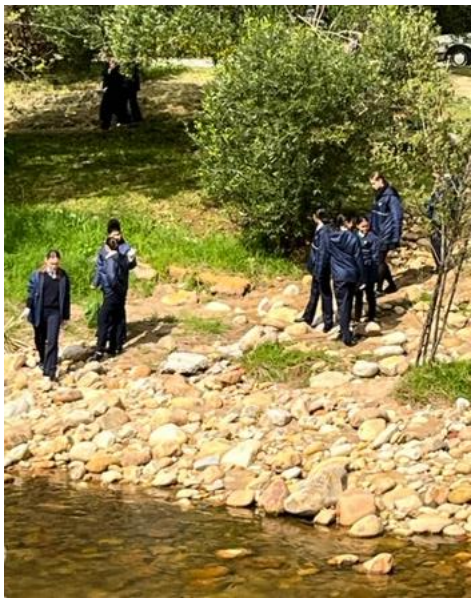
Terminal Evaluation of the UNEP Project "Environmental Education and Youth" PIMS No 02007 (2018-2022)





Evaluation Office of the United Nations Environment Programme
April 2024

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Front cover: Secondary school students cleaning the river margins, Stellenbosch, South Africa

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(Environment Education and Youth)
(02007 – 319.1)
(Date 10/23)
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Acknowledgements

The evaluator would like to express her gratitude to all who contributed to this evaluation, listed in Annex III.

The evaluator would like to thank the project team and in particular, Ms Julie Mithika and Ms Janet Wildish (UNEP Evaluator Manager and Senior Evaluation Officer) for their contribution and collaboration throughout the evaluation process. Sincere appreciation is also expressed to the UNEP Environmental Education and Training Unit, specifically those who took the time to provide comments on the draft report. The evaluator would also like to thank all the people who made time for the interviews.

Special acknowledgment to Dominic Ayegba Okoliko, who supported the qualitative analysis and results discussions.

The evaluation consultant hopes that the findings, conclusions and recommendations will contribute to the successful finalisation of the current project, formulation of a next phase and the continuous improvement of similar projects in other countries and regions.

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Brief consultant biography

As an external consultant, Maria João de Paiva Nazareth prepared this Terminal Evaluation for UNEP. Ms Nazareth is an independent consultant with 20 years' experience working with national and local Governments, the private sector and civil society in the areas of sustainable development and health. She has worked across several policy areas, including agriculture, health management, food security, climate change and protected areas, in over 20 countries. Before becoming a freelance consultant in July 2020, she was Head of Research, Assessment and Monitoring in World Food Program, where she managed a team of seven economists and statistics and led on over 5 projects. Before assuming that role, she was the advisor for the nutrition policy in Lao People's Democratic Republic, supporting the Ministry of Youth on the nutrition needs approach.

As a supporter for the data analysis Dominic Ayegba Okoliko, a postdoctoral fellow at the CREST, Stellenbosch University, South Africa analysed the interviews. With more than a decade of research experience, he specializes in qualitative methodologies and has published extensively on topics related to environmental communication and governance in Africa. Before joining Stellenbosch University in 2018, he worked for almost three years in a regional civil society organisation in Nigeria that was dedicated to advancing human rights, thereby gaining considerable experience in monitoring and evaluation.

About the evaluation

Joint Evaluation: No

Report Language(s): English

Evaluation Type: Terminal Evaluation

Brief Description: This report is a Terminal Evaluation of a UNEP "Environment Education and Youth" project that was implemented between May 2018 and December 2023. The project's overall development goal was "*The engagement in environmental education activities to achieve the primary impact of realising a future in which professional capacity is sufficient to deliver integrated ecosystem management and wider sustainable development objectives*". The evaluation sought to assess project performance (relevance, effectiveness, and efficiency), and determine the outcomes and impacts (actual and potential) stemming from it, including their sustainability. The evaluation has two primary purposes: (i) to provide evidence of results to meet accountability requirements, and (ii) to promote operational improvements, learning, feedback and knowledge sharing through the results and lessons learned among UNEP and the relevant agencies of the project participating countries.

Keywords: Marine environments; Marine Ecosystem; Coast; Freshwater and Terrestrial Ecosystems, Coastal Ecosystem; Governance; Climate Change; Ecosystem Management; Future leaders' environment conscious; Environment education; State of climate, Green jobs, Youth and Education Alliance Summit, Sports for Nature.

Primary data collection period: July to September 2023

Interview mission dates[1]: No field mission was undertaken

[1] This data is used to aid the internet search of this report on the Evaluation Office of UNEP Website

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List of acronyms ad abbreviations

AASH	Association for the Advance of Sustainable and Higher Education
AU	African Union
C4D	Communication for Development
COVID-19	Coronavirus 2019
CPD	Country Project Document
CSOs	Civil Society Organisations
DAC	Development Assistance Committee
EA	Expected Accomplishment
EAUC	Environmental Association for University and Colleges
YEA	Environment Education Advocacy for Youth
EOU	Evaluation Office of UNEP
EU	European Union
FGDs	Focus Group Discussions
GE	Green Economy
GEF	Global Environment Facility
GUPES	Global Universities Partnership on Environment and Sustainability
HESI	Higher Education Sustainability Initiative
GEROS	Global Evaluation Reports Oversight System
HDI	Human Development Index
HRBA	Human Rights Based Approach
KIIs	Key Informant Interview
LGBN	Little Book of Green Nudges
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MTR	Mid Term Review
MSC	Most Significant Change
NGOs	Non-Governmental Organisations
OECD	Organisation for Economic Cooperation and Development
PARA	Paragraph
PIMS	Project Information Management System
PME	Planning, Monitoring and Evaluation
PoW	Programme of Work
PPP	Public and Private Partnership
ProDoc	Project Document
P4P	Playing for the Planet
RISU	Red de Indicadores de Sustenibilidad en las Universidades
SDGs	Sustainable Development Goals
SOS	Students for Organisation on Sustainability
SSFA	Small-Scale Funding Agreement
SSI	Semi-Structured Interviews
TE	Terminal Evaluation
ToC	Theory of Change
TTA	Tide Turners Agenda – Plastic Pollution Agenda
ToR	Terms of Reference
TTC	Tide Turners for Challenge
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNDAF	United Nations Development Assistance Framework
UNEG	United Nations Evaluation Group

UNEP	United Nations Environment Program
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIV	University

Project identification

Table 1: Project Identification Table

UNEP PIMS ID:	02007	319.1	
Implementing Partners	- GRID Arendal - Global University Partnership (GUPES network) - Behaviours Insights Team - World Organisation of the Scout Movement (WOSM) - Junior Achievers Worldwide - World Association of Girl Guides and Girl Scouts (WAGGGS) - Centre for Environmental Education, CEE India - World Wide Fund for Nature, WWF India - Young Heroes, - Alliance for Sustainability Leadership in Education (EAUC) - Second Nature - SOS-International - Tongji University - University of Oxford - UNEP DTU Partnership (UDP), hosted by the Technical University of Denmark (DTU) - UNESCO, UNOPS, UNICEF - Mohammed VI Foundation (AGUYEN) - Strathmore University (KGUN) - International Olympics Committee		
Relevant SDG(s):	Main Sustainable Development Goals: 4, 8, 12, 13, 16 and 17		
Sub-programme:	Education for Sustainability	**Expected Accomplishment(s):**	SP3/EA (a): The health and productivity of marine, fresh water and terrestrial ecosystems are institutionalised in education, monitoring as well as cross-sector and trans-boundary collaboration frameworks at country and international level SP6/EA(c): Public and private sectors increasingly aware of, and support the adoption of sustainable lifestyles and sustainable consumption patterns
UNEP approval date:	04/2018	**Programme of Work Output(s):**	a) Initiatives in environmental education, education for sustainable development and sustainable lifestyles increased and diversified b) Universities and TVTEs have integrated Environment Education into their curricula
***Expected* start date:**	10/2018	**Actual start date:**	10/2018
***Planned* completion date:**	12/2022	**Actual operational completion date:**	07/2023

***Planned* project budget at approval:**	2,252,112.00	**Actual total expenditures reported as of 12/2022:**	5,968,093.00
***Planned* Environment Fund allocation:**	5,968,093.00	**Actual Environment Fund expenditures reported as of 12/2022:**	8,322,093.00
***Planned* Extra-Budgetary Financing:**	8,220,205.00	**Secured Extra-Budgetary Financing:**	3,555,274.00
		Actual Extra-Budgetary Financing expenditures reported as of 12/2022:	-101.888,00
First disbursement:	12/2018	**Planned date of financial closure:**	07/2023
No. of formal project revisions:	2	**Date of last approved project revision:**	12/2021
No. of Steering Committee meetings:	2	**Date of last/next Steering Committee meeting:**	Last: 06/2022 / Next: 11/2023
Mid-term Review/ Evaluation *(planned date):*	06/2022	**Mid-term Review/ Evaluation (actual date):**	06/2022
Terminal Evaluation *(planned date):*	10/2023	**Terminal Evaluation (actual date):**	11/2023
Coverage - Countries:	Global – all countries	**Coverage - Regions:**	**Europe:** France, United Kingdom, Finland, Germany **West Asia:** UAE, Bahrain, Lebanon and Saudi Arabia **Asia Pacific:** India, China, Thailand, Fiji, Vanuatu, Palau and Indonesia **Latin America & Caribbean**: Colombia, Costa Rica, Ecuador, Peru, St Lucia, Barbados **Africa**: Cote d'Ivoire Gambia, Zambia, Madagascar, Namibia, Nigeria, Uganda, Mauritius, Ghana, Kenya, Rwanda, Zimbabwe, Eswatini, Ghana, South Africa, Tanzania. **North America:** US and Canada.
Dates of previous project phases:	Phase 2 - 2022	**Status of future project phases:**	Phase 3 – 2025

Executive Summary

Project background

1. The present report constitutes the terminal evaluation of the "Environmental Education and Youth" (YEA) project. The project was financed by cash and in-kind funding, and has been managed by the Environmental Education Unit, introducing and mainstreaming environmental concepts in tertiary education institutions. After a revision, the project also supported non-formal education to reach more youths, which will be untouched if the focus continues to be on tertiary education. It started in 2018 and ended in December 2023, after two non-cost extension.

2. The YEA project was consistent with the Global Action Project on Education for Sustainable Development that was adopted by the UN General Assembly Resolution A/RES/69211 on 19 December 2014. Furthermore, it responded directly to Sustainable Development Goal (SDG) Target 4.7 on education for sustainable development. It supported the implementation of SDG 12.8 on information for sustainable development and lifestyles in harmony with nature, and SDG 13.3 on climate change education. The project included several international processes of relevance (the Future we want, Rio Earth Summit, Tlibisi+35, Batumi Ministerial statement on education UNECE Strategy), and supported forums in Africa, Latin America and the Caribbean. Beyond this, the project sought to: (a) promote a change in the way youth see the environment as future professionals to enable them to make more sustainable choices and thereby mainstream sustainability into their work, and (b) empower Universities as the agents of transformative change towards achieving the Sustainable Development Goals.



Through its Environmental Education and Training Unit, UNEP supported the education environment by working with partners to apply learning theory (pedagogy) to convert the UNEP institutional knowledge into education content and involve youth in sustainability education activities. Past work of the Unit has resulted in establishing and maintaining a Global Universities Partnership on Environment and Sustainability. In 2019, it created a more action-oriented approach to engage the network. On 2020 the UNEA resolution 2/3 related to Investing in human capacity for sustainable development through environmental education and training where was analysed the "*current state and proposed future direction of the Environmental Education portfolio of work within the UN Environment Programme, which is targeting both formal and non-formal education partners, which are aligned to the following UNEA resolutions, Sustainable Development Goals and to the UNEP Programme of Work 2018-2021, as follows:*

> *UNEA 2/3 resolution which asks UNEP to 'invest in human capacity for sustainable development through environmental education and training'. And Sustainable Development Goal target 4.7 which calls on the need to "ensure all learners acquire knowledge and skills needed to promote sustainable development" and 12.8 " by 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature" as*

well as circular economy and ecosystems related SDGs, namely, SDG 6, 8, 12, 14, 15 and 17. • UNEP Programme of Work, Sub-programme 3 - "Healthy and Productive Ecosystems" and 6 – "Resource Efficiency", with two specific implementation indicators related to integration of ecosystems approach into education frameworks and promotion of sustainable lifestyles and In addition, the UN Youth Strategy calls on the UN to support Member States and other partners in enhancing the capacity of the green economy to create more and better employment opportunities for young people, in wage and self-employment."[2]

3. This project aimed to build on past work to reach out to youth in a coordinated manner.

4. The project was designed to assist networking partners with implementing environmental education for the youth; reinforce technical assistance of the countries' national agencies through their network organisations; develop legislative documents; provide national guidance towards setting up environmental services; build capacity for the full participation of stakeholders and identify areas for improvement in their environment sectors. Through this Unit, UN Environment currently provides several services that support education for sustainable development including: a portfolio of Massive Open Online Courses, games on the environment, sports for nature green jobs, network training, and technical guidance on greening campuses.

5. This terminal evaluation (TE) has two primary purposes: accountability and learning. Accountability will be achieved by providing solid evidence of the results attained, and learning addressed by identifying issues of operational relevance for future project formulation and implementation.

Key findings

6. The project is highly relevant and closely aligned with UNEP's strategies, as well as the priorities of donors, countries, and regions, through its relevance to Agenda 2030 and international conventions, such as the Paris Agreement. It is estimated that the number of youths aged 15-24 globally in 2025 will be 1.2 billion and expected to grow by 7% to nearly 1.3 billion by 2030[3]. By 2025, 262 million youth will register in higher education, with the most significant growth in the student population in developing countries. Due to the importance of this project, YEA remains crucial for implementing youth education and sustainable development sectors in other countries due to climate change and the need for educated professionals to face the changes in need. If YEA can reach 1% of the youth, the beneficiaries from this project will exceed 1.3 million young people. The numbers presented in this report show that this target is achievable.

7. **UNEP's current youth work is global in scale and engages multiple partners**, including UN agencies, youth movements and networks, civil society organisations, youth conferences, the private sector and educational institutions as a means of engaging large numbers and a diversity of youth. Despite the lack of a dedicated strategy as well as prioritised and funded programmatic coordination, a considerable amount of youth work is happening inside UNEP. However, several outstanding challenges currently prevent the organisation from scaling-up this work as desired and expected from the Secretary General's 2030 Youth Strategy, most recently his 'Common Agenda' report.[4]

8. The project had a strong, cohesive and highly committed team, and has been very well managed, having met all its outcome and output targets, the latter having been exceeded. While more remains to be done, great strides were made in several areas to develop and strengthen the

[2] UNEP /SC/2020/3/3, page 2 and 3
[3] Population facts, UN Department of Economic and Social Affairs Population Division, No.2015/1
[4] The United Nations played a pivotal role in recognising the importance of youth engagement through General Assembly Resolutions 49/152 on the International Youth Year and 50/81 on the World Programme of Action for Youth

Environmental Education and Youth (YEA) project, partners and network stakeholders. Key project results include:

For Outcome 1 (Partnerships and collaboration on education for sustainable development are scaled up for the achievement of sustainable development goals)

→ Private sector engaged with, and public-private, non-formal and youth partners increased;

→ Advocacy, communication and outreach initiatives to promote the project and partnerships expanded.

For Outcome 2 - Education institutions integrate sustainable development in their education frameworks and implement sustainability measures in operations, while a broader audience increasingly accesses online learning on ecosystem management and sustainable development)

→ Advocacy and outreach initiative for global environmental curricula agenda in universities and TVETs developed and disseminated;

→ Networks and partnerships strengthened and operationalised in each UNEP regional office with support from 'friends' group government;

→ Online UNEP and environment training been used.

9. The evaluation determined that the limited resource mobilisation capacity of the YEA, and the insufficiency of funding for project implementation, have kept the enthusiasm of its partners. While the Environment Fund (EF) has provided some limited support for specific initiatives within UNEP, youth-related activities primarily rely on extra-budgetary funds, with no dedicated corporate allocations for staffing (i.e. regular budget) or programming related to youth. In their advisory roles, UNEP Sub-programme Coordinators encourage UNEP Project Managers to collaborate with youth, with the allocated budgets often needing to be revised to achieve substantial outcomes and with no coordinated corporate programmatic approach that capitalises on synergistic entry points across the sub-programmes. There is support from the Sub-Programme Coordinators for this agenda, but recommendations for funding were not supported by the Budget Steering Committee. Having clearer funding from EF or SIDA funds for youth as a strategic investment should be explored going forward.

10. There has been progressive engagement from the youth throughout the years, with UNEA 5.2 noting unprecedented engagement in negotiations and Leadership Dialogues/side events as well as the first self-organised Youth Environment Assembly (YEA). The recently agreed theme of UNEA-6 "*Effective, inclusive and sustainable multilateral actions to tackle climate change, biodiversity loss and pollution*" offers an excellent opportunity to revisit this initiative and establish a clear vision for youth engagement in the Assembly. The training is already being rolled out, and additional coaching will be operationalised and reinforced during quarters 1 and 2 of 2024 with the new Youth Strategy supporting further progress on this agenda.

11. In line with the YEA Strategy, the intended project impact, as identified in the Theory of Change (TOC), is "to achieve the primary effect of realising a future in which professional capacity is sufficient to deliver integrated ecosystem management and broader sustainable development objectives. Beyond skills development, the project seeks to: a) change perspectives, such that current and future professionals make more sustainable choices and mainstream sustainability into their work, and b) empower universities as agents of transformative change towards achieving the Sustainable Development Goals". Given the lack of youth empowerment and the youth skill gaps, it is reasonable to expect that a revised UNEP Youth and Education Alliance will be created along the causal pathways to reflect the role of YEA in accelerating the attainment of the desired impact. In addition, the role of YEA will be to catalytic both inside and outside the UN system to support such an outcome noting that the Unit has two staff positions and is largely run-on consultants and UNVs.

12. As the Tide Turners' Plastic Pollution (TTPP) - Plastic Pollution - has been one of the most prominent sub-projects in the YEA programme, with their voices being heard worldwide, it remains

one of the areas to focus on to ensure effective communication and advocacy channels for the youth's inclusive engagement plan. The plastic pollution agenda of the TTA sub-project has been established, and encourages pushing more youth project approaches and creative talents, thereby enlarging the YEA platform and main objectives of stimulating a future talent pipeline targeted towards young professionals on environment sustainability. With further funding, the TTPP could be adapted for other issues within UNEP, should funding be available.

13. The terminal evaluation process started in August 2023 and involved a review of the project documents and deliverables through remote interviews with crucial project informants and network leaders. It followed a standardised methodology developed by the Evaluation Office of UNEP.

Conclusions

14. To address the concerns raised in the findings, the evaluator recommends the YEA project to adopt a gradual approach by prioritising specific areas of focus with short to medium-term deliverables to be accomplished between 2024 and 2025. Great progress has been made under this 319.1 programme. These efforts are anticipated to lay the foundation for robust and substantial youth engagement within UNEP and to assist the organisation in achieving a favourable compliance assessment with the Secretary-General's Youth Strategy by 2024, or the "green scoring", so that UNEP complies with the UN Secretary Generals expectations, with further resource allocation being needed to meet these goals.

15. Based on the findings from this evaluation, the project demonstrates performance at the 'Satisfactory' level, regarded as almost 5 out of 6 as an overall classification (table of ratings against all evaluation criteria is found in the main report, Table 8). The project has delivered on its targets cost-effectively through a solid and committed team. The analysis underscores the importance of flexibility in project implementation, allowing strategies to evolve in response to changing circumstances. The global scale and primary focus on youth as beneficiaries posed unique challenges and opportunities, with stakeholder mapping revealing the project's reach beyond national boundaries, emphasising its world-wide impact.

16. Despite the considerable strategic relevance of the project, its highly satisfactory delivery of outputs and the achievement of implementation worldwide and satisfactory efficiency, challenges were identified. The suggestions for improvement are **the coordination mechanisms, monitoring processes, and advocacy** related to sustaining the current approach for an internationally integrated environmental education led by youth for youth.

Criterion	Rating
Strategic Relevance	**Highly Satisfactory**
Quality of Project Design	**Satisfactory**
Nature of External Context	**Favorable**
Effectiveness	**Highly Satisfactory**
Financial Management	**Satisfactory**
Efficiency	**Moderately Unsatisfactory**
Monitoring and Reporting	**Moderately Unsatisfactory**
Sustainability	**Moderately Unlikely**
Factors Affecting Performance	**Satisfactory**
Overall Project Performance Rating	**Satisfactory**

13. While the YEA management has performed well on several of its global functions, excellent progress has been made by in-country presence through the networking partners, while the commitment of the UN sister agencies has also been decisive. Although each UN agency is performing in terms of its own objectives and purpose, the YEA needs to play a more significant role as coordinator of a "cluster environment education group within the UN". In this context, the project's overall objective is to "create and demonstrate the pathways towards the transformation of youth education and green jobs", to make it more resilient to current and future job broad environmental aspects with the commitment and support of the UN partnership. The work with ILO and UNICEF on this agenda, and UNESCO on the Greening Education Partnership, shows that UNEP does play a solid catalytic role with other UN agencies. However, there is still more that should be done to play an effective catalytic role.

14. Despite the political support for the UN Secretariat, and while UNEP has a vital role to play in accelerating activity in the environmental sector, the networking partners need to affirm their joint responsibility regarding country-level activities and expectations around funding from their country's private sector and governments. Further support from SMT, EO and Directors to encourage more funding, JPOs and additional roles to work on youth would be helpful, as at present, the bulk of the outreach happens through individual relationships within the team rather than other parts of the organisation.

Lessons Learned

15. The consultant extracted five lessons, which need to be disseminated within other projects from the UN and with the partner networking that will leverage the YEA's impact.

a. Lesson 1: **Partnerships were crucial for covering countries**, as they built trust using their own networks of youth groups and also can deliver at the national level;
b. Lesson 2: High-level **youth champions' recognition** shared in the Summits and Forums reinforced ownership by the youth;
c. Lesson 3: **Managing partners' expectations** is essential, including funding partners/donors. There is a need to have UNEP coordinate the partners' network;
d. Lesson 4: **Adaptability and innovation** are essential in the face of challenges;
e. Lesson 5: Maximising impact through **strategic partnerships and networks** in resource-constrained environments is essential;
f. Lesson 6: The project **achieved ambitious results with limited resources** leaving the network partners in a vulnerable situation. When it is predictable at the design phase that the budget is unlikely to be sufficient to upscale the results and activities, a phased approach is advisable (pilot first and upscaling the success of the pilot).

Recommendations

16. Based on the findings and conclusions presented by the evaluation, the report presents eight recommendations for improvement, these being grouped into two areas: critical recommendations and opportunities for improvement.

Critical recommendations related to reported deficiencies or weaknesses:

a) **Recommendation 1:** Increased **budget allocation internally and timely disbursement:** this will facilitate the on-time completion of allocated tasks within the network and in synergy with other complementary UNEP Interventions;

b) **Recommendation 2: Mainstream youth and their voice:** as part of strengthening future strategies, it is important to coordinate and align youth interventions within the broader UNEP goals across UNEP in collaboration with other Divisions with youth and education as an intervention being mainstreamed across UNEP;
c) Recommendation 3: **Support training and refresh capacity building of the network partners:** this will help to guarantee a high quality of activities implemented, the monitoring functions and reporting;
d) **Recommendation 4: Enhance coordination and coherence:** this will ensure a shared vision and commitment across the network and with other UNEP interventions, this is now in place with the new Project Document and working group but needs resourcing to increase its chances of success;
e) **Recommendation 5:** Should further resources be made available, a gender assessment and **monitoring reporting that is sensitive to gender** and the most vulnerable youth. This would allow the identification of any gender adaptation to formulate a gender-sensitive intervention strategy, ensuring gender mainstreaming and equal access to project benefits to girls and boys.

Opportunities for improvement consist of suggestions to maintain the implementation stated in the actual strategy, with minor changes in the scope of the criteria.

f) **Recommendation 6:** Review options to **accelerate the reach and efficacy of existing Network's strategy:** this will increase the coverage and dissemination of the education environment components;
g) **Recommendation 7:** With the support of the Communications Division, improve the **communications and outreach focusing on building awareness** of the benefits of YEA: this will help amplify advocacy for the project, enhance understanding of its reach and impacts and boost stakeholders' confidence in effectively fulfilling their commitments;
h) **Recommendation 8:** As a result of progress on Recommendation 7, YEA could **explore mechanisms for encouraging reporting and sharing of successful stories:** this needs to include network partners and UN family, and simplifying the Monitoring and Report (M&R) online system to make it more accessible and user-friendly;
i) **Recommendation 9:** With partners working at the national level, **focus knowledge management on addressing youth group differences:** this can be done by tailoring contents to geographic type (rural, peri-urban and urban) or vulnerabilities within youth groups.

1. INTRODUCTION

17. The UNEP project "*Environmental Education and Youth*" (02007) was implemented between October 2018 and December 2022, extended to December 2023, and operated with a total budget of USD 8,322,093 (including cash and in-kind resources). According to the signed programme document (ProDoc), the approval date of the Environmental Education and Youth (YEA) was May 2018. The Environmental Education and Training Unit in UNEP's Ecosystems Division managed the project. Through this Unit, UNEP currently provides several services supporting education for sustainable development, including a portfolio of Massive Open Online Courses, curricula guide and support for curricula development, capacity development and technical guidance on greening campuses, the Tide Turners for Plastic Challenge. The main avenues for delivery of these services include the Network Partnership for Environment and Sustainability, and the national green university networks in Kenya, India and Morocco. Due to UNEP support, many countries have stronger environmental institutions, legal instruments, more capacity to build on environmental issues, greener investments, and a more significant cross-border collaboration.

18. The YEA project was categorized into by five areas: **Advocacy** (the focal points advocated for the environment and influencing decision-making across the project); **Higher Education** (Green Jobs for Youth, the Little Book of Green Nudges (LBGN), agreement with Nature Positive Universities, Race to Zero with NGOs agreements and Youth and Education Alliance); **Playing for the Planet Alliance** (P4P), based on video games for youth; **Sports for Nature** and **Tide Turners for Plastic Challenge** (TTC).

19. The project underwent a mid-term evaluation to assess the implemented activities and propose changes in the project's design in June 2020. The project document highlights in the regions where they was implemented during the first year (Africa, Asia Pacific, Europe, Latin America and Caribbean, North America and West Asia), reflecting an increase of involvement of the network partners active in all regions. The key problems highlighted were i) lack of trained professionals able to deliver on the SDGs; ii) poor and Ineffective engagement of students, youth and universities as agents of change and iii) application of environmental learning to evolve into environmental leadership.

20. This Terminal Evaluation (TE) aligns with the Terms of Reference (ToRs) presented in Annex VI and adheres to UNEP's Evaluation Policy (2016), serving both an accountability and formative role. Regarding accountability, the TE assesses project performance by evaluating the delivery of outputs and outcomes, long-term impacts and the efficient utilization of resources. The formative aspect of the TE aims to comprehend the factors influencing results during implementation, fostering reflection and learning among UNEP staff and key project stakeholders. Recommendations for future initiatives are provided, with a particular emphasis on understanding the interconnections between activities, outputs, outcomes and potential impacts, along with the execution process.

21. The primary focus of the YEA project was directed towards tertiary education, emphasising the integration and mainstreaming of environmental topics within their curricula. The main objective was to promote sustainability principles and practices within university campuses, and establish and sustain a worldwide network of universities, initially prioritising those in the Global South. Furthermore, the project seeks to involve students and faculty members to embrace and champion principles of environmental sustainability. To connect with youth beyond the university setting, the project established additional collaborations with various UN agencies, private enterprises and youth organisations (e.g. UNESCO, ILO, UNICEF, WWF, WFP, World Bank, prominent environmental and educational allies, gaming enterprises, Scouts, Girl Guides), which was intended to increase the younger demographic's involvement and facilitate informal education.

22. In line with UNEP's Evaluation Policy[5] and tools[6], the TE has been undertaken at the conclusion of the project to assess project performance (i.e. strategic relevance, effectiveness and efficiency), and determine its outcomes and impact (actual and potential), including its sustainability. The TE has two main purposes:

1. to provide evidence that the results meet the accountability requirements, and
2. to promote operational improvement, learning and knowledge sharing through the findings, and lessons learned among UNEP and the Environmental Education and Youth project partners.

