ten days, before 1 June 2012, after the final version submission, the Reviewer(s) should arrange for a presentation at the Swedish Embassy in Kyiv.

Timeframe

A six-months contract: 2012-03-01 – 2012-08-31

Required Expertise

The Consultant/s shall have:

- Expertise in evaluation and review of development cooperation interventions, assessment or appraisal, project management, and sustainability evaluations
- Fluency in oral and written English
- Knowledge of development cooperation, its themes and policies. Knowledge of social, environmental and education issues is a plus.
- Knowledge of Ukraine and its context is desirable

Costs

The total budget for the assignment shall not exceed SEK 600 000 and envision all the possible expenditure mentioned in the present ToRs.

Annex B - Field visit schedule and List of Interviewees

Field visit schedule

12 – 18 March 2012:	Rolf Eriksson - Kyiv
13 March 2012:	Vera Devine – Kyiv
14 – 15 March 2012:	Vera Devine – Kyiv <i>oblast'</i>
16 March 2012:	Vera Devine - Kyiv
19 – 20 March 2012:	Rolf Eriksson Ternopil <i>oblast'</i>
21 – 22 March 2012:	Rolf Eriksson Zhytomyr <i>oblast'</i>
23 March 2012:	Rolf Eriksson Kyiv
8 April to 11 April 2012:	Vera Devine - Donetsk <i>oblast'</i>
23 – 24 April 2012:	Rolf Eriksson and Vera Devine – Kyiv
4 May 2012:	Rolf Eriksson – Stockholm

List of interviewees

Kyiv

- Galyna Goupan, TDP Training and Conferences Coordinator
- Olena Pometun, TDP Director; Head of the Laboratory of Social Sciences, National Academy of Pedagogical Science; and ESDA Project Adviser
- Ihor Sushchenko, TDP Executive Director and Trainer
- O. Onoprienko, Head of Primary School Laboratory of Academy of Pedagogical Sciences (author of teaching materials for primary school)
- Oleg Topuzov, Professor, Academy of Pedagogical Sciences; and Vice Director of the Institute of Pedagogy; and project coordinator from the Academy side
- Angelika Zymbalaru, Doctoral Student, Institute of Pedagogy. Research fellow of the Pedagogy Innovations Lab.
- Viktor Karamushka, Expert, Institute of Sustainable Development, (author of teaching materials for grade 9 and 10)
- Zoriana Mishchuk, Executive Director MAMA-86
- Maria Polyanska, Expert, MAMA-86
- Mirja Peterson, Counsellor, Embassy of Sweden
- Olga Sandakova, Programme Officer, Development Cooperation Section, Embassy of Sweden/Sida
- Galina Serova, Head, Institute for Professional Development of Public Officials, National Academy of Public Administration
- Olena Tarasova, Eco Club – Green Wave
- Olena Ursu, Governance and Sustainable Development Expert, Municipal Governance and Sustainable Development Programme, UNDP
- Yaroslav Y. Yurtsaba, National Project Manager, Organisation for Security and Cooperation in Europe (OSCE) – Green Pack Project
- 2 teachers from the Scandinavian Gymnasium: Iryna Voronina (grade 4) and Lyudmila Tretyak (grade 3)

Ternopil Oblast'

- Municipal Institute of In-Service Teacher Training for Ternopil oblast; and
- Ternopil National Pedagogical University after Volodymyr Gnatyuk
- Lyubomyr Tsaryk, Doctor of Geography, Professor, Head of the Geography department, Ternopil National Pedagogical University
- Other university professors of the Geography department
- Volodymyr Urus'kyi, Deputy Director of the Municipal Institute of In-Service Teacher Training, and ESDA project coordinator for Ternopil oblast
- Igor Vitenko, University Professor and Methodologist of the Geography department of the Municipal Institute of In-Service Teacher Training for Ternopil oblast

