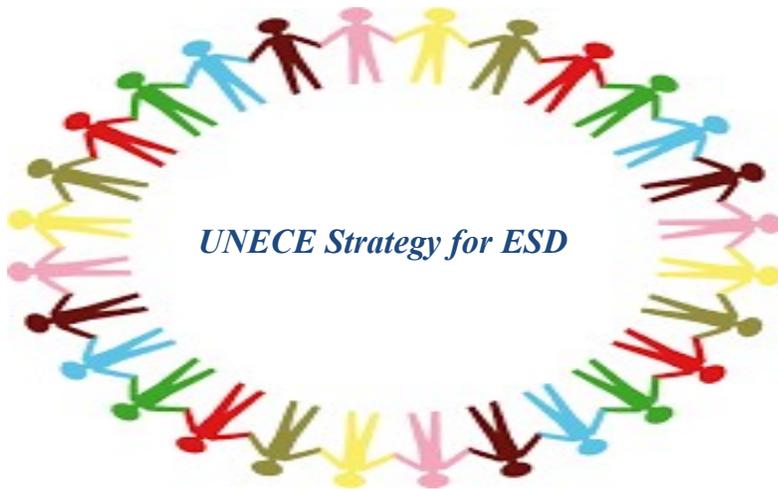


**Flagship
Project**

Green Living Goes East



PROJECT DOCUMENT

1 EXECUTIVE SUMMARY

Project Title	Green Living Goes East - Promoting sustainable lifestyles through education for sustainable development in selected countries of Eastern Europe and the Caucasus
Project Manager	Nona Iliukhina
Sub-programme	Environment
Implementing Entity	UNECE
Start Date	01 June 2017
End Date	31 December 2020
Budget	2,265,608 USD
Beneficiary Countries	Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, and Ukraine
Cooperating Entities within the UN System	UNDP (country offices)
Other Implementing Partners	National governments of the selected countries; NGOs: Global Action Plan International (GAP, Sweden) and Teachers for Democracy and Partnership (TDP, Ukraine)

Brief description

The negotiations for the Fifth Ministerial “Environment for Europe” Conference, which took place in Kiev in 2003, saw the emergence of a UNECE initiative on Education for Sustainable Development (ESD). Member States adopted the UNECE Strategy on ESD in 2005 in order to promote this topic in the region. The Strategy is a practical instrument that incorporates sustainable development into education systems in the region.

UNECE’s Strategy for ESD aims to equip people with the knowledge and skills needed to achieve implementation of the SDGs. The Strategy aims to increase both competence and confidence, while at the same time increasing opportunities for individuals to lead healthy and productive lifestyles in harmony with nature and with concern for social values, gender equity and cultural diversity.

Experience in several provinces of Ukraine has shown that ESD can be used to enhance quality of life: both by promoting a transition to more sustainable lifestyles by large numbers of people, not only students but also their families; and by strengthening demand for green products. The results build on a fruitful partnership between the public and civic sectors.

The main goal of this project is to develop and strengthen the capacities of the selected UNECE member States from Eastern Europe and Caucasus (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, and Ukraine) in implementing the UNECE Strategy for ESD and its priority action areas, as a mechanism for implementing the national strategies for ESD contributing to developing and supporting sustainable lifestyles in the selected countries. Disseminating the Ukrainian case will serve as a role model for other countries in the region, towards effective, action-oriented ESD programmes in school curricula, which builds on a previous project funded by Sweden.

The UNECE Steering Committee on ESD will oversee the project implementation, it constitutes the principal decision-making body for the activities on the Strategy for ESD in the UNECE region and is responsible for giving guidance and strategic directions to the implementation of the Strategy. The members of the Steering Committee are designated by Governments of the UNECE member States and include representatives of sectors, environment and education. In addition, representatives of international organizations and non-governmental organizations are invited as observers. More details are available at <http://www.unece.org:8080/environmental-policy/education-for-sustainable-development/about-the-strategy-for-esd/steering-committee.html>

The project will be implemented in close cooperation with the UN Country Teams in the beneficiary countries, and national governments institutions. NGOs such as the Global Action Plan International (GAP, Sweden) and Teachers for Democracy and Partnership (TDP, Ukraine) will also collaborate and contribute to the implementation of the project and the dissemination of good practices and lessons learned.

