

EDUCATION FOR SUSTAINABLE DEVELOPMENT

(Dec. 2014 – Dec. 2017, Phase 1)

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I. EXECUTIVE SUMMARY - STRATEGIC REVIEW AND OUTLOOK

Based on the project's experience from 2017, the following observations and conclusions significant for further project implementation during 2018 can be made:

Ownership and sustainability. Continued and strengthened ownership remains key for the project's success and sustained impact. The political election in 2016, presidential election in 2017 and finally the change of the Government in October 2017 with its subsequent restructuring of Ministries and agencies (still in process) pose a risk for the project's continuity and the agreed format for cooperation and contributions. The project needs to address those challenges through a number of measures among which the informal but frequent *working level meetings* between the Ministries' staff and the Project Coordination Unit (PCU) play a key role. **The activities during 2018 shall build on continued and close cooperation with the two Ministries and their respective departments on local level.**

Two components in one project. The linkage between formal education and the general public engagement (non-formal education) in SD/GD is a cornerstone of the project. This linkage requires an increased understanding of ESD within MET, as well as an increased engagement by MECSS outside the formal education system. A key role of the project is the strengthening of the mutual understanding between these two actors through dialogue and concrete cooperation. A good example for a successful facilitation of this process is the development of the "National program for ESD" by the two ministries with the support of the project. **The activities during 2018 shall build on continued facilitation of dialogue between the two Ministries as well as their concrete and common engagement in the project.**

Building capacities at local level. The ESD project has successfully supported the Government of Mongolia (GoM) with the integration of ESD in all basic education institutions in Mongolia at the national level. The project also targeted the society outside the formal education sector, increasing the awareness of leaders and the public on GD/SD. It further studied the private sector and their application of sustainability principles. The project will only have a sustained and nationwide impact if there is a clear support from the local institutions responsible for the ESD and SD/GD reforms. Therefore, both the local and the national level authorities must be actively involved in all the processes starting from planning to monitoring, evaluation and learning (ME&L). **Since institutional ownership is key for the sustained impact of the integration of ESD, continued capacity development of the relevant Ministries and Agencies at local as well as national level is essential.**

The project's lessons learnt from late 2016 and 2017 have shown a great interest from local level institutions and organisations to engage in activities related to the ESD and SD/GD national frameworks. The project's sustainability could be strengthened by concrete actions beyond awareness building that can serve as models for ESD application and engagement in SD/GD towards a sustainability that benefits all Mongolians nationwide. **The activities during 2018 shall expose best practices and results for greater impact.**

System-wide project approach. Sustainability issues are complex and interrelated. Sustainability can be created only through common actions between sectors. The results achieved show that system-wide integration requires continuous attention and support. Local schools and Aimags/Soums shall be supported in stronger cooperation to reach commonly defined sustainable goals in the local context. **The schools will thereby become champions and pioneers in strengthening**

1. INTRODUCTION – THE FRAMEWORK OF THE PROJECT

The project “Education for Sustainable Development” was initiated in 2014 by the Mongolian Ministry of Education, Culture, Science and Sports (MECSS) together with the Ministry of Environment and Tourism (MET). The project is supported by the Swiss Agency for Development Cooperation (SDC) and implemented/coordinated by GIZ InS (Germany) in a consortium with Uppsala University (Sweden) and IZB (Switzerland).

1.1. Guiding Principles and Policy Framework

The project engages with the Mongolian Ministry of Education, Culture, Science and Sports and the Ministry of Environment and Tourism under a legal framework covering the ESD reform in the education sector (**Ministry Resolution Nr 8/458**, MECSS, November 13, 2015), the Green Development process (**Green Development Policy** approved by the Parliament of Mongolia, June 13, 2014) and the “**Sustainable Development Vision of Mongolia 2030**” (approved by the Parliament of Mongolia, February 5, 2016).

The project is thus well aligned with the current legal and institutional Mongolian framework. The legal framework has since project initiation contributed to a strengthened position of both ESD and SD/GD in Mongolia. The project is also well aligned with SDCs country strategy for Mongolia as well as the overall vision of SDC to globally engage in a strengthening of basic education.

1.2. The Project

The project goal has been defined as follows: “*Education for sustainable development (ESD) is integrated in the Mongolian school system, and a framework (institutional, legal, and organizational) for sustainable development (SD) and green development (GD) is in place*”. Following the Project Goal, the project was – in the Project Document - divided into two components:

Component 1 focuses on the **education sector reform** at all levels and for all actors in the *formal education system*. Targeted are school curricula and textbooks, pre- and in-service teacher training, school management, as well as school inspections and student assessment systems. The project is to reach out to all schools and all teachers.

Component 2 targets **awareness and action competence** of the *entire Mongolian society*, and therefore covers the *informal education system*. Further environmental management systems (such as ISO 14001) shall be promoted. Finally, the Mongolian ‘Eco-schools’ bridging between schools and the local society are seen as a practical application of ESD.

II. OUTCOMES ACHIEVED

Outcome 1: “ESD is integrated and adjusted in the curriculum of all the 628 schools” (Component 1).

Achievements under Component 1- an Overview:

Outcome 1 aims at the integration of ESD in the entire education sector in Mongolia – horizontally (all institutions playing a role in Basic Education) as well as vertically (reaching down to the local schools in all UB districts and Mongolian aimags- provinces). The involvement of all supporting institutions and the strengthening of local schools and their teachers have proven to be key for ESD to become practically integrated and adjusted in the local curricula of all Mongolian schools. The project has taken a system-wide approach and effectively supported the national level-institutions targeting MECSS itself and their institutions, incl. ITPD (in-service teacher training), MNUE (pre-service teacher education), EEC (assessment and grading) and MIER (curricula and learning material). During late 2016 and the whole 2017 the project has given increasing attention

to the development of capacities, knowledge and skills at Aimag and local school-level focusing on the application of ESD in the management of the schools and in the performances in the classroom. The project has initiated and facilitated cooperation where schools and the surrounding society engaged in pilot initiative a “Vision 2030” processes. This has been the case in both Arkhangai and in Selenge aimag should be seen as “best practices” now to be shared nationwide and internationally.

Key achievements by December 2017

Listed below are some **key aspects** of the projects’ achievements by 2017 measured against the project goal and lead to a sustained impact related to Component 1:

The **legal framework** (Ministerial Resolution and National Core Curricula for the three levels of basic education) supporting the Mongolian ESD reform of the education sector has been in place since 2016. The project has during 2017 delivered continuous support to MECSS institutional network thereby building their capacities to help the schools to apply ESD locally. This is key for reaching defined outcomes and sustained impact beyond the project end. On the other hand, the on-going restructuring and re-staffing at MECSS has caused gaps in the continuity regarding experiences and resulted in insufficient capacities at the Ministry to go on with the implementation of the project activities, for example in regard to the assessment of the education reform that was envisaged for 2017. This assessment is now scheduled for early 2018.

Important is the capacity of teachers to apply ESD in