

Reporting Agency: UNDP  
Country: Armenia

## STANDARD PROGRESS REPORT

No. and title: 00091047/00081989  
UNDP-GEF “Generate global environmental benefits through environmental education and raising awareness of stakeholders” Project

Reporting period: January – December 2018

### I. PURPOSE

**Sustainable Development Goal 13: Climate Action**

**UNDAF Outcome 7:** By 2020, sustainable development principles and good practices for environmental sustainability resilience building, climate change adaptation and mitigation, and green economy are introduced and applied.

**CPD Outcome 4. / Output 4.1.** Regulatory framework of social, environmental and economic sectors is updated to better address environmental sustainability and resilience principles.

**4.1.1. Number of approved legal documents addressing environmental sustainability and resilience (2020); Target:** 3 national and 10 local level development documents addressing environmental sustainability and resilience)

**Result:** Mainstreaming of environmental consideration into national educational framework has been ensured through development of the National Strategy on Environmental Education and Population Upbringing approved by the Government of Armenia.

**SP Outcome 2: Accelerate structural transformations for sustainable development/ #4 Sustainable Planet**

Gender-responsive legal and regulatory frameworks, policies and institutions strengthened, and solutions adopted, to address conservation, sustainable use and equitable benefit sharing of natural resources, in line with international conventions and national legislation

**2.4.1.1** Number of countries with gender-responsive measures in place for conservation, sustainable use, and equitable access to and benefit sharing of natural resources, biodiversity and ecosystems:

- a) Policy frameworks
- b) Legal and regulatory frameworks
- c) Institutional frameworks
- d) Financing frameworks

### II. RESOURCES AND FINANCIAL PERFORMANCE

| Donor              | Fund  | Approved       | Expenses       | Commitments   | Total          | Budget Utilization % |
|--------------------|-------|----------------|----------------|---------------|----------------|----------------------|
| GEF 2018           | 62000 | 367,442        | 264,245        | 96,217        | 360,462        | 98%                  |
| UNDP 2018          | 04000 | 8,269          | 9,002          | -             | 9,002          | 108,9%               |
| <i>Total Y2018</i> |       | <i>375,711</i> | <i>273,247</i> | <i>96,217</i> | <i>369,464</i> | <i>98,4%</i>         |