23. The funding source is subdivided into two types: Cash and in-Kind. For the first one, the funding source is the Environment Fund activity, the regular budget and the extra-budgetary (Sida, XB funding). For the In-Kind contribution, (the government of Korea, the Center for International Forestry Research, the Tongi University and the European Commission) were the supportive actors. The table below presents the different types of budgeting and the distribution from 2018 to 2022.

Table 2 – YEA Funding source

Year	2018	2019	2020	2021	2022
Environment Fund (40FPL)*	-	-		153 965,50	- 14 125,58
Regular Budget (10UNA)*			90 965,96	80 918,67	88 450,00
Extrabudgetary (XB)	26 598,37	679 738,72	1 562 377,87	1 047 754,52	2 756 461,43
Total	26 598,37	679 738,72	1 653 343,83	1 282 638,69	2 830 785,85

* Resources also provided in Kind

Source – YEA financial data

24. During the project's life, several multi-lateral environmental agreements were signed, including decisions on ecological education that call on UNEP to support with dissemination. The project also supported the networking and exchanging of experience with the Global Universities, which consisted of approximately 900 members, the Steering Committee of the network having revised and set forth guidance for "*a more action-oriented approach to engaging the network*"[7].

25. The primary audience for this evaluation will be UNEP, The Environmental Education and Training Unit in UNEP's Ecosystems Division, who managed the project. In addition, the UNEP regional focal points will be regarded as part of the primary audience, while the secondary audience will include other UN agencies, project partners and stakeholders. The report will also serve to inform a wider community of stakeholders by communicating the project's accomplishments and challenges. As per the ToRs, a two-page Evaluation Brief will summarise the key evaluation findings for wider dissemination through the Evaluation Office of UNEP's website.

1 EVALUATION METHODS

26. This section details the purposes of the evaluation, its overall utility and the stakeholders' interests. The evaluation was carried out by an external consultant from July to October 2023, under the responsibility of the Evaluation Office of UNEP (Nairobi), in consultation with the Project Manager (London), and guided by UNEP's Evaluation Policy[8] and their Program Manual. All the documents analysed and the people who took part in interviews are presented in Annex IV and II respectively.

27. An Inception Report (IR) was produced, based on a preliminary documentation review and interviews with UNEP, the Task Manager (TM) and the Project Coordinator (PC). The IR uses the

[5] http://www.UNEP.org/eou/StandardsPolicyandPractices/UNnvironmentEvaluationPolicy/tabid/3050/language/en-US/Default.aspx
[6] A set of tools were provided by the Evaluation Office for use by Evaluation Consultants to support the evaluation process
[7] According the ProDoc signed… *Part of the GUPES plan is to broaden the reach of tertiary education campuses and the student body by using peer to peer approaches to engage youth in sustainability education activities*, pg 9
[8] All the documents, manuals and SoP were sent to the consultant by UNEP Evaluation Manager as attachments.

Theory of Change (ToC) that is present in the documents and is still being assessed by the Unit. A revised version of the logframe is presented in Section 4 of the present report.

28. Annex III presents the review matrix produced for the IR, which is built around the nine evaluation criteria to be covered by the evaluation, namely: i) strategic relevance; ii) quality of project design; iii) nature of external context; iv) effectiveness, comprising assessment of the achievement of outputs, outcomes and likelihood of impact; v) financial management; vi) efficiency; vii) monitoring and reporting; viii) sustainability; and ix) factors affecting project performance. For each criterion, the matrix identifies evaluation questions and sub-questions, indicators, means of verification and sources of information. This matrix is the mainstay of the TE, from the documentation review to the analysis and report writing.

29. The evaluator systematically reviewed all project-related documentation, including relevant background and project design documents, reporting as PIMS, annual report plans or equivalent, project MTR and budget information. There was no report on the committee meeting minutes nor relevant scientific studies produced by the project. A list of documentation reviewed during the evaluation is presented in Annex IV.

30. The quantitative data were extracted from websites (UNESCO, UNICEF, ILO, WWF) to enhance the routine monitoring data from the UNEP website and documents, with some network partners also sending data to the evaluator to reconfirm the data analysis. The evaluator reviewed the shared project documents, internet publications, narrative and financial reports, as well as Project Implementation Management System (PIMS) reports and requested the Project stakeholders to provide referenced secondary sources when possible. Additional data to support the quantitative analyses was gathered through web search, LinkedIn information and electronic correspondence questionnaires.

31. The methodology applied to this evaluation consists of a participatory approach, whereby key stakeholders were kept informed and consulted during the evaluation process. A combination of methods and tools that collect qualitative and quantitative data were used to answer the evaluation questions objectively, based on evidence.

32. The TE includes six phases: inception document review, stakeholder interviews, information processing, elaboration of findings, conclusions, and recommendations and report elaboration. The findings, conclusions and recommendations were shared promptly and transparently, as per UNEP needs (this included sharing preliminary findings and conclusions after the fieldwork, and the timely conduct of the data analysis in real-time, including during data collection).

33. The evaluation design and approach were closely informed by the TOR, and the UNEP guidelines and templates on the criteria of strategic relevance, quality of project design, nature of external context, effectiveness, financial management, efficiency, monitoring and reporting, sustainability and a number of cross-cutting aspects (gender, equity and human rights). Each criterion has been guided by the goal of the evaluation to establish not only if the strategies worked, but also how, where, why and for whom they worked. This perspective of evaluation is especially important to effectively inform future interventions and national policy/decision makers. The best way to respond to this is to use a mixed methods approach, a combination of qualitative and quantitative data. The evaluation followed a participatory and consultative approach to ensure the meaningful participation of all relevant stakeholders by using the qualitative approach (questions to key interviewers and partners) and the analysis on quantitative information (provided in the monitoring reports and on websites).

34. The challenges were mainly related to the interviews, as several partners and UN agencies did not answer the emails with time to have the discussion (Table 3). The consultant also developed a small questionnaire and sent it to all the possible interviewers, but without success, as there was no return. The evaluator also requested the project manager's support to interview key people (as staff

at UN agencies and as networking partners) but no results were achieved. The request to talk with the regional focal points also met similar fate as well as those directed to the universities' partners. The time delay to perform this evaluation is directly related to the interviews' windows, which necessitated being pragmatic about the source of evidence to get a more quality analisis. The amount of qualitative data could be greater to reconfirm the analysis of the results.

Table 3 - List of respondents

Code	Gender	Group
PTM1	Female	UNEP
PTM2	Female	UNEP
PTM3	Male	UNEP
PTM4	Female	UNEP
PTM5	Male	UNEP
PTM6	Female	UNEP
PTM7	Female	UNEP
PTM8	Male	UNEP
KII1	Female	Partner
KII2	Female	Partner
KII3	Female	Partner
KII4	Female	Partner
KII5	Male	Partner
KII6	Female	Partner
KII7	Female	Partner
KII8	Female	UN

35. Key Informant Interviews (KII) were conducted with the eight UNEP staff, and eight Semi-Structured Interviews (SSI) with Partners. Table 3 presents the interviews realized and used in the analysis. Annex II indicates the gender of the interviewee, their network organisation and the interview dates. The details of the interviews conducted and utilized in the analysis are presented in Table 3. For additional information on the interviewees' gender, their affiliated network organization, and the interview dates, please refer to Annex II. The interview questions are presented in the matrix as Annex III

36. The qualitative data gathered from the interviews with key stakeholders underwent thematic analysis[9], considered an appropriate method, as it seeks to "understand a set of experiences" due to its interest in identifying "common or shared meanings"[10]. This approach was employed to explore the experiences regarding the relevance, effectiveness and results, efficiency and sustainability of the YEA by individuals directly involved in the project. The interviews also addressed the strategic questions set out in the ToR.

37. Initial coding followed inductive reasoning, thereby allowing the data to guide the process of interpretation. In subsequent rounds of analysis, the codes were further refined by considering insights from the quantitative analysis and the inception document, which then focused the analysis on specific areas of interest[11]. These included the implementation contexts and strategies, project successes, challenges and gaps, and recommendations provided by the respondents to improve the project. Codes were grouped into categories and themes using the techniques of constant comparisons and affinity identification.

Table 4: Respondents' Sample

		# people involved (M/F)	# people contacted (M/F)	# respondent (M/F)	% respondent
Project team (those with management responsibilities)	UNEP	9	9	8	88%
	UN agencies	6	6	1	10%
Project partners (implementing/ executing)	**# entities involved**	**# people involved**	**# people contacted (M/F)**	**# respondent (M/F)**	**% respondent**
	12	12	12	8	75%

[9] Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," Qualitative Research in Psychology 3, no. 2 (2008): 77–101

[10] Michelle E. Kiger and Lara Varpio, "Thematic Analysis of Qualitative Data: AMEE Guide No. 131," *Medical Teacher* 42, no. 8 (August 2, 2020): 847

[11] Johnny Saldaña, *The Coding Manual for Qualitative Researchers*, 2nd ed. (London: Sage, 2013)

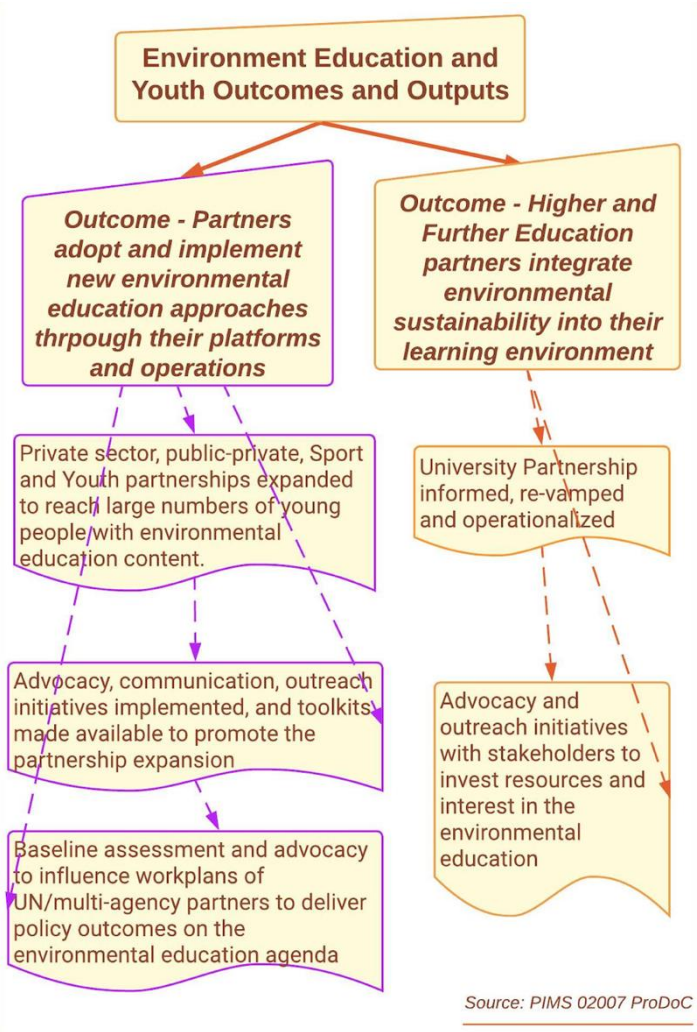
2 THE PROJECT

2.1 Context

38. As the global youth population (age 15 to 24) is expected to reach 1.3 billion by 2030, the current generation of young people represent a formidable force in international discussions, demanding meaningful engagement that can significantly influence decision-making, particularly within the global inter-governmental arena. The UN played a central role in recognising the importance of youth engagement through General Assembly Resolutions 49/152 on the International Youth Year, and 50/81 on the World Programme of Action for Youth. These were the initial instruments that underscored the vital role of young people in inter-governmental contexts and emphasized the necessity of enhancing programmatic efforts on youth-related issues throughout the United Nations' work. In 2018, the UN Secretary-General launched the Youth 2030 Strategy[12], which was designed to provide comprehensive guidance and structure for UN offices when collaborating with, and advocating for young people. This strategy outlines five priority areas to address key challenges facing younger generations by 2030, these being: advocacy, participation, economic empowerment, quality education and human rights.

39. In 2021, due to the efforts undertaken by the Secretary-General to commemorate the 75th anniversary of the UN, "Our Common Agenda" provided added momentum to youth-related matters within the UN. In September 2022, during UNGA 76/306, the UN Youth Office was officially established as a dedicated office for youth affairs within the Secretariat. Its role was to "*lead engagement and advocacy for the advancement of youth issues across the United Nations, in the areas of peace and security, sustainable development, and human rights*." As a component of the UN system Secretariat, UNEP was encouraged to actively participate in the coordination efforts of the recently established UN Youth Office. This continued participation was aimed at ensuring the meaningful engagement of young people in the environmental sphere and was firmly integrated into the pursuit of the 2030 Agenda, which was aligned with UNEP's mandate.

Figure 1 Results Framework



Source: PIMS 02007 ProDoC

2.2 Results Framework

40. The project sought to: (a) promote option for jobs opportunities for current and future professionals so that they could make more sustainable choices and integrate mainstream sustainability into their work, and (b) empower Universities as the agents of transformative change towards achieving Sustainable Development Goals (SDGs), which were trailed through the Outcome and Outputs presented in Figure 1

[12] UN Youth strategy, Youth 2030, working with and for young people, 2018, 13 pages

41. The Outcome (Partners adopt and implement ….) recognises the importance of collaboration and cooperation among partners and supports their adoption and implementation of new environmental education measures for non-formal education.

42. The Outcome (Higher and further education …) deals with universities having integrated environmental education into their sustainability operations on campus, mainstreamed in the curricula, the programme and the teacher education. This was intended to lead to promoting sustainable youth lifestyles and consumption. This Outcome on Higher and further education encompasses interventions such as capacity development within universities to facilitate training and support on integrated ecosystems management, and monitoring and reporting on progress towards the sustainable development goals.

43. The project addressed three critical drivers for success: a) quality of education learning products, b) enhanced network regional education coordination and platform within the focal points, and c) leverage of external partnerships.

44. As presented in the introduction[13] the project is subdivided into five areas, as presented in the introduction: **advocacy**; **Higher Education**; **Playing for the Planet Alliance**; **Sports for Nature** and **Tide Turners for Plastic Challenge** (TTC). The reports (for 2021 and 2022) on the Internet[14] indicate that the LBGN of Green Nudges pilot phase, the high-level Race to Zero events were launched in the first months of 2021, with the TTC being established in 2019 and piloted in Abu Dhabi in 2021.

45. The results framework (Annex I) presents the outcomes, outputs, key indicators, baseline, targets and source of information, with the project components being summarised in Table 5.

Table 5 – Project outcomes and outputs components

Project Outcome 1: **Partners adopt and implement new environmental education approaches through their platforms and operations***)*	
Project outcome 1	Public-private, non-formal and other relevant partnerships and initiatives in environment education, education for sustainable development and sustainable lifestyles increased and diversified
Outputs	1.1 Engagement with the private sector, public-private, non-formal and Youth partners expanded 1.2 Advocacy, communication and outreach initiatives to promote the project and partnership expansion
Expected results outcome 1	Initiatives in environmental education, education for sustainable development and sustainable lifestyles increased and diversified
Project Outcome 2: Universities have integrated Environmental Education into their curricula and implemented sustainability operations on campus, with new partnerships leading to investment for environmental education *(As reflected in the ProDoc results framework)*	
Project Outcome 2	Universities and TVETs have integrated Environment Education into their curricula to increase student awareness, behavioral change, employment opportunities and students leadership capacity
Outputs	2.1 Advocacy and outreach initiative for global environmental curricula agenda in universities and TVETs delivered 2.2 Networks restored and operationalised in each UNEP regional office with support from “friends” group government 2.3 Online UNEP and environment trainings available
Expected results outcome 2	Universities and TVTEs have integrated Environment Education into their curricula *Source - reflected in the ProDoc results framework*

[13] Paragraph 18
[14] Reports starts on 2021 (https://open.unep.org/project/PIMS-02007)

2.3 Stakeholders Analysis

46. Numerous organisations were either involved or affected by the project. The ones that are more closely involved in implementing the project or its components are identified as "Main partners", and typically have both high power and interest in the project, as is the case of network partners and the UN agencies.

47. The youth are identified as specific beneficiaries of the intervention, with the following recipients also being recognized as a support for the youth education on environment: universities and second-grade students, academia, sports youth movements, students' organisations, alliances' partners, the world scouts' movements, NGOs (access to environment information), key government partners (environment agencies), the UN, International organisations and vulnerable groups (youth, women, indigenous people, disabled persons). The beneficiaries are presented in Table 6 by the two outcomes.

Table 6 - Beneficiaries and outcomes

Outcomes	Beneficiaries
Outcome 1 - supporting partners to adopt and implement new environmental education approaches through their platforms and operations	Youth movements Higher students' population Alliances partners (network of network) University Students Unions Youth Scouts Movements Schools' students (UNESCO) WWF and CEE in India Non-formal education Gaming platform (key players) Young leaders' plastic challenge (Marine and communication branches)
Outcome 2 - supporting Universities to integrate environmental education into their curricula, undertake sustainability operations on campus with new partnerships leading to investment for environmental education	Global University Partnership for Environment and Sustainability Health check network University partners New governance structure included students (global chair and regional chairs) Environmental education advocacy agenda Environment education in the curricula Master in Business Administration Dean/Vice-Chancellor leadership on environment Platforms and opportunities to give visibility and voice to their concerns (amplification of youth voices) Issue focus (wealth index, plastic pollution, emissions gap, etc) Friends of environment education Green collar jobs Environmental jobs opportunities TVU and Universities Online courses Platform such as 'Moodle' Partnering (World Bank and UNFCCC) Green Campuses Green universities, as in Kenya and Morocco

Source - reflected in the ProDoc results framework

2.4 Project implementation structure and partners

48. UNEP appointed a Unit to oversee the project implementation and provide technical assistance, The Environment Education Unit. Youth, Education and Advocacy Unit (YEAU), formerly known as Environmental Education and Training Unit, was originally established with a focus on introducing and mainstreaming environment into the curricula of tertiary education institutions; fostering sustainability concepts and actions at university campuses; establishing and maintaining a global network of universities with an initial priority on universities in the Global South (which is where two thirds of the Global University Partners are based); and engaging students and faculty on environmental sustainability principles[15].

49. The YEAU oversaw the work and partners implemented the activities:

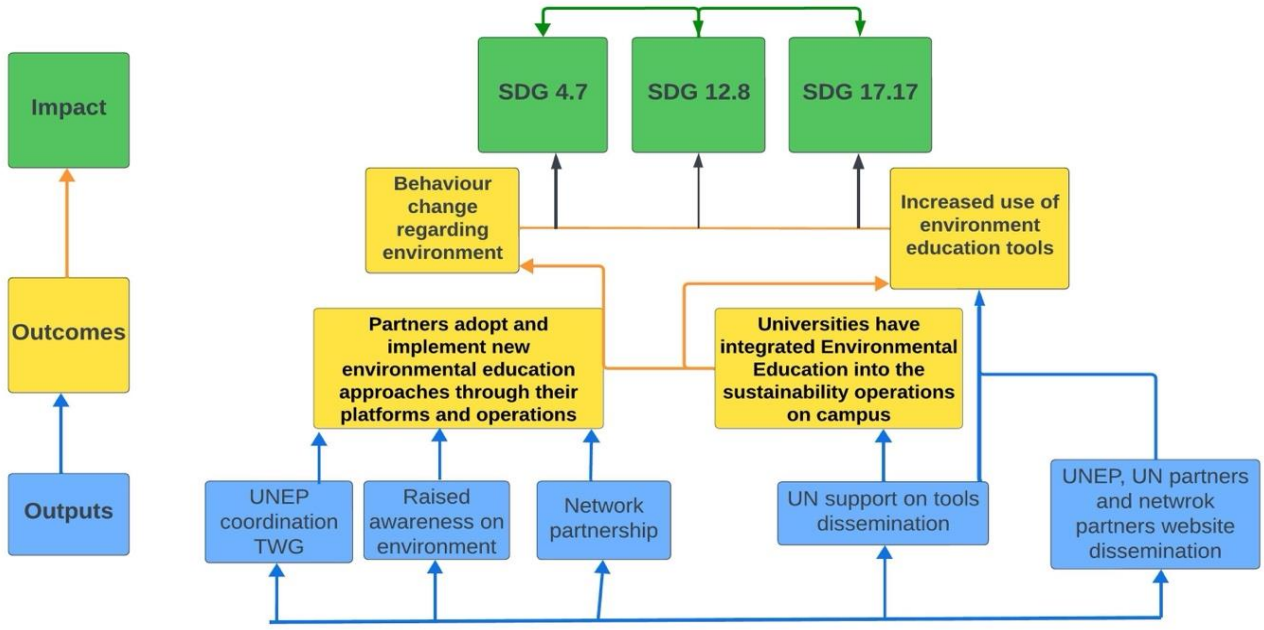
- ⇒ Global Action Programme,
- ⇒ UN Alliance under the United Nations Framework Convention on Climate Change (UNFCCC), as well as bilateral partnerships with United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Institute for Training and Research (UNITAR), United Nations Children's Fund (UNICEF) UN Habitat, WFP, WWF and the UN Environment administered conventions.
- ⇒ Scouts and Girl Guides and the gaming industry to outreach strategy for this work

50. The network partners executed its mandate through country partnership, which were responsible for coordinating and implementing the related projects. The Unit acted as a channel and conduit for the work of UNEP by working with partners to apply the learning activities and convert the knowledge into education content. At the same time, the unit worked with networks (example the video gaming) and advocacy for the visibility of the project.

51. The figure 2 presents the pathway of the project implementation structure and the relation with each outcome, developed by the consultant.

[15] Revision 2 of Approved project document, 2021, page 12

Figure 2: Organigram of the Project with key project stakeholders' influence



52. **The YEAU**, headed by the Project Coordinator, reported on the project every six months as part of UNEP's Project Information System (PIMS). The main projects are Tide Turners Plastic (plastic pollution), Playing for the Planet Alliance (playmobile and the Games industry on zero emission), Green Collars (job programmes on environment), Little Book of Green Nudges (green campus) and Sports for Nature.

2.5 Project financing

53. According to the documents' reviews on the financial aspects, the total amount was divided into USD 5,968,093 cash and USD 2,428,88 in kind, as presented in Table 7. As presented in Table 1 there was an expenditure above the financed lines budget.

Table 7 - Budget summary report classification

Budget lines	**Amount (USD)**
Pre-approved budget	1 927 000,00
Previously secured budget (from IMIS)	949 000,00
Total budget secured (project+inkind)	1 303 112,00
Total budget secured in 2021	**2 252 112,00**
New total for proposed planned budget	**5 968 093,00**
Unsecure budget	325 112,00
In-kind contribution - previously secured	1 927 000,00
Revised total in kind secured contribution	2 428 888,00
total revised planned budget: planned+inkind	**8 396 981,00**

Source: UNEP finance department, 2023

3 THEORY OF CHANGE AT EVALUATION

54. The Project Document did not present a Theory of Change (ToC) at design, which was developed during the revision (performed in 2021), discussed with the project team and adopted as the basis for the assessment of project performance.

55. The ToC is detailed in Figure 3, and was reformulated to incorporate the analysis of results, as highlighted in paragraph 38. The project's main strategies include: system reform using innovative tools and the digitisation of the monitoring system; leveraging the existing UN youth group to the Youth 2030 Strategy[16] (a strong coordination group for the inter-agency engagement strategies to support the UNEP mandate), and efficient advocacy and communication techniques to advance the call for universal youth engagement.

56. The problem statement is clearly described in the ToC. The main issues identified were capacity building, the knowledge management of youth and that the information is available and constant. In turn, the same issues unfolded in a series of potential or actual consequences for countries and vice versa. Increased knowledge, capacity and communication implies easier access to environmental education opportunities for youth.

57. Table 8 presents the logical reconstructed framework that supported the Theory of Change (ToC) reformulation. The evaluator added the intermediate states, the outcomes and the outputs to align with the actual partners and activities, which needs to be discussed and agreed within the team.

Table 8 - Logical framework reconstructed

Formulation in original project document(s)	Formulation for Reconstructed ToC
OBJECTIVE - No changes	
"*engagement in the environmental education activities to achieve the primary impact of realising a future in which professional capacity is sufficient to deliver integrated ecosystem management and wider sustainable development objectives*".	
LONG-TERM IMPACT - No Changes	
SDG 4.7 Learners have the knowledge and skills needed to promote sustainable development, (…) through education for sustainable development and sustainable lifestyles (…)	
SDG 12.8. People everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	
SDG 17.17. Public, public-private and civil society partnerships are building on the experience and resourcing strategies of partnerships.	
INTERMEDIATE STATES	
	University and TVET graduates play leadership roles in ensuring environmental issues are responsibly addressed in sustainable development objectives.