Ternopil City

- Volodymyr Boleschuk, Head of the Housing and Environment Department of Ternopil City Council
- Svitlaka Fil, ESDA project coordinator for Ternopol city, methodologist of the Information and Methodology Centre
- Olha Pokhylyak, Head of Education and Science Department, Ternopil municipal council
- Liubov Soboliak, director of the Information and Methodology Centre of Ternopil City

Gymnasium № 1 of Korpychyntsi Town

- Olga Bilyk, Principal
- Daria Gutor, Deputy Principal for extra-curricular activities
- Larysa Rosolovych, Teacher
- Natalia Vasyuta, Teacher
- Galyna Tsvigun, Head of the methodology office of Gusiatoryn district
- Grade 8 students
- Grade 9 students

Secondary school № 2 of Kopychyntsi town

- Volodymyr Bilyk, Head of the local Education Division, Member of Kopychyntsi rural council
- Olga Kavun, Teacher
- Olga Osyf, Teacher
- Natalia Khoroschak, principal
- Students of grades 3, 4, 8 and 9

Ternopil Secondary School № 15

- Liubov Braznytska, Teacher
- Ivanna Oliynyk, Teacher
- Lidia Kucher, Teacher
- Maria Mykhalyshyn, Teacher of grade 3
- Tetyana Onyschuk, Teacher of grade 4
- Tetyana Soltys, School principal
- Students of grades 3 and 4

Ternopil Secondary School № 24

- Galyna Datskiv, Teacher ‘My Happy Planet’ course
- Irena Reiterovych, Teacher, leader of the students’ environmental propaganda team
- Oxana Semyrozum, Teacher of grade 4
- Olena Zarichna, Teacher and ESDA project trainer
- Igor Karazia, School principal
- Olga Nazar, Parent of primary school student
- Iryna Vykhovanets Parent of primary school student
- Students of grades 4 and 9

Tseliiv Lower Secondary School

- Ganna Bezkorovaina, School principal
- Ganna Koshil, Teacher
- Students of grades 8 and 9

Zhytomyr Oblast’**In-Service Teacher Training Institute for Zhytomyr oblast**

- Igor Smagin, Vice-Rector for Research of the In-Service Teacher Training Institute
- Taisa Smagina, ESDA project coordinator for Zhytomyr oblast, and Head of Department of Methodology at the In-Service Teacher Training Institute

Baranivka district

- Education division of Baranivka District State Administration
- Viktoria Ilkovych, head of the Education division
- Galyna Naumovych, teacher at Polianka secondary school

Baranivka gymnasium

- Svitlana Prysyzhnyuk, teacher, methodologist of the Baranivka district methodological office, ESDA project coordinator
- Victor Prysyzhnyuk, principal
- Natalia Shykyryava, parent
- Natalia Todorenko, teacher, leader of the school forestry club ‘Parostok’ [Seedling]
- Grade 10 students

Secondary school of Pershotravenks town

- Larisa Baranova, Teacher
- Valentina Stetsyuk, Teacher
- Igor Danylyuk, Principal
- Natalia Ilchuk, Parent
- Grade 3–8 students

Berdychiv district

- Lyubov Kuksa, ESDA project coordinator for Berdychiv district, biology methodologist of the district methodology office, president of the district NGO ‘Ekologichna Liga’ [Environmental League]

Gardyshivka village

- Alyona Moskalchuk, teacher from lower secondary school of Gardyshivka village

Markushi village

- Lyudmyla Mykhailychenko, School principal of Markushi lower-secondary school, Member of Markushi rural council
- Nelia Popova, deputy principal for extra-curricular activities in Markushi School, parent
- Lyudmyla Tomchuk, teacher of Markushi lower-secondary school
- Students of grades 8, 9 and 10 of Markushi lower-secondary school