2 BACKGROUND

2.1 Context

Living in a sustainable world is no longer a luxury, nor a privilege for wealthy countries or individuals. It is rather a necessary condition for the survival of the human species. Climate change, pollution, depletion of resources or deforestation and the loss of species and ecosystem biodiversity do not stop at national borders, and equally affect all parts of the world, in every country and city. These changes are happening now.

Working towards 'green economies', which rely on sustainable sources, producing sustainable products and consumption patterns is more urgent than ever before. New sustainable lifestyles require the integration of ongoing efforts to consume efficiently with initiatives that shape consumer preferences and demands towards more sustainable choices and lifestyles. This includes changes in the consumers' knowledge, attitudes and behaviors. Education for sustainable development (ESD) is a necessary building stone for reaching this goal. ESD will need to feature in the schools curricula in addition to the traditional pedagogical knowledge and learning objectives.

Since 2005, UNECE member States have collaborated on implementing the UNECE Strategy for ESD as a regional pillar of the implementation of the UN Decade of Education for Sustainable Development (2005–2014) under the aegis of the UNECE Steering Committee for ESD.

The Strategy has furthered the recognition across global education initiatives that education systems must respond to the social, environmental and economic challenges facing the world today. In assessing the Strategy's progress from 2005 to 2015, the third evaluation report¹ of the Strategy's implementation highlighted that important advancements were made on policy integration, curricula, tools, resources and networking. According to the report, hundreds of initiatives have been launched to integrate ESD into the content and process of formal, non-formal and informal education, moving from policy to practice.

In light of the above, while countries show commitment to the ESD, the integration of ESD across national institutions and policies remains a challenge. Formal, non-formal and informal learning programmes remain in high demand. A new phase of work was launched at the High-level meeting of Environment and Education Ministries (Batumi, Georgia, 8-10 June 2016), when member States adopted a Framework for the future implementation of UNECE Strategy for ESD for 2016-2030.

This new plan calls on countries to further develop and strengthen strategies, plans and mechanisms for ESD implementation; continue to promote the integration of ESD into education and sustainable development policy; pursue work on school plans, teacher preparation and technical and vocational education and training in support of greening economies; increase the availability of and open access to good quality online ESD resources; and address the need for ongoing ESD research, monitoring and evaluation.

¹ *Learning from each other: achievements, challenges and ways forward. Third evaluation report of the UNECE Strategy for Education for Sustainable Development*, ECE/CEP/AC.13/2016/3, available at: <http://www.unece.org/fileadmin/DAM/env/esd/11thMeetSC/Documents/1521609E.pdf>

UNECE member States including countries of Eastern Europe, Caucasus and Central Asia have contributed actively to this initiative and called on the international community to support them in the implementation of ESD across all levels of education systems. In particular, member States asked UNECE to assist in implementing the UNECE Strategy for ESD and its priority action areas at the national level, including the introduction of ESD in school curricula and promotion of ESD into the teachers' education system (priority action areas (a) and (b) of the Framework²).

Multi-stakeholder cooperation has always been considered essential to the promotion of ESD, confirmed by a recent evaluation report: 95 per cent of member States agree that ESD was implemented through a multi-stakeholder process. Models for cooperation have included ESD councils, roundtables, special focus working groups and partnership networks, including NGOs which promote cooperation among people and organizations.

The current project will build on the cooperation of national governments in a partnership network including non-governmental organizations, based on the experience of the Education for Sustainable development in Action (ESDA) projects³ which was implemented from 2005 to 2012 by Teachers for Democracy and Partnership (TDP, Ukraine), in cooperation with the international organization Global Action Plan (GAP) and with support from the Swedish International Development Agency, SIDA.

The ESDA project is an outstanding example of cooperation and knowledge transfer between the EU (Sweden, with additional input from Poland) and an Eastern Partnership country, Ukraine. The aim of the project was to develop and introduce ESD in 14 provinces of Ukraine in line with the objectives of the UNESCO ESD Decade. The outcome was to contribute to an enhanced understanding of sustainable development issues and ecologically sound lifestyle in state institutions, selected regional authorities and the general public, reductions in water/electricity use and waste production, and contributions to sustainable development and environment-friendly policy-making.

The achievements of the ESDA project were acknowledged by UNESCO to be the first of its kind⁴ among the series of successful cooperative projects aimed at stimulating long-term behaviour change. The UNECE Steering Committee recommended considering this project as a model of good practice which should be replicated in other countries of the region.