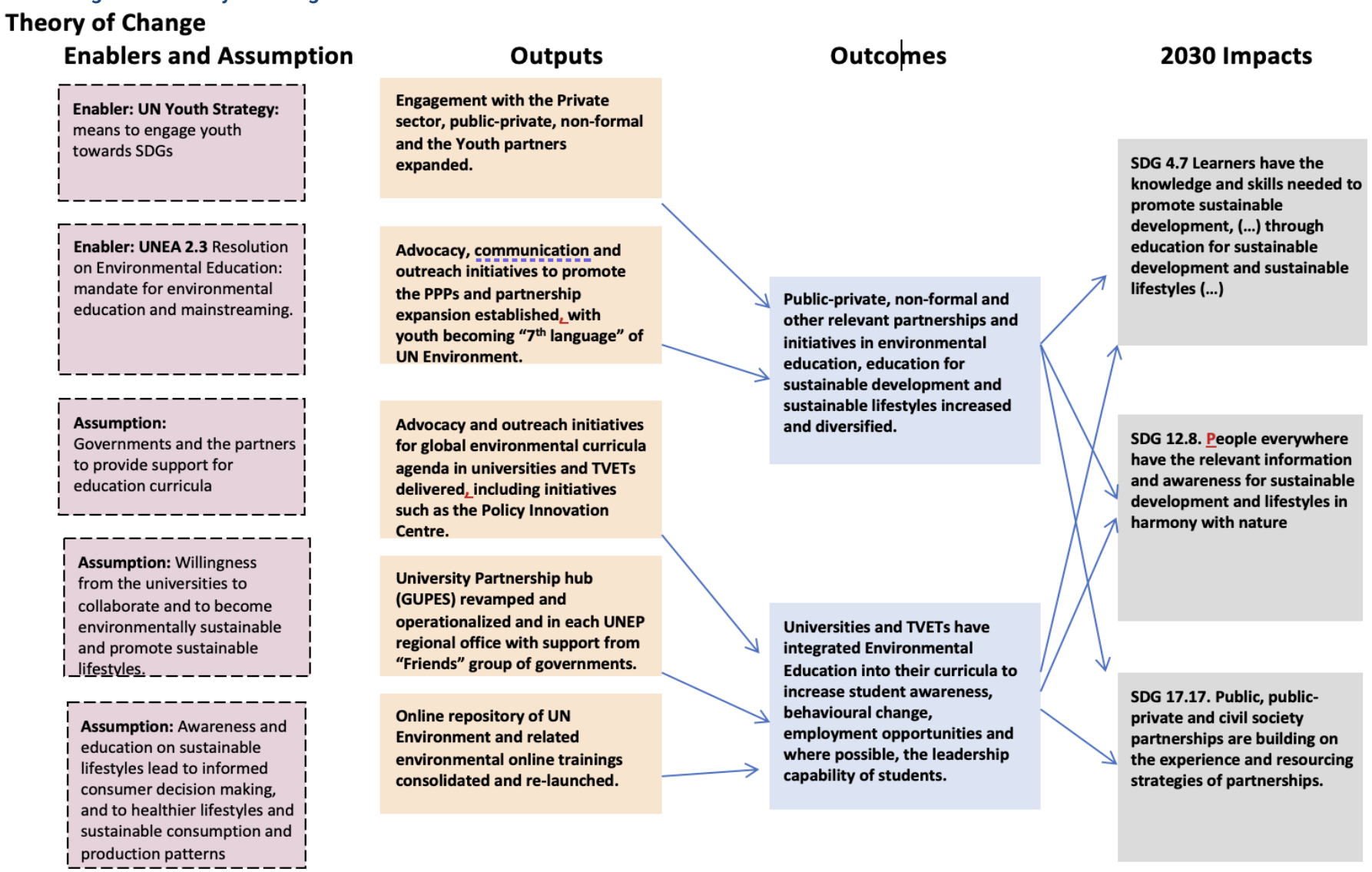
[16] In 2018, the Secretary-General launched the Youth 2030 Strategy (https://www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080_UN-Youth-Strategy_Web.pdf

	Public-private, non-formal and other relevant partnerships and initiatives in environmental education, education for sustainable development and sustainable lifestyles supporting play a critical role in increasing integrated ecosystem management.
	The global governance high level steering Committee is developed with the youth participation. UNEP will be leading and facilitating comprehensive and inclusive youth participation in its mission.
	Secondary schools have the curricula revised to incorporate concepts on environmental issues
PROJECT OUTCOMES	
Outcome: 1) Partners adopt and implement new environmental education approaches through their platforms and operations. **1.1** Public-private, non-formal and other relevant partnerships and initiatives in environmental education, education for sustainable development and sustainable lifestyles increased and diversified.	**Outcome:** 1) Network partners adopt and implement the UNEP directed environmental education approaches in their platforms and operations. **1.1** Public-private, non-formal and other relevant partnerships and initiatives in environmental education, education for sustainable development and sustainable lifestyles increased based on youth movements.
Outcome: 2) Universities have integrated environmental education into their curricula, sustainability operations on campus with new partnerships leading to investment for environmental education. **2.1** Universities and TVETs have integrated Environmental Education into their curricula to increase student awareness, behavioural change, employment opportunities and where possible, the leadership capability of students.	**Outcome:** 2) Universities have integrated Environmental Education into the sustainability operations on campus being reflected in the curricula **2.1** Universities and TVETs have integrated Environmental Education into the campus events to increase student awareness, behavioural change, and where possible, the leadership capability of students through global alliances.
2.2 Communication and advocacy centred in youth leadership	**2.2** Communication strategy aligned with environment concepts and used by all network partners centred on youths
OUTPUTS	
Engagement with the Private sector, public-private, non-formal and the Youth partners expanded.	Engagement with the Private sector, public-private, non-formal and the Youth partners expanded through global alliances.
Advocacy, communication and outreach initiatives to promote the PPPs and partnership expansion established, with youth becoming '7th language' of UNEP.	Advocacy, communication and outreach initiatives to promote the PPPs and partnership expansion established, coordinated by the UNEP team, with youth becoming '7th language' of UNEP.
Advocacy and outreach initiatives for global environmental curricula agenda in universities and TVETs delivered, including initiatives such as the Policy Innovation	The global governance body develop a monitoring system for all stakeholders and train on the monitoring system

Centre.	
University Partnership hub (GUPES) revamped and operationalised and in each UNEP regional office with support from “Friends” group of governments.	University and non-formal Partnership revamped and operationalised and, in each UNEP regional office, with governments support.
Online repository of UNEP and related environmental online trainings consolidated and re-launched.	Online repository of UNEP, related environmental online trainings consolidated, re-launched and disseminated by all the network partners. The green jobs disseminated widely.

58. The risks and assumptions are listed and represented in three main areas: support on the curricula development (through governments and partners), universities leading the environment sustainability and the communication strategy to inform consumer decisions. The three assumptions lead to the mandate for environmental education and to the Youth Strategy.

Figure 3 –Theory of Change



4 EVALUATION FINDINGS

Annex II presents the detailed rates attributed to each criterion as per UNEP guidelines.

4.1 Strategic Relevance

4.1.1 Alignment to UNEP Medium Term Strategies (MTS), Program of Work (POW) and Strategic Priorities

59. The project is fully aligned with UNEP's Medium-Term Strategy (MTS) and Programme of Work (PoW), altough even though this alignment is not explicitly formulated in the Prodoc. One of the objectives set forth in UNEP's MTS 2018-2021 is that by 2030, countries should be more resilient to the adverse impacts of climate change. In addition, the MTS calls for the adoption of integrated, ecosystem-based approaches to adaptation issues. The project is also aligned with the youth strategy and contributes to several outputs of the climate change and resilience having youth in the leadership, in UNEP's 2020-2021 PoW, namely:

- ⇒ "Technical support provided to countries to implement tools, methods, scientific evidence and knowledge networks and promote South-South cooperation to advance near-term and long-term national plans that integrate ecosystem-based adaptation";
- ⇒ "Outreach and communication for adaptation";
- ⇒ "Training and technical assistance on institutional and legal frameworks provided trough networks partners countries to improve youth related environmental risks"; and
- ⇒ "Outreach to raise awareness of the environmental causes and consequences of the environment and the need for green jobs.

60. The project demonstrated strong performance in the areas that were expected to benefit youth, with interventions at universities and non-formal education institutions following the POW. The relevance addresses the extent to which the intervention's objectives and design respond to the beneficiaries', global, country and partner/institution needs, policies and priorities, and continue to do so if circumstances change. The evaluation questions on Relevance were addressed qualitatively using an extensive document review, as well as KII of UNEP, UN partners and network development stakeholders. The questions were answered positively, with small constraints on the time for achieving the strategic priorities (the projects were implemented with some delay).

61. It is important to note that the decision to turn to third parties to reach youth constituents was not an intended strategy at the start of the project, but a response to the challenges arising from UNEP's institutional mandate and associated constituents and can be regarded as innovative. While this effectively helped the team reach broader beneficiaries and achieve several of the project's outcomes, the strategy also contributed to some of the challenges encountered during the implementation phase, which are discussed below.

Rating for Alignment to UNEP MTS, POW and Strategic Priorities: Highly Satisfactory

4.1.2 Alignment to UNEP/ Donor Strategic Priorities

62. UNEP is committed to advancing environmental sustainability, aligning seamlessly with donor strategic priorities to address global challenges, such as climate change, biodiversity loss and pollution, integrating a multidisciplinary approach that resonate with donor strategic priorities. UNEP recognizes the crucial role of donors in shaping global environmental solutions, integrating donor-driven priorities into our initiatives for a more impactful and sustainable impact. UNEP actively contributes to advancing donor priorities by implementing innovative solutions and projects that

address environment challenges with youths (expected around 1,3 billion youths in 2025) using innovative theories and platforms as the TTA, LBGN, Gaming platform, Green universities, Online courses and others.

63. UNEP's dynamic youth movement plays a pivotal role in advancing environmental sustainability, a shared goal that resonates with the strategic priorities of donors, who recognize the transformative power of engaged youth in shaping a sustainable future. UNEP's emphasis on youth-led initiatives is strategically aligned with donor priorities, realising the potential of young leaders to drive positive change in environmental conservation and sustainable development, due to the innovative ideas aligned with the youth presence.

64. Donors investing in UNEP's youth-focused endeavors recognise the long-term impact of nurturing a generation of environmentally conscious leaders, aligning their strategic priorities with the imperative of empowering youth for sustainable development opportunities.

Rating for Alignment to UNEP/Donor Strategic Priorities: Highly Satisfactory

4.1.3 Relevance to Global, Regional, Sub-regional and National Priorities

65. The project demonstrated strong performance at the global level, with a cascade to regional and sub-regional levels. The interviewers confirmed that UNEP's YEA project reach was not limited to any specific national context, as the implementation level was primarily global in scale (70% of respondents). However, the adoption of working through the networks resulted in some country-focused implementations, such as India, South Korea, and the United Arab Emirates. In contrast, several projects were implemented with beneficiaries cutting across countries, including the Kenya, Nigeria and the United Kingdom. The relevance of this objective relating to global priorities was demonstrated for the countries covered in the project, for example, it affirmed how the YEA project supported raising awareness on sustainable consumption and lifestyle in India. Other examples were also discussed in the forums as lesson learns.

66. Despite contextual differences, the project's commitment to youth-focused environmental education was evident. All respondents affirmed that implementation prioritised the youth and their environmental educational needs across national and international levels (100%). For example, one partner highlighted how the YEA project significantly contributed to raising awareness of sustainable consumption and lifestyle in India. This partner described how various project activities brought together youth from universities around Delhi, fostering increased awareness through round table discussions focused on sustainable consumption.

67. Another example relates to the United Arab Emirates, were the project activities associated with Tide Turner Challenge, which focus on young people, and empowered 20 ambassadors who are now actively leading youth-driven sustainability campaigns at the national level. These instances are drawn from formal education interventions that are concentrated on the country level.

68. Internationally, the project's relevance is through partnerships for change and the mainstreaming of youth participation in global conversations on sustainability. The collaboration with youth-focused institutions, such as WAGGGs, Boys Scouts and SOS-UK, created cross-border relevance for youth environmental education. As an example, the YEA project support provided the mechanism for a partner to facilitate a mock Education Ministers' Summit for youth that involved 300 young participants from 140 countries online in 2021 during the COP26 meeting. Referring to the event, one interviewee mentioned that the Summit established "The world's first-ever description, a definition of what quality integrated climate education looks like with a critique [of] what the current education system is giving them as young people."[17] .

[17] CO26 event

69. There were also partnerships forged with higher institution stakeholders who were targeting education institutional transformations. In connection with initiatives to The Race to Zero for Universities and Colleges, the SDG Accord and the International Green Gown Awards, the YEA support plays a role in fostering collaborations between universities and colleges engaged in educating youth on sustainability and the environment. Specifically, for the Race to Zero, it was mentioned that they currently have 1187 signatories from around the world.

70. The platforms facilitated by YEA are significant, as they act as forums promoting cross-institutional sharing and learning. These platforms include award winning programs, where successes are celebrated and institutions share their youth-focused environmental education programs. Consequently, they function as hubs for advocating environmental education, extending beyond the national boundaries of individual educational institutions.

71. While relevance for the global and national priorities could be deduced from the interviews, it was not immediately apparent regarding the sub-regional level. The absence of references to sub-regional collaborations addressing specific regional contexts during the implementation process and the project's broad global scale highlighted a gap in partnering with in-country governments. The explanation provided by one of the respondents was "We don't collaborate with a government to implement initiatives across an entire country because our focus is on youth and education. Instead, we work with youth and education partners in specific countries."

72. The limited involvement with country-level governments, as evident in the qualitative data, is linked to a gap highlighted by one interviewee regarding a lack of solid local perspectives in the project implementation. The respondent indicated that "due to the project's dealings with various entities across countries, it was challenging to give substantial attention to the unique contexts and interests of specific countries, including the perspectives of local youths.".

73. While this perspective was shared by most of the respondents, two interviewees had different experiences, which should be considered as lesson learnt and discussed in forums. One mentioned that their Tide Turner Challenge (TTC) activities were co-hosted with their Country's Ministry of Environment and involved the participation of some local governments. Similarly, another respondent discussed more engagements with governments in relation to Green Jobs, specifically mentioning interactions with government agencies in Sweden, France, and the EU.

Rating for Relevance to Global, Regional, Sub-regional and National Priorities: Highly Satisfactory

4.1.4 Complementarity with Existing Interventions/ Coherence

74. The project strongly demonstrate alignment with existing interventions, this being evident through the acknowledgement of similar initiatives by implementing partners (70% of the implementing partners). For instance, one interviewee referenced a comparable youth environmental education program previously executed under different institutional support, known as the Planet Tier Alliance. Similarly, another respondent noted the project's concurrent engagement with UNESCO to advocate for changes in environmental education curricula. This collaboration was substantiated by integrating outputs from UNEP's supported initiative, such as the Ministry of Environment Mock Summit, which served as working documents during COP28 meetings under UNESCO's sponsorship, offering valuable youth perspectives.

75. Additionally, partners responses in the interview confirms that the goals of UNEP's YEA project are aligned with other environmental education initiatives, as one stated that apart from UNEP's support and partnerships, they also actively collaborate with various international organisations. These include the International Association for Universities, the Association of Commonwealth Universities and numerous global sustainability networks in higher education. This shared interest not only drove partnership development, but was also cited as a motivating factor for interactions and collaborations between ILO and UNEP on Green Jobs, as an example.

76. The Project Team was expected to build a network of regional education focal points to support and coordinate the development and delivery of education actions with key external partners. The budget for this project, and the existing human resources, did not allow for the strategy of regional focal points to be implemented, and changed it to a strategy based on network organisations that would support their working countries.

Findings for the Strategic Relevance indicate that the project is aligned with the youth strategy and contributes to several outputs of climate change and the need and importance of having youth in the leadership. UNEP actively contributes to advancing donor priorities by implementing innovative solutions and projects that address environmental challenges with youths using innovative theories and platforms, such as the TTA, LBGN, Gaming platform, Green universities, Online courses and others (paragraphs 59 to 61); The project demonstrated strong performance at the global level, with a cascade to regional and sub-regional levels, and despite contextual differences, its commitment to youth-focused environmental education was evident (paragraphs 65 to 71). Implementation prioritised the youth and their environmental educational needs across national and international levels, and the limited involvement with country-level governments is linked to a gap regarding a lack of solid local perspectives in the project implementation (paragraphs 62 to 64). Partners responses in the interview confirm that the goals of UNEP's YEA project are aligned with other environmental education initiatives (paragraphs 66 to 73), and that the project try to actively be collaborative with various international organisations (paragraphs 74 to 76).

Rating for Complementary with existing interventions/ Coherence: Satisfactory

Overall Rating[18] for Strategic Relevance: Highly Satisfactory

4.2 Quality of Project Design

77. Overall, the project design is based on a solid and comprehensive presentation of the baseline situation, root causes and barriers. The intervention logic is sound, and although the theory of change was not present in the ProDoc (assumptions and drivers were clearly expressed), it is present on the revision document, with clear logical sequency of outputs, outcomes and objectives articulated.

78. The revised project design was regarded as being effective in the areas that were intended to benefit the beneficiaries and has a logical strategy to reach the youth. The verous projects on the education environment for youth, namely Tide Turners Plastic, Playing for the Planet Alliance, Green collars job programmes, the Little Book of Green Nudges and the Sports for Nature, were developed and implemented either by the private sector or by the UN and their network partners, and are available on the internet on various sites.

79. The project design shows four main weaknesses:

- ⇒ The risk analysis does not identify mitigation options in case of a political change to guarantee the project continuation (example working with multiple partners, having reports to guarantee the memory of the project implementation);
- ⇒ The monitoring framework was not complete, no budget and the targets were not adjusted to the reality. Also, there is no monitoring and reporting template for the partners;
- ⇒ The project document assumed on the possibility of university curricula changes;

[18] All compound ratings are consolidated based on weightings provided by UNEP instructions

⇒ The communication and advocacy were not clearly reflected in the project design, and it was difficult to visualize the entire project conception and links between the different components.

80. In addition, there were no clear discriminated budget lines, and during the project, there was no space to consider the evolving contexts (work with network partners instead of region and countries focal points). It is also difficult to visualize the budget lines initially planned to develop and implement the upscaling strategy.

81. Some constraints were raised, related to the project design during the interviews, with 40% of the networking partners raising the lack of knowledge about the project design and they only had information about the activities to implement under their Memorandum of Understanding, without a clear idea on overall project strategy and the knowledge of all areas of the project (to allow for the dissemination of the different components of the project). Although UNEP supported the world meetings to facilitate the youth movements to share experiences and stories to minimise this effect, more was needed to disseminate all the lessons learned.

82. For the quality of Project Design two accelerating strategies proved highly relevant and are still needed to continue: networking for decentralisation and support for youth engagement to enhance its mandate.

4.3 Changes in the project design during implementation

83. The project implementation structure was revised to incorporate the network partners' support. Some information gathered during the Project Preparation Grant (PPG) stage has been well integrated and thereby strengthened the project design, which offered a solid basis for project implementation to achieve the intended results. The plan is realistic and efficient, providing many stakeholder involvement opportunities.

84. The project was originally established with a focus on introducing and mainstreaming environment into the curricula of tertiary education institutions. However, relying only on university-level students would have left a large number of youth untouched, and it was a great achievement to incorporate the youth outside such institutions. The revision during the mid-term review allowed for the exploration of new partnerships with UN agencies and private sector partners (e.g. UNESCO and major environmental and education partners, Gaming companies, and Scouts), reinforcing and giving a push to engage with young people through informal education.

85. The project implementation structure is technically well designed, presents a clear logic from activities to outputs, and outcomes to objectives and goals, and is accompanied by a clearly stated problem and situation analysis. Its stakeholder and risk analysis and M&E plan are relatively complete (Project Document), and provide a solid basis for project implementation and achieving the intended results. The design is realistic, efficient and provides enough opportunity for stakeholder involvement.

Findings for the Project Design indicate that the project design is based on a solid and comprehensive presentation, having been initially established with a focus on introducing and mainstreaming the environment into the curricula of tertiary education institutions. However, the revision during the mid-term review recommended exploring new partnerships with UN agencies and other organisations to incorporate the youth outside tertiary education (paragraphs 77 to 85).

Rating for Project Design: Satisfactory

4.4 Nature of the External Context

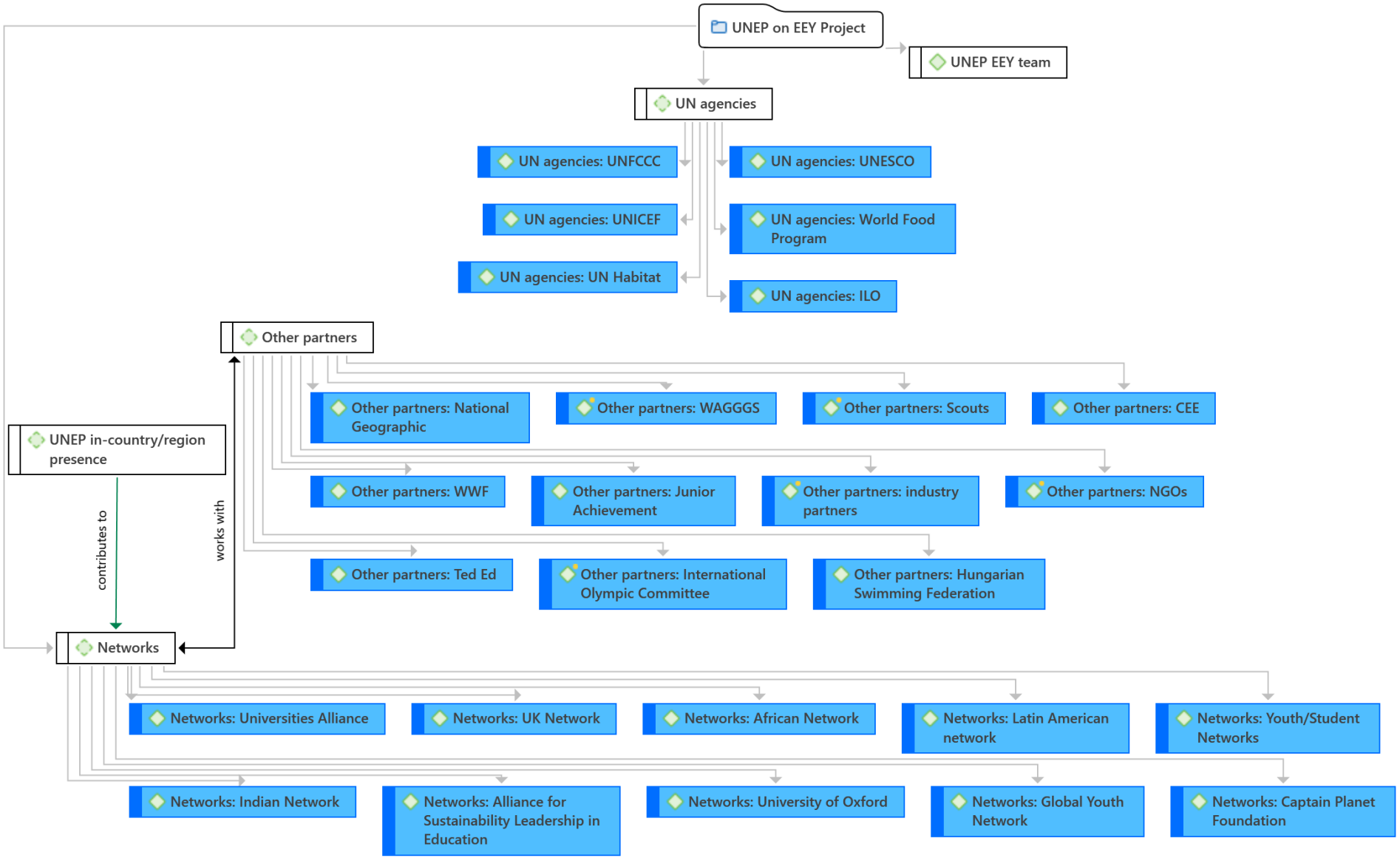
86. The programme was implemented in a generally unfavourable climatic, health and institutional context. The climate has changed from 2018 to 2023 in several countries, with warming temperatures all over the world. The COVID-19 pandemic delayed national-level work, including in-person meetings of national focal points, which affected the need to build capacity to facilitate and enable decentralised, as well as synergies with other UN entities to facilitate the continuous uptake of UNEP's work on environmental education.

87. Politically, the implementation period was characterised by several countries presenting a high turnover rate within governments, thereby affecting the continuity of the implementation, either by the reimbursement of funds, memorandum signatures time delays and the safety situation in some countries.

88. Although the presented analysis can be considered not related to the external context, to gain insight into the context of UNEP's YEA project, a mapping analysis was conducted to identify the stakeholders mentioned by the respondents and indicate their interactions with the project. This mapping is illustrated in Figure 4, where stakeholders are grouped into three clusters. At the lower level of the map is the 'Networks' block, which had direct relationships with the project as implementers of UNEP's environmental education initiatives. These networks collaborated closely with the second-layer block, categorised as 'other partners'. At the uppermost level, there is a cluster of partners from other UN sister agencies with whom UNEP collaborated on the YEA project. Additionally, in some cases, the in-country presence of UNEP added an extra layer of stakeholder influence on the project, as seen in Kenya and India.

89. The stakeholder mapping analysis revealed a diverse range of actors with varying contexts, including formal and non-education sectors, industries, civil society organisations, and geographical diversity spanning Africa, Europe, Asia and Latin America, confirming the institutional context fluctuation. This diversity in partnerships significantly contributed to the project's success, providing UNEP with a pool of skills, resources and combined strategies deployed in the project. This is particularly noteworthy, given the limited size of UNEP's team, which was identified as a challenge by 5 out of 8 project team members. The impressive record of successes achieved by the project can be attributed to the contributions and influences of the networks and partners, along with their commitments.

Figure 4: YEA's Stakeholder Map contributing to the project



90. The complexity of relationships within the stakeholder network, and the project's global scale, introduced some challenges, specifically in terms of coordination (noted by 7 out of 16 respondents) and monitoring (noted by 50% of 16). A project team member expressed the difficulty, stating "It was extremely challenging. Previously, we had a network of 800-plus individual universities that we were working with, and we did not find that effective. It was difficult for our team with the capacity to work with that many individual institutions with such different needs from such different contexts." As indicated by this team member, the small size of the project team contributed to these challenges, given the complexity of the project scale, but also working with individual units of Universities is not perhaps the kind of work that UNEP should be doing as a normative agency.

91. Additionally, two out of eight partners further highlighted the coordination gap, specifically concerning relationships with UN sister agencies that share similar goals with UNEP. One partner remarked, "Many of the agencies do their own little thing all on the same stuff. And that makes it quite difficult for us as lead agents … to know exactly who to speak with and request support from." In this context, the partner emphasized the importance of the UNEP team coordinating environmental education initiatives with other organizations that have a similar thematic focus, so that partners could work with other agencies, if that was more suitable. For example, UNEP connected LinkedIn to form an MoU with ILO, as that was a more suitable agency to work with, and UNEP's private sector engagement was likely to be too complex for this to work.

92. The coordination gap, while a significant challenge, needs to be viewed in the context of internal challenges within the project team, which faced difficulties due to its small size and a recurring issue of high staff turnover. This turnover contributed to prolonged gaps in the team's capabilities, as mentioned by team members. For instance, a team member mentioned that a particular position remained unfilled for a lengthy 12 months due to the slow and complex UN HR processes, leading to constraints in providing adequate support to other team members. This internal challenge further complicated efforts to effectively manage and coordinate the project's activities.

93. Given this situation, coupled with the project's scale and complexity of actors, it is understandable that issues related to coordination and monitoring were identified in the project.

Findings for the External Context reveal the existence of various sectors that influence the programme (climate, health and institutional). UNEP made use of the different actors with varying contexts (formal and non-education sectors, industries, civil society organisations) and used the geographical diversity spanning Africa, Europe, Asia and Latin America. This diversity in partnerships significantly contributed to the project's success and to the project challenge, and is particularly noteworthy, given the limited size of UNEP's team (paragraphs 89 to 91), the diversity of partners calling attention to the importance of the UNEP team coordination environmental education initiatives being in need of revision (paragraphs 92 to 94).

Rating for Nature of the external context: Favourable

4.5 Effectiveness

4.5.1 Availability of Outputs

94. The evaluation questions on effectiveness were addressed quantitatively using the secondary quantitative data analysis of the routine monitoring data from UNEP[19] and the qualitative data; key informant interviews with UNEP and development stakeholders, and semi-structured interviews with networking partners and private institutions, and presented the results as outputs, outcomes achievements, and likelihood of impact.

[19] UNEP PIMS reports

95. The project has five outputs in the two outcomes, as presented in the project description and according to the log frame (annex I) which has clear indicators. Tables 9 and 10 summarize project outputs towards each output summarize the results by the two outcomes.

For outcome 1, the two outputs are[20]:

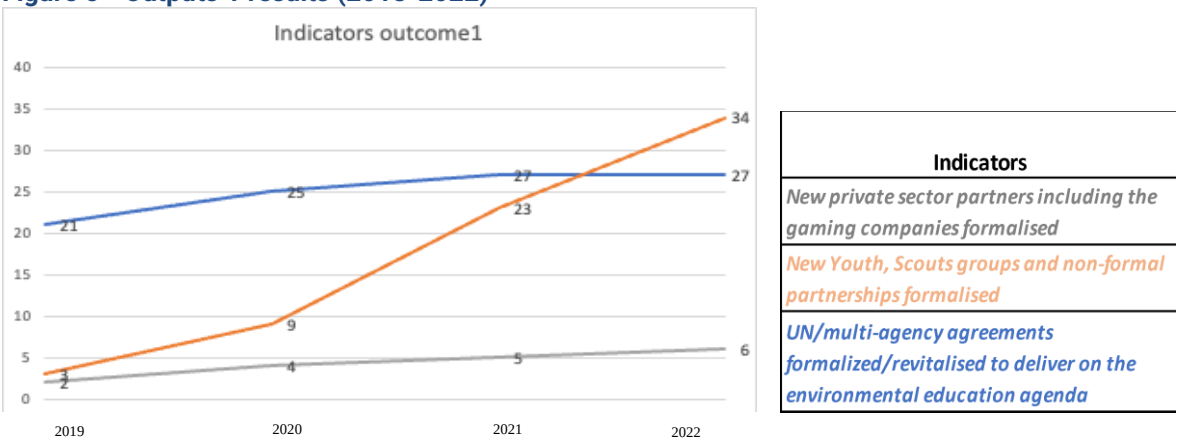
Table 9 - Outputs 1 results (2018-2022)

Component 1 Outputs	Indicator	Target	Results achieved[21]
1.1. Engagement with the private sector, public and private, non-formal and the youth partners was expanded 1.2. Advocacy, communication and outreach initiatives to promote the project and partnership expansion were established, with youth becoming the '7 language' of UN Environment	Number of gaming companies that have integrated environment and sustainability into their strategy and / or content platforms,	3	6 gaming companies integrated the environment into their platforms and are available on several websites
	Number of youth partnerships that have adopted new environmental education curricula into their agenda	3	34 each network partnership have several youth partnerships leading the education curricula into their agenda and increasing participation. The youth have been called and participating as the "7 language" and each time with more evidence.
	Number of global alliances and initiatives with UN agencies and other international organisations partners (e.g. HESI, Global Alliance) that include new environmental education commitments in their projects	3	27 UN agencies and more partners calling for the environment participation and implementing projects and activities

Source PIMS reports

Figure 5 present the outputs achieved since the implementation of the project to December 2022.