Myroslavka village

- Valeriy Babychuk, School principal in the Secondary School of Myroslavka village
- Yuriy Lysiuk, Head of the School Parents' Committee
- Teachers in the Secondary School of Myroslavka village
- Students of grades 4 – 9 in the Secondary School of Myroslavka village
- Tamila Dubyschuk, head of Myroslavka rural council

Nikonivka village

- Oksana Kostiychuk, teacher from lower secondary school of Nikonivka village

Kyiv Oblast'**Ir'pen' town**

- Irina Belova, School Director
- Svitlana Puksa, Grade 10 student mother
- Students of grades 8 – 9 in the Secondary School №2
- Valentina Dedyun, teacher of 3rd grade, school №1
- Raysa Pidtilok, teacher of 4th grade, school №17
- Olga Grib, teacher of 3rd grade, school №5
- Tetyana Gunko, teacher of 3rd grade school № 2
- Tetyana Panasyuk, Deputy Director of school №2

Bila Tserkva

- Irina Bondaruk, ESDA Kyiv oblast' coordinator
- Natalia Klokhar, Rector of Teachers In-Service Training Institute
- Nataliya Dobronravina, School Director, school No 18
- Mihaylo Yaremenko, Director of Lyceum

Pupils and teachers from school No 18 and Lyceum

Suholiski village

- Olena Rash, teacher
- Oleksandr Oliynik, School Director, local primary school
- Viktor Kachur, Head of Municipal Assembly

- Sergiy Istomin, City Council member

Pupils from local primary school

Donetsk *Oblast*'

- Viktoriya Pankina, ESDA *oblast*' coordinator
- Tetyana Volobuyeva, Pro-rector of Donetsk Institute of In-Service Teacher Training
- Aleksey Chernishov, Rector of Donetsk Institute of In-Service Teacher Training
- Viktoriya Dzhililova, School Director
- Olena Mazurina, Supervising Classroom Teacher
- Diana and Yunna Dzhililova, Pupils of grade 8
- Natalya Seryogina, Parent

Avdiyivka Town

- Svitlana Atamanova, Director of School No 4
- Olga Praijs, SD Course Teacher of Grade 3 and 8
- Pupil of Grade 8
- Pupil of Grade 3
- Parent of Grade 8 pupil
- Head of the Secretariat of the Local Administration

Gorlivka Town

- Valentyna Garkava, School Administration
- Tetyana Oncheva, Course Teacher of 8 and 9 Grade
- Valentyna Kramarchuk, Course Teacher of 8 and 9 Grade
- Pupils of 8 Grade and 9 Grade
- Parent
- Media representative

Stockholm

- Charlotte Carlsson, GAP
- Marilyn Mehlmann, GAP Strategic Adviser
- Lyudmila Pilipchatina, Charkiv *oblast*' coordinator
- Olena Udovichenko, Mykolayiv *oblast*' coordinator

Annex C - Reference Documents

- ESDA Narrative Report for the Period September 2009 to June 2010 (supplied by Sida Ukraine)
- ESDA Narrative Report for the Period July 2010 to June 2011 (supplied by Sida Ukraine)
- ESD in Action – Financial Report for 2009 (supplied by Sida Ukraine)
- ESD in Action – Financial Report for 1 January 2010 to 30 June 2010 (supplied by Sida Ukraine)
- ESDA financial Report for GAP 2009 (supplied by Sida Ukraine)
- ESDA Financial Report for GAP 2010 (supplied by Sida Ukraine)
- Independent Auditor Conclusions on the Use of Grants by the Charitable Organisation “Teachers for Democracy and Partnership”, 16 July 2010 (supplied by Sida Ukraine)
- Findings, SET Revisionsbyrå, 26 July 2010 (supplied by Sida Ukraine)
- BDO Compliance Report July 2010 (supplied by Sida Ukraine)
- Cooperation Strategy for Swedish Development Cooperation with Ukraine 2009 – 2013
- Reports by ESDA *Oblast*’ Coordinators (in Ukrainian; supplied by TDP)
- Sustainable Development School Textbooks Grades 3/4; 7/8; 8; 9/10 (in Ukrainian; supplied by TDP)

Annex D – Inception Report

1. Introduction

Sweden's cooperation strategy 2009 – 2013 with Ukraine focuses on two priority areas: a) democratic governance and human rights; and b) cooperation in the area of natural resources and the environment.