2.2 Mandates, comparative advantage and link to the Programme Budget

The proposed project directly contributes to the implementation sub-programme one (Environment) of the UNECE Strategic Frameworks for 2016-2017 and 2018-2019. Specifically, the project contributes to the Expected Accomplishment (a) "Improved response to environmental challenges by ECE constituencies" and other expected accomplishments, given a cross-cutting nature of the ESD process that contributes to a better understanding of all environmental concerns.

² ECE/BATUMI.CONF/2016/11, available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>

³ *Review of the SIDA-funded Project Education for Sustainable Development in Action (ESDA)- Final Report* (2012), available at http://www.sida.se/contentassets/808ca26545954608a2ff93e31e2eac6/review-of-the-sida-funded-project-education-for-sustainable-development-in-action-esda---final-report_3338.pdf

⁴ *Education for Sustainable Development in Action, 2009-2012*, final narrative report of the project, available at: https://issuu.com/xander/docs/esda_project_booklet

The work will be carried out through international policy dialogue, normative work, capacity-building and the dissemination of best practices and lessons learned in the area of education for sustainable development. The project will contribute to enhancing environmental governance in the region and cross-border cooperation between countries. It will further strengthen integration of environmental concerns into sectoral policies through the implementation of education for sustainable development, as one of UNECE's policy tools.

Implementing the project under the auspices of UNECE Steering Committee on ESD constitutes an advantage given its unique structure involving representatives from two government sectors – education and environment, as well as representatives of the UNESCO National Commissions. The agencies of the United Nations, international organizations and non-governmental organizations are participating as observers. Such a structure therefore provides opportunities for direct access to government structures and educational institutions. The latter then facilitates the methodology, focused on education for sustainable development and convey a vision of education that seeks to empower people to assume responsibility for creating a sustainable future.

2.3 Country demand and target countries

Adopted in 2005, the UNECE Strategy on ESD is currently implemented by numerous UNECE member States. National Government representatives reiterated their commitment to the ESD at the Batumi High-level Meeting of Education and Environment Ministries held in 2016. In broad terms, the purpose of the Strategy is to help countries to develop and implement their own national strategies for sustainable development that would also contribute to achieving the 2030 Agenda for Sustainable Development and its SDGs.

The Strategy calls for special emphasis to the countries with economies in transition including from the sub-region of Eastern Europe, the Caucasus and Central Asia (EECCA), or towards low and middle-low income economies according to the World Bank Classification. The Strategy recognizes that it is important to support these countries with capacity building, financial assistance and support to education, research and public awareness programmes on Sustainable Development as a request to governments, relevant organizations and donors.

The project will be implemented in six countries from Eastern Europe and the Caucasus - Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, and Ukraine, taking into consideration their similar challenges, given their relative geographical proximity, as well as common political, economic, institutional and organizational heritage. In the future, UNECE intends to extend the implementation of the ESD Strategy across the UNECE region towards regional harmonization of educational curricula and implementation of the SDGs.

2.4 Link to the SDGs

UNECE helps countries to convene and cooperate on norms, standards and conventions in support of the Sustainable Development Goals (SDGs). This impacts the life of citizens every single day when they, for instance, buy food, drive a car, breathe clean air, transport goods, handle chemicals, save energy or walk in the forest. UNECE is actively engaged in work related to 16 of the 17 [Sustainable Development Goals](#).

UNECE helps implement the SDGs by translating the global goals into norms, standards and conventions, developing statistical recommendations and capacity, undertaking performance reviews and studies (environment, innovation, regulatory barriers, housing, forestry, statistics), building capacity and engaging in partnerships with the private sector and civil society.

For example, the project supports the implementation of the UNECE Strategy for ESD, as a cross-cutting process that allows for a better understanding of and enhanced competences related to all aspects of sustainable development. Therefore, the implementation of the Strategy by the countries will contribute directly to the achievement of **SDG4, Target 7**: “*By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.*”, but also to the attainment of all SDGs.

With a departure point in SDG 4.7 on education, this project particularly supports policies in **SDGs 3, 12 and 13** on healthy lifestyles, linking of consumption and production, and climate change, as impacted by citizens.