Figure 5 - Outputs 1 results (2018-2022)



For the outcome 2, the outputs are:

[20] Project document revision, version 3, pg 19
[21] Green: target met; yellow: progress towards the target; red: significant shortcomings

Table 10 - Outputs 2 results (2018-2022)

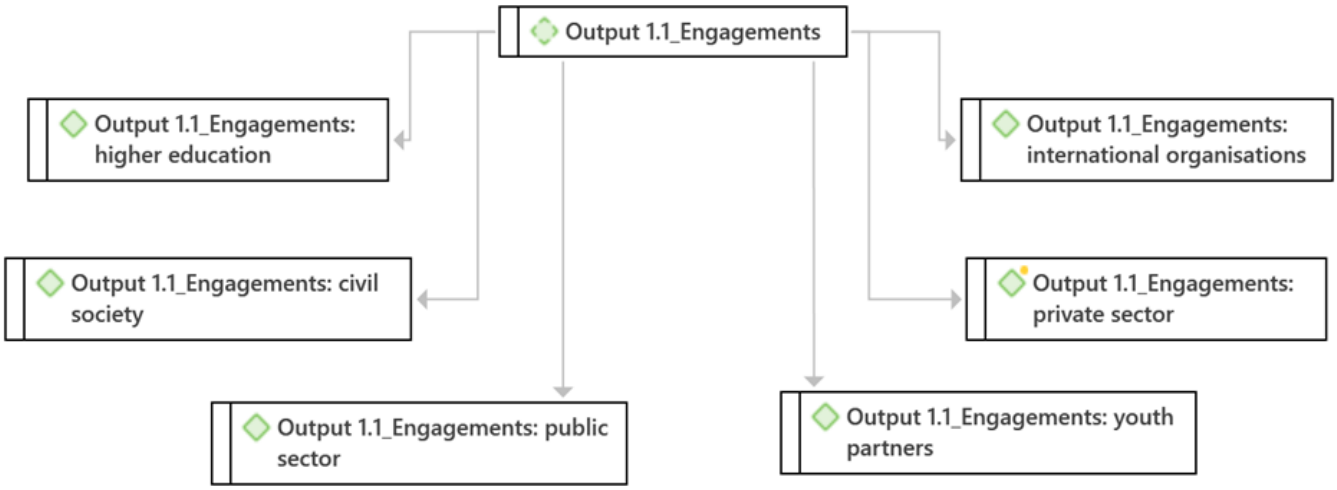
Outputs	Indicator	Target	**Results**
Advocacy and outreach initiatives for global environmental curricula agenda in universities and TVETs delivered, including initiatives such as the Policy Innovation centre	A number of universities have offered an integrated curricula on education for sustainable development	100	1.7 million youths, 16 000 universities, 1000 young scout leaders participated, 350 partners confirm a joint-agency approach. Not all Universities curricula changed to absorbed education on sustainable development but tendency is clear on the university environment. 25 universities have committed to revise their curricula on environment education and additional 40 universities have integrated sustainable development into their curricula. 100 universities have integrated environment education into their curricula and have implemented sustainability operation in campus
University partnerships reworked and operationalised in each UNEP regional office with support from 'friends' group of governments	A number of universities have implemented sustainability operations on campus using best practice through global alliances	1600 members	*800 current members of Universities carried out to make new commitments to support the partnerships agenda and 1200 universities are supporting the partnesrship in a total of 1600 universities supporting the partnership.*
Online repository of UN Environment and related environmental online trainings consolidated and relaunched.	Friends of Environmental Education Group operationalised Green Collar Jobs initiative designed to incentivise investment in environmental education Revised communication platform and materials created to support this agenda (Baseline: 0, target 1)	1 1 1	New advocacy initiatives were launched, food system narrative and support for the launch of the Global Peatlands; forest fire together. P4P decarbonisation of 40 games launched, Green Jobs launched in COP27, Sports for Nature launched Dec 2022, Nature positive Universities launched at COP15. Communication platform created and using the existing channels

Source PIMS reports

96. In addition to the quantitative analysis, the examination of interview transcripts aimed to validate the achievement of the two project outputs. Focusing on output 1.1, the objective was to assess the expansion of engagement with the private sector, public-private partners, non-formal entities and youth partners throughout the project.

97. As illustrated in Figure 6, these initiatives encompassed partnerships with higher education institutions, civil society organisations (e.g. Captain Planet Foundation), public entities (including various governments and ministries) and private corporations (e.g. Sony Interactive Entertainment). Furthermore, international organisations within the UN family and groups, such as the World Food Forum, were part of this extensive network. There were also various engagements with youth partners, including organisations such as the World Association of Girl Guides and Girl Scouts (WAGGGS) and the Boy Scouts.

Figure 6 - Network of engagement achieved during the YEA



98. These engagements span both formal and non-formal education initiatives. In formal education, projects such as Race to Zero, SDG Accords, and Tide Turner Challenges fostered extensive involvement of higher education stakeholders in youth environmental and sustainability education. Regarding the non-formal education aspect, Tide Turner Challenge, Sport and Playing for the Planet facilitated engagement with youth organisations, the gaming industry, sports organisations, and governments.

99. Nine respondents provided accounts of the targets achieved during their interviews, confirming the conclusion drawn from the quantitative analysis that the project surpassed its targets. For instance, one respondent mentioned that the project has reached over 740,000 young people from 50 countries. Similarly, when describing the extent of engagements within the Nature Positive Universities initiative, it was noted that over 130 signatories and a community of approximately 800, all from 50 countries were recorded. Another example given relates to the Tide Turner Challenge, in which a partner mentioned that since their participation in 2021, more than 1000 students participating had taken part in the challenge. These accounts strongly indicate that the YEA Project surpassed set targets.

100. Output 1.2 includes advocacy, communication, and outreach initiatives aimed at promoting the project and its partnerships. Six respondents provided relevant comments within this output category, collectively suggesting that partners took the lead in advocacy and communication efforts related to the project. This approach aligns with the decentralized nature of the project, allowing individual partners the autonomy to set their own pace and pursue diverse advocacy goals. However, this resulted in minimal coordination by the project unit in centralizing advocacy and communication initiatives to disseminate project successes and enhance stakeholder engagement. This is due to the need for further support from the Communications Division to support this agenda, which should be explored going forward.

101. The team acknowledged budget constraints as a limiting factor for the advocacy and communication gap. There was also an expectation that the Communication Division at UNEP would provide support, but this was not fulfilled. Despite these challenges, the team indicate some advocacy activities, with one respondent acknowledging that they worked on wildfires report in the previous year, which was an advocacy contribution to the wider needs or the Ecosystem Division.

102. While acknowledging the legitimacy of resource constraints, there is a need for a more strategically driven advocacy and communication campaign, especially considering it was outlined as an output. Additionally, relying mainly on partners for advocacy strategies can limit the dissemination of information about the project across stakeholders, given that many operate in

silos. This concern was highlighted by one partner, who mentioned that they believe "there is a lack of information about the current campaign." This sentiment was echoed by another partner who emphasized the need for robust project communication, stating: "Enhanced communication is essential—more dialogue, to be precise. This increased communication is necessary because the government's engagement was limited; they participated mainly in one-off events. In this scenario, they believe that greater visibility of the United Nations Environment Programme (UNEP) could significantly sway governmental support towards the project. This is predicated on the profound influence wielded by the UNEP name when associated with environmental initiatives.

103. Regarding Output 2, the analysis centred on three primary themes that encompassed respondents' reflections on: (1) advocacy and outreach initiatives to advance global environmental curricula in universities and TVETs; (2) revitalizing and operationalizing networks in each UNEP regional office; and (3) the availability or delivery of online UNEP environmental training. Responses from the interviewees suggest that overall, output 2 was partially met, specifically on points 1 and 2.

104. Notably, no references was made to online UNEP environmental training in the discussions reviewed. This absence might be due to a change in project strategies, wherein project initiatives were restructured to be borne by partners. Accordingly, the UNEP YEA unit did not initiate any direct online environmental training, with several partners holding virtual training events, including India, UAE and South Korea, and with programs anchored by the Captain Planet Foundation across Africa.

105. Regarding the revival of networks across UNEP regional offices, two specific projects in Kenya and India were mentioned, in which the presence of UNEP's YEA team in the country facilitated the initiative. Additionally, it was reported that in the case of Kenya, the government also played a key role, as described by one of the team members.

106. The Indian network emerged from the interest and input of the UNEP team representative in the country. However, in contrast to the Kenyan case, partnerships with existing university structures were emphasized, with government ownership of the process being reported as weak or non-existent. This explains the reason for the “cold storage of the process” after the official launch in September of the previous year, despite the high demand among stakeholders. One reason that was provided for the short-lived nature of the network, was a lack of funding to support its communication, management, and coordination.

107. Explaining why university network revival initiatives were not extended to other regions, another project team member explained that focal points or UNEP presence, and its representative, are not available in some of the regions, limiting the team’s reach and influence. In addition to confirming the role of UNEP environment and youth staff or representatives (referred to as focal points), this statement also underscores the significance of capacity for the functioning of networks. In this case, output 2.2 was partially met.

108. The analysis further revealed evidence of met targets regarding outreach and advocacy for curriculum transformation at higher institutions, as evidenced in the target figures earlier mentioned. This includes the strong network of universities, comprising over 130 institutional signatories across 50 countries, indicating a commitment to greening the curriculum. One of the respondents also discussed a partnership with Times Higher Education to transform the institutional ranking system to include sustainability, thereby incentivising universities toward change. Similarly, another team member mentioned that 70 universities across 70 countries have joined the decarbonising campus initiatives. Collectively, these accounts corroborate what was reflected in the earlier quantitative results, suggesting that the project scored well on output 2.1.

Rating for Availability of Outputs: Satisfactory

4.5.2 Achievement of Project Outcomes

109. The project outcomes reflect the outputs' achievements, with an examination of the interview data revealing that the outcomes resonate with the achieved works, signifying a solid alignment between them. The analysis aimed to unearth critical themes associated with the two project result outcomes, these being:

Expansion and Diversification of Environmental Education Initiatives: 10 respondents, which consisted of 80% of the interviewers, shared insights related to this outcome.

Integration of Environmental Education into University and TVET Curricula: although covered by only 20% of the interviewers, this aspect holds particular importance.

110. These accounts illuminate a plethora of project initiatives, each with an extensive geographical reach that spans across regions such as Africa, Asia, Latin America, and Europe. These initiatives encompass the TTC, games, Race to Zero, Green Jobs, and SDG Accords, leaving no corner untouched.

111. The network members in the SSI conversations gave several reasons for the increase in results, with all the stakeholders indicating during their interviews that the network strategy was highly effective in getting the expected results due to the existing connections and geographic coverage. The consensus was that this strategy had a great impact on the project, both in the non-formal sector and at the university level. The strategy allowed the UNEP unit to expand its reach beyond what its capacity could ordinarily have absorbed as the project expanded across the globe. Consequently, several environmental education initiatives held during the project life were reported to have impacted young people, advancing sustainability consciousness and environmental awareness.

112. In the context of Outcome 2, the narrative takes a slightly different turn. While there is evidence of revived or newly established university networks (referencing both the India and Kenya cases discussed in the previous section), and several initiatives targeting universities and TVETs, it is not entirely clear from the interview analysis that these endeavours are resulting in curricular changes.

113. One account comes close to indicating the project's influence on curricula. A partner shares a personal gain from the project that influenced her approach to delivering a university course. The partner reflects, *"all said and done, we had excellent exposure. I must tell you this UNEP project was something from which we, each one of us faculty who participated in this project, learned so much*." The newfound knowledge apparently enriched her course delivery, exemplifying a personal gain that potentially translated into curriculum impact. Beyond this account, there was no reference to a specific case in which a participating university changed its curricula because of participation in the YEA project, which is a very hard outcome to deliver on.

114. Instead, both partners and team members (8 respondents, meaning 50%) recognized the inherent complexities in higher education systems and the challenges associated with curriculum change. Adapting educational systems and curricula to incorporate sustainability themes and align with project goals was considered daunting. A team member described the university system as "a quite difficult group to work with because [they] are often very much set in their ways," and another added that they "are notoriously slow to make change." This complexity then affected how the team and partners navigated the system to influence changes, which needed to be more open to influence.

115. Amidst this complexity, respondents identified some level of influence on the policy front (20%). They emphasized that the project has elevated the profile of environmental education and is challenging traditional education narratives. They also see a more significant influence in the non-formal sector, which has specifically extended environmental education beyond the walls of universities and TVETs.

Rating for Achievement of Project Outcomes: Highly Satisfactory

4.5.3 Achievement of Likelihood of Impact

116. As the project document outlines, the project's objective seeks to realize "a future in which professional capacity is sufficient to deliver integrated ecosystem management and wider sustainable development objectives." Through its environmental education activities with the youth, three areas of impact were identified: (1) increased sustainability knowledge and skills among learners, (2) increased availability of information and awareness about sustainable development and lifestyles, and (3) increased partnerships between the public, private, and civil society to harness strategies for sustainable development and lifestyles.

117. While the ultimate beneficiaries of the YEA, namely the youth, were not interviewed or directly examined during this evaluation, the reported outputs and their alignment with outcomes suggest a likelihood that the project impacts are underway. Specifically, there is a probability that the several thousand learners exposed to the project activities have gained increased awareness, a position affirmed by several partners. There is also evidence from the interviews suggesting that several of the partnerships formed have incorporated sustainability consciousness into their operations. These networks have become channels through which environmental education information is shared and disseminated.

118. However, the project could have benefited from further higher engagement with youth groups through a strategy and programme of work development with clear functions of UNEP as the coordination of the process. A direct reference to instances within which initiatives under the project transformed or changed curricula to accommodate environmental interests also needed to be added and be clearly presented. The youth groups participated in the project with different levels of involvement, as it depends on the country's engagement.

119. The roles of key actors and drivers are important, and there was a revision in the partners to have better performance and identify specific roles to improve and influence the implemented contributions. The stakeholders' drivers are now much more efficient and focused on the youths, as they play a role of having them support the project implementation and consequently play an important role in the project impact (more as “pushing activities to be done by the youth”.

120. Although the importance of the stakeholder's drivers is visible, UNEP should expand the training of youth skills[22] on project implementation interventions (presented in the Theory of Change), with clear indicators being identified to reflect their impact and reinforce their presence as the main actors in the youth strategy and empowerment initiatives. The existing projects and website addresses should be disseminated to all networks and youth groups that will work as a cascade.

121. The Outcomes are concrete and realistic, being formulated as changes in the implementation level (component 1) or policy at the university level (component 2). The Outcome achievements were accomplished above the expected targets.

122. The assumption of the university engagement to promote sustainable lifestyles was decisive in almost all countries. There is a tiny line about the UNEP or partners' influence on the university's autonomy, as it depends more on communication and strategies to influence the changes, this assumption needing to be maintained.

Findings for the Effectiveness The findings indicate that the project successfully built an extensive network by forgoing partnerships with key organizations within the UN family. Noteworthy collaborations include engagements with groups, showcasing the project’s commitment to

[22] By using training strategies and modules through the network partners

establishing a board and inclusive network of stakeholders. The strategic initiative undertaken reflect a comprehensive approach to building partnerships and fostering collaboration across various sectors and demographics (paragraphs 91 to 96); The analysis of the project outputs reveals a nuanced perspective on the challenges and successes, focusing on advocacy and outreach initiatives, network revitalisation and the delivery of online UNEP environment training. The findings highlight a crucial need for a more strategically driven advocacy and communication campaign, emphasizing that relying predominantly on partners for advocacy strategies may limit the dissemination of information across stakeholders. The project partially met the goals, but there was an absence of references to online UNEP environment training and despite these challenges, the project demonstrates commendable achievements in advocacy and outreach, successfully engaging universities globally (paragraphs 101 to 120).

Findings for the Outcomes The findings reveal an impressive geographic scope of project initiatives, reaching Africa, Asia, Latin America, and Europe. Notably, the TTC, Games, Race to Zero, Green Jobs and SDG Accords Initiatives have collectively touched various corners of the globe. This is due to the effectiveness of the network strategy and its impact on young people fostering sustainability consciousness and environmental awareness (paragraphs 113 and 114); The analysis sheds light on the complexity surrounding the Integration of environmental education into University and TVET Curricula. Despite these complexities, the project has influenced policy discussions, elevating the profile of environmental education and challenging traditional narratives indicating a broader impact on sustainability in education. The project's success in reaching beyond traditional education institutions highlights its adaptability and effectiveness in promoting environmental awareness in diverse settings through the network drivers (paragraphs 115 to 117).

Rating for Likelihood of Impact: Likely

Rating for Effectiveness: Highly Satisfactory

4.6 Financial Management

4.6.1 Adherence to UNEP's Financial Policies and Procedures

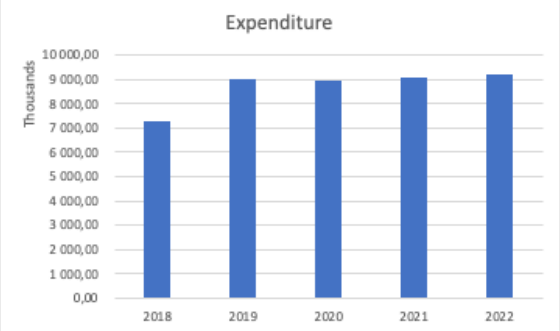
123. UNEP has several constraints with budget allocation for this project, with processes being bureaucratic, and the total amount of money insufficient to have a presence in each country or at least at the regional levels.

124. The policies were followed and respected, but the finance has been one of the main significant constraints in the project implementation and was referred by 100% of the interviewers' reference.

Rating for Adherence to UNEP's financial policies and procedures: Satisfactory

4.6.2 Completeness of Financial Information

125. The financial information was sent to the consultant, but the requested summary still needs to be provided. Based on the financial tables received, the consultant developed an average cost per beneficiary (as non-formal) and per university. Considering the numbers in the output table, the average expense per youth is US $1.20, the amount per university being US $131,74.



126. Table 11 details the amount and description per year for the disbursed budget sent to the evaluator, which does not allow for a precise and in-depth

analysis. The consultant requested the financial officer to develop the analysis but never received it. The graph indicates that there was an increase in expenditure in the second year and that after this it maintained almost the same expenditure. The staff personnel costs represent an average of 87% of the total expenditures.

Findings for the Financial Information, which needed to be provided as requested, made it difficult to draw findings and conclusions. The communication within the YEA project is good, with the UNEP team's weekly meetings being an advantage (paragraphs 122 to 125).

Table 11. Financial Tables

Sum of Consumed Budget - Umoja Fiscal Year	Description	Total	Total minus personnel
2018	Contract Service	16 026,84	
	Equip Veh Furnit	4 095,34	
	Grants Out	25 668,00	
	Operat Oth Costs	479 839,55	
	Staff Personnel	6 431 570,83	
	Suppl Com Mater	20 462,00	
	Transfer/Grant to IP	47 648,00	
	Travel	249 414,34	
2018 Total		**7 274 724,90**	843154,07
2019	Contract Service	12 713,64	
	Equip Veh Furnit	38 674,67	
	Grants Out	15 600,00	
	IP-PSC	1 248,00	
	Operat Oth Costs	450 021,69	
	Staff Personnel	7 563 720,32	
	Suppl Com Mater	6 006,00	
	Transfer/Grant to IP	661 635,38	
	Travel	244 856,87	
2019 Total		**8 994 476,57**	843154,07
2020	Contract Service	45 027,72	
	Equip Veh Furnit	881,11	
	Grants Out	99 596,64	
	IP-PSC	2 900,00	
	Operat Oth Costs	394 520,97	
	Staff Personnel	8 401 323,70	
	Suppl Com Mater	0,00	
	Transfer/Grant to IP	-51 866,71	
	Travel	56 423,07	
2020 Total		**8 948 806,50**	843154,07
2021	Contract Service	96 590,00	
	Equip Veh Furnit	26 979,23	
	Grants Out	53 753,56	
	IP-PSC	5 220,00	
	Operat Oth Costs	480 827,07	
	Staff Personnel	7 902 071,64	
	Suppl Com Mater	1 283,00	
	Transfer/Grant to IP	481 892,00	
	Travel	53 203,10	
2021 Total		**9 101 819,60**	843154,07
2022	Contract Service	46 305,42	
	Equip Veh Furnit	96 060,35	
	Grants Out	72 702,00	
	IP-PSC	1 740,00	
	Operat Oth Costs	657 055,53	
	Staff Personnel	8 235 788,48	
	Suppl Com Mater	18 474,00	
	Transfer/Grant to IP	-74 901,00	
	Travel	177 123,48	
2022 Total		**9 230 348,26**	843154,07
Grand Total		**43 550 175,83**	**4 215 770,35**

Rating for completeness of financial information: Moderately Satisfactory

4.6.3 Communication Between Finance and Project Management Staff

127. The communication between Finance and Project management staff is considered very good and efficient. It is a small team, with the UNEP team's weekly meetings being an advantage for

communication between all those involved in the YEA project. However, communication must follow the UNEP structure in terms of decision-making and voice management, which presents several delays in the process. It was one of the constraints for almost all interviews on the UNEP YEA "knowledge of project finance"

Rating for communication between finance and project management staff: Moderately Satisfactory

Rating for Financial Management: Satisfactory

4.7 Efficiency

128. The evaluation's efficiency criteria focused on the intervention's ability to deliver results in an economical and timely manner, and how well the provided resources were utilized. Qualitative analysis of Efficiency involved semi-structured interviews with key UNEP, UNEP regional staff, and stakeholders.

129. While the project surpassed its targets and achieved outputs and outcomes aligned with set goals, respondents raised key concerns that impacted its operation.

130. Limited staff capacity affected the project's efficient functioning. To avoid redundancy, the issues of staff number and turnover were emphasized in section 5.4. It is worth noting that most project staff worked voluntarily, with only one out of the 13 being a permanent staff member. This made retention challenging, compounded by UNEP HR contract requirements limiting hires to sector-specific skills. Explaining how this affected operation, one team member remarked "There's a high staff turnover, we're working with the focal points, and that can be quite challenging to keep things going. And I think sometimes there's not also good overlap when someone leaves a position, then there's a bit of a gap, and the new person comes instead of there being a proper transition to ensure things are continuing."

131. The expressed frustration in the above quote is understandable, given that turnover can result in the loss of institutional knowledge, impact team dynamics, and increase the risks to the project timeline, but given the team only has two staff positions, with the remainder being consultants and UNV roles, it is to be expected, as there is little job security offered in these roles. Those who leave earlier do so with specific project knowledge that can benefit the project at a later stage. This disruption affects project continuity, as new members may need time to become acquainted with existing processes, relationships, and ongoing tasks. This challenge is compounded when the transition period is not well-managed, as suggested in the above quote. It was also found that some team members interviewed could not respond to certain questions and rather indicated that they were not involved in the project at certain stages (3 out of the 8 team members).

132. Some partners (40%) also raised concerns about managing projects with few hands. For example, one mentioned that the volume of requests they get from young people they have trained, who were seeking continuous assistance with community activities and activism, outweighs the capacity they have in their organization to respond. Another clarified that their staff strength affected the extent to which they were able to monitor project activities. Some partners were constrained in managing the project due to limited staff.

133. Axial analysis of the interview data suggests that staff strength and retention challenges were connected to financial constraints (80% of the 16 respondents). Team members complained that limited funding affected the extent to which they could expand the team and retain staff longer on the project. It was mentioned that, except for the Tide Turners' intervention, "the project doesn't have standing funding... to fund all year round" This was due to funding from the UK government often having lags before being dispersed, as opposed to issues within UNEP per se. Without

belabouring the point, the constraints posed by the gaps in fund dispersal were indicated by the team members and also partners and were to have affected some key aspects of the project, including the capacity to hire more capable hands, the capacity to drive robust communication and advocacy, the capacity to operate at full scale across the sub-interventions, and the capacity to provide robust monitoring of the project, including site visitation.

134. Somewhat related to funding is the organizational bureaucracy, which impacted the project. Five respondents, including three team members and two partners, identified organizational bureaucracy as a major challenge. Bureaucratic hurdles within partner organizations, and more especially, the UN system housing UNEP, raised some problems during the project. For example, commenting on the delay associated with the Green Job initiative, a team member explained that it takes a lot of time to get into implementing the activities within the UN organization. Similar sentiments were shared by a partner, who complained about the extended duration it takes for UNEP processes to progress. The prolonged processes and entrenched and complex bureaucracy often resulted in compressed deadlines once they finally concluded, leaving implementation to a short window of time. The partner particularly remarked that funding processes with UNEP create uncertainty around the project, and this "makes it hard to plan." However, none of this is easy for the unit to fix as it is part of the organizational context.

135. Current work modalities under environmental education for youth project was its need for competent and holistic coordination that could make a difference in the strategy. The theme of environment (including climate change, pollution, environmental degradation, and resource depletion) and youth (percentage of youth globally) is international and should have special attention. However, the youth work mainly depends on extra-budgetary funds, with barely any dedicated budget allocations being made corporately to youth-related staffing or programming. In their advisory roles, UNEP Sub-programme Coordinators encourage UNEP Project Managers to work with youth, with the allocated budgets needing to be increased to deliver the required results and the advocacy campaign.

Findings for Efficiency were considered one of the YEA project's weaknesses. Team members complained that limited funding affected how much they could expand the team and retain staff on the project. The constraints posed by the shortage of funds were indicated by the team members and partners and were indicated to have affected some key aspects of the project (paragraphs 123 to 127). Somewhat related to funding is the organizational bureaucracy, which impacted the project, the prolonged processes often resulting in compressed deadlines, leaving implementation to a short window of time and impacting the quality (paragraphs 128 to 130)

Rating for Efficiency:	**Moderately Unsatisfactory**

4.8 Monitoring and Reporting

4.8.1 Monitoring Design and Budgeting

136. Monitoring and reporting stand out as weak areas in the YEA project, where progress monitoring and obtaining feedback from partners and beneficiaries play a crucial role in refining and improving the project. Eight respondents (50%) acknowledged the significance of a robust monitoring and feedback loop but noted that this posed a challenge during the project. While a reporting template was in place for all partners to follow, a team member highlighted that implementing partners needed more training on the reporting tools.

137. This deficiency may explain why one partner shared their experience of developing a parallel tool for monitoring project activities across schools, as the tool they initially received was not user-friendly. The partner explained that, at a certain point, they had to pause project activities to create an alternative tool, stating, "We wanted to develop a system that is easier for schools to submit the

report because before we were doing it manually, me and my colleague, and this was consuming more time."

138. Acknowledging this challenge, a project team member recommended the inclusion of a dedicated monitoring and evaluation person or team, emphasizing how it could have enhanced the project. This admission clarifies why the responsibility for monitoring and reporting largely fell on partners, creating room for inconsistencies. Another recommendation was to provide adequate training for partners to enhance their capacity to meet monitoring and reporting requirements. This confirms the need to have a training package to distribute among partners, on the YEA to meet the requirements on the environment.

Rating for Monitoring Design and Budgeting: Moderately Unsatisfactory

4.8.2 Monitoring of Project Implementation

139. The qualitative data indicate that some level of implementation monitoring took place. Project team members mentioned that the responsibility to monitor implementation rested with the partners, and each reported on their project progress at regular intervals. It was also noted that the monitoring and reporting mechanism varied among sub-interventions and contexts, suggesting differences in actual monitoring performance. For instance, partners working on green jobs mentioned that monitoring was not taking place yet, as their sub-intervention was still in its infancy. In contrast, Tide Turner appeared to have a developed monitoring and reporting system, with a team member confirming that partners reported on monthly progress, while for the Playing for the Planet Alliance, reporting was done by the partners annually.

140. For those who reported on monitoring (3 out of 8 partners), this involved noting attendance registers at trainings, as explained by one partner. Beyond this basic level, a partner expressed confusion regarding expectations, reinforcing the claim that partners did not receive training on monitoring.