### III. RESULTS, PROGRESS

| Project Outcome  | Key Outputs  |
|--|--|
| <p><b>OUTCOME 1:</b><br/>Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.</p>                     | <ul style="list-style-type: none"> <li>- In support to the RoA Ministry of Nature Protection “National Strategy on Environmental Education and Upbringing” was developed. The latter was approved by the RoA Government in February 2018 (<a href="http://www.irtek.am/views/act.aspx?aid=93900">http://www.irtek.am/views/act.aspx?aid=93900</a>).</li> <li>- The package on legal instruments/amendments related to Environmental Education (EE) was developed.</li> <li>- The Project supported the RoA Government to develop Extractive Industries Transparency Initiative (EITI) website for Armenia aimed at enhancing the implementation of Aarhus Convention by assisting to effective, transparent and accountable management of natural resources and solving environmental issues, as well as public participation in environmental decision-making.</li> <li>- 4 short animations on implementation of Rio Conventions and Aarhus convention in Armenia were developed.</li> <li>- Training materials were developed and one workshop on “Environmental Law” for 20 (9 M and 11 F) the representatives of governmental entities was conducted.</li> <li>- “The Red Book of Armenia” was published in 500 copies and distributed among key counterparts and stakeholders to increase awareness of decision-makers on biodiversity protection.</li> </ul>  |
| <p><b>OUTCOME 2:</b><br/>Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.</p> | <ul style="list-style-type: none"> <li>- Existing training programs for civil and community servants in Armenia were studied and proposal with practical recommendations for mainstreaming EE into the training programs for Civil and Community servants in Armenia was developed.</li> <li>- 228 decision-makers (leaders of local communities, members of elderly councils, staff of local self-governing bodies, 153 M, 75 F) from 62 local communities were trained on introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts.</li> <li>- The package on recommendation to integrate (EE) into National Strategies was developed.</li> <li>- Eleven (11) training modules for decision-makers involved in natural resource management were developed. The training materials are developed with consideration of behavioural science aspects and expert’s recommendations on how to influence the pro-environmental behavior of the public and decision makers.</li> <li>- 47 (17 M and 20 F) professors/lecturers from educational institutions and representatives of CBOs were trained to deliver EE programmes.</li> <li>- The Public Administration Academy of RoA was identified as key implementing partner for this output and contracted for conducting environmental training for 1000 decision-makers.</li> </ul> |
| <p><b>OUTCOME 3:</b><br/>Developed capacity of community-based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.</p>   | <ul style="list-style-type: none"> <li>- As a result of announced “Environmental Education Challenge” call three (3) regional CBOs were selected to receive financial support under the Mico-capital grant modality to implement Environmental Education and public awareness raising projects. As a result, around 600 representatives from the local communities and different level decision makers participated in workshops, conducted by selected CBOs, overall 5 manuals and educational booklets were developed. 6 environmental proposals were developed and presented to the governmental entities and local self-governing bodies seeking support for implementation.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>- 20 representatives of mass media and CBOs were introduced to the basics of Environmental Law.</li> <li>- Development and facilitation of one wide-scope communication/public awareness campaigns related to implementation of three Rio Conventions and Aarhus convention in Armenia was completed.</li> <li>- One workshop for 25 environmental professionals and journalists (8M, 17F) was conducted on design thinking, digital content, use of social media platforms and multimedia materials in covering environmental issues, environmental communication and environmental journalism.</li> </ul> |
|--|--|

#### IV. GENDER MAINSTREAMING RESULTS

1. *Indicate the project's gender mainstreaming framework*
2. *Present gender mainstreaming results for the reporting period in results language.*

The project corresponds to UNDP Gender Marker GEN-2 score, with gender equality and women's empowerment as a significant objective of the project.

Gender sensitivity and gender considerations were taken into account in the formulation of the project; proposing gender sensitive approaches where needed, including the need to pay attention to gender equality. Every effort was made to incorporate gender issues in the implementation of this project. Roles of men and women to participate in activities of the project were equally assigned without any discrimination. The project took steps to ensure that women account for at least 40% of all training and capacity building in the project. Moreover, the project strengthened data collection and monitoring programmes – gender segregation of data collection and monitoring were introduced as a basis for ensuring long-term gender benefits. This gender inclusive project fostered gender equality in environmental management and women's empowerment and participation in environmental management. This approach facilitated a focus on gender-based environmental issues and gender-based solutions. As of the reporting period, the Project activities involved at least 49.58 % female (469F from overall 946 participants) into its training and workshops aimed at capacity building.

#### V. RISKS LOG

Risk Log is updated quarterly. Last updated: 12.12.2018

| #  | Description  | Risk Category  | Impact & Probability   | Risk Treatment / Management Measures  | Risk Owner | Last Update | Status  |
|----|--|----------------|------------------------|---|------------|-------------|---------|
| 1. | Due to election, political changes or other events, changes in governmental priorities might happen and the GOA might not remain committed to EE as a tool for NRM | Political      | Text<br><br>P =<br>I = | The Project will continue liaise with the new Government of Armenia to ensure mainstreaming of Environmental Education into new priorities  | UNDP       | 12.04.2018  | Ongoing |
| 2. | The project does not create any interest among the targeted stakeholders   | Organizational | Text<br><br>P =<br>I = | Project introductory workshops will be held with targeted beneficiaries to present the project objective and strategy as well as the planned activities to create an interest and | UNDP       |             | Closed  |