3 ANALYSIS

3.1 Problem analysis

The third evaluation report in relation to the UNECE Strategy for ESD for the period 2005-2015 revealed that member States, including the target countries from Eastern Europe and the Caucasus, faced a number of challenges and obstacles to the implementation of the Strategy, as follows:

1. Leadership and political commitment is uneven across the UNECE region, which is a critical factor in the success of the Strategy;
2. At the end of the implementation of Phase III, significant advancements have been made on four of the seven Strategy issue areas: policy integration, curricula, tools and resources, and cooperation and networking;
3. Full integration of sustainable development knowledge, skills and values by all learners, while well in progress, has yet to be realized across all levels and types of education systems;
4. The three priorities for Phase III - ESD school plans, teacher competences and ESD in TVET - were hard to achieve and require specific system change as a whole; and
5. Not all member States recognize ESD at the core of education systems, despite some improvements in certain countries.

The new work-plan for 2017-2019 for the UNECE Strategy for Education for Sustainable Development will be adopted at the upcoming meeting of the Steering Committee on 20-21 April 2017. The plan outlines proposed activities focused on addressing challenges and obstacles that have persisted throughout the previous decade of the Strategy’s implementation, as outlined in the above major findings of the third evaluation report.

To address such challenges, the new work plan invites the countries to implement the Strategy during the next phase (2017-2019), following the three “vertical” priority action areas (sub-paragraphs. 20 (a)-(c) of the Batumi Framework), which focus on what should be done, taking into account the national and/or regional educational frameworks, policies and systems, and three “horizontal” priority action areas (sub-paragraphs. 20 (d)-(f) of the Batumi Framework), which focus on how it should be done:

- a) Encouraging whole-institution approaches by integrating ESD in school plans by 2019;
- b) Promoting extension of ESD in teacher education;
- c) Further integrating ESD in TVET;
- d) Integrating ESD in both international and national education and sustainable development policies and relevant processes;
- e) Enhancing synergies between formal, informal and non-formal education; and
- f) Acknowledging the important role of networks in implementing ESD.

The current project will contribute directly to the implementation of the “vertical” priority action areas (a) on integrating ESD in schools plans and curricula by 2019 and (b) on promoting extension of ESD in teacher education, as well as the “horizontal” priority action areas (d) and (f), as indicated above.

3.2 Country level problem analysis

According to the third evaluation report, the selected countries from Eastern Europe and the Caucasus made certain progress in implementing the UNECE Strategy for ESD, but are facing challenges in implementing certain priority action areas, including the indicated above priorities on integrating ESD in school plans and curricula and promoting extension of ESD in teacher education, by integration of ESD in education and sustainable development policies and acknowledging the important role of networks in implementing ESD.

The challenges faced by the countries are often similar given common political, economic, institutional and organizational heritage, as outlined in the table below.

Table 1 – Country analysis

Country	Status of affairs	Realistic outcomes
Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine	<p>Gaps in implementation faced by the target countries:</p> <p>a) Whole-institution approaches, including ESD in school plans/ curricula: - no systematic approach to developing & implementing school plans - lack of funds</p> <p>b) ESD in teacher education: - not fully incorporated into initial and in-service training of teachers - lack of ESD competencies among teachers - lack of information on the number of trained teachers</p>	<ul style="list-style-type: none"> – Raise the profile of the issue at the government policy level; – Promote integration of whole-school approaches into curricula; – Promote educator competences; – Develop monitoring and assessment systems. – Promote centralized approach on the design and delivery of professional development on ESD; – Train the trainers and teachers; – Endorse and/or support NGOs and networks to provide training; – Development and provision of ESD tools and resources; – Establishing of the network of ESD educators.

3.3 Stakeholder analysis and capacity assessment

Table 2 – Stakeholder Analysis

Non UN Stakeholders	Type & level of involvement in the project	Capacity assets	Capacity Gaps	Desired future outcomes	Incentives
National & local government, setting policy objectives and priorities	Policy level	Provide political will/strategic guidance to national stakeholders, in financial support for the national strategy on ESD	Inter-sectoral approach to develop ESD mechanisms	Progress in implementing the UNECE Strategy for ESD and the national strategies	To implement 2030 Agenda for the SDGs
Educational institutions a) teacher-training, b) schools	Professional level	Ambition to be part of implementing national ESD strategy	Need to adopt, learn and teach new pedagogical approaches	Strong set of training modules on ESD, regularly offered Confident competent staff with good ESD materials; Good examples of	To be seen as a pedagogical leader

Non UN Stakeholders	Type & level of involvement in the project	Capacity assets	Capacity Gaps	Desired future outcomes	Incentives
				whole-school approach	
General public (pupils, parents, community)	Grassroots level	Satisfaction with study conditions, the level of required knowledge	Focus, especially by parents, on getting good grades	Sustainable & healthy lifestyles; engaged citizens & new community initiatives	A learning challenge with clear relevance for daily life