Rating for Monitoring of Project Implementation: Moderately Unsatisfactory

4.8.3 Project Reporting

141. The reporting needs greater precision, and the website must display actual reports[23]. The indicators lack clear addressing regarding the extent to which they are met, and the numbers provided by the partner's stakeholders differ from those reported by the UNEP team.

142. Moreover, reporting should transcend mere attendance tracking and carve out space for a learning process to enhance implementation. As emphasized by three respondents (2 team members and a partner), integrating a qualitative feedback loop would facilitate reflections on progress. One team member explains a tendency to become absorbed in activities without adequately anticipating potential outcomes, indicating a desire for more proactive planning and reflection on the project's direction and progress. This becomes possible with robust monitoring and reporting in place.

143. Reporting on the monitoring of UN sister agencies is non-existent, particularly concerning the quality of reporting. This absence is significant for collaboration within the broader UN structure and has been identified as one of the gaps that need addressing. Efforts should be undertaken to enhance cooperation and coordination with sister agencies of the UN involved in environmental projects to establish a unique monitoring and reporting system, as noted by some respondents.

[23] When this TE started there were reporting in the UNEP website, since 2018 that in November disappear

Findings for Monitoring and Reporting were considered the area with more needs and its absence is significant to establish a unique monitoring and reporting system to guarantee the project quality and the progress (paragraphs 135 to 143).

Rating for Project Reporting: Moderately Satisfactory

Rating for Monitoring and Reporting: Moderately Unsatisfactory

4.9 Sustainability

4.9.1 Socio-political Sustainability

144. The project has exhibited robust performance in areas crucial for its continuity. The 78th session of the United Nations General Assembly, hosting a Climate Ambition Summit, reinforced UNEP objectives and emphasized the need for collaboration to expedite decarbonization. The coordination and collaboration among various stakeholders were stressed to advance the youth environmental education project. This aligns with the priority of supporting global change by harnessing the power of youth in numbers and their ability to instigate change. The emphasis is on backing youth for creating new synergies, particularly in green jobs, addressing plastic pollution, and exploring zero-carbon alternatives.

145. Insights drawn from qualitative data suggest that specific interventions focused on building the capacity of young people have the potential to endure even if UNEP withdraws support. This is particularly true for the Tide Turner Challenge, which has produced numerous youth ambassadors across implementing countries. Respondents believe that the environmental advocacy of these youth ambassadors will persist beyond the project's duration, as evidenced in cases from Kenya, Nigeria, and India.

146. However, this may not hold true for other interventions, as illustrated in the case of the university network revival. Without robust support, coordination, and institutionalization, the likelihood of continuity diminishes. Despite initial enthusiasm for the university network initiative in India, interest waned when members perceived weak coordination and funding for Higher Education has been a real challenge as this sector is seen to be well-endowed and perhaps undeserving of funds.

147. However, this may not be applicable to other interventions, as shown in the case of the university network revival. Without robust support, coordination, and institutionalization, the likelihood of continuity diminishes. Despite initial enthusiasm for the university network initiative in India, interest waned when members perceived weak coordination.

148. Six of the partners interviewed particularly indicated that continued involvement of UNEP would remain relevant, if only for their convening power. They believe that UNEP's reputation and goodwill would attract intentional involvement in partnership on environmental and youth education from other stakeholders.

149. In the next section, the role of finance in the project's sustainability is discussed. It is critical to continuity, as emphasized by respondents during interviews.

150. Despite the detailed successes, the project faced challenges. While having a global perspective was advantageous, it led to difficulties in direct engagement. Additionally, while effective, the innovative approach of relying on third-party organizations for reaching youth constituents, introduced coordination and oversight challenges.

151. Collaboration with UN sister agencies further strengthened the project's impact, although an important constraint was noted. For instance, the partnership with UNICEF was explored to access

school children. The collaboration between ILO and UNEP, though in the early phases, appears to yield positive results. The importance of inter-agency coordination in addressing complex issues in environmental education and youth empowerment cannot be overemphasized, given that the core issues raised in the environmental crisis are multi-sectoral and intergenerational. Combined and cooperative engagement is needed to drive interventions in this respect. Additionally, the leadership of the collaboration should have a strategy with a clear space for UNEP.

Rating for Socio-political Sustainability: Highly Satisfactory

4.9.2 Financial Sustainability

152. The project exhibited weak performance in terms of financial sustainability, and addressing this aspect is crucial for future implementation. Despite the project's growth in scale during the review period, the available funding did not match the expansion, hindering the support for project activities and implementation. Notably, only the Tide Turner Challenge seems to have enjoyed continuous funding during this period. Consequently, team members heavily relied on cuts from various sources to sustain other initiatives within the project.

153. The importance of funding for future endeavours was underscored by three-quarters of the partners. They emphasized the ongoing need for commitment and support from UNEP to continue interventions initiated under the YEA. Continuous funding, as one partner explained, is essential, not only for starting new projects, but also for sustaining initiatives in progress. The respondent highlighted the significance of continuous funding to sustain and build upon the success of long-term projects, identifying the lack of sustained funding as a barrier to their progress. Another partner stressed the importance of having a sufficient budget for a project of this nature. This statement was particularly made considering the uncertainty regarding the funding cycle, a concern echoed by another partner who complained about its impact on planning and implementation. This points to a need for a longer-term commitment from UNEP, as expressed by a partner: "I think that the biggest recommendation I would have for us networkers, from our perspective, is a longer-term commitment." While these complaints suggest that partners themselves have limited options and need to broaden their funding sources, UNEP, as a global force for environmental education, should take greater ownership of the project and continue providing leadership.

Rating for Financial Sustainability: Moderately Unsatisfactory

4.9.3 Institutional Sustainability

154. The project demonstrated strong performance in institutional sustainability, boasting a robust network of partnerships across regions with a strong focus on youth. As previously noted, this network played a pivotal role in outperforming target metrics. These partnerships brought in diverse skill sets and resources, collectively benefiting the project. In some cases, such as the University of Oxford, these networks also contributed funds from external sources to support the project. Moving forward, it is crucial for UNEP to maintain these ties, leverage their strength and resources, and provide coordination to keep everyone focused on common goals.

155. Another critical institution that received less consideration during the review period is various governments. Some team members expressed hesitation due to the bureaucracy involved in dealing with governments and their perceived tendency for half-hearted commitment to environmental causes. While these concerns are valid, they should not lead to the avoidance of engaging with governments, as they represent the face of collective decisions. The ownership of the project by governments can make a significant difference, as highlighted by some team members, particularly in the Kenyan case (3 out of 8).

156. The relationships with the private sector could also be strengthened. Regarding the game initiatives, there is already a strong partnership between UNEP and the gaming industry. Penetrating

other sectors was mentioned as challenging by three of the respondents. They expressed that the nature of environment education in comparison to more tangibly measurable initiatives like conservation makes it less attractive to the private sector. This is understandable as businesses are more likely to be involved in initiatives whose impacts are trackable.

157. This also points to the need for UNEP to double down on monitoring and evaluation, and on communication and advocacy. As some partners noted, UNEP's international image is a currency and if they can tell more sellable stories about their project activities and impacts, they will likely attract more business than they have currently done.

Findings for Sustainability were considered weak performance in terms of financial sustainability, and addressing this aspect is crucial for future implementation. Despite the project's growth in scale during the review period, the available funding did not match the expansion (paragraphs 139 to 147); The project demonstrated strong performance in institutional sustainability, boasting a robust network of partnerships across regions with a strong focus on youth (paragraphs 148 to 152)

Rating for Institutional Sustainability: Moderately Satisfactory

Rating for Sustainability: Moderately Unsatisfactory

4.10 Factors Affecting Performance and Cross-Cutting Issues

4.10.1 Preparation and Readiness

158. The project preparation was satisfactory, as presented in the Project Design Quality and the biannual reports of the PIMS. Aside from a delay in the release of funds by donors and the slowness of the Program Management Unit (PMU), which affected the start-up, no issues arose, with the project having a revision in the middle of the intervention, which is very well documented.

159. The project has demonstrated strong performance in networking and communication, which would benefit the implementation of the YEA project. The strategic discussions within the team were also highlighted to be very beneficial for the project, giving rise to changes. The fact that there was a change in the implementation strategy during its implementation was regarded as a significant difference in the results achieved for the two outcomes (non-formal education and universities).

Rating for Preparation and Readiness: Satisfactory

4.10.2 Quality of Project Management and Supervision

4.10.2.1 UNEP/Implementing Agency:

160. UNEP was congratulated for its effective performance in all the domains, especially related to partner communication and networking. Despite facing budget and human resource limitations, UNEP actively assists stakeholders in their endeavors, acting with technical expertise and convening meetings where numerous partners exchange experiences and shared lessons learned.

161. While the advocacy efforts fell short of their optimal strength, there has been a noticeable improvement in the UNEP communication spanning news, LinkedIn, jobs website, and other platforms. The addition of a communication officer to the team underscores the growing significance of effective communication in this project.

162. The project has demonstrated strong performance in the areas of UNEP leadership and management related to the strategy with the network agents[24]. The areas that would have benefited from further attention are the UNEP coordination mechanisms with the youth cluster leadership, the UN family and partners, advocacy on the holistic picture of environment education, monitoring systems, and dissemination by the global network arrangements (comprehending all sub-programs e.g. sports, games, green jobs, TTA).

4.10.2.2 Partners/Executing Agency:

163. UNEP's relationships with stakeholders are generally positive, with some minor limitations identified. Seven respondents (almost 50%) highlighted a gap in the alignment and coordination of interventions, emphasizing the need for clear links within the project's sub-interventions to facilitate integration and foster a comprehensive understanding of the project. This challenge appears to be linked to the large size of the YEA project, which encompasses various aspects, including Green Jobs, Race to Zero, and Tide Turner Challenge. It was also noted the absence of "a common logic between these [sub-] programs," leading to different agents associated with the project and driving the project to work in "silos".

164. Similar constraints were also observed in interactions with other UN agencies engaged in similar work but requiring coordination with the UNEP YEA team. As pointed out by partners, it seems like "many of the agencies do their own little thing all in the same environment... And that makes it quite difficult for us." The partner explained that sometimes, they are unsure about who to speak with and whom to request support from. UNEP, given its environmental mandate, should take the lead in coordinating cross-sectoral engagement, particularly concerning youth, to avoid confusion and enhance collaboration.

Rating for Project Management and Supervision: Satisfactory

4.10.3 Stakeholders Participation and Cooperation

165. The YEA project demonstrated robust performance in stakeholder participation and cooperation, integral to its successful implementation. Project activities are executed through networks, with partners actively engaging in SUMMITS and meetings dedicated to discussing lessons learned (referenced in paragraphs 46, 54, 81, 104, and 119). Emphasizing the leveraging of past successful projects, exemplified by initiatives like "Playing for the Planet," one partner underscored the importance of celebrating and sharing progress achieved in various countries where significant strides have been made to foster learning. Stressing the need for UNEP to promote learning "from what has worked well, and share it and empower young people," this point resonates with the previously highlighted focus on promotional advocacy. Beyond partner involvement, this aspect should be approached with increased seriousness.

166. As outlined earlier, the project expanded its existing stakeholder network, reaching over 16,000 universities, 1.7 million youth, 1000 young scout leaders, and 350 partners (refer to paragraphs 63 and 64). The roles of network stakeholders span from providing guidance to assisting with capacity building and implementation, actively participating in reviews, meetings, and outreach activities.

167. Internally within all YEA teams, weekly meetings were conducted to fine-tune actions, with two project team members offering suggestions for improvements during interviews. They recommend allocating more time for team reflections that encourage reflective thinking about the project's progress and promote cross-sharing of insights.

Rating for Project Management and Supervision: Satisfactory

[24] Listed in Table 1

4.10.4 Responsiveness to Human Rights and Gender Equality

168. The project has demonstrated strong performance in the areas of human rights and gender equality, being regarded as an example.

169. The curriculum is already adapted to different realities by the governments, but needs to be coordinated to guarantee quality and be reinforced with respect to the local and demographic particularities to reinforce the recognition of different age groups' specific learning needs. Youth characteristics vary according to countries, but those who are vulnerable, discriminated, indigenous, have special needs, or are prisoners are being supported in several countries.

170. Gender is one of the human well-being dimensions that is monitored under the impact indicators through the network stakeholders' reports. So far, limited data on the measurements of gender impacts in youth participation have been collected, but indicative trends reported by the network's leadership present the genders as being well balanced, with more than 70% of the interviewees being female and young people, list of interviewees being in Annex II (the males interviewed were young).

Rating for Responsiveness to Human Rights and Gender Equality: Satisfactory

4.10.5 Environmental and Social Safeguards

171. The YEA project has demonstrated strong performance in its mandate of promoting the shift towards low-emissions education and improving the outcomes of environment education through youth participation and empowerment. The systems of processes and procedures through the networks and countries involved enables the YEA project to identify, analyse, avoid, minimise and mitigate any potential adverse environmental and social impacts, and to enlarge the benefits by leveraging youth education on the theme.

172. The collection of information on the link between SDG 4.7, 12.8 and 17.7 is being incorporated into the reporting cycle to gain a better understanding of the social sustainability. The potential negative environmental, economic, and social impacts are not noted in the Project Document.

Rating for Responsiveness to Environment and Social Safeguards: Highly Satisfactory

4.10.6 Country Ownership and Driven-ness

173. To advance the YEA project from the outcomes to impact, country ownership and driven-ness need to be improved. While it is evident that all countries are actively engaged in environmental education, establishing effective leadership with a strong focus on Youth is very challenging. UNEP must build institutionalised coordination with respect to youth-related matters and define roles and responsibilities across the Divisions and Regional Offices.

174. The government participates more in regional meetings and COPs (paragraphs 49 to 50, 69 and 79), added that some Ministries of Environment do not have specific budget lines for the environment support in their countries, thereby forcing UNEP to finance it. Supporting countries is a significant workstream intended to be performed by the YEA project but has been presenting several challenging issues. Efforts to support countries through network partners are ongoing well to increase the country's understanding of youth leadership in this process. The fact that it is difficult (almost impossible) to change the universities' curricula due to their ownership and independence. This process is presented as an obstacle and needs a strong advocacy and communication strategy.

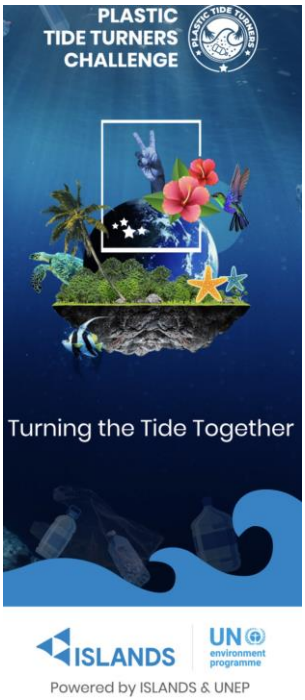
175. The difficulty in connecting with the UN system to support the vulnerable areas on this YEA project and to engage in the strategic analysis of joint work must be overcome.

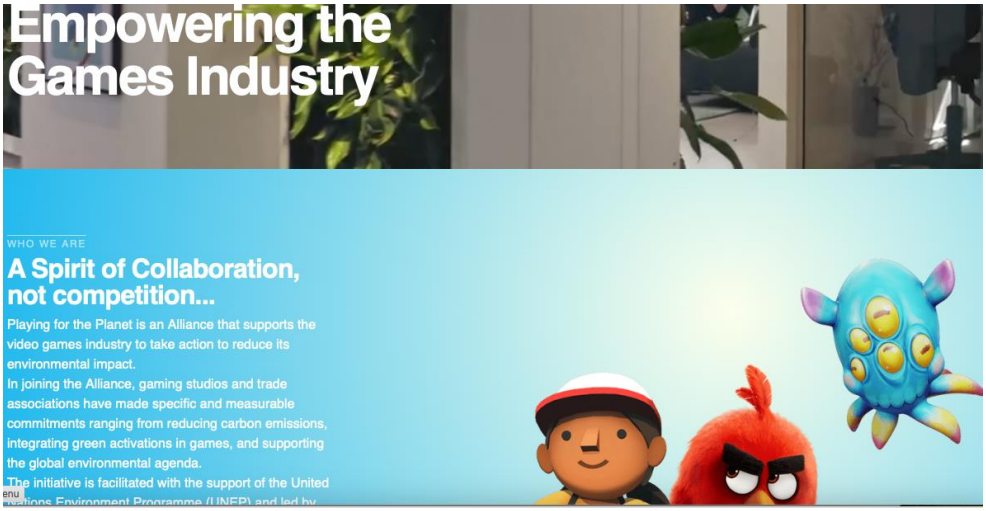
Rating for Responsiveness to Country Ownership and Driven-ness: Moderately Unsatisfactory

4.10.7 Communication and Public Awareness

176. Core activities related to knowledge management, communications, and visibility are being developed and implemented under the project with significant progress. Although it is still an ongoing work, it has been a considerable effort to organise the body of information and have it available in the UNEP page[25]. The development of the several App and its availability has been a success among the youth.







177. The different UN partners websites[26] have the visibility of environmental education, green jobs and training, thereby extending its reach to all stakeholders.

Findings for Factors Affecting Performance and Cross-Cutting Issues were considered satisfactory**.** For the "**preparation and readiness"** it was rated as satisfactory due to the project design and in the networking activities (paragraph 158 and 159). The quality of project

[25] https://www.unep.org/explore-topics/education-environment
[26] See https://www.unesco.org/en/education-sustainable-development ; https://www.unicef.org/northmacedonia/press-releases/new-environmental-education-programme-puts-youth-forefront-climate-action ; https://www.climateaction4jobs.org/youth/ ; https://unfccc.int/topics/education-and-outreach/resources/materials-on-education-and-training https://wwf.panda.org/discover/people_and_conservation/education_for_sustainable_development/

management and supervision related to the partners and executing agency and UN agencies contribution was considered as satisfactory (the UN agencies are working on their own objectives and not as a unique objective), paragraphs 160 to 162 and the **executing agencies** are generally positive with some minor limitations and some constrains (paragraphs 163 and 164).
For the **stakeholder's participation and cooperation**, the rate was also satisfactory as the project expanded its network and the roles (from providing guidance to assisting with some capacity building, although with more efforts to build the network capacity building in need) as per paragraphs 165 to 167. **The responsiveness to human rights and gender equality** was rated as satisfactory, with a need to reinforce the recognition of different age groups' specific needs and, consequently, partner learning (paragraphs 168 to 170). The **environmental and social safeguards** rate is considered highly satisfactory with a strong social sustainability (paragraphs 171 and 172). The rate for **country ownership and communication and public awareness** was considered as moderately unsatisfactory as the government ownership is presenting several challenges and there is a need to work to overcome these problems (paragraphs 173 to 175); **the communications** needs to be more directly in each country to support the project and the UN projects needs to be supporting as a unique platform (paragraphs 176 and 177).

Rating for Communication and Public awareness: Moderately Satisfactory

Rating for Factors Affecting Performance and Cross-Cutting Issues: Satisfactory

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

178. The inputs made by this project are aligned with the directives established by the United Nations General Assembly Resolutions 49/152 regarding the International Youth Year, and 50/81 regarding the World Programme of Action for Youth within the framework of the Youth 2030 Strategy[27]. This strategy highlights five priority areas for younger generations (expecting 1,3 billion young people by 2030), these being: Advocacy, Participation, Economic Empowerment, Quality Education and Human Rights. The analysis underscores the importance of flexibility in project implementation, allowing strategies to evolve in response to changing circumstances. It also highlights the need for continuous support and funding for ongoing initiatives as a consistent commitment for the UNEP's successful projects for the youth. In conclusion, the YEA Project's innovative strategies and collaborations have enabled it to make significant strides in environmental education and youth empowerment on a global scale. By addressing the identified challenges and building on its successes, the project is well-positioned to continue its vital work.

179. The global scale and primary focus on youth as beneficiaries posed unique challenges and opportunities, where stakeholder mapping revealed the project's reach beyond national boundaries, emphasizing its global impact. However, the global nature of the project made direct engagement with the target demographic challenging, with the project team adopting a strategic approach to overcome this hurdle, collaborating with networks of youth-focused organisations spanning multiple countries. This innovative strategy facilitated broader outreach and allowed the project to achieve all its goals with a beautiful margin of achievement.

180. Collaboration with sister-agencies within the UN system further strengthened the project's impact, demonstrating the importance of integrated inter-agency coordination in addressing complex issues, such as environmental education and youth empowerment. Despite these successes, the project also faced challenges, including at the global scale, and while being

[27] Youth 2030, working with and for young people, UN, 2019, 40 pp

advantageous, also led to difficulties in direct engagement. The innovative approach of relying on third-party organisations to reach youth constituents, while being effective, introduced its own challenges, including issues related to coordination and oversight, given the breadth of coverage.

181. YEA is reported to be used at global and country scales, with the evaluation expecting that it achieved value as a credible stock-taking of the limited success in addressing internationally agreed environmental goals and of worsening environmental conditions, which proved useful to developing regions and nations. Given the priority on global uses, this is as successful as could be expected. However, the evaluation suspects that the good practice of working with the already established networks added assessment processes that had benefits and were more relevant for developing regions and countries. This would have expanded the range of stakeholders contributing to YEA with the full participation of youth. While YEA did not build the capacity for networking partners to cascade to the countries, there were still capacity gains for participants from the different lessons learned in regional and international forums. Notably, YEA was successful at engaging network participants from developing countries, including them as contributors and enlarging the variety of network stakeholders. The YEA team was also notable on the efforts of technical support on demand, and on the availability of technical staff to support the network needs by making "time for it".

182. Overall, the evaluation regards the YEA project to have been a success and understands the challenges faced in achieving aspects identified as being less successful. Considering the high strategic relevance of the project, its highly satisfactory delivery of outputs, successful achievement of global use, and satisfactory efficiency, the evaluation acknowledges the commitment made by the many stakeholders to ensure that the project strives for global relevance. Despite this, the evaluation also noting challenges in coordination, monitoring of process and advocacy in sustaining the current approach for an internationally integrated environmental education led by youth for youth, the evaluation rated the YEA project overall as satisfactory.

183. As per the analysis performed through the interviews with the UNEP staff who were involved in the project implementation in the weekly meetings to discuss bottlenecks and strategies to overcome them, the team presented the problems and devised alternatives. The biggest challenge identified was the financial constraints (by 80% of the interviewers), followed by the staffing capacity challenge and the feedback loop (with 70% of the difficulties referred).

184. Table 10 summarises the ratings and findings discussed in Chapter 5, the overall project rating being '**Satisfactory**' for the nine areas of (A) Strategic Relevance; (B) Quality of Project Design; (C) Nature of External Context; (D) Effectiveness, (E) Financial Management; (F) Efficiency; (G) Monitoring and reporting; (H) Sustainability; and (I) Factors Affecting Project Performance. Each area has several criteria to support the findings and ratings.

Table 11. Summary of project findings and ratings

Criterion	Summary assessment	Rating
(A) Strategic Relevance		**Highly Satisfactory**
1. Alignment to UNEP MTS, POW and Strategic Priorities	Strong performance as per PoW addressing objectives. Partners support the UNEP YEA strategy as innovative turn to networks increase coverage but needs more capacity building and coordination. (PAR 57 to 59)	Highly Satisfactory
2. Alignment to UNEP Donor/GEF/Partner strategic priorities	The revised ToC proved relevant and appropriate. Constraints related to budget and the reduced number of UNEP staff. (PAR 60 to 62)	Highly Satisfactory

Criterion	Summary assessment	Rating
3. Relevance to global, regional, sub-regional and national environmental priorities	Project demonstrated strong performance at the global level, with a cascade to regional and sub-regional levels that prioritise youth (PAR 63 to 66). Platforms implemented and disseminated (PAR 67 & 68). Considered a gap the government engagement (PAR 69 to 71)	Highly Satisfactory
4. Complementarity with existing interventions/ Coherence	Aligned with existing interventions of UN family, Association of Universities, Association of Commonwealth Universities, and numerous global sustainability networks in higher education and the private sector with the games industry (PAR 72 to 74)	**Satisfactory**
(B) Quality of Project Design	It has a good design, logical strategy and the projects Tide Turners Plastic, Playing for the Planet Alliance, Green Collars job programmes, Little Book of Green Nudges and Sports for Nature were developed and implemented. Some constraints on advocacy of these projects where coordination was still being implemented, lesson learnt about sharing and the technical learning process were in an early stage. (PAR 74 to 82)	**Satisfactory**
(C) Nature of External Context	The stakeholder map in three clusters reveals the diverse range of partners and presents the network as the key for success, highlighting the need for solid coordination abilities within the network but mainly within the UN sisters agencies and within the YEA team (PAR 83 to 88)	**Satisfactory**
(D) Effectiveness		**Highly Satisfactory**
1. Availability of outputs	Quantitative: all the outputs (2 for outcome 1 and 3 for outcome 2) surpass the target with good results for the output 1.1 and 1.2 and medium results for output 2.1 and 2.2, but with some gaps on output 2.3. The network partners undertook advocacy each way without sufficient inputs from the YEA project, indicating a non-driven communication strategy within all of them. Another challenge was the need to have a knowledge management (only happening where UNEP has regional offices) to force the curriculum changes needed. (PAR 89 to 104)	**Satisfactory**
2. Achievement of project outputs and outcomes	Solid alignment between the outcomes and the respective outputs, with a diversification of environmental education initiatives, and the integration of themes into universities and TVET curricula due to connections with network partners that empowered youth to lead the process and transform the implementation. However, there is a need for a unified corporate strategy for meaningful and strategically focused involvement regarding youth differences and specificities (PAR 105 to 109)	**Highly Satisfactory**
3. Likelihood of impact	The project's impact transcends mere numbers, and amplifies 'marginalised voices', referring to youth often being overlooked in global sustainability discussions e.g. green jobs initiative. The project would have benefited from higher engagement with youth groups, with a clear program developed for this end and coordination from UNEP. The training of youth on project management only happens in a few countries, and all sub-projects should be disseminated (PAR 110 to 113)	**Satisfactory**
(E). Financial Management		**Satisfactory**
1. Adherence to UNEP's financial policies and procedures	There are several constraints to the budget; it is insufficient to perform all expected activities (PAR 114 & 115)	**Satisfactory**
2. Completeness of project financial information	The available information is almost complete (PAR 116 & 117)	**Moderately Satisfactory**
3. Communication between finance and project management staff	The team is small, making it easy to manage the communications related to finance (PAR 118)	**Moderate Satisfactory**

Criterion	Summary assessment	Rating
(F). Efficiency	Results are economically appropriate way but bureaucracy is a challenge in all fields. Human resources staff have limited experience and a high turn-over (PAR 119 to 126)	**Moderately Unsatisfactory**
(G). Monitoring and Reporting		**Moderately Unsatisfactory**
1. Monitoring design and budgeting	One of the weakest areas without a budget. There is a template, but partners were not trained and cannot complete it. The responsibility is placed on partners about reasons for numbers differing with UNEP monitoring. There needs to be strong capacity building related to monitoring (PAR 127 to 129)	**Moderately Unsatisfactory**
2. Monitoring of project implementation	Important to improve synergy between units and create time for reflection. Monitoring of the UN sister agency activities does not occur in the YEA. Need to move away from an urban centered approach and implement monitoring of peripheral areas (PAR 130 & 131)	**Moderately Unsatisfactory**
3. Project reporting	The report needs to be more precise and answer all indicators with a synergy among the units of the YEA project. It will be benefic to incorporate the South-South cooperation and lesson learnt in the report. Network partners should follow the templates to facilitate reporting quality on results (PAR 132 to 134)	**Moderately Satisfactory**
(H). Sustainability		**Moderately Unsatisfactory**
1. Socio-political sustainability	Project well connected with all UN, SUMMITS, COPs and World Forums, with the UN Assembly calling for environmental education. There are various challenges, the global scale leading to difficulties in direct engagements, requiring strong coordination with partners and an effective integration with all the UN sisters' agencies involved to have a clear strategy (PAR 135 to 142)	**Highly Satisfactory**
2. Financial sustainability	Weak performance around financial sustainability and difficult long-term contracts with partner networks having the activities differently implemented (PAR 143 & 144)	**Moderately Unsatisfactory**
3. Institutional sustainability	UNEP team readily available for connecting with partners and private sector, supported by the COP presence and availability of knowledge to present. Involvement of Government and the private sector is growing and in need of more advocacy (PAR 145 to 149)	**Moderate Satisfactory**
(I). Factors Affecting Performance		**Satisfactory**
1. Preparation and readiness	Preparation was satisfactory and project design of a good quality. The constants discussions within the team are very beneficial, providing possibilities for changes and new ideas if needed (PAR 150 & 151)	**Satisfactory**
2. **Quality of project management and supervision**		**Satisfactory**
2.1 UNEP/Implementing Agency:	UNEP was congratulated on its performance despite facing budget constraints, and communication has been improved (news, LinkedIn, website) (PAR 152 to 154)	**Satisfactory**
2.2 Partners/Executing Agency:	Relationships with partners are good and based on technical respect, with coordination needing improvement to prevent working in silos (PAR 155 & 156)	**Satisfactory**
3. Stakeholders' participation and cooperation	YEA work is done through networks, making it important to have them in SUMMITS to discuss and highlight the achievement in several countries as the networks guide their sub-partners. Internally they also maintain technical meetings (PAR 157 to 159)	**Satisfactory**
4. Responsiveness to human rights and gender equality	The Human Rights and gender equality occurs throughout the project (from project documents to implementation). The minorities are considered and respected, with leadership gender equality being incorporated (PAR 160 to 162)	**Satisfactory**

Criterion	Summary assessment	Rating
5. Environmental and social safeguards	The YEA project has demonstrated strong performance in its mandate of promoting the shift towards low-emissions education, improving the outcomes of environment education through youth participation and empowerment (PAR 163 & 164)	**Highly Satisfactory**
6. Country ownership and driven ness	Country ownership and driven-ness need to be improved. Efforts to support countries through network partners are ongoing to increase the understanding of youth leadership in this process. The Ministries responsible for environment in almost all countries do not have specific budgets (PAR 165 to 167)	**Moderately Unsatisfactory**
7. Communication and public awareness	Core communications activities under the project related to knowledge management, communications and visibility are being developed and implemented with significant progress (PAR 168 & 169)	**Moderately Satisfactory**
Overall Project Performance Rating		**Satisfactory**

5.2 Lessons learned

185. The following six lessons are related to the YEA project, extracted from the implementation in the last 4 years.

Lesson Learned #1: Partnerships	Partnerships were crucial for covering countries as they build trust using their own networking of youth groups. The number of youth groups and universities increased considerably over the last two years of the project implementation.
Context/comment:	The MTR concluded that building multi-stakeholder partnerships requires time, training and resources, which are essential for building trust and ownership. The vision of the project goal will ensure strong engagement with the YEA and facilitate a foundation for successful implementation.