In the framework of the latter priority area for cooperation, Sida Ukraine has, since 2009, been supporting "Education for Sustainable Development in Action", a project implemented, on the Ukrainian side, by Teachers for Democracy and Partnership (TDP), together with the Swedish organisation Global Action Plan (GAP). The overall financial envelope of ESDA is SEK 5.100 000 over a period of three years. The Terms of Reference for this review also asks to include an assessment of the progress from a predecessor project, Ecodemia, which was funded by Sida through ForumSyd from 2005 to 2009, with a financial envelope of SEK 1.800.000. The overall time span for review is from 2007 to 2012, with a focus on the **current** ESDA project.

ESDA's **overall development objectives** are to contribute to:

- Understanding of sustainable development issues and ecologically sound lifestyle by state institutions, selected regional authorities and general public enhanced and reductions in water/electricity use and waste production made and recorded
- Sustainable development and environment-friendly policy-making improved in selected areas, including Crimea

ESDA's **specific objectives** are:

- i. Introduction and dissemination of sustainable development lessons into school curriculum in eight selected regions of Ukraine
- ii. Water/electricity use as well as waste production reduced as part of education programme (learning by doing)

These objectives are to be pursued through the following outputs:

1. Effective and efficient Ukrainian National Team of Sustainable Development Educators in place led by TDP
2. A set of school books/manuals covering Grades 3-4, Grade 9 and extra-curricular materials 5-7 Grades developed, endorsed by the Ministry and published

3. A system of data collection from the project-engaged schools and communities regarding water/electricity and garbage reduction set up and maintained
4. More democratic and sustainable ways of working with children in the classroom introduced (pedagogy)
5. Effective programme of outreach delivered (community micro-projects and local actions, ESD national and international events, website, journal)

ESDA is working with a variety of stakeholders, including teacher's associations, the Ministry of Education, teacher training institutions, civil society groups, and pupils, though the review will need to ascertain to what extent these are direct and indirect stakeholders, respectively.

2. Assessment of scope of the review

2.1 Elements of the Review

Sida has clarified that this exercise is to be a **review** - as opposed to a full-fledged **evaluation** – a “targeted and small exercise looking specifically at the project and its results to inform further actions.”

At the time of the start of the review exercise, the current ESDA was 2.5 years into its implementation, and Sida had started to consider modest follow-up funding (in the range of SEK 2.000 000) for the **dissemination**, inside Ukraine, of lessons learned from ESDA. Sida has also started considering the financing of a continuation of the project, or of a follow-up project, but is, at this stage, not committed to this.

Sida Ukraine considers ESDA to be a successful and exemplary undertaking, where a limited input in terms of human and financial resources has been able to trigger changes at the institutional level. Also, the project's resulting in demonstrable household savings on water and electricity consumption could serve as a model for results-based management.

Through the review, Sida is trying to confirm the accuracy of these results on resources savings, and to corroborate its own positive assessment of the project. This is in absence of sufficient resources on Sida's side for doing so, and because the quality of ESDA project design and reporting has meant that it has been difficult to always conclusively re-construct and verify the project's achievements.

In accordance with the Terms of Reference, the review will summarise the experiences of the project as compared with the project goals, and identify achievements as well as lessons learned and potential for improvements; and draft possible scenarios for development cooperation to build upon the project results.