4 PROJECT STRATEGY: OBJECTIVE, EXPECTED ACCOMPLISHMENTS, INDICATORS, MAIN ACTIVITIES

4.1 Project Strategy

The objective of the project is to develop and strengthen the capacity of the selected UNECE member States from Eastern Europe and Caucasus (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, and Ukraine) for implementing the UNECE Strategy for ESD and its priority action areas, as a mechanism for implementing the national strategies for ESD, contributing to developing and supporting sustainable lifestyles in selected countries. This will be achieved, inter-alia through disseminating the results of the Ukrainian experience of action-oriented ESD programmes in school curricula. The project activities will be overseen by UNECE Steering Committee on ESD.

The project proposes a programme of cooperation of national governments, the ministries of education and environment, with partnership networks including NGOs and where appropriate including local business. There are four main interlinked activities that would facilitate implementation of the UNECE Strategy for ESD in the selected countries: (a) Raising awareness of national policy-makers; (b) Training of trainers and educators; (c) Developing teaching materials, and (d) Enabling exchange of experience at all levels, from students to ministries.

The project will also allow for building a national multi-stakeholder dialogue around ESD and would improve the competence of educators, a special target group. The project outcomes will contribute to the implementation of UNECE Strategy for ESD and will benefit directly the national initiatives on sustainable development.

The activities will be carried out at the policy level, as well as at the grassroots level. At the policy level the organizations involved (education and/or environment ministries and teacher training institutions and/or other relevant organizations) will work under the aegis of the UNECE Steering Committee for ESD to address institutional impediments and advocate for the broader implementation of the national plans/strategies for ESD across the curriculum in each country. At the grassroots level the proposed project will work to improve the quality of ESD methodology training for teachers, provide students with access to lessons for sustainable development, and to create a new network through which information can be shared and methodology improved.

4.2 Logical Framework

Table 3 – Logical Framework

Intervention logic	Indicators	Means of verification
<p>Objective</p> <p>The objective of the project is to develop and strengthen the capacity of the selected UNECE member States from Eastern Europe and Caucasus (Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, and Ukraine) in implementing the UNECE Strategy for Education on Sustainable Development and its priority action areas, as a mechanism for implementing the national strategies for ESD, contributing to developing and supporting sustainable lifestyles in selected countries.</p>		
<p>EA1: National governments have enhanced national plans for the implementation of the UNECE Strategy for Education for Sustainable Development</p>	<p>IA1.1 6 Assessment reports developed (one for each beneficiary country)</p>	<p>Availability of reports at the UNECE and other relevant websites</p>
	<p>IA1.2 6 countries enhanced NAPs based on the recommendations provided in the assessments</p>	<p>Report to the UNECE Steering Committee on ESD</p>
<p>A1.1: Stocktaking assessment of ESD integration in beneficiary countries including organization of 6 kick-off meetings with the representatives of relevant national governments, teacher-training institutions and schools management.</p>		
<p>A1.2: Organize a study visit to Ukraine and 6 workshops in beneficiary countries, aiming to engage national authorities in dialogue, share initial assessments, further plan the project, and provide advisory support</p>		
<p>A1.3: Organize a closing international conference with all beneficiary countries to support information and good practices sharing across the region, as a peer to peer exchange, and with participation of all stakeholders, including International Organizations, NGOs, and donors.</p>		
<p>EA2: Enhanced integration and extension of Education for Sustainable Development in teacher education</p>	<p>IA2.1 6 Reports including training materials are available (one for each beneficiary country)</p>	<p>Reports and materials are available at relevant websites</p>
	<p>IA2.2 At least 12 teachers completed the train-the trainers programme</p>	<p>Project and event documentation, Roster of expert trainers</p>
<p>A2.1. Development of the country-specific training programme</p>		
<p>A2.2: Organize 6 roundtables in beneficiary countries to validate a country-specific training program</p>		
<p>A2.3: Organize 6 train-the trainers’ seminars (for teachers) in each beneficiary country.</p>		
<p>A2.4: Organize a 6 advocacy activities, including work with local government and media to raise awareness of good ESD practice.</p>		