Lesson Learned #2: Youth champions	High-level youth champion recognition shared in the SUMMITs and Forums reinforced the participation and ownership of youth groups.
Context/comment:	In several workshops and network websites YEA was presented, and awarded the development of important environmental activities increased the desire of youth to be more innovative and have more chances to be called to participate in the awards meetings to accelerate the implementation of environment education

Lesson Learned #3: Manage partner expectations	It is importance to manage the expectations of partners, including donors on funding, to ensure that they are clear about their role and responsibilities, and have a realistic understanding of the project.
Context/comment:	The YEA has dealt well with the expectations around the project, ensuring that they are realistic by reviewing and communicating regularly with partners. It is also important that donors were clear upfront about the conditions related to the use of funds from both parties' perspectives, and the benefits and costs to both parties, so as to avoid lengthy negotiations and delays to implementation.

Lesson Learned #4: Adaptability	The importance of adaptability and innovation in the face of challenges, not only during the COVID-19 pandemic, but to overcome local challenges, which vary between countries and projects.
Context/comment:	The partners, in response to the constraints imposed by the COVID-19 pandemic and travel restrictions, found it necessary to reassess their approach to in-person training and events. In the case of the Captain Planet Foundation, this necessitated a shift toward a decentralised approach, empowering young leaders to initiate activities within their communities with support from the organisation. In other instances, the pandemic prompted a shift towards digitising operational systems, including content delivery and reporting. These adaptations underscore the partners' ability to thrive in changing circumstances and have proven to be valuable strategies, especially in a post-pandemic world.

Lesson Learned #5: Maximising impact	Maximising impact through strategic partnerships and networks in resource-constrained environments to ensure that strategies are adjusted to meet the project goals
Context/comment:	Considering the team's limited capacity and the ambitious project scope, the decision to prioritise partnerships and networks for reaching beneficiaries represents an innovative approach. This strategic shift recognises the resource-intensiveness of managing numerous individual relationships with diverse youth globally and highlights the need for more efficient capacity utilisation. This important lesson encourages the team to continue leveraging existing networks, seen as a more effective and sustainable means of achieving their objectives. Looking ahead, efficiency and the enhancement of existing structures should remain central to their strategy, ultimately allowing for the maximisation of impact.

Lesson Learned #6: Youth 2030 strategy	The Youth 2030 Strategy; the work done by the Secretary-General to celebrate the 75th anniversary of the UN, and the UN Youth Office in September 2022 are important documents and actions to support and been used by UNEP advocacy and communication strategy
Context/comment:	In the Common Agenda, there are a series of recommendations to Member States and UN entities that support the YEA project and UNEP leadership. These documents call for engagement and advocacy for the advancement of youth issues within the UN family, with UNEP having in a specific and important role to play regarding projects that need to be implemented.

5.3 Recommendations

186. Based on the findings and conclusions presented by this evaluation, the report presents eight recommendations for improvement, these being addressed to the YEA project and other relevant parties, with the roles and responsibilities regarding their implementation being the results of the gaps and challenges discussed in the interviews. Table 11 presents the main points brought to the surface by the qualitative data coding analysis, where recommendations on the need for adequate funding had the highest score, followed by alignment and the quality of the overall project, and the need for improvements on monitoring and reporting. The need for a greater alignment with UN partnership was highlighted by all those who were interviewed (UNEP staff and networking stakeholders).

Table 12 - Recommendations provided by respondents to improve the YEA project

	RECOMMENDATIONS FROM RESPONDENTS	PTMS	PARTNERS	TOTAL
			N=8	N=16
CAPACITY AND RESOURCES				
1	Ensure adequate funding	5	6	11
2	Support focal points' vital role	3	—	3
3	Improve monitoring mechanisms	3	2	5
4	Improve on team reflections	1	—	1
5	Improve synergy between units & team's reflection	1	—	1
6	Strengthen HR capacity	2	2	4
COMMUNICATION-RELATED				
7	Strengthen communication & advocacy	3	1	4
NETWORKS, PARTNERSHIP, AND ENGAGEMENT				
8	Expand to include peripheries	1	1	2
9	Improve international exchange opportunities	—	2	2
10	Promote south-south cooperation focus	1	—	1
11	Strengthen collaboration with UN sister agencies	2	2	4
REPURPOSING, INTEGRATION AND ALIGNMENT				
12	Adapt curriculum to diverse groups' needs	—	1	1
13	Aim for quality over number	3	—	3
14	Align, integrate & repurpose project for clarity	**5**	3	**8**

15	Celebrate/leverage past success	1	2	3
16	Mainstream youth & their voice	2	2	4
SUSTAINABILITY-RELATED				
17	Provide longer term commitment & support	—	2	2
18	Leverage UNEP convening power	—	2	2

Source – Data quality codification analysis

187. The ten recommendations are divided into two areas: Recommendations which are related to reportable deficiencies or weaknesses, and Opportunities for improvement, which consists of suggestions for continuing what have been implemented in the strategy, with minor changes in the scope of the criteria, as presented in Table 13.

Table 13. Recommendations related to deficiencies and weaknesses

Recommendation #1: Youth voices	**Mainstream youth and their voice** as part of strengthening future strategies, as it is important to coordinate and align youth interventions within UNEP.
Challenge/problem to be addressed by the recommendation:	This coordination aimed to guarantee the support of the recently created cross-organisational Youth Group under UNEP to lead the work performed in the name of youth or as youth beneficiaries. The group is still small but needs to be spread across the UNEP and UN agencies regional office and work on the same goals to ensure the engagement of all stakeholders' activities in the role of environment education. In line with this UNEP strategy plan, it aims to shift towards sustainable development by addressing key environmental challenges experienced by youth, such as education, jobs, green spaces, pollution, and sports environment with full government engagement. The functions of the group should be streamlined to focus on the strategic and normative aspects of its coordination functions, tracking progress, supporting the communications and providing knowledge management and advocacy. The creative and innovative suggestions developed within the network participants should be maintained and disseminated by this group.
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024
Recommendation #2: Support network partners	**Support training and capacity building with network partners** to guarantee a high quality of project implementation and clear dissemination of tasks
Challenge/problem to be addressed by the recommendation:	The YEA project should focus on specific aspects of climate education by supporting youth leadership to technical excel in programmatic activities. There is a need to perform an assessment of partners capacity and needs regarding having the required ability to deliver the outputs and report them effectively to guide capacity building. It is important that the celebration of success can be shared in all countries where the project is active to promote learning and knowledge management. Other UN

	agencies that implemented activities working on similar projects should also be part of the training strategy. In this context, the YEA and Youth Group face a shortage of comprehensive data, recent findings, and structured information[28] on youth-related issues to enable the development of a well-defined categorisation of interventions based on best practices. The framework of indicators for youth mainstreaming and the Theory of Change has to be present and clearly defined in all stages, including the project design, implementation and subsequent monitoring and reporting. It is essential that all 'sub-projects' within the YEA project initiative be widely disseminated as training resource for all stakeholders partners.
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024
Recommendation #3: Improve coordination	Enhance **coordination and coherence** across the network and with other UNEP interventions
Challenge/problem to be addressed by the recommendation:	This aimed to have other UNEP interventions supported by a unique coordination mechanism to enhance the implementation of the various project activities. Coordination with other partners (UN, WWF, World Bank and Private Sector) will be supported by the creation of a cluster group to guarantee the work in the name of youth' projects. The cluster group should have a rotative leadership (changing every two years) to ensure that all partners are involved with an ownership sentiment.
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024
Recommendation #4: Adequate budgets	Greater **budget allocation to enable projects to be undertaken as intended**
Challenge/problem to be addressed by the recommendation:	Most network partners agree on the need to move beyond webinars, conferences, and reports to implementation on the ground. To finance this, a more diversified funding strategy is required. Elements of this could include (to be determined during the review process): equipment; money; building links with the private sector; government opportunities through World Bank finance and communication on climate change activities. Budget and availability of funds is crucial for all the suggestions presented and to ensure that appropriately skilled human resource and be employed to provide the necessary services (as contract or improvement of capacities).
Type of Recommendation	Project
Responsibility:	YEA management team

[28] Youth2023 reporting on the following data and evidence related indicators: "Harnessing big data sources for insights on youth issues (global/ regional)", "New evidence on youth (global/ regional)"

Proposed implementation time-frame:	2024 and continuing
Recommendation #5: Monitoring reporting	A gender assessment and **monitoring reporting sensitive to gender** and the most vulnerable youth
Challenge/problem to be addressed by the recommendation:	The monitoring and reporting need to be strategically revised considering network partners and the UN support. The Standard Operation Procedures need to be developed to absorb the needs to have a unique reporting template. Training should also be given to all the partners
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024

Opportunities for improvement with suggestions for continuing

Recommendation #6: Partner Network	YEA project should review options to **accelerate the existing network's strategy**
Challenge/problem to be addressed by the recommendation:	The network strategy was highly successful in the YEA project and needs to be accelerated to incorporate the UN family to include more countries and guarantee greater diversity in the youth groups. Meaningful engagement with youth groups has been established in certain UNEP Divisions. However, these initiatives do not adhere to a unified corporate approach regarding effectively involving UN sister agencies with a greater strategic purpose. Youth is frequently perceived as a uniform entity, and UNEP needs to build a comprehensive understanding of the various avenues available to engage with diverse youth groups and networks across its mandate areas. The strategy needs to be discussed in a large forum with UN sisters' agencies and network partners, and with government participation (Ministry of Environment and Ministry of Youth).
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024

Recommendation #7: Communication	**Communications and outreach should be focused on building awareness** on the benefits of YEA and drawing investors to the network to accelerate implementation
Challenge/problem to be addressed by the recommendation:	Communication and advocacy could be focused on awareness as part of the process of supporting environmental education for youth, the great force of work in the world, which should be the center of the communications activities (the pleasure and wish to be part of the process to guarantee youth learning and awareness of the environment problems). The evaluator expects that donors and the private sector will support the project, as showcasing its benefits remains critical to securing additional funding for the youth education strategy. Recommendations for improving communications include: (i) On-going reiteration of the objectives of the Strategy by UNEP to achieve broader exposure and buy-in, championed by senior politicians and diplomats; (ii) An increased focus on UNEA as a decision-making body to increase uptake by countries; (iii) Participation in a broader range of conferences of strategic value to the YEA network; (ii) Increasing the visibility at regional and country level as a core focus of the communications strategy (e.g. at regional, Ministerial forums); and, (iv) given that it is difficult to champion and fund something that is not clearly understood, there is a need to breakdown the YEA into tangible benefits (sectors / themes) e.g. through policy application briefs.
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024 and continuously
Recommendation #8: Encourage reporting	Explore **mechanisms for encouraging reporting** by networkers and UN family agencies, and simplifying the M&R online system

Challenge/problem to be addressed by the recommendation:	Greater efforts need to be made to ensure that the YEA network partners see the value and feel engaged and proud to report their activities. This will increase visibility and have a larger audience that anticipates regular system updating with new and actualised information. Recommendations to improve the M&E system included making the framework more user friendly and simpler, and providing regular interactions with network partners to support the reporting. As most of the data as well as information need to come from country partners, more needs to be done to support the network partners on data collection and collation processes.
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024 and continuously
Recommendation #9: Knowledge management	**Knowledge management should be focused on youth groups differences,** either by geographic (rural, peri-urban and urban) or youth groups vulnerabilities
Challenge/problem to be addressed by the recommendation:	A clear way the YEA project can add value is by promoting high quality implementation tools for actors on the ground. It should focus more on the quality than quantity of a subset of high-quality tools that can be linked/contextualised to the specific youth policy priorities of Governments. This requires scrutiny of the existing body of tools to build up the youth tool box and then targeted dissemination. The SYEA has already embarked on this work.
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024 and continuously
Recommendation #10: Results and resources	The project intended **to achieve ambitious results with the limited resources** leaving the network partners in a vulnerable situation on the long-term achievements
Challenge/problem to be addressed by the recommendation:	The achievements can be ambitious (and should be) but the road map should be highlighted to confirm the way to go for the achievements. Each step should be clearly highlighted
Type of Recommendation	Project
Responsibility:	YEA management team
Proposed implementation time-frame:	2024 and continuously

188. Response to stakeholder comments received but not (fully) accepted by the reviewers, where appropriate

Page Ref	Stakeholder comment	Evaluator(s) Response	UNEP Evaluation Office Response
10	I think this was later	It is true. Changed to ….In 2019, it created a more action-oriented approach to engage the network	
10	Could also refer to the UNEA resolution 2/3 that strengthened the mandate	Correct and intrsting. Added the resolution	
12	It is not called this	Changed and accepted	
13	Table on criterion and rating with several comments	Strategic Relevance – thank you revised according changed to highly satisfactory. Efficiency the comment (What would have made this satisfactory? If anything, we are very efficient with the resources we have?) is detailed explained in the efficiency description and it can not be changed (vide page 44). Same for the monitoring and reporting. In page 46 it is described why we can not consider it moderately satisfactory as each partner has his own monitoring system although UNEP informed it got time and efforts to go through the monitoring needs they are not consistent (alos UNEP internally could not send a system for everyone). Not accepted to change	
14	Recommendations sections: recommendation 1 comment – I will make it one	I am happy. The disbursement should also be timely (one of the greatest complains of partners)	
	Recommendation 2 was deleted	Thank you very much for your comment. I advise not to delete it. All partners interviewed, but all of them complain that there is no idea of the programme as complete and some projects are not been used due to lack of knowledge. It should have a training and capacity building related to the programme and the objectives. Also some partners that have finance from other UN agencies complain on the different objectives and intentions	
	Recommendation 4 was changed and the sense is now different	I want to reinforce the need to have an unique voice within the UN and stakeholders partners (going to the UN recommendation on environment and Youth)	

Page Ref	Stakeholder comment	Evaluator(s) Response	UNEP Evaluation Office Response
	Opportunities for improvement – recommendation 6 network efficacy had the comment This needs to be clearer in terms of acceleration for what, our feeling is that most networks may actually be a lot more passive than we realise	There is an opportunity to have a network acceleration with others UN and including the creation of an environment network. Example there are several sectors as humanitarian support (food, transport, nutrition, shelter and others) but there is no reference on environment education and needs (like training, partners youth network, Tide Turners and others)	
	Recommendation 7 - This is dependent on the Comms Division, we do not have the capacity or role to do this without their support, and this isn't always easy so there is a dependency here.	The idea on recommendation is to find other mechanisms to increase communication, flyers in universities and schools, references on other websites for YEA	
	Recommendation 8 - The M&R template is actually often from either UNEP or the UK and is not really us being overly unsimplified, but having to report per the recommendations of others, so I am not sure about this.	I can delete this but I could not see any M&R used by all partners. This was also a complain by the interviewers. I also requested the finance sector to send me the M&R themes and after 2 weeks waiting I didn't have an answer. But if requested I can delete but need to have the reporting done by all projects	
	Recommendation 10 – Agreed with this	Thank you. I expect that if if all the recommendations accepted you should have an increase due to the importance and applicability of YEA for all UN agencies, partners, stakeholders and universities	
Para 25	Change country by regional	The regional influence needs to be strengthened than agreed with the change	
Para	Comment- Was it highly satisfactory or satisfactory?	One of the components had satisfactory reason for the satisfactory overall rating but agrred that it is highly satisfactory	
Para 77	Given the grants were small, the risks low, was this needed?	It should have at least a reference on the risks and mitigation options (to guarantee the projects implementation). I will maintain the observation	
Para 78	Comment For tide turners, where we fund partners, we do have a very clear reporting template for them to fill in.	Because the consultant confirm that the TT had a very clear report template all the others projects should also have. Maintain the observation in paragraph 78	

Page Ref	Stakeholder comment	Evaluator(s) Response	UNEP Evaluation Office Response
Para 79	That's good feedback, we should on board partner to give them a much broader context of what we do / who we are.	This was extracted fro the qualitative analysis and I am happy you like it.	
Para 83	FYI UNEP is allergic to the private sector and is very conservative on this, I don't think this is possible, even though we have tried.	Indeed we could see that it was tried. I took it out (to avoid allergies) but would recommend inclkusion of the private sector (to support youth outside tertiary education). Changed to other partners (delete the private sector)	
Para 100	We should understand what this means / looks like	This is related to the UNEP influence to be used and I changed to: In this scenario, they hold the belief that that greater visibility of the United Nations Environment Programme (UNEP) could significantly sway governmental support towards the project. This is predicated on the profound influence wielded by the UNEP name when associated with environmental initiatives.	
Para 119	Can we check these numbers?	These numbers were requested more than 3 times to your finance specialist. As he didn't answer the total was divided by the total number of universities. If possible, as requested send the correct number with the explanations	
Para 124	I don't think this is true, we don't lose staff that often…The only ones that have left are due to better offers or end of contract, so I would change this	If what you are saying its true kindly let me have the change in staff or consultants (I was informed that this one left.,…and the other too). If you can send to me the list and time I can change it. It was the result of the interviews (3 out of the 8 team members)	
Para 127	I don't think we have retention challenges, one person left for a p2 role (who was a JPO), another for a mat leave (who'll be back) another for a promotion to EO and the remainder were consultants.	As explained Without belaboring the point, the constraints posed by the gaps in fund dispersal were indicated by the team members and also partners, and were to have affected some key aspects of the project, including the capacity to hire more capable hands, the capacity to drive robust communication and advocacy. I can delete if you convince me as 80% of respondents informed retention challenges due to financial constrains and timeline of the projects. Tow of your partners informed that The partner particularly remarked that funding processes with UNEP create uncertainty around the project, and this "makes it hard to plan."	

Page Ref	Stakeholder comment	Evaluator(s) Response	UNEP Evaluation Office Response
Para 132	This is a good feedback	Thank you. There is a need to have a SOW or a training package to distribute among partners . Another recommendation was to provide adequate training for partners to enhance their capacity in meeting monitoring and reporting requirements	
Para 136	Could we have examples of where this is for different numbers we report partner numbers, if there is an aberration it would be good to know where they are	Reference 22 informed the differences in the reporting. I double check and they disappear from the internet.,.. I can delete but if they disappear there was a discrepancy	
Para 137	But why would we be reporting on UN sister agencies if we don't have anything but informal collaboration with them? This doesn't make sense as there isn't formal work happening.	You do have agreements with UNESCO, Ilo, WFP and all of you should refer on the numbers and packages This is important and I recommend to maintain it.	
	Is this fair? We are in compliance with the reporting guidance that is asked of us and with the resources we have - we do as well as we could / should do with the staff we have (2 FTE) so I sense this is a little hard to be honest.	With the resources you do have it is difficult to have an appropriate monitoring system. I informed earlier that you don't have enough staff. I also confirm that you need to have training on monitoring for the partners, as well as clear rules and templates. Your M&R system is not good enough for the size of the programme and is something that you need to improve.	
Para 145	But this happens informally and well and UNEP is the trigger for this - having 1 person to do UN coordination seems a bit daft to me, not sure of this recommendation - would delete it.	I delete it although it is very important to have a leadership in the different sectors (humanitarian support, food and nutrition, education) where the presence of UNEP could be viewed and easy to contact for further collaboration. Kindly let me know if this is better: Combined and cooperative engagement is needed to drive interventions in this respect. Additionally, the leadership of the collaboration should have a strategy with a clear space for UNEP	
Rating for Socio political sustain ability	could it be higher?	I increase the rating but still as moderately satisfactory. See the annex II with details on ratings values (followed UNEP guidelines)	

Page Ref	Stakeholder comment	Evaluator(s) Response	UNEP Evaluation Office Response
Para 147	This is fair and important to note	Thank you. These are the results of qualitative analysis	
Para 150	This is out of our corporate culture	Accepted and delete	
Para 161 -	If we do well on gender equality, why is this a recommendation for improvement at the top?	Thank you for the observation, which is very pertinent. The recommendation is related to the improvement and continuation as it is maintained. As explained in the text there is a limited data on the measurements of gender impacts in youth participation been collected, but indicative trends reported by the network's leadership present the genders as being well balanced, with more than 70% of the interviewees being female and young people	
Para 163	The same as above	The explanation is the same. It is important to maintain the recommendation (not only to change but also to maintain)	
Recommendation	Nature of the external context – comment – not sure on the relevance of this tbh	Thank you for referring it again. The explanation on paragraph 100 and 135, 136 and 147 already refer to this comment. Mantained the nature of context recommendation to have a solid and efficient coordination mechanism (with clear rules and logframe)	
	Likelhood of impact – comment I think the rating should be higher, these remarks don't consider all the other work we do	Thank you for the comment what took me to analise it again. Likelihood of impact was increased to Satisfactory taking in consideration the other work you did.	
	Financial Management on adherence to UNEPs financial policies and proceudres comment this rating isn't fair, we adhere to all UNEP policies, this should be satisfactory, the remarks aren't as relevant to the criteria	Thank you for your comment and indeed the remark wasn't relevant to the criteria. It was changed to Satisfactory. The next two financial management criterion were changed from Satisfactory to Moderately Satisfactory but final financial management criterion was maintained	
	Monitoring and reporting	I know that it is one of the weakest areas in the prgramme. I appreciate your comments but could not accept. As explained, this was also informed by all partners interviewed were they informed they do have their own monitoring system. No training	

Page Ref	Stakeholder comment	Evaluator(s) Response	UNEP Evaluation Office Response
		package was also presented. Also as explained and analyses the Un sisters working with UNEP are not in align with UNEP strategies (included only one talked with the evaluator and the others didn't want to talk with the evaluator what shows the interest). And I can guarantee that I tried several times. In the website of the UN sisters there is no reference of UNEP work on YEA. The rate is maintained and the recommendation too. Indeed, Tide Turner have a rural approach what is very good and very well referred by you but Tide Turner is not unique in the programme. Perhaps if evaluating only this project the rate could be different but as the programme I maintain it.	
	Institutional sustainability – comment See wider UNEP issue on Private Sector, we do more than most eg Games Industry / LinkedIn so not sure this is completely accurate	Thank you for your comment which was very useful and appropriate. But the rate was moderate satisfactory which is maintained as not other efforts can be seen and confirmed.	