The specific objectives of the review are the following:

- To review the progress of Ecodemia/ESDA activities over the span of five years, from 2007 to 2012, taking into consideration:
 - hard results/statistics of resource savings
 - soft results: behavioural changes and social sustainability
 - the level of institutionalisation of the project activities
- To assess the progress of the **current** ESDA project performance against the project results' matrix
- To provide advice to Sida on the scope and desirable level of ambition and timeframe of **dissemination** of the project and/or possible follow up or alternatives.
- To analyse the work of the small school and community projects' scheme, considering potential ways to improve
- To assess the pedagogical approaches the project applied, the value of the utilisation of children-centered model and its usefulness and impact.
- To include gender considerations into the review perspective of ESDA and provide recommendations for the future.

The review, therefore, is asking for a) a **retrospective** (i.e. more succinct than in the reports coming from the project itself) demonstration of outputs, outcomes and impact against the log frame of the ESDA and, on that basis of that, b) a **pro-spective** assessment of the value of the methodology applied for future or similar undertakings.

2.2 Do-ability of the Review: Key Concerns

After conducting, during the Inception Phase, a desk review of the project documents, the key concern remains – as already confirmed with Sida – the lack of detailed, in-depth, analytical reports from the current, ESDA, project. For the predecessor project, Ecodemia, which is also part of this review, there is but *one* document available overall, which is insufficient to establish the project rationale, outputs, methods of working, achievements etc. for an outside reviewer. At the end of the desk phase, there is thus considerable scope for the reviewers to ascertain some of the projects' key parameters.

As mentioned above, the reason Sida is commissioning the review is to make up, at least in part, for the lack of reporting from ESDA. Sida's insistence on the review team carrying out extensive field travel is therefore understandable, as the reviewers will be relying on collecting information through stakeholder interviews.

We have, at this stage, no overview over whether the implementer in Ukraine, TDP, has more documented evidence on file that would allow us to close some information gaps through further document review (activity reports, evaluation forms consolidated from participants after ESDA events, reports from stakeholders such as teachers on piloting of activities). In order to be able to address some of the points in the review – for example, to assess the success of the small pro-

ject's scheme in schools and communities – we would need some written evidence to start.

We anticipate being able to make assessments about project design and implementation, as well as outputs. It might not be possible to make firm conclusions on outcomes, and we think it is only possible to come up with cautious predictions on the impact ESDA has had.

3. Proposed approach and methodology

The focus of the work of the review team will have to be to reconstruct, retroactively, the project rationale, its theory of change, its intervention logic, how gender perspectives were assessed, its rationale of working methods and choice of stakeholders. The review will, in order to arrive at recommendations, to a great extent concentrate, on the **processes** for implementing this project.

The team will be meeting with representatives from across all stakeholder groups (regional coordinators, teachers and administrators, NGOs, teacher training institutes, pupils and their parents, and Ministry of Education and its in-service training system), as well as with international partners (UNDP, OSCE and UNEP) and peer organisations.

Consideration will be given to secure that both female and male representatives are included and that they are listened to and that female representatives are included from all levels; both as target group, but also from decision-making positions etc.

We rely on TDP to propose suitable counterparts, but have clarified expectations with them.

Interviews with counterparts will be semi-structured, and the team is looking to use the following questionnaire to guide meetings:

1. Motivation and Project Design

- What has guided and motivated the ESDA project design? How have needs been established?
- How well is the project embedded in the Ukrainian context?
- How was gender perspectives assessed before project design?
- Have the project goals been consistent during the various phases of Ecodemia and ESDA?
- What lessons have been included from Ecodemia into ESDA?
- What are reasons/motives for the various stakeholder groups to be involved in the project?

2. Positioning of the Implementing Partners

- What image does TDP and GAP have, in particular inside Ukraine?
- What is their respective track record in Ukraine?
- What are the other organisations that deal with similar issues/projects?
- What is the specific profile of TDP compared with others?

3. Mobilisation/Choice of Stakeholders

- What is the legitimacy of TDP to mobilise and leverage stakeholders?
- How is the selection of stakeholders justified?