Intervention logic	Indicators	Means of verification
EA3: Enhanced integration and extension of Education for Sustainable Development in school plans and curricula	IA3.1 At least 500 schools integrated ESD into their school plans and curricula	Report to the UNECE Steering Committee on ESD
	IA3.2 100 schools conducted a school sustainability audit	Report to the UNECE Steering Committee on ESD
A3.1: Conduct evaluation of the existing educational and classroom materials in beneficiary countries.		
A3.2: Undertake a revision and/or development of classroom materials to include ESD as deemed appropriate in each respective beneficiary country.		
A3.3: Testing a new subject “Lessons for Sustainable Development” in each of the five countries, and in new regions in Ukraine”.		
A3.4: Organize 6 national workshops to disseminate developed classroom materials to the national stakeholders		

4.3 Risks and mitigation actions

Table 4 – Risks and mitigation actions

Risks	Mitigating Actions
R1. Drawn-out inception work in one or more countries leads to asynchronous development, giving rise to extra costs.	M1. Strong emphasis on project planning support; advocacy to rapidly ensure support from national authorities. If a synchronicity still arises, support a ‘twinning’ system where lead countries support those behind.
R2. Cuts in school funding, especially as regards teachers’ work.	M2. Advocacy to ensure national and local authorities understand the potential benefits of LfSD. If cuts are made, review & possibly reduce the numbers of teachers targeted.
R3. Loss of a partner organization in one or more countries.	M3. Establish national stakeholder networks for mutual support.

4.4 Sustainability

Sustainability has been built into the project design through:

- National advocacy with a view to the long term;
- Establishing an infrastructure of trainers and teachers who have integrated the programmes into their everyday activities, and equipped with effective classroom materials; and
- Powerful media strategies to engender public support.

UNECE aims to ensure the adoption by the national authorities of the Lessons for Sustainable Development (LfSD) as a mandatory or (as a minimum) elective part of the school curriculum. If only an elective, bridging funding may be needed to reprint materials until such time as the lessons are adopted by the national education authorities. UNECE is presently exploring the potential for how the activities can be scaled up after the completion of the project.

5 MONITORING AND EVALUATION

All monitoring, reporting and evaluation of the project will be undertaken in compliance with UNECE policies, UN Financial Rules, and Regulations. Monitoring and evaluation will be carried out at different levels:

5.1 Monitoring overall project performance

Narrative and financial reporting to the potential project donor will be conducted annually. Progress will be measured against planned activities, using the Logical Framework as a practical tool in measuring progress. Vis-a-vis the related SDGs, with a base in SDG 4.7, monitoring of progress will be based on respective national targets and indicators to be developed, and the baseline situation measured by countries; taking into account existing data gaps and constraints. The main responsibility for monitoring progress will be assigned to the UNECE Steering Committee on ESD on the basis of the regular reporting provided by the two other implementation partners, the non-governmental organizations Global Action Plan International (GAP, Sweden) and Teachers for Democracy and Partnership (TDP, Ukraine). Progress made in the implementation of country-by-country work-plans will be presented and discussed at the annual meeting of the UNECE Steering Committee or electronically with the Bureau members and/or the Task Force Group, to be eventually established by the UNECE Steering Committee to oversee the implementation of the project, if any. Regular on-site and/or on-line meetings with national governments in the target countries and annual sub-regional meetings will give possibilities to collect feedback on the progress reports.

5.2 Monitoring national and community participation

National and local coordinators will report regularly to TDP's management team concerning progress in relation to detailed plans, on the basis of 'exception reporting': deviations from plan, both positive and negative, will be reported each month (and possibly more frequently at the beginning of the project). The combined partner management team will hold monthly online meetings to review status and agree on any follow-up, adjustment, or support activities.

5.3 Monitoring public participation

Participating schools, teachers, pupils, and in some case parents will be enabled and supported to report their sustainability actions via an online system. This data collected will be regularly aggregated and published to stakeholders. At intervals to be determined, the data will be analyzed and any appropriate action taken to improve performance.

5.4 Research

It is proposed that one academic institution in each country be invited and supported to formulate a research question to be explored by one or more postgraduate students. In Ukraine this is proposed to happen under the aegis of the National Academy of Pedagogical Science, which has prior experience of such research. This is an ambition, not a target, since the interest of academic institutions cannot be guaranteed. Participating institutions/students will receive access to all non-confidential project data in pursuit of their research questions. These reports will be submitted as part of the final project documentation.

6 MANAGEMENT AND COORDINATION AGREEMENTS

The overall management and control of the project lies with UNECE Division for Environment and is executed in compliance with United Nations administrative financial rules and regulations.