ANNEX I - LOGICAL FRAMEWORK AS PER PROJECT DOCUMENT

Relevant Expected Accomplishment(s) in the Project of Work:		
1. Project Outcome	**Indicators**	**Relevant Subproject Expected Accomplishment and Indicator**
Partners adopt and implement new environmental education approaches through their platforms and operations.	Number of gaming companies that have integrated environment and sustainability into their strategy and / or content platforms, (Baseline: 0, Target: 3). Number of youth partnerships that have adopted new environmental education curricula into their agenda. (Baseline:0, Target 3) Number of global alliances and initiatives with UN agencies and other international organisations partners (e.g. HESI, Global Alliance) that include new environmental education commitments in their projects (Baseline: 0, Target 3).	SP6/EA(a) Indicator (ii) SP3/EA(a) Indicator (ii)

Project outcome milestones	**Milestone attainment date**
Milestone *partners in the games industry committed to act in support of the environmental agenda*	**June 2019**
M2 *1 youth partnership has agreed a new environmental curriculum*	*December 2019*
M3 *1 UN partnership agrees to a new strategy and project of work on environmental education*	*June 2020*
M4 *2 youth partners have replicated and implemented a new environmental curriculum*	*December 2020*

2. Project Outputs	**Indicators**
A) *Private sector, public-private and the Youth partnerships expanded to reach large numbers of young people with environmental education content*	*1. Number of new private sector partners, including gaming companies formalised (baseline 0, target: 3)* *2. Number of new Youth, Scouts groups and non-formal partnerships formalised (baseline: 1, target: 3)* *3. Number of UN/multi-agency agreements formalised/revitalised to deliver on the environmental education agenda (baseline:1, target 3)*

Project output Milestones:	**Milestone attainment date**
M1 Three gaming industry partners have been formalised	*June 2019*
M2 Three youth partnerships have been formalised	*December 2019*
M3 Three new UN/multi-agency agreements formalised/revitalised	*June 2020*

B) *Advocacy, communication and outreach initiatives implemented to promote the ppps and partnership expansion*	*1. Number of advocacy initiatives launched (Baseline:0; Target:1)* *2. Number of outreach events and campaigns launched, (Baseline:0; Target: 100,000)*

Project output Milestones:	**Milestone attainment date**
M1 *One advocacy initiative launched with 3 partners*	*June 2019*
M2 *Two outreach initiatives/advocacy projects undertaken*	*December 2019*
M3 *One advocacy initiative launched*	*June 2020*
M4 *Two outreach initiatives/advocacy projects undertaken*	*December 2020*

C) *Baseline assessment and advocacy to influence workplans of UN/multi-agency partners to deliver policy outcomes on the environmental education agenda*	*1. Number of high-level forums/initiatives held in collaboration with UN/multi-agency partners (Baseline1; Target: 3)* *2. Number of assessment of the state of environmental education globally (Baseline 0: Target:1)*

Project output Milestones:	**Milestone attainment date**

M1 *1 high level forum held*	*June 2019*
M2 *Task team, funding established for the assessment of environmental education*	*December 2019*
M3 *Two additional high-level forum held*	*June 2020*
M4 *Assessment finalised and launched with recommendations*	*December 2020*

Relevant Expected Accomplishment(s) in the Project of Work:		
1. Project Outcome	**Indicators**	**Relevant Subproject Expected Accomplishment and Indicator**
Universities have integrated Environmental Education into their curricula, implemented sustainability operations on campus with new partnerships leading to investment for environmental education.	A number of universities have offered an integrated curricula on education for sustainable development (Baseline: 0, Target: 100 universities) A number of universities have implemented sustainability operations on campus using best practice through global alliances (Baseline:2, Target 100) Friends of Environmental Education and Green Collar Jobs project established with government, universities and private sector (Baseline: 0, Target 1)	SP3/EA(a) Indicator (iv) SP3/EA(a) Indicator (iv) SP3/EA(a) Indicator (iv)

Project outcome milestones	**Milestone attainment date**
Milestone[29] *Number of universities and TVETs that have offered an integrated curricula on education for sustainable development (Baseline:0, Target 100 Universities)*	*End 2020*
M2 *25 universities have committed to revise their curricula on environmental education*	*June 2019*
M3 *40 universities have integrated sustainable development into their curricula*	*December 2019*
M4 *50 universities have committed to implement best practice sustainability operations on campus*	*June 2020*
M5 *100 universities have integrated environmental education into their curriculum and have implemented sustainability operations on campus*	*December 2020*

2. Project Outputs[30]	**Indicators**
A) University Partnership revamped and operationalised	Number of members of the Global Universities Partnership on Environment and Sustainability expanded (Baseline: 800 members, Target: 1,600 members) Number of dedicated environmental education focal points with specific ToRs appointed at each UNEP Regional Office (Baseline:0; Target 6 with 50% women)

Project output Milestones:	**Milestone attainment date**[29]
M1 *Survery of all 800 current members of Universities carried out to make new commitments to support the partnerships agenda.*	*June 2019*
M2 *1,200 universities are supporting the partnership*	*December 2019*
M3 *Each regional office to have a dedicated staff member on environmental education*	*June 2020*
M4: *1,600 universities are supporting the partnership*	*December 2020*

2. Project Outputs[31]	**Indicators**
Advocacy and outreach initiatives with stakeholders to invest	Friends of Environmental Education Group operationalised (Baseline 0: Target 1);

[29] *Milestones: Are benchmarks (not activities) that represent attainment of a project stage or project achievement that show progress towards project outcome(s) and outputs. Milestone attainment should be strictly answerable with a "Yes" or "No" answer. Milestones need to be defined within the secured funding only*
Outcome milestone show progress on a particular outcome indicator target, but can also be, in particular at the beginning of the project, a major significance benchmark , that is necessary for outcome achievement

[30] *Outputs: are the products, capital goods and services delivered by the project. Outputs relate to the completion of activities and managers have a high degree of control over them*
[31] *Outputs: are the products, capital goods and services delivered by the project. Outputs relate to the completion of activities and managers have a high degree of control over them*

resources and interest in the environmental education curricula	Green Collar Jobs initiative designed to incentivise investment in environmental education (Baseline: 0; target:1); Revised communication platform and materials created to support this agenca (Baseline: 0, target 1)

Project output Milestones:	**Milestone attainment date[29]**
M1 *Communication assets and platform revised*	*June 2019*
M2 *Green collar jobs initiative prepared with partners*	*December 2019*
M3 *Green collar jobs initiative launched*	*June 2020*
M4: *Friends of Environmental Education sets up a global workplan in support of the environmental education agenda*	*December 2020*

ANNEX II – RATING

Evaluation criteria	Rating	Score	Weight	Weighted Score
Strategic Relevance (select the ratings for sub-categories)	**Highly Satisfactory**	**5,58**	6	0,3
Alignment to UNEP's MTS, POW and strategic priorities	Highly Satisfactory	6	0,5	
Alignment to Donor/Partner strategic priorities	Highly Satisfactory	6	0,5	
Relevance to regional, sub-regional and national issues and needs	Highly Satisfactory	6	2,5	
Complementarity with existing interventions	Satisfactory	5	2,5	
Quality of Project Design	Satisfactory	5	4	0,2
Nature of External Context	Favourable			
Effectiveness (select the ratings for sub-categories)	**Highly Satisfactory**	**5,67**	45	2,6
Availability of outputs	Satisfactory	5	5	
Achievement of project outcomes	Highly Satisfactory	6	30	
Likelihood of impact	Likely	5	10	
Financial Management (select the ratings for sub-categories)	**Satisfactory**	**4,33**	5	0,2
Adherence to UNEP's policies and procedures	Satisfactory	5		
Completeness of project financial information	Moderately Satisfactory	4		
Communication between finance and project management staff	Moderately Satisfactory	4		
Efficiency	Moderately Unsatisfactory	3	10	0,3
Monitoring and Reporting (select the ratings for sub-categories)	**Moderately Unsatisfactory**	**3,33**	5	0,2
Monitoring design and budgeting	Moderately Unsatisfactory	3		
Monitoring of project implementation	Moderately Unsatisfactory	3		
Project reporting	Moderately Satisfactory	4		
Sustainability (select the ratings for sub-categories)	**Moderately Unlikely**	3,00	20	0,6
Socio-political sustainability	Highly Likely	6		
Financial sustainability	Moderately Unlikely	3		
Institutional sustainability	Moderately Likely	4		
Factors Affecting Performance (select the ratings for sub-categories)	**Satisfactory**	**4,78**	5	0,2
Preparation and readiness	Satisfactory	5		
Quality of project management and supervision	Satisfactory	5,00		
UNEP/Implementing Agency: (select the ratings for sub-categories)	Satisfactory	5		
Partner/Executing Agency: (select the ratings for sub-categories)	Satisfactory	5		
Stakeholder participation and cooperation	Satisfactory	5		
Responsiveness to human rights and gender equity	Satisfactory	5		
Environmental and social safeguards	Highly Satisfactory	6		
Country ownership and driven-ness	Moderately Unsatisfactory	3		
Communication and public awareness	Moderately Satisfactory	4		
			100	**4,61**
			Satisfactory	

ANNEX III - INTERVIEWS PERFORMED

Organisation	Date in 2023	Gender
UNEP	15 August	Female
UNEP	16 August	Female
UNEP	8 August	Male
UNEP	8 August	Female
UNEP	23 August	Male
UNEP	21 August	Female
UN / TERISAS	22 August	Female
UNEP	04 September	Male
Korea (ecommon Korea)	21 August	Female
Abu Dhabi, UAE	15 September	Female
Captain Planet	15 September	Female
EAUC	13 September	Female
SCOUT	22 August	Female
WAGGS	17 August	Female
SOS International	07 September	Male
ILO	25 August	Female

ANNEX IV - EVALUATION MATRIX

EVALUATION CRITERIA	EVALUATION INDICATORS	MEANS OF VERIFICATION
A. Strategic relevance		
Were the objectives and implementation strategies consistent with: i) the expectations and needs of key stakeholder groups (ii) Regional, Sub-regional and National Environmental Priorities, and (iii) GEF Strategic Priorities.	• Level of alignment with (contribution of results to) sub-regional environmental issues, UNEP mandate and policies at the time of design and implementation; and the GEF FA objectives	• Comparison of project documents, annual reports, policy and strategy papers, GEF and UNEP • Interviews with UNEP staff, project staff and governmental agencies
Were the objectives and implementation strategies relevant to the regional and sub-regional needs?	• Level of alignment with ongoing initiatives of the region that are executing projects	• Interviews with UNEP staff, project staff and partner agencies
Were the objectives and implementation strategies complementary with existing interventions from the project partners?	• Level of alignment with ongoing initiatives of national and local government agencies and executing agencies	• Interviews with UNEP staff, project staff and partner agencies
B. Effectiveness		
i. Delivery of outputs		
How successful was the project in producing the project outputs, both in quantity and quality, as well as their usefulness and timeliness?	• Output level indicators of Results Framework (RF)	• Project progress reports/PIR • Tangible Product (trainings, games, sports, publications, studies, etc.) • Interviews with program staff, partner organisations in implementation, project beneficiaries
Were key stakeholders appropriately involved in producing the project outputs?	• Stated contribution of stakeholders in achieving outputs • New universities partnering	• Interviews with partners in implementation and project beneficiaries
What were the key factors that explain the satisfactory or unsatisfactory generation of outputs?	• Number and characteristics of factors noted by stakeholders that explained the generation of outputs • World meetings to discuss strategies, advocacies launched	• Citation of stakeholders' roles in tangible products • Interviews with implementation partners and project beneficiaries
ii. Achievements of outcomes		
How successful was the project in achieving the outcomes along the impact pathway on knowledge generation and dissemination? (as included in the ToC). Particularly:	• Number of gaming companies that have integrated environment and sustainability into their strategy	• Verification of outcomes with SSI (Interviews with UNEP, project team, research partners, third party stakeholders) • PIMs report

EVALUATION CRITERIA	EVALUATION INDICATORS	MEANS OF VERIFICATION
• Partners adopt and implement new environmental education approaches through their platforms and operations (outcome 1.1) • Universities have integrated Environmental Education into their curricula, implemented sustainability operations on campus with new partnerships leading to investment for environmental education. (outcome 1.2)	• # of youth partnerships that adopted new environmental education curricula • # of global alliance commitments • A number of universities have offered an integrated curricula on education for sustainable development and implemented activities on campus • Established friends of environment education and green collar jobs project	• Figures on distribution and accessibility of project products, Including dissemination-event reports
How successful was the project in achieving the outcomes along the impact pathway on outreach and upscaling? (as included in the ToC). Particularly: • Knowledge, tools and lessons learned disseminated among other local governments and key stakeholders outside the project intervention sites.	• Evidenced inclusion of threats/barriers in plans and development programs implemented by stakeholders • Number of evidence-based, replication or up-scaling initiatives·	• Means of verification - Interviews with UNEP, project team, research partners, national level decision makers, and third-party stakeholders (other initiatives/agencies at national, regional level) • PIMS • Documented reports on replication and ups-caling by other government agencies or non-governmental partners
iii. Likelihood of Impact		
To what degree is the project likely to create long-term impact on the livelihoods of inhabitants of intervention sites? (new impact statement in ToC)	• Likelihood of sustainability of the livelihood impact	• PIMS • Interviews with key stakeholders • Interviews with project team
To what degree is the project likely to create long-term impact on biodiversity and carbon stocks in the intervention sites? (project ToC impact statement)	• Indicators of project objective. • Likelihood of sustainability of the environmental impact	• Interviews with project team, implementation partners at intervention sites, UNEP, local government agencies, third party stakeholders (similar initiatives)
To what degree is the project likely to create long-term impact on globally important biodiversity and carbon benefits of critical youth thinking?	• Likelihood of positive impact and sustainability of replication and upscaling efforts	• Interviews with UNEP, project team, research partners, national level decision makers, and third-party stakeholders (other initiatives/agencies at national, regional level)
Have desired outcomes and impacts occurred amongst all stakeholder groups? (and if not, why this might be).	• Equity of benefits among different stakeholder groups	• Project progress reports/PIMS • Interviews with project staff, key stakeholders

EVALUATION CRITERIA	EVALUATION INDICATORS	MEANS OF VERIFICATION
Have there been any unanticipated outcomes or impacts (positive or negative) with particular reference to the most vulnerable groups of ecosystems?	• Occurrence of unintended negative outcomes or impacts on environment or society	• Project progress reports/PIMS • Interviews with project staff, key stakeholders • Third party media (publications)
C. Financial Management		
Was financial information and communication between financial and project management staff complete and transparent?	• Completeness of financial information and communication	• Interviews with administrative staff • Interviews with project team • Financial reports and audit reports
How well are standards (clarity, transparency, audit etc.) of financial and operational (staff recruitment, evaluation, secondary conditions) planning, management and reporting applied with to ensure that sufficient and timely financial resources were available to the project and its partners?	• Quality of standards for financial and operative management	• Interviews with administrative staff and service providers • Financial reports and audit reports
To what extent has co-financing materialised as expected at project approval?	• Level of co-financing, related to original planning	• Financial reports of project • Interviews with project administrative staff and UNEP task manager
D. Efficiency		
Did the project build adequately (create complementariness) on existing institutions, lessons of other initiatives, data sources, partnerships with third parties and ongoing projects?	• Level of inclusion of preexisting initiatives and institutions	• Project document • Interviews with key stakeholders (preexisting initiatives and other institutions) • Interviews with project staff
How was the operational execution vs. original planning (time wise)?	• Level of compliance with project planning / annual plans	• Project progress reports/PIMS • Interviews with project staff
How was the operational execution vs. original planning (budget wise)? Was the project implemented cost-effectively? (results achieved at the lowest possible costs)	• Level of compliance with project financial planning / annual plans	• Project financial reports • Interviews with project staff • Interviews with financial staff
If present, what have been the main reasons for delay/changes in implementation? Have these affected project execution, costs and effectiveness?	• List of reasons, validated by project staff	• Interviews with project staff • Interviews with project partners • Project reports (PIMS)
Was adaptive management applied adequately? Were any cost- or time-saving measures put in place in attempting to bring the project as far as possible to achieving its results within its secured budget and time?	• Measures taken to improve project implementation based on project monitoring and evaluation.	• Project progress and implementation reports • MTR report and management response • Interview with project staff and UNEP task manager

EVALUATION CRITERIA	EVALUATION INDICATORS	MEANS OF VERIFICATION
Did the project implement measures to decrease the environmental footprint of project management?	• Presence of environmental footprint calculation and examples measures to reduce it	• Interview with project team and administrative staff • PIMS
E. Monitoring and Reporting		
i. Monitoring Design and Budgeting	• Quality of project design	• MTR report and management response
ii. Monitoring of Project Implementation: was the M&E system operational and did it facilitate timely tracking of results and progress towards projects objectives throughout the project implementation period?	• Level of implementation of M&E system (execution of activities) • Changes in project implementation as result of MTE or other supervision visits	• Interviews with key stakeholders • Project implementation reports • Management response to MTE
iii. Project reporting: were PIM reports, half-yearly Progress & Financial Reports complete and accurate?	• Level of completeness of reports	• PIMS
F. Sustainability and replication		
i. Socio-political sustainability: are there any social or political factors that may influence positively or negatively the sustenance of project results and progress towards impacts?	• Key factors positively or negatively impacted project results (in relation to stated assumptions)	• Interviews with project staff, key stakeholders • Project progress reports/PIR • Revision of literature on context
ii. Financial sustainability: to what extent are the continuation of project results and the eventual impact of the project dependent on (continued) financial resources? What is the likelihood that adequate financial resources will be or will become available to continue implementation the programs, plans, agreements, monitoring systems etc. prepared and agreed upon under the project?	• Estimations on financial requirements • Estimations of future budget of key stakeholders	• Figures on financial sustainability of this and other (similar) initiatives • Projected budgets of project partners • Documented estimations of future budget • Interviews with project staff and key stakeholders
G. Factors and processes affecting project performance		
i. Preparation and readiness:		
Was the project ready for implementation reasonably soon after project approval? Were appropriate measures taken to either address weaknesses in the project design or to respond to changes that took place between project approval, the securing of funds and project mobilisation?	• Time between project approval, first disbursement and actual implementation (first technical activity) • Examples of measures taken to address weaknesses to respond to changes.	• First PIM • Project inception reporting • Interview with UNEP, project team and executing partners

EVALUATION CRITERIA	EVALUATION INDICATORS	MEANS OF VERIFICATION
ii. Quality of project management and supervision		
Was the project management (project manager, component managers, local coordinators) adequate, effective and efficient? (skills, leadership, coordination, adaptive capacity)?	• Level of satisfaction (among partners and project staff) of overall management by project managers	• Interviews with project staff (managers and rest of team) and partner organisations
How effective, transparent and democratic was decision making in the project? Did project management respond to direction and guidance provided by the Project Steering Committee?	• Perception of functioning of Steering Committee by its members and third parties • Level of response to SC guidance and decisions	• Meeting minutes • Interviews with project team
iii. Stakeholder participation, cooperation and partnerships		
What was the achieved degree and effectiveness of collaboration and interactions between the various project partners and stakeholders during design and implementation of the project?	• Level of participation of project partners in project design and actual inclusion in project implementation arrangements	• Interviews with key stakeholders
How did the relationship between the project and the collaborating partners (institutions and individual experts) and third parties develop?	• Perceived satisfaction of main partners of collaboration in project, including institutional benefits	• Interviews with key stakeholders
iv. Country ownership and drivenness.		
How and when did the national partners have assumed responsibility for the project and provided adequate support to project execution, including the degree of cooperation received from the various public institutions involved in the project?	• Endorsement of project by governmental agencies • Provision of counterpart funding	• Interviews with national partners, UNEP and project staff • Project progress reports/PIR • Documented endorsements and co- financing
How and how well did the project stimulate country ownership of project outputs and outcomes? Is this differentiated by gendered and marginalised groups?	• Perception of ownership by national and local agencies	• Meeting minutes • Interviews with PSC members and other key stakeholders at national and local government levels

ANNEX V. KEY DOCUMENTS CONSULTED

Documents templates

Evaluation Stage	Evaluation Office Documents	Notes
Overarching	00a_UNEP Glossary of Results Definitions 00b_List of Documents needed for Evaluation 01_Evaluation_Criteria 02_Criterion_rating_descriptions_matrix 03_Evaluation_Project Performance 04_Weighted Ratings Table 20_Evaluation Methodology_Structure	For use and reference throughout the Evaluation process. These documents set out how UNEP interprets results terminology, and defines, assesses and weights evaluation criteria.
Inception Report	05_Project_Identification_Table_ONLY 07_Main_Evaluation_Report_Structure_and_Contents_10.05.22 08_TOC Reformulation Justification Table ONLY – use this table for when/if you reconstruct the TOC for evaluation 09 and 09a_Quality_of_Project_Design_Assessment 10_Stakeholder_Analysis_Guidance_Note 11_Gender_methods_note 12_Safeguards Methods Note for Consultants	These are living documents, you are welcome to provide feedback via your Evaluation Manager.

19_Quality_Of_Eval_Report_Assess_FINAL ONLY_12.08.21
20_Evaluation Methodology_Structure 09.11.21
Worksheet in 06_Inception Report_Structure_and_Contents_10.11.21
Process from 1 to 6

Project documents sent by UNEP
Final 3 20211006 YEA UNEP Project Revision 2022[3]
Project document word version May 2018 highlighted
Project document word version May 2018
Export Pro Doc
FINAL EM_RE_Environmental Education Project_PostPRC_V3_2112181
PIMS rep rev – 2018
Signed ProDoc
PIMS reports (2018 to Dec 2022)

Research on additional documents:
UNEP website on https://open.unep.org/project/PIMS-02007
UNESCO website
ILO Website
UNICEF Website

ANNEX VI. BRIEF CV OF THE EVALUATOR

Name	Maria João de Paiva Nazareth
Profession	Independent consultant
Nationality	Portugal
Country experience	• Africa: Kenya, Mozambique, Angola, Lesotho, Liberia, Zimbabwe, Guine-Bissau, Cabo Verde • Americas: Brazil • Asia: Lao PDR, Bangladesh, Timor-Leste • Oceania: Australia
Education	• Master as Social Science and Post-graduation in Monitoring and Evaluation



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1. RESEARCH & EVALUATION SPECIALIST

Senior analyst with broad experience guiding M&E management, capacity building, policy analysis, and data quality. Expert at monitoring health, education, social protection, community development, gender-based violence, and youth projects. Keen organizational acumen to consult

on senior policy with State agencies, NGOs, and development partners to implement sustainable strategies and decrease vulnerability, poverty, and food insecurity. Project leader with malaria and HIV/AIDS, tuberculosis, and psoriasis. In-country experience in Mozambique, Angola, Zimbabwe, Lesotho, São Tomé e Príncipe, Uganda, Bangladesh, Lao PDR, Liberia and Timor-Leste.

- Project Management
- Epidemiology & Nutrition
- Strategic Planning
- Data Collection & Analysis
- Monitoring & Evaluation
- Capacity Building
- Program Design
- Public Health Programs
- Client Relationship Management
- Data Quality Audits
- Training & Evaluation
- Policy Advisor

Professional Experience

Global Fund – UNDP, Angola March – December 2022
Technical Advisor for the campaign on LLIN distribution

- M&E development of the LLIN macroplan
- Development of logical framework for the LLTN distribution
- M&E microplan and development of the LLTN distribution in two provinces
- Analyse the government heath impact intervention

Ministry of Health / OAG Consulting – Guine-Bissau
Tem leader for the Birth Registration

- Final evaluation of the three years project as the "KBR 6 countries", under **Ministry of Health** in Guiné-Bissau.
- Analse the government heath impact intervention.
- Analyse the impact of the birth registration in the health policy.

UNICEF, São Tomé e Príncipe Aug. 2021 – Nov 2021
Situation Analysis consultant

- Technical analysis in Situation analysis for children and women in Sao Tomé e Príncipe
- Lead on the research studies for the development of the conceptual framework which establishes the causality between the causes, opportunities and barriers to achieving child rights and wellbeing

World Food Program, Liberia May 2020 – August 2021
M&E and VAM Officer

- Technical analysis in food security to help identify vulnerable population and analyse the underlying causes of food insecurity.
- Lead on the research studies in Liberia as Market Functionality Index, Value Chain System and Loss Production analysis.
- Data decision to inform policy, strategy and programme design and implementation.

United Nations in Cabo Verde, Cabo Verde November 2019 – January 2020
Final evaluation of the anaemia project

- Final evaluation of the three years project to support Ministry of Health and Social Security in the anaemia component of the national nutrition plan.

UNICEF – NATIONAL INSTITUTE OF ECONOMIC RESEARCH (NIER), Lao PDR April 2019 – October 2019
Policy Analysis Advisor

- Consulted government leadership on decision making needs to strengthen the nationwide nutrition strategy, face nutrition problems and limitations. Facilitated communication and networking among key government agencies.

- Trained staff and team members on policy and reporting. Mentored provincial and district representatives on data collection methodology, analysis, interpretation, and reporting.
- Directed planning, timelines, milestones, and metrics for the National Information Platforms for Nutrition (NIPN) and facilitated communication with the data analysis team and the policy analysis team.
- Counselled the NIPN Advisory Taskforce on questionnaire modelling, data collection, and analysis to implement sustainable programmes as intervention in issues such as chronic malnutrition.

Additional Professional Experience:

Strategic Analysis Consultant / Basic Education School Cluster Mapping, UNICEF, Timor-Leste, 6 months
Nutrition Assessment, Care International, Mozambique, 2 months
Strategic Information Advisor on HIV/AIDS, UNAIDS, Mozambique, 4 months
Team Leader on Data Auditor of HIV Patient Treatment Data, UNDP, Angola, 4 months
Consultant on Malaria Monitoring & Evaluation Systems, UNDP, Sao Tome e Principe, 2 months
Monitoring and Evaluation Head, WFP, Timor-Leste, 12 months
Team Leader for Data Quality Auditing, IBTCI, Kenya, 1 Month.
Team Leader / Monitoring & Evaluation Expert, DAI – Ministry of Health, Angola, USAID 4 Months.
Monitoring & Evaluation Consultant, United Nations Country Team, DaO in Lesotho, 10 Months.
Monitoring & Evaluation Consultant, ACDI/VOCA, Uganda, USAID 4 Months.
Monitoring & Evaluation Advisor, Management Sciences for Health, Maputo, Mozambique, USAID 2 Months.
Evaluation/Assessment Team Leader, CARE International, Maputo, Mozambique, EU 3 Months.
Monitoring & Evaluation Acting Director, ACDI/VOCA, Dhaka, Bangladesh, USAID 4 Months.
Evaluation/Assessment Team Leader, N'wenti National NGO, Mozambique, EU 3 Months.
Resident Advisor, MEASURE Evaluation / John Snow Inc, Maputo, Mozambique, USAID 4 Years as Policy Advisor.
Independent Consultant / Data Gathering / Analysis, Education & Health Sectors, Mozambique, EU, DFID, USAID, 4 Years.
Technical Director, Co – Arq, Maputo, Mozambique, EU, DFID, USAID, 4 Years.
Capacity Building & Information Officer Vulnerability Reduction Unit, UNDP, Maputo, Mozambique, 11 Months.
Information Manager & Counselling Testing, CDC, Maputo, Mozambique, 4 Months.
Chief of Party, Environmental Health Project (USAID/EHP), Maputo, Mozambique, 3 Years.
Senior Consultant, UNESCO, Maputo, Mozambique., EU 10 Months.
Section Chief / Loans & Evaluations Department, Meridional Bank of Brazil SA, Porto Alegre, Brazil, 10 Years.
University Lecturer, University Foundation of Passo Fundo & Catholic University (PUC), Passo Fundo Brazil, 10 Years.

Education & Credentials

Master of Monitoring and Evaluation, The Nederlands
Master of Science in Sociology, Catholic University, Porto Alegre, Brazil
Post Graduate Specialization in Sociology, Federal University of Paraiba, Joao Pessoa, Brazil
Bachelor of Science in Architecture & Landscaping, Universidade do Brasil, Brasília, Brazil
Portuguese (Mother Tongue) / English (8/10) / French (7/10) / Spanish (6/10)

Utilização de Estatísticas Públicas em Pesquisas Sociais, UFMG, BR, 2020
RBM (Results Based Management), DEVLearn, UK, 2020
The Sustainable Development Goals – A global, transdisciplinary vision for the future, University of Copenhagen, 2019
Evaluation & Impact of Social Policy at State Administration, Brasilia, Brazil

Social Science Program Design, University of Minas Gerais, Brazil
Data Management for Clinical Research, Vanderbilt University
Emergency Practices in Development Evaluation, My M&E, E-learning Course
National Evaluation Capacity for Country Led M&E systems, My M&E, e-learning
Equity Focus Evaluation, My M&E , E-learning Course
Leading & Managing Process, Management Sciences for Health, E-learning Course
Mortality Surveillance Methods & strategy (Verbal Autopsy), GHeL, USAID Health Sector E-learning Course
M&E for Holistic Early Childhood Development (ECD), GHeL, USAID Health Sector E-learning Course
Building Indicators, United Nations Institute for Training & Research, E-learning Course
Data Use for Program Managers, MEASURE Evaluation, M&E Learning Center
M&E Framework for HIV Programs, GHeL, USAID Health Sector E-learning Course
Upgrade Statistical Analysis Course, Catholic University, Porto Alegre/Brazil
Statistics Analysis Expert Course, Sao Paulo University/Brazil

ANNEX VII. TERMS OF REFERENCE

OBJECTIVE AND SCOPE OF THE EVALUATION

In line with the UNEP Evaluation Policy2 and the UNEP Programme Manual[30], the Terminal Evaluation is undertaken at operational completion of the project to assess project performance (in terms of relevance, effectiveness and efficiency), and determine outcomes and impacts (actual and
potential) stemming from the project, including their sustainability.
The Evaluation has two primary purposes:

(i) to provide evidence of results to meet accountability requirements, and
(ii) to promote operational improvement, learning and knowledge sharing through results and lessons learned among UNEP and Environmental Education and Youth project partners

Therefore, the Evaluation will identify lessons of operational relevance for future project formulation and implementation, especially where a second phase of the project is being considered. Recommendations relevant to the whole house may also be identified during the evaluation process[32].

Key Evaluation Principles
Evaluation findings and judgements will be based on sound evidence and analysis, clearly documented in the Evaluation Report. Information will be triangulated (i.e. verified from different sources) as far as possible, and when verification is not possible, the single source will be mentioned (whilst anonymity is still protected). Analysis leading to evaluative judgements should always be clearly spelled out.

The "Why?" Question. As this is a Terminal Evaluation and a follow-up project is likely [or similar interventions are envisaged for the future], particular attention will be given to learning from the experience. Therefore, the "why?" question should be at the front of the consultants' minds all through the evaluation exercise and is supported by the use of a theory of change approach. This means that the consultant(s) needs to go beyond the assessment of "what" the project performance was and make a serious effort to provide a deeper understanding of "why" the performance was as it was (i.e. what contributed to the achievement of the project's results). This should provide the basis for the lessons that can be drawn from the project.

Attribution, Contribution and Credible Association: In order to attribute any outcomes and impacts to a project intervention, one needs to consider the difference between what has happened with, and what would have happened without, the project (i.e. take account of changes over time and between contexts in order to isolate the effects of an intervention). This requires appropriate baseline data and the identification of a relevant counterfactual, both of which are frequently not available for evaluations. Establishing the contribution made by a project in a complex change process relies heavily on prior intentionality (e.g. approved project design documentation, logical framework) and the articulation of causality (e.g. narrative and/or illustration of the Theory of Change). Robust evidence that a project was delivered as designed and that the expected causal pathways developed supports claims of contribution and this is strengthened where an alternative theory of change can be excluded. A credible association between the implementation of a project and observed positive effects can be made where a strong causal narrative, although not explicitly

[32] https://www.unenvironment.org/about-un-environment/evaluation-office/policies-and-strategies; https://wecollaborate.unep.orgEvaluation Office of UNEP Last revised: 10.11.2021

articulated, can be inferred by the chronological sequence of events, active involvement of key actors and engagement in critical processes.