- Who are direct and who are indirect beneficiaries?
- Where are the bottlenecks for working with the selected stakeholders?
- What are the constraints of the various stakeholders in the project that prevent them to act?
- Has a fair balance of female and male representation been considered?
- What are the methods of cooperation with stakeholders (one-off or partnerships, processes)?

4. Result-orientation and management

- What is the theory of change applied in Ecodemia and ESDA? How has this been corrected as a result of Ecodemia?
- What has guided the definition of outputs to achieve the outcomes and impact? What have been the baselines against which quantitative outputs have been defined?
- What is the interaction between GAP and TDP in terms of managing responsibilities and division of tasks?
- What can be said about the resources deployed for the outputs to be achieved in the project?
- How does the project use the log frame as a tool to measure progress and for course corrections?
- What evidence does the project use to ascertain progress? How systematically is the evidence collected and analysed?
- How are risks analysed and handled?
- Have gender equality objectives been developed?
- What are the biggest challenges for the management of the project?

5. Working methods and activities

- How useful are the different types of activities (seminars, workshops, trainings, drafting sessions), what are the relative merits of each for the objectives to be achieved, and for the Ukrainian context?
- What is the overall number of activities (actual against the log frame)?
- How is the success of activities being recorded and analysed? How is this informing the design of future activities?
- What are the scope and priorities?
- What is the outreach and accuracy (geographically, actors)?
- What is the efficiency (cost per activity or people reached)?
- What are the pedagogical challenges?
- What gender mainstreaming methods have been applied?
- Is there a momentum and space for action?
- How have the critical factors been handled? What are lessons learned?

6. Results

- What are the results of the current ESDA project against the project results' matrix?
- How does the project arrive at conclusions regarding sustainability awareness, change in mindset, increased knowledge and competence, behavioural changes, and structural changes?
- How have resource savings been ascertained?
- What lessons learned are there from the use of different pedagogical approaches?
- How has the project succeeded in promoting gender equality?

7. Future

- What potential for improvement exist? – In what areas?
- Is it possible to improve the work of the small school and community projects' scheme?
- How to mobilise collective energy and resources for sustainable development purposes?
- What different scenarios for scope and desirable level of ambition and timeframe of dissemination of the project and/or possible follow-up alternatives would be appropriate?
- How can gender considerations be incorporated in a future project?

4. Other issues and recommendations

4.1 Ecodemia vs. ESDA

During the meeting with Sida Ukraine on 13 March 2012, we would want to seek final clarification on the relative weight of the review exercise on Ecodemia and ESDA, respectively. While the Terms of Reference are clear that the review is to cover the period from 2007 to 2012, i.e. should start with year 3 of Ecodemia, the written response from Sida on Indevlop's initial proposal seem to be less clear as they seem to be clearly slanted towards a review of ESDA.

4.2 Gender considerations

Gender perspectives is about understanding gender differences in relation to the context (subject) of the project, participation in the project, the target group or possible target group, promoting gender balance in power structures (decision-making positions and forums [e.g. project positions, committees, access to training, participation in study trips etc.], and in general promoting gender aware approaches [attitudes, non-discrimination etc.].

In terms of project **design**, we would look at issues such as whether any analysis had been made on establishing if there are particular gender patterns in relation to waste products, responsibilities for recycling of different products (or just for disposing of household waste, this helps to establish who does what and who to

address when looking at behavioural change. This type of analysis would be important in order to see who is responsible for energy supply in the family, who is using energy for what, who is disposing of waste etc. – are there any distinct gender patterns or not? If so, consider where/how to address girls/boys for best effects. In this project, although these considerations did not form any thorough base line, they might still have been part of the design.

Whose views are **influencing** the project design and implementation? Is the project securing that different views are heard and addressed?

From the perspective of who is **participating** in the project activities, is the project actively securing a good balance of female/male participants from various target groups, and levels/positions, decision-making fora.