|    |  |  |             |  |   |      |            |         |
|----|--|--|-------------|--|---|------|------------|---------|
|    |  |  |             |  | demand for these activities.  |      |            |         |
| 3. |  | Project activities and resources do not translate in increasing the national capacity of using EE as a tool to improve NRM             | Strategic   |  | The project will effectively develop the capacity in the area of environmental education on the national level in order to provide the respective stakeholders and institutions with necessary mandates and ownership | UNDP |            | Closed  |
| 4. |  | The government does not fulfill its international obligations; including those from the Aarhus and the 3 Rio Conventions related to EE | Political   |  | The Project will closely cooperate with the GOA in order to promote fulfilling its international commitments including the need to have an EE capacity for NRM  | UNDP |            | Closed  |
| 5. |  | New legislation proposed by the project is not adopted by the Government and/or the Parliament   | Regulatory  |  | The legislative amendments package will be proposed in line with already approved by the Government "National Strategy on Environmental Education", developed by the Project  | UNDP | 12.04.2018 | Ongoing |
| 6. |  | No institutional changes occur   | Strategic   |  | The project will closely monitor the situation, involve all relevant agencies in project work to ensure their buy-in and support to proposed institutional changes  | UNDP | 12.04.2018 | Closed  |
| 7. |  | Key agencies and managers in ministries give a low priority to integrate EE as a tool for NRM  | Operational |  | Project team will involve all relevant agencies into project activities to ensure their buy-in and support to develop EE programmes.  | UNDP | 12.04.2018 | Closed  |
| 8. |  | Institutional risks associated with poor coordination among institutional stakeholders at the national level                           | Strategic   |  | While an inherent risk in any initiative involving multiple institutional stakeholders and international organizations,   | UNDP | 12.04.2018 | Closed  |

|     |  |   |                |  |  |      |            |        |
|-----|--|---|----------------|--|--|------|------------|--------|
|     |  |   |                |  | this risk is substantially mitigated by the existence of established coordination mechanisms already operating. Establishment of the Project Board and an Advisory Committee will ensure a coordinated approach.                                 |      |            |        |
| 9.  |  | Lack or absence of faculty with proper knowledge, experience and teaching skills to implement education activities  | Operational    |  | In the initial phase, there will be brief workshops organized to create interest and disseminate information materials on the project and its strategy   | UNDP | 12.04.2018 | Closed |
| 10. |  | The training centers for public servants and teachers might not be interested in integrating into their training catalogue the training curricula developed with the support of the project | Organizational |  | The related in-service training institution(s) will be contacted early on to establish a partnership with the project and involved them in designing and delivering courses  | UNDP | 12.04.2018 | Closed |
| 11. |  | Local governments do not have the mandate to involve stakeholders in decision-making for NRM  | Regulatory     |  | Project will closely monitor the situation and advocate for decentralization of natural resource management responsibilities highlighting the benefits for sustainable economic development of the country.                                      | UNDP | 12.04.2018 | Closed |
| 12. |  | For non-environmental professionals the program objective and strategy are not easily understood and do not create any interest   | Operational    |  | The project will produce and disseminate information products such as leaflets, booklets and other print materials to inform stakeholders about the project objective, strategy and the planned activities, in order to create an interest and a | UNDP | 12.04.2018 | Closed |

|     |  |  |                |  |   |      |            |         |
|-----|--|--|----------------|--|---|------|------------|---------|
|     |  |  |                |  | demand for participating to project activities.   |      |            |         |
| 13. |  | Key stakeholders do not adopt the campaign   | Organizational |  | The campaign will be developed with a strong participation of stakeholders in order to keep the ownership of this campaign as much as possible with the stakeholders and facilitate its final adoption.                     | UNDP | 12.04.2018 | Closed  |
| 14. |  | Journalists are not interested by EE programmes  | Organizational |  | Project introductory workshops will be held with targeted journalists /media outlets to present the project objective and strategy as well as the planned activities to create an interest and demand for these activities. | UNDP | 12.04.2018 | Closed  |
| 15. |  | The internal political crisis which led to significant changes in Government, may cause delays in project implementation and delivery. | Political      |  | The Project will continue liase with the new Government of Armenia to ensure mainstreaming of Environmental Education into new priorities   | UNDP | 12.04.2018 | Ongoing |