The UNECE Steering Committee on ESD is responsible for overall and financial project control, and for liaison with national authorities. TDP, Teachers for Democracy and Partnership, Ukraine is responsible for programme delivery, including national and regional partnership agreements. Global Action Plan International/Legacy17, Sweden is responsible for programme design and methods support, including IT support, as well as contributions to research, monitoring and evaluation.

Annex 1 - Results-based work plan

EA	Activity #	Timeframe by activity		Budget class and Code <i>(Please use the budget classes listed in the table above.)</i>		Amount (USD)
		Year <i>(Y1, Y2, Y3)</i>	Quarter <i>(Q1, Q2, Q3, Q4)</i>			
EA1	A1.1	2017 (Y1)	Q3, Q4	Other Staff Costs (GTA)	010	\$ 92,952
				Consultants	010	\$36,000
		2018 (Y2)	Q1, Q2	Travel of Staff	160	\$18,000
				Contractual services	120	60,000
				Operating and other direct costs	125	\$3,000
	A1.2	2017 (Y1)	Q3, Q4	Other Staff Costs (GTA)	010	\$ 92,952
				Consultants	010	\$36,000
		2018 (Y2)	Q1, Q2	Travel of Participants	160	\$ 30,000
				Travel of Staff	160	\$18,000
				Operating and other direct costs	125	\$5,000
	A 1.3	2019 (Y3)	Q4	Other Staff Costs (GTA)	010	\$ 46,476
				Travel of Participants	160	\$ 54,000
		2020 (Y4)	Q1, Q2	Travel of Staff	160	\$6,000
				Contractual services	120	\$ 50,000
				Operating and other direct costs	125	\$5,000
EA2	A 2.1	2017 (Y1)	Q3, Q4	Contractual services	120	\$ 60,000
		2018 (Y2)	Q1, Q2,			
	A 2.2	2018 (Y2)	Q3, Q4	Other Staff Costs (GTA)	010	\$ 46,462
				Travel of Participants	160	\$ 90,000
		2019 (Y3)	Q1, Q2, Q3, Q4	Travel of Staff	160	\$18,000
				Contractual services	120	\$ 90,000

EA	Activity #	Timeframe by activity		Budget class and Code <i>(Please use the budget classes listed in the table above.)</i>		Amount (USD)		
		Year <i>(Y1, Y2, Y3)</i>	Quarter <i>(Q1, Q2, Q3, Q4)</i>					
				Operating and other direct costs	125	\$5,000		
	A 2.3	2019 (Y3)	Q1, Q2, Q3, Q4	Other Staff Costs (GTA)	010	\$ 92,952		
				Consultants	010	\$36,000		
				Travel of Staff	160	\$36,000		
				Contractual services	120	\$ 90,000		
				Operating and other direct costs	125	\$9,000		
	A 2.4	2019 (Y3)	Q1, Q2, Q3, Q4	Other Staff Costs (GTA)	010	\$ 46,476		
				Travel of Staff	160	\$18,000		
		2020 (Y4)	Q1, Q2, Q3, Q4	Contractual services	120	\$ 60,000		
				Operating and other direct costs	125	\$9,000		
				Equipment	135	\$ 20,000		
EA3	A 3.1	2018 (Y2)	Q1, Q2, Q3, Q4	Other Staff Costs (GTA)	010	\$ 46,476		
				Consultants	010	\$36,000		
		2019 (Y3)	Q1, Q2, Q3, Q4	Travel of Staff	160	\$36,000		
				2020 (Y4)	Q1, Q2, Q3, Q4	Contractual services	120	\$ 30,000
						Operating and other direct costs	125	\$9,000
	A 3.2	2019 (Y3)	Q1, Q2, Q3, Q4	Other Staff Costs (GTA)	010	\$ 46,476		
				Consultants	010	\$36,000		
		2020 (Y4)	Q1, Q2, Q3, Q4	Travel of Staff	160	\$18,000		
				Contractual services	120	\$ 60,000		
				Operating and other direct costs	125	\$9,000		