Are the pedagogical methods used considering how to make sure that learning is appropriate for both girls and boys, that both girls and boys are supported to be active in the activities etc. and that both boys and girls are supported to speak and being listened to (e.g. are gender awareness teaching methods applied). Is the project actively trying to influence gender restricted patterns?

4.3 Workplan Status

a) Desk Review 5 March – 9 March 2012

The three Team Members reviewed the documents submitted by Sida Ukraine. Rolf Eriksson conducted a skype interview with GAP – initially, a meeting had been planned (also acting on advice of Sida Ukraine, which recommended the contact early on). However, due to illness of M. Mehlmann, the idea of a face-to-face meeting was abandoned, and initial contact was established via skype. There will be a follow-up, more in-depth meeting with M. Mehlmann in the week commencing on 12 March 2012. There might also be another meeting after the conclusion of the field phase, if need be.

b) Coordination among the Team Members

Team Members carried out several rounds of telephone discussions to discuss the methodology for conducting the in-country assessment.

c) Establishing Contact with GAP and TDP

The Team Leader contacted TDP in Ukraine to agree on the schedule of the field trips, the locations to be visited, and the stakeholder groups to be interviewed. TDP agreed to set up and facilitate the meetings, and a meeting schedule is being prepared by TDP, along the following parameters:

13 March 2012

Rolf Eriksson (RE) and Vera Devine (VD) meet TDP and Sida in Kyiv

14 March 2012	RE meets peer organisations in Kyiv VD travels to Belaya Tserkva in Kyiv oblast'
15 March 2012	RE meets national stakeholders in Kyiv (Academy of Pedagogy; teachers involved in the project) VD travels to two villages/locations in Kyiv oblast' where schools participated in project activities
16/17 March 2012	RE and VD participate in national seminar in Kyiv, organised by ESDA (the objective is to see the project 'in action' and to meet stakeholders that will not be covered by field visits)
19/20 March 2012	RE visits Ternopil oblast'
21/22/23 March 2012	RE visits Zhitomir
9 – 11 April 2012	VD visits Donetsk oblast
24 – 25 April 2012	2 team members attend Final Conference in Kyiv
8 May 2012	Submission of Draft Report
16 May 2012	Feedback is expected from stakeholders on draft report
24 – 25 May 2012	All team members will participate in a Workshop with Sida and stakeholders
29 May 2012	Submission of Final Report



REVIEW OF THE SIDA-FUNDED PROJECT EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ACTION (ESDA)

This report presents the findings of a review of the project "Education for Sustainable Development in Action (ESDA)", funded with 5,100,000 SEK by Sida, and implemented by the Global Action Plan International (GAP) through its Ukrainian member Teachers for Democracy and Partnership (TDP). The review found the project to be highly relevant for the context of Ukraine. In terms of sustainability, the review finds that this has been achieved at several levels: even without a continuation of funding, there are strong indications that those schools that have participated in ESDA would carry on with this subject in one form or another. At the level of the individuals involved in the project, we believe that the project has led to a lasting change in consciousness and habits for many.

With regard to its objectives, the project has delivered against both of them. With regard to the introduction of Sustainable Development lessons in school curricula, the achievements go beyond the initial objective, in that the subject has formally been accredited, by the Ministry of Education, as one of the subjects of choice schools can opt for. Against the outcomes, a judgment is more difficult to make at this stage. In terms of outputs, the project has reached its targets, with the initially planned number of teachers and schools reached or even exceeded. In addition, the project can take credit for a multitude of unintended outputs, such as a plethora of community-level activities inspired by the introduction of the subject in the schools; and networking of teachers and trainers across Ukraine transcending political affiliations and views.

SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm

Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64

Postgiro: 1 56 34-9. VAT. No. SE 202100-478901

E-mail: info@sida.se. Homepage: <http://www.sida.se>