## VI. LESSONS LEARNED

- Institutional Strengthening and Capacity Building are crucial for achievement of benefits through partnerships and stakeholder involvement;
- Community-based organizations are effective delivery vehicles for environmental education projects on a community level.
- The scarcity of professional facilitators for introducing environmental education for natural resource management of decision-makers puts under the emphasis the importance of organizing wide-scoped training for trainers.

## VII. EVALUATIONS

The project mid-term evaluation (MTR) was carried out by an independent international consultant and finalized in February 2018, respective Management response was developed. Following the MTR recommendation and the Project Board no-objection, the Project requested no-cost extension, which was granted for 12 months period. Respective revisions of the project budget and work-plan were conducted.

Project Terminal Evaluation is planned for 2019.

## **VIII. INTERNATIONAL, BILATERAL COLLABORATION WITH OTHER COUNTRIES**

*Indicate international cooperation and what is shared. Indicate if Armenia is learning or leading.*

First Training of Trainers (ToT) was organized for overall 45 public school teachers and methodologists on 17-18 September, 2018 in the scope of UNDP “Climate Change Education and Awareness Project – Climate Box” Project. The ToT was facilitated by the team of international trainers from Russian Federation. Best experience and knowledge was shared with the participants.

First international conference on addressing climate change through education for countries of Eastern Europe, the Caucasus and Central Asia was organized in Yerevan, on 1-2 November, 2018 in the scope of UNDP “Climate Change Education and Awareness Project – Climate Box” regional project to share experiences and lessons learnt from ongoing projects. More than 50 participants representing 7 beneficiary countries (Armenia, Turkmenistan, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Moldova) and Russia participated in the regional workshop, which served for UNDP country offices and project as a platform for dialogue, knowledge exchange and peer learning for pro-active teachers and help new country offices develop methodological recommendations for the Climate Box Tool.

## **IX. PRODOC CHANGES, HORIZON SCANNING**

- Following the Mid-Term Review (MTR) recommendation and the Project Board no-objection, the Project requested no-cost extension, which was granted for 12 months period. Thus, the Project end date should be revised from 03 November, 2018 to 03 November, 2019.
- Change the frequency of risk monitoring and results progress from quarterly to annual.

## **X. ANNUAL VALIDATION OF RESULTS (FIELD VISIT) AND QUALITY ASSURANCE**

In 2018 the project had monitoring visits by the SGR Portfolio Analyst and the Programme Officer (Annex 1: Annual Verification of Results), as well as respective meetings were organized with the Implementing Partner RoA Ministry of Nature Protection.

## **XI. FUTURE WORK PLAN**

The Y2019 AWP is enclosed.

## Output Verification

Date: 20 December, 2018

Subject and venue of visit: Monitoring of the project annual results, Project Office

**00091047/00081989**

UNDP-GEF “Generate global environmental benefits through environmental education and raising awareness of stakeholders” Project

### Purpose:

| Outcomes   | Update on outcomes  | Outputs   | Update on outputs  | Reasons if progress below target | Update on partnership strategies  | Recommendations and proposed action  |
|--|---|---|--|----------------------------------|---|--|
| To strengthen the capacity of Armenia to use environmental education and awareness raising as tools to address natural resource management issues. | Project provided support to strengthen the capacity of Armenia to use environmental education and awareness raising as tools to address natural resource management issues. | Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.<br><br>Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.<br><br>Developed capacity of community-based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management. | Project provided support to enhance legal, institutional and strategic frameworks, to improve capacity of relevant government and educational entities, to develop capacity of community-based organizations and mass media to use environmental education and awareness raising as tools for natural resource management. | N/A                              | The Project established national and intentional bilateral cooperation with educational institutions, governmental and non-governmental entities. Successful cooperation was established with Russian Trust Fund, as a result of which the “Climate Box” Project was launched for implementation. | Consider lessons learned and best practices in the final year of the Project implementation. |

### PROJECT PERFORMANCE—IMPLEMENTATION ISSUES

The Project completed the approved workplan for Y2018, as well as achieved the delivery threshold.

### PROGRESS TOWARDS RESULTS

The results are reflected in the Project RRF. Main achievements are:

- Developed “National Strategy on Environmental Education and Upbringing”;
- Developed 11 modules for decision-makers involved in natural resource management;
- Established cooperation with the Public Administration Academy of Armenia for organization and implementation of training for 1000 decision-makers;
- Organized training for community-based organizations and mass media.

## LESSONS LEARNED

- Institutional Strengthening and Capacity Building are crucial for achievement of benefits through partnerships and stakeholder involvement;
- The scarcity of field-specific specialists and professionals hinders timely procurement of services resulting in shifting from planned procurement modalities, re-announcement of bids, tender deadline extensions etc.

### Participants in the field visit:

Armine Poghosyan, Technical Task Leader  
Tatevik Koloyan, Programme Officer  
Armen Martirosyan, SGR Portfolio Analyst

### Prepared by:

Armine Poghosyan, Technical Task Leader



### Approved by:

Armen Martirosyan, SGR Portfolio Analyst



## Results Framework<sup>1</sup> - PUT UPDATED PROJECT RESULTS FRAMEWORK FROM PRODOC

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

<sup>1</sup> UNDP publishes its project information (indicators, baselines, targets and results) to meet the International Aid Transparency Initiative (IATI) standards. Make sure that indicators are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Time-bound), provide accurate baselines and targets underpinned by reliable evidence and data, and avoid acronyms so that external audience clearly understand the results of the project.

| Objectives and Outcomes  | Indicator  | Baseline  | Targets<br>End of Project  | Status of implementation  |
|--|--|---|--|---|
| <p><b>Output 1.1:</b> Adequate legislation and policy frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education and public awareness.</p> <p><b>Output 1.2:</b> Relevant institutions have the necessary mandates to use environmental education and public awareness as tools for environmental management.</p> | <ul style="list-style-type: none"> <li>Adequate policies for EE in place integrating Rio and Aarhus Conventions' obligations</li> </ul>                  | <ul style="list-style-type: none"> <li>Current policies are poorly known, weakly implemented and do not include EE as an effective tool to address NRM issues.</li> </ul> | <ul style="list-style-type: none"> <li>Key policies for EE in place integrating Rio and Aarhus Conventions' obligations and providing a conducive enabling environment for the development of EE in Armenia</li> </ul> | <ul style="list-style-type: none"> <li>"National Strategy on development of Ecological Education and Upbringing" was developed and approved by the RoA government.<br/><a href="http://www.irtek.am/views/act.aspx?aid=93900">http://www.irtek.am/views/act.aspx?aid=93900</a></li> <li>The website for Extractive Industries Transparency Initiative (EITI) for Armenia was developed (<a href="https://www.eiti.am/en/">https://www.eiti.am/en/</a>)</li> <li>500 copies of Red Book of Animal and Plant of the Republic of Armenia were published</li> <li>4 short animations on implementation of Rio Conventions and Aarhus convention in Armenia were developed.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Adequate legislation for EE in place</li> </ul>   | <ul style="list-style-type: none"> <li>Current Law on environmental education as well as related laws are not conducive to the use of EE as a tool for NRM</li> </ul>     | <ul style="list-style-type: none"> <li>EE as a tool for NRM is supported by a conducive legislation framework</li> </ul>   | <ul style="list-style-type: none"> <li>The package on legal instruments/amendments related to Environmental Education (EE) was developed.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Adequate institutional set-up with clear mandate to carry out EE activities</li> </ul>                            | <ul style="list-style-type: none"> <li>Weak institutional mandates, weak national coordination and unclear responsibilities for EE</li> </ul>                             | <ul style="list-style-type: none"> <li>Institutions with clear mandates and assigned responsibilities to implement EE programmes</li> </ul>  | <ul style="list-style-type: none"> <li>Training materials were developed and one workshop on "Environmental Law" for 20 (9 M and 11 F) representatives of governmental entities was conducted.</li> </ul>   |
| <p><b>OUTCOME 2: Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.</b></p>   |  |   |  |   |
| <p><b>Output 2.1:</b> Capacity enhanced of key government and educational entities to integrate environmental education and public awareness into programmes and projects.</p> <p><b>Output 2.2:</b> Integrated training programmes</p>  | <ul style="list-style-type: none"> <li>Strategies and programmes integrating EE and public awareness as tools to improve NRM</li> </ul>                  | <ul style="list-style-type: none"> <li>Current strategies and programmes do not include EE as a tool to address NRM issues.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Key strategies and programmes includes EE as a tool to address NRM issues and solutions, including integration of Rio and Aarhus Conventions' obligations</li> </ul>            | <ul style="list-style-type: none"> <li>Existing training programs for civil and community servants in Armenia were studied and proposal with practical recommendations for mainstreaming EE into the training programs for Civil and Community servants in Armenia was developed.</li> <li>The package on recommendation to integrate (EE) into National Strategies was developed.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Number and diversity of organizations and individuals trained (men and women) to deliver EE programmes</li> </ul> | <ul style="list-style-type: none"> <li>Few key stakeholders are trained to develop and deliver EE programmes in Armenia</li> </ul>  | <ul style="list-style-type: none"> <li>50 key stakeholders in different organizations are trained to deliver EE programmes with a minimum of 40% women</li> </ul>  | <ul style="list-style-type: none"> <li>47 (17 M and 20 F) professors/lecturers from educational institutions and representatives of CBOs were trained to deliver EE programmes.</li> </ul>  |

| Objectives and Outcomes   | Indicator  | Baseline   | Targets<br>End of Project  | Status of implementation  |
|---|--|--|--|---|
| developed and delivered through training centers for civil servants; training centers for teachers and other existing relevant training mechanisms.                         | <ul style="list-style-type: none"> <li>Quantity and quality of EE materials and delivery mechanisms</li> </ul>   | <ul style="list-style-type: none"> <li>EE training materials for civil servants is very limited</li> <li>Limited EE training delivery mechanisms targeting civil servants</li> <li>Existing EE programmes to train teachers in pedagogical universities</li> <li>Uneven delivery of these EE programmes to teachers, particularly practicing teachers</li> </ul> | <ul style="list-style-type: none"> <li>EE programmes and delivery mechanisms available to public servants and practicing teachers</li> </ul>   | <ul style="list-style-type: none"> <li>Eleven (11) training modules for decision-makers involved in natural resource management were developed. The training materials are developed with consideration of behavioural science aspects and expert's recommendations on how to influence the pro-environmental behavior of the public and decision makers.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Number of participants (men and women) trained in EE</li> </ul>   | <ul style="list-style-type: none"> <li>Limited training currently offered</li> </ul>   | <ul style="list-style-type: none"> <li>1,000 people trained (civil servants and teachers) with a minimum of 40% women</li> </ul>   | <ul style="list-style-type: none"> <li>228 decision-makers (leaders of local communities, members of elderly councils, staff of local self-governing bodies, 153 M, 75 F) from 62 local communities were trained on introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts.</li> <li>The Public Administration Academy of RoA was identified as key implementing partner for this output and contracted for conducting environmental training for 1000 decision-makers.</li> </ul> |
| <b>OUTCOME 3: Developed capacity of community-based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.</b> |  |  |  |   |
| <b>Output 3.1:</b> Capacity enhanced of CBOs to implement environmental education and public awareness campaigns.   | <ul style="list-style-type: none"> <li>Increased use of environmental awareness techniques in programmes and projects to address NRM and poverty reduction at the community level</li> </ul> | <ul style="list-style-type: none"> <li>NGOs, CBOs and local governments use very little EE techniques</li> </ul>   | <ul style="list-style-type: none"> <li>NGOs, CBOs and local governments are using EE as a tool to make communities environmentally aware and to involve them in addressing NRM issues</li> </ul> | Three (3) regional CBOs were contracted to implement projects under Micro-capital Grant Modality:<br><br><b>1. "Generation of Light" Educational Foundation, "Nature is God's gift to human: The Lord and steward of nature" Project.</b><br>The Foundation published informative-analytical booklet "Nature is God's gift to human: the lord and steward of nature" in 1000 copies and disseminated among training participants. Three-day training courses on promotion of pro-environmental behavior and issues of global climate change were organized for:<br><br>- 20 clergies (M);           |
| <b>Output 3.2:</b> Environmental education material is developed and  | 1) EE and awareness material developed and use by delivery mechanisms  | <ul style="list-style-type: none"> <li>Numerous materials on EE exist in Armenia but there is no common approach to deliver EE covering global environmental issues and solutions</li> </ul>   | <ul style="list-style-type: none"> <li>Existence of EE programmes delivered by strengthened delivery mechanisms</li> </ul>   |   |