Communicating evaluation results.
A key aim of the Evaluation is to encourage reflection and learning by UNEP staff and key project stakeholders. The consultant(s) should consider how reflection and learning can be promoted, both through the evaluation process and in the communication of evaluation findings and key lessons. Clear and concise writing is required on all evaluation deliverables. Draft and final versions of the Main Evaluation Report will be shared with key stakeholders by the Evaluation Manager. There may, however, be several intended audiences, each with different interests and needs regarding the report. The consultant(s) will plan with the Evaluation Manager which audiences to target and the easiest and clearest way to communicate the key evaluation findings and lessons to them. This may include some, or all, of the following: a webinar, conference calls with relevant stakeholders, the preparation of an Evaluation Brief or interactive presentation.

Key Strategic Questions
In addition to the evaluation criteria outlined in Section 10 below, the Evaluation will address the strategic questions listed below. These are questions of interest to UNEP and to which the project is believed to be able to make a substantive contribution:

1) What is the nature and scope of take up at national level?
2) To what extent, and in what ways, are the numerous project partnerships effective?

Evaluation Criteria
All evaluation criteria will be rated on a six-point scale. Sections A-I below, outline the scope of the criteria. A weightings table in excel format will be provided by the Evaluation Manager to support the determination of an overall project rating. The set of evaluation criteria are grouped in nine categories: (A) Strategic Relevance; (B) Quality of Project Design; (C) Nature of External Context; (D) Effectiveness, which comprises assessments of the availability of outputs, achievement of outcomes and likelihood of impact; (E) Financial Management; (F) Efficiency; (G) Monitoring and Reporting; (H) Sustainability; and (I) Factors Affecting Project Performance. The Evaluation Consultant(s) can propose other evaluation criteria as deemed appropriate.

(A) Strategic Relevance

The Evaluation will assess the extent to which the activity is suited to the priorities and policies of the donors, implementing regions/countries and the target beneficiaries. The Evaluation will include an assessment of the project's relevance in relation to UNEP's mandate and its alignment with UNEP's policies and strategies at the time of project approval. Under strategic relevance an assessment of the complementarity of the project with other interventions addressing the needs of the same target groups will be made. This criterion comprises four elements:

i. Alignment to the UNEP Medium Term Strategy (MTS), Programme of Work (POW) and Strategic Priorities
The Evaluation should assess the project's alignment with the MTS and POW under which the project was approved and include, in its narrative, reflections on the scale and scope of any contributions made to the planned results reflected in the relevant MTS and POW. UNEP strategic priorities include the Bali Strategic Plan for Technology Support and Capacity Building (BSP) and South-South Cooperation (S-SC). The BSP relates to the capacity of governments to: comply with international agreements and obligations at the national level; promote, facilitate and finance environmentally sound technologies and to strengthen

frameworks for developing coherent international environmental policies. S-SC is regarded as the exchange of resources, technology and knowledge between developing countries.

?II Alignment to Donor /Partner Strategic Priorities
Donor strategic priorities will vary across interventions. The Evaluation will assess the extent to which the project is suited to, or responding to, donor priorities. In some cases, alignment with donor priorities may be a fundamental part of project design and grant approval processes while in others, for example, instances of 'softly-earmarked' funding, such alignment may be more of an assumption that should be assessed.

***III Relevance* to Global, Regional, Sub-regional and National Environmental Priorities**
The Evaluation will assess the alignment of the project with global priorities such as the SDGs and Agenda 2030. The extent to which the intervention is suited, or responding to, the stated environmental concerns and needs of the countries, sub-regions or regions where it is being implemented will be considered. Examples may include: UN Development Assistance Frameworks (UNDAF) or national or sub-national development plans, poverty reduction strategies or Nationally Appropriate Mitigation Action (NAMA) plans or regional agreements etc. Within this section consideration will be given to whether the needs of all beneficiary groups are being met and reflects the current policy priority to leave no one behind.

UNEP's Medium Term Strategy (MTS) is a document that guides UNEP's programme planning over a four-year period. It identifies UNEP's thematic priorities, known as Sub-programmes (SP), and sets out the desired outcomes, known as Expected Accomplishments (EAs), of the Sub-programmes.[33]

iv. Complementarity with Relevant Existing Interventions /Coherence 6
An assessment will be made of how well the project, either at design stage or during the project inception or mobilisation, took account of ongoing and planned initiatives (under the same sub-programme, other UNEP sub-programmes, or being implemented by other agencies within the same country, sector or institution) that address similar needs of the same target groups. The Evaluation will consider if the project team, in collaboration with Regional Offices and Sub-Programme Coordinators, made efforts to ensure their own intervention was complementary to other interventions, optimised any synergies and avoided duplication of effort. Examples may include UNDAFs or One UN programming. Linkages with other interventions should be described and
instances where UNEP's comparative advantage has been particularly well applied should be highlighted. Factors affecting this criterion may include:

- Stakeholders' participation and cooperation
- Responsiveness to human rights and gender equality
- Country ownership and driven-ness
- Quality of Project Design

(B) Quality of Design
The quality of project design is assessed using an agreed template during the evaluation inception phase, ratings are attributed to identified criteria and an overall Project Design Quality rating is established. The complete Project Design Quality template should be annexed in the Evaluation Inception Report. Later, the overall Project Design Quality ratingshould be entered in the final evaluation ratings table (as item B) in the Main Evaluation Report and a

[33] https://www.unenvironment.org/about-un-environment/evaluation-office/our-evaluation-approach/un-environment-documents , http://www.unep.fr/ozonaction/about/bsp.htm

summary of the project's strengths and weaknesses at design stage should be included within the body of the report.
Factors affecting this criterion may include (at the design stage):

- Stakeholders participation and cooperation
- Responsiveness to human rights and gender equality

Nature of External Context
At evaluation inception stage a rating is established for the project's external operating context (considering the prevalence of conflict, natural disasters and political upheaval9). This rating is entered in the final evaluation ratings table as item C.
Where a project has been rated as facing either an Unfavourable or Highly Unfavourable external operating context, and/or a negative external event has occurred during project implementation, the ratings for Effectiveness, Efficiency and/or Sustainability may be increased at the discretion of the Evaluation Consultant and Evaluation Manager together. A justification for such an increase must be given.

Effectiveness

Availability of Outputs
The Evaluation will assess the project's success in producing the programmed outputs and making them available to the intended beneficiaries as well as its success in achieving milestones as per the project design document (ProDoc). Any formal modifications/ revisions made during project implementation will be considered part of the project design. Where the project outputs are inappropriately or inaccurately stated in the ProDoc, reformulations may be necessary in the reconstruction of the Theory of Change (TOC). In such cases a table should be provided showing This sub-category is consistent with the new criterion of 'Coherence' introduced by the OECD-DAC in 2019.

A project's inception or mobilisation period is understood as the time between project approval and first disbursement. Complementarity during project implementation is considered under Efficiency, In some instances, based on data collected during the evaluation process, the assessment of the project's design quality may change from Inception Report to Main Evaluation Report. Note that 'political upheaval' does not include regular national election cycles, but unanticipated unrest or prolonged disruption. The potential delays or changes in political support that are often associated with the regular national election cycle should be part of the project's design and addressed through adaptive management by the project team. From March 2020 this should include the effects of COVID-19.

Outputs are the availability (for intended beneficiaries/users) of new products and services and/or gains in knowledge, abilities and awareness of individuals or within institutions (UNEP, 2019) the original and the reformulation of the outputs for transparency. The availability of outputs will be assessed in terms of both quantity and quality, and the assessment will consider their ownership by, and usefulness to, intended beneficiaries and the timeliness of their provision. It is noted that emphasis is placed on the performance of those outputs that are most important to achieve outcomes. The Evaluation will briefly explain the reasons behind the success or shortcomings of the project in delivering its programmed outputs and meeting expected quality standards.
Factors affecting this criterion may include:

- Preparation and readiness
- Quality of project management and supervision

Achievement of Project Outcomes

The achievement of project outcomes is assessed as performance against the project outcomes as defined in the reconstructed13 Theory of Change. These are outcomes that are intended to be achieved by the end of the project timeframe and within the project's resource envelope. Emphasis is placed on the achievement of project outcomes that are most important for attaining
intermediate states. As with outputs, a table can be used where substantive amendments to the formulation of project outcomes is necessary to allow for an assessment of performance. The Evaluation should report evidence of attribution between UNEP's intervention and the project outcomes. In cases of normative work or where several actors are collaborating to achieve common outcomes, evidence of the nature and magnitude of UNEP's 'substantive contribution' should be included and/or 'credible association' established between project efforts and the project outcomes realised. Factors affecting this criterion may include:

- Quality of project management and supervision
- Stakeholders' participation and cooperation
- Responsiveness to human rights and gender equality
- Communication and public awareness

Likelihood of Impact

Based on the articulation of long-lasting effects in the reconstructed TOC (i.e. from project outcomes, via intermediate states, to impact), the Evaluation will assess the likelihood of the intended, positive impacts becoming a reality. Project objectives or goals should be incorporated in the TOC, possibly as intermediate states or long-lasting impacts. The Evaluation Office's approach to the use of TOC in project evaluations is outlined in a guidance note available and is supported by an excel-based flow chart, 'Likelihood of Impact Assessment Decision Tree'. Essentially the approach follows a 'likelihood tree' from project outcomes to impacts, taking account of whether the assumptions and drivers identified in the reconstructed TOC held. Any unintended positive effects should also be identified and their causal linkages to the intended impact described.

The Evaluation will also consider the likelihood that the intervention may lead, or contribute to, unintended negative effects (e.g. will vulnerable groups such as those living with disabilities and/or women and children, be disproportionally affected by the project?). Some of these potential negative effects may have been identified in the project design as risks or as part of the analysis of Environmental and Social Safeguards.

ANNEX VIII - BIBLIOGRAPHY

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Maticka-Tyndale, E., Gallant, M., Brouillard-Coyle, C., & Sverdrup- Phillips, S. (2002). PSABH Phase II: Integrated Qualitative and Quantitative Results. Windsor, Ontario: University of Windsor /www.psabh.infoS

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Phillips, Tracey, and Jacques P.Site de Wet. "Towards Rigorous Practice: A Framework for Assessing Naturalistic Evaluations in the Development Sector." *Evaluation* 23, no. 1 (January 1, 2017): 102–120.

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Youth 2030 UNCT Scorecard https://www.un.org/youthenvoy/youth-un/

Youth 2030 - Working with and for Young People

Environment Education and Youth documents

ANNEX VIX QUALITY ASSESSMENT OF THE EVALUATION REPORT

Terminal Evaluation: Environmental Education and Youth" PIMS No 02007 (2018-2022)

All UNEP evaluations are subject to a quality assessment by the Evaluation Office. This is an assessment of the quality of the evaluation product (i.e. evaluation report) and is dependent on more than just the consultant's efforts and skills.

	UNEP Evaluation Office Comments	Final Report Rating
Report Quality Criteria		
Quality of the Executive Summary Purpose: acts as a stand alone and accurate summary of the main evaluation product, especially for senior management. To include: • concise overview of the evaluation object • clear summary of the evaluation objectives and scope • overall evaluation rating of the project and key features of performance (strengths and weaknesses) against exceptional criteria • reference to where the evaluation ratings table can be found within the report • summary response to key strategic evaluation questions • summary of the main findings of the exercise/synthesis of main conclusions • summary of lessons learned and recommendations.	Final report *(coverage/omissions):* All areas are covered Final report *(strengths/weaknesses):* This section provides a detailed and structured evaluation of the project	5
Quality of the 'Introduction' Section Purpose: introduces/situates the evaluand in its institutional context, establishes its main parameters (time, value, results, geography) and the purpose of the evaluation itself. To include: • institutional context of the project (sub-programme, Division, Branch etc) • date of PRC approval, project duration and start/end dates • number of project phases (where appropriate) • results frameworks to which it contributes (e.g. POW Direct Outcome) • coverage of the evaluation (regions/countries where implemented) • implementing and funding partners • total secured budget • whether the project has been evaluated in the past (e.g. mid-term, external agency etc.) • concise statement of the purpose of the evaluation and the key intended audience for the findings.	Final report *(coverage/omissions):* All areas are covered Final report *(strengths/weaknesses):* The section provides sufficient context on the introduction	5
Quality of the 'Evaluation Methods' Section Purpose: provides reader with clear and comprehensive description of evaluation methods, demonstrates the credibility of the findings and performance ratings. To include: • description of evaluation data collection methods and information sources • justification for methods used (e.g. qualitative/ quantitative; electronic/face-to-face) • number and type of respondents *(see table template)*	Final report *(coverage/omissions):* The report extensively covers the methodologies used for data collection, integrating both qualitative and quantitative approaches. Final report *(strengths/weaknesses):*	5

• selection criteria used to identify respondents, case studies or sites/countries visited • strategies used to increase stakeholder engagement and consultation • methods to include the voices/experiences of different and potentially excluded groups (e.g. vulnerable, gender, marginalised etc) • details of how data were verified (e.g. triangulation, review by stakeholders etc.) • methods used to analyse data (scoring, coding, thematic analysis etc) • evaluation limitations (e.g. low/ imbalanced response rates across different groups; gaps in documentation; language barriers etc) • ethics and human rights issues should be highlighted including: how anonymity and confidentiality were protected. Is there an ethics statement? E.g. *'Throughout the evaluation process and in the compilation of the Final Evaluation Report efforts have been made to represent the views of both mainstream and more marginalised groups. All efforts to provide respondents with anonymity have been made.*	Detailed documentation of the data sources and methods used including challenges are well addressed	
Quality of the 'Project' Section Purpose: describes and verifies key dimensions of the evaluand relevant to assessing its performance. To include: • *Context:* overview of the main issue that the project is trying to address, its root causes and consequences on the environment and human well-being (i.e. synopsis of the problem and situational analyses) • *Results framework*: summary of the project's results hierarchy as stated in the ProDoc (or as officially revised) • *Stakeholders:* description of groups of targeted stakeholders organised according to relevant common characteristics • *Project implementation structure and partners:* description of the implementation structure with diagram and a list of key project partners • *Changes in design during implementation:* any key events that affected the project's scope or parameters should be described in brief in chronological order • *Project financing:* completed tables of: (a) budget at design and expenditure by components (b) planned and actual sources of funding/co-financing	Final report *(coverage/omissions):* All sections are well-covered Final report *(strengths/weaknesses):* The context section, while comprehensive on youth policies and institutional history, lacks sufficient attention to the environmental issues the project is meant to address.	5
Quality of the Theory of Change Purpose: to set out the TOC at Evaluation in diagrammatic and narrative forms to support consistent project performance; to articulate the causal pathways with drivers and assumptions and justify any reconstruction necessary to assess the project's performance. To include: • description of how the *TOC at Evaluation*[34] was designed (who was involved etc)	Final report *(coverage/omissions):* All sections are strongly covered Final report *(strengths/weaknesses):* The report provides a comprehensive narrative and diagrammatic representation of the Theory of Change (ToC), which was developed post-	4

[34] During the Inception Phase of the evaluation process a *TOC at Evaluation Inception* is created based on the information contained in the approved project documents (these may include either logical framework or a TOC or narrative descriptions), formal revisions and annual reports etc. During the evaluation process this TOC is revised based on changes made during project intervention and becomes the *TOC at Evaluation*.

• confirmation/reconstruction of results in accordance with UNEP definitions • articulation of causal pathways • identification of drivers and assumptions • identification of key actors in the change process • summary of the reconstruction/results re-formulation in tabular form. *The two results hierarchies (original/formal revision and reconstructed) should be presented as a two-column table to show clearly that, although wording and placement may have changed, the results 'goal posts' have not been 'moved'.* This table may have initially been presented in the Inception Report and should appear somewhere in the Main Evaluation report.	project initiation. However, the assumptions and risks are mentioned but not deeply analyzed, which could undermine the understanding of potential challenges and the robustness of the ToC	
Quality of Key Findings within the Report Presentation of evidence: nature of evidence should be clear (interview, document, survey, observation, online resources etc) and evidence should be explicitly triangulated unless noted as having a single source. Consistency within the report: all parts of the report should form consistent support for findings and performance ratings, which should be in line with UNEP's Criteria Ratings Matrix. Findings Statements (where applicable): The frame of reference for a finding should be an individual evaluation criterion or a strategic question from the TOR. **A finding should go beyond description and uses analysis to provide insights that aid learning specific to the evaluand.** In some cases a findings statement may articulate a key element that has determined the performance rating of a criterion. Findings will frequently provide insight into 'how' and/or 'why' questions.	Final report *(coverage/omissions):* This is covered Final report *(strengths/weaknesses):* The findings are well-included	5
Quality of 'Strategic Relevance' Section Purpose: to present evidence and analysis of project strategic relevance with respect to UNEP, partner and geographic policies and strategies at the time of project approval. To include: Assessment of the evaluand's relevance vis-à-vis: • Alignment to the UNEP Medium Term Strategy (MTS), Programme of Work (POW) and Strategic Priorities • Alignment to Donor/GEF/Partners Strategic Priorities • Relevance to Regional, Sub-regional and National Environmental Priorities • Complementarity with Existing Interventions: complementarity of the project at design (or during inception/mobilisation[35]), with other interventions addressing the needs of the same target groups.	Final report *(coverage/omissions):* All sections are well-covered and explained Final report *(strengths/weaknesses):* There is thorough documentation of the project's alignment with strategic priorities at various levels and its integration with existing interventions	6
Quality of the 'Quality of Project Design' Section Purpose: to present a summary of the strengths and weaknesses of the project design, on the basis that the detailed assessment was presented in the Inception Report.	Final report *(coverage/omissions):* This section is satisfactory in its delivery Final report *(strengths/weaknesses):* The report provides a good understanding of the project design and its evolution. It could	5

[35] A project's inception or mobilization period is understood as the time between project approval and first disbursement. Complementarity during project implementation is considered under Efficiency, see below.

	benefit from a more robust discussion on the impact of the weaknesses and better integration of stakeholder feedback into the design process.	
Quality of the 'Nature of the External Context' Section Purpose: to describe and recognise, when appropriate, key external features of the project's implementing context that limited the project's performance (e.g. conflict, natural disaster, political upheaval[36]), and how they affected performance. While additional details of the implementing context may be informative, this section should clearly record whether or not a major and unexpected disrupting event took place during the project's life in the implementing sites.	Final report *(coverage/omissions):* The report effectively outlines various external factors that influenced the project's performance, including climatic changes, health crises like the COVID-19 pandemic, and political instability in multiple countries. Final report *(strengths/weaknesses):* This section connects the external context to the project's strategic performance	5
Quality of 'Effectiveness' Section **(i) Availability of Outputs:** Purpose: to present a well-reasoned, complete and evidence-based assessment of the outputs made available to the intended beneficiaries. To include: • a convincing, evidence-supported and clear presentation of the outputs made available by the project compared to its approved plans and budget • assessment of the nature and scale of outputs versus the project indicators and targets • assessment of the timeliness, quality and utility of outputs to intended beneficiaries • identification of positive or negative effects of the project on disadvantaged groups, including those with specific needs due to gender, vulnerability or marginalisation (e.g. through disability).	Final report *(coverage/omissions):* All sections are covered Final report *(strengths/weaknesses):* This section is well-written and informative	5
ii) Achievement of Project Outcomes: Purpose: to present a well-reasoned, complete and evidence-based assessment of the uptake, adoption and/or implementation of outputs by the intended beneficiaries. This may include behaviour changes at an individual or collective level. To include: • a convincing and evidence-supported analysis of the uptake of outputs by intended beneficiaries • assessment of the nature, depth and scale of outcomes versus the project indicators and targets • discussion of the contribution, credible association and/or attribution of outcome level changes to the work of the project itself • any constraints to attributing effects to the projects' work • identification of positive or negative effects of the project on disadvantaged groups, including those with	Final report *(coverage/omissions):* The report provides a well-reasoned assessment of the achievement of project outcomes. However, specific data on how many and which universities or TVETs have actually integrated the changes would strengthen this section Final report *(strengths/weaknesses):* This section acknowledges the challenges of effecting curriculum changes in higher education, providing a realistic view of the obstacles encountered.	5

[36] Note that 'political upheaval' does not include regular national election cycles, but unanticipated unrest or prolonged disruption. The potential delays or changes in political support that are often associated with the regular national election cycle should be part of the project's design and addressed through adaptive management of the project team.

specific needs due to gender, vulnerability or marginalisation (e.g. through disability).		
(iii) Likelihood of Impact: Purpose: to present an integrated analysis, guided by the causal pathways represented by the TOC, of all evidence relating to likelihood of impact, including an assessment of the extent to which drivers and assumptions necessary for change to happen, were seen to be holding. To include: • an explanation of how causal pathways emerged and change processes can be shown • an explanation of the roles played by key actors and change agents • explicit discussion of how drivers and assumptions played out • identification of any unintended negative effects of the project, especially on disadvantaged groups, including those with specific needs due to gender, vulnerability or marginalisation (e.g. through disability).	Final report *(coverage/omissions):* The report provides a comprehensive analysis of the likelihood of impact, guided by the project's ToC Final report *(strengths/weaknesses):* The report is well covered	5
Quality of 'Financial Management' Section Purpose: to present an integrated analysis of all dimensions evaluated under financial management and include a completed 'financial management' table (may be annexed). Consider how well the report addresses the following: • *adherence* to UNEP's financial policies and procedures • *completeness* of financial information, including the actual project costs (total and per activity) and actual co-financing used • *communication* between financial and project management staff	Final report *(coverage/omissions):* This is well covered Final report *(strengths/weaknesses):* All sections are addressed	5
Quality of 'Efficiency' Section Purpose: to present an integrated analysis of all dimensions evaluated under efficiency (i.e. the primary categories of cost-effectiveness and timeliness). To include: • time-saving measures put in place to maximise results within the secured budget and agreed project timeframe • discussion of making use, during project implementation, of/building on pre-existing institutions, agreements and partnerships, data sources, synergies and complementarities with other initiatives, programmes and projects etc. • implications of any delays and no cost extensions • the extent to which the management of the project minimised UNEP's environmental footprint.	Final report *(coverage/omissions):* This section covers a detailed discussion of the challenges but also, there are significant omissions in addressing all dimensions of efficiency and the lack of strategic recommendations for improvement Final report *(strengths/weaknesses):* The report provides a thorough qualitative analysis of internal and external challenges affecting project efficiency	4
Quality of 'Monitoring and Reporting' Section Purpose: to present well-reasoned, complete and evidence-based assessment of the evaluand's monitoring and reporting. Consider how well the report addresses the following: • quality of the monitoring design and budgeting *(including SMART results with measurable indicators, resources for MTE/R etc.)*	Final report *(coverage/omissions):* The report addresses the overall quality of monitoring design and budgeting Final report *(strengths/weaknesses):*	5

• quality of monitoring of project implementation *(including use of monitoring data for adaptive management)* • quality of project reporting *(e.g. PIMS and donor reports)* \	The report candidly acknowledges the deficiencies in the monitoring and reporting systems and recognizes the need for enhanced training and support for partners	
Quality of 'Sustainability' Section Purpose: to present an integrated analysis of all dimensions evaluated under sustainability (i.e. the endurance of benefits achieved at outcome level). Consider how well the report addresses the following: • socio-political sustainability • financial sustainability • institutional sustainability	Final report *(coverage/omissions):* All sections are well covered Final report *(strengths/weaknesses):* No gaps identified	6
Quality of Factors Affecting Performance Section Purpose: These factors are not always discussed in stand-alone sections and may be integrated in the other performance criteria as appropriate. However, if not addressed substantively in this section, a cross reference must be given to where the topic is addressed and that entry must be sufficient to justify the performance rating for these factors. Consider how well the evaluation report, either in this section or in cross-referenced sections, covers the following cross-cutting themes: • preparation and readiness • quality of project management and supervision[37] • stakeholder participation and co-operation • responsiveness to human rights and gender equality • environmental and social safeguards • country ownership and driven-ness • communication and public awareness	Final report *(coverage/omissions):* All sections are strongly covered and satisfactorily explained Final report *(strengths/weaknesses):* This is well-written	6
Quality of the Conclusions Section **(i) Conclusions Narrative:** Purpose: to present summative statements reflecting on prominent aspects of the performance of the evaluand as a whole, they should be derived from the synthesized analysis of evidence gathered during the evaluation process. To include: • compelling narrative providing an integrated summary of the strengths and weakness in overall performance (achievements and limitations) of the project • clear and succinct response to the key strategic questions • human rights and gender dimensions of the intervention should be discussed explicitly (e.g. how these dimensions were considered, addressed or impacted on)	Final report *(coverage/omissions):* The conclusions section provides a comprehensive summary of the project's achievements and limitations Final report *(strengths/weaknesses):* The conclusions could be enhanced by more robust discussions of the project's efficiency and financial management challenges, specifically how these areas could be improved in future initiatives.	5
ii) Utility of the Lessons: Purpose: to present both positive and negative lessons that have potential for wider application and use (replication and generalization)	Final report *(coverage/omissions):* There is a lack of discussion on the human rights and gender	5

[37] In some cases 'project management and supervision' will refer to the supervision and guidance provided by UNEP to implementing partners and national governments while in others, specifically for GEF funded projects, it will refer to the project management performance of the executing agency and the technical backstopping provided by UNEP. This includes providing the answers to the questions on Core Indicator Targets, stakeholder engagement, gender responsiveness, safeguards and knowledge management, required for the GEF portal.

Consider how well the lessons achieve the following: • are rooted in real project experiences (i.e. derived from explicit evaluation findings or from problems encountered and mistakes made that should be avoided in the future) • briefly describe the context from which they are derived and those contexts in which they may be useful • do not duplicate recommendations	dimensions within the lessons learned. Final report *(strengths/weaknesses):* This section is satisfactory	
(iii) Utility and Actionability of the Recommendations: Purpose: to present proposals for specific action to be taken by identified people/position-holders to resolve concrete problems affecting the project or the sustainability of its results. Consider how well the lessons achieve the following: • are feasible to implement within the timeframe and resources available (including local capacities) and specific in terms of who would do what and when • include at least one recommendation relating to strengthening the human rights and gender dimensions of UNEP interventions • represent a measurable performance target in order that the Evaluation Office can monitor and assess compliance with the recommendations. NOTES: **(i)** In cases where the recommendation is addressed to a third party, compliance can only be monitored and assessed where a contractual/legal agreement remains in place. Without such an agreement, the recommendation should be formulated to say that UNEP project staff should pass on the recommendation to the relevant third party in an effective or substantive manner. The effective transmission by UNEP of the recommendation will then be monitored for compliance. **(ii)** Where a new project phase is already under discussion or in preparation with the same third party, a recommendation can be made to address the issue in the next phase.	Final report *(coverage/omissions):* All sections are covered Final report *(strengths/weaknesses):* These are well written and well explained	5
Quality of Report Structure and Presentation **(i) Structure and completeness of the report:** To what extent does the report follow the Evaluation Office structure and formatting guidelines? Are all requested Annexes included and complete?	Final report *(coverage/omissions):* The report is well-written and clearly follows the EO structure Final report *(strengths/weaknesses):* No weakness in this section	5
(ii) Writing and formatting: Consider whether the report is well written (clear English language and grammar) with language that is adequate in quality and tone for an official document? Do visual aids, such as maps and graphs convey key information?	Final report *(coverage/omissions):* Correct grammar and correct tone Final report *(strengths/weaknesses):* Numbering needs some improvement	5
OVERALL REPORT QUALITY RATING		**5**

A number rating 1-6 is used for each criterion: Highly Satisfactory = 6, Satisfactory = 5, Moderately Satisfactory = 4, Moderately Unsatisfactory = 3, Unsatisfactory = 2, Highly Unsatisfactory = 1. The overall quality of the evaluation report is calculated by taking the mean score of all rated quality criteria.