EA	Activity #	Timeframe by activity		Budget class and Code <i>(Please use the budget classes listed in the table above.)</i>		Amount (USD)
		Year <i>(Y1, Y2, Y3)</i>	Quarter <i>(Q1, Q2, Q3, Q4)</i>			
	A 3.3	2019 (Y3)	Q1, Q2, Q3, Q4	Other Staff Costs (GTA)	010	\$ 46,476
				Travel of Participants	160	\$ 18,000
		2020 (Y4)	Q1, Q2, Q3, Q4	Travel of Staff	160	\$18,000
				Contractual	120	\$ 60,000
		Operating and other direct costs	125	\$4,000		
	A 3.4	2019 (Y3)	Q1, Q2, Q3, Q4	Other Staff Costs (GTA)	010	\$ 92,952
				Consultants	010	\$36,000
		2020 (Y4)	Q1, Q2, Q3, Q4	Travel of Staff	160	\$18,000
				Contractual services	120	\$ 90,000
		Operating and other direct costs	125	\$5,000		
Evaluation (for projects at/ above \$250,000)				Consultant	010	\$ 39,313

Annex 2 - Budget

Staff and personnel costs (010) \$ 650,650

Staff support (1 P3 Staff x 3.5 years) = \$ 650,650

Consultants (010): \$ 216,000

- International consultants to support the stocktaking assessment, study visit in Ukraine as well inception meetings in beneficiary countries: A1.1, (4 work-month), A1.2 (2 work-month) x (\$ 6,000 per month) = \$ 36,000
- International consultants to support the organization of a series of training seminars for teachers and aiming at editing the classroom materials in support of activity A2.2, (6 work months) x (\$ 6,000 per month) = \$ 36,000
- International consultants to support the preparation of reports, publications, website maintenance for activity A3.1 (10 work-months), A3.2 (6 work-months) x (\$6,000 per month) = \$96,000
- International consultants experts in the evaluation and development of educational materials in support of activities A3.1 (6 work-month), A3.2 (6 work-month), x (\$ 6,000 per month) = \$ 72,000
- International consultants to support the organization of national workshops aiming at the validation of classroom materials by beneficiary countries in support of activities A3.4 (6 work-month) x (\$ 6,000 per month) = \$ 36,000

Travel of meeting participants (seminars, workshops, study tours) (160): \$ 192,000

- One study visit to Ukraine and inception meetings in beneficiary countries (kick-off meetings) in Activity 1.2: 10 participants x average ticket cost of \$3,000 = \$ 30,000
- One International closing conference with all beneficiary countries in Activity 1.3: 3 participants x 6 countries x average ticket cost of \$3,000 = \$ 54,000
- Series of seminars/consultative for training teachers, in Activity 2.2: 5 participants x 6 countries x average ticket cost of \$3,000 = \$ 90,000
- Organize talks on “Lessons for Sustainable Development” in 6 countries, Activity 3.3: 1 participant x 6 countries x average ticket cost of \$3,000 = \$ 18,000

Travel of Staff (160): \$ 201,000

- Four missions per annum in average by the Project Coordinator and relevant UNECE staff to assist National governments enhancing national plans for the implementation of the UNECE Strategy for Education for Sustainable Development (Result 1): 14 missions x \$ 3,000 average mission cost = \$ 42,000
- 24 missions over 2018-2020 to deliver the roundtables and training sessions that aim at enhancing the integration and extension of Education for Sustainable Development in teacher education (Result 2): 8 missions x 3 years x \$ 3,000 average mission cost = \$ 72,000

- 30 missions over 2018-2020 to enhance the integration and extension of Education for Sustainable Development in teacher education into school plans and curricula (Result 3): 10 missions x 3 years x \$ 3,000 average mission cost = \$ 90,000

Contractual services (120): \$ 620,000

- Compilation of reports, publications and guidelines entail design, editing and printing, in support of activities A1.1 and A1.3 estimated at \$ 110,000
- Compilation of new classroom materials for teachers, awareness materials as well as good practices in support of Result 2 is estimated at \$ 210,000
- Other promotional material and communication services in support of project activities (Activity 2.4) is estimated at \$ 60,000
- Sub-contracting of conference management for the organization of workshops in activities of Result 3 is estimated at \$ 240,000

Operating and other direct costs (125): \$ 63,000

Telecommunication costs, rent, office supplies, interpretation and translation cost required in the field missions or during the conference/workshop/seminar where simultaneous interpretation is required, UNDP cost recovery, in support of project activities: \$ 18,000 x 3.5 years = \$ 63,000

Equipment vehicles and furniture (135) \$ 20,000

A provision of \$20,000 is required for equipment in support of activity A2.3.

Budget summary:

Total activity cost	\$1,965,650
Evaluation (2%)	\$ 39,313
13% UN Programme Support Cost	\$ 260,645
Total budget	\$ 2,265,608