| Objectives and Outcomes  | Indicator | Baseline | Targets<br>End of Project | Status of implementation  |
|--|-----------|----------|---------------------------|---|
| <p>delivery mechanisms are identified.</p> <p><b>Output 3.3:</b> A Communication campaign developed and delivered through community based activities and national media.</p> |           |          |                           | <ul style="list-style-type: none"> <li>- 22 (2 M, 20 F) representatives of Centers for Christian upbringing;</li> <li>- 27 (7 M, 20 F) teachers of educational and youth centers, functioning under the Mother see of Holy Etchmiadzin and AGBU.</li> </ul> <p>2. <b>“Third Nature” NGO: “The increasing knowledge on the innovative model of electricity generation and distribution at the community level will bring the opportunity to mitigate climate change” Project.</b></p> <p>Four educational booklets, covering the topics of: i) Energy cooperatives; ii) Local smart networks/Micro-networks; iii) Change in energy and climate change; iv) Introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts were developed, distributed among training participants and disseminated through online sources. (<a href="http://3nature.am/docs/imegdlevel_Third_Nature_NGO_Arm.pdf">http://3nature.am/docs/imegdlevel_Third_Nature_NGO_Arm.pdf</a>).</p> <p>Informative sessions/meetings/discussions were held in 48 rural communities of Shirak Marz and dissemination of awareness raising materials was conducted. Overall, 299 local residents (104F and 195M) participated in the events.</p> <p>228 decision-makers (leaders of local communities, members of elderly councils, staff of local self-governing bodies, 153M and 75F) from 62 local communities were trained on introduction of renewable energy sources for energy production and incorporation of innovative models for distribution, as well as mitigation of climate change impacts.</p> <p>3. <b>“NGO Center” Civil Society Development NGO: “Better informed and responsible community” Project</b></p> |

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|-------------------------|-----------|----------|---------------------------|--|
|                         |           |          |                           | <p>“NGO Center” organized 3 movie screenings for 72 representatives of local communities (19M; 53F) and trainings with participation of 106 representatives (21M; 85F) from 6 local communities. 6 environmental proposals were developed and presented to the governmental entities and LSGes seeking support for implementation. The implemented events covered various topics related to environmental issues and natural resources management.</p> <p>Cooperation was established with Russian Trust Fund and \$50,000 was leveraged by the Project for customizing and adapting “<b>Climate Box</b>” Project aimed at raising environmental literacy of mid-school aged youngsters. The Project is implemented in 8 counties for the period of 2017-2019. Project budget for Armenia is estimated in the amount of 85,000.00 USD (Russian Trust Fund: 50,000.00 USD, Project co-funding (in-kind &amp; cash): 35,000.00 USD).</p> <ul style="list-style-type: none"> <li>- Implementation of the “Climate Box” (CB) Project was launched, including the translation of the manual into Armenian.</li> <li>- First Training of Trainers (ToT) was organized for overall 49 public school teachers and methodologists (5M; 44F) on 17-18 September 2018 in the scope of the Project. The ToT was facilitated by the team of international trainers from Russian Federation. Best experience and knowledge was shared with the participants.</li> <li>- First international conference on addressing climate change through education for countries of Eastern Europe, the Caucasus and Central Asia was organized in Yerevan, on 1-2 November, 2018 in the scope of UNDP “Climate Change Education and Awareness Project – Climate Box” regional project to share experiences and lessons learnt from ongoing projects. More than 50 participants representing 7 beneficiary countries (Armenia, Turkmenistan, Kazakhstan, Tajikistan, Kyrgyzstan, Uzbekistan, Moldova) and Russia</li> </ul> |

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|                         |  |   |   | <p>participated in the regional workshop, which served for UNDP country offices and project as a platform for dialogue, knowledge exchange and peer learning for pro-active teachers and help new country offices develop methodological recommendations for the Climate Box Tool.</p>   |
|                         | <p>2) A communication campaign developed and delivered</p> | <ul style="list-style-type: none"> <li>• Skills and knowledge to develop such campaign is currently limited in Armenia</li> </ul> | <ul style="list-style-type: none"> <li>• A communication campaign delivered and covering global environmental issues and solutions</li> </ul> | <p>Development and facilitation of communication/public awareness campaigns related to implementation of three Rio Conventions and Aarhus convention in Armenia was completed. The campaign included: i) installation of Green Urban Pavilion for 2 weeks on Northern Avenue for public at large; ii) Environmental poster design competition and competition for Journalists for covering environmental issues through mass media; iii) Pechakucha Night Yerevan ‘Living Green; iv) movie screenings; v) development and launch of Recycling.am Website <a href="https://recycling.am/">https://recycling.am/</a></p> <p>Awareness raising materials were developed and disseminates/used during the campaign, as well as distributed among key governmental partners and educational entities:</p> <ul style="list-style-type: none"> <li>- 2 quizzes were developed and used during the urban installation;</li> <li>- 10 posters on key environmental issues related to Rio Conventions;</li> <li>- Informative booklets and messages;</li> <li>- Tote bags.</li> </ul> <p>The awareness about campaigns was amplified via media coverage on 5 national TV channels and 10 online outlets.</p> <p>The Project provided support in implementation of a joint wide-scope public awareness campaign through new technologies and artificial intelligence during the visit of robot Sophia in Armenia. Public talk/discussion on the climate change and pro-environmental behavior was held for mass media and public.</p> |

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|-------------------------|--|---|---|---|
|                         | 3) Number of journalists (men and women) and diversity of media outlets trained to deliver EE programmes | <ul style="list-style-type: none"> <li>Journalists and their media outlets have limited capacity to inform the public on NRM issues, including global environmental issues and solutions</li> </ul> | <ul style="list-style-type: none"> <li>100 journalists with a minimum of 40% women linked to a diverse number of media outlets trained in environmental awareness, including global environmental issues and solutions</li> </ul> | <ul style="list-style-type: none"> <li>Training materials were developed and one workshop on “Environmental Law” for 20 (8 M and 12 F) mass media and CBOs representatives was conducted.</li> <li>One workshop for 25 environmental professionals and journalists (8M, 17F) was conducted on design thinking, digital content, use of social media platforms and multimedia materials in covering environmental issues, environmental communication and environmental journalism.</li> </ul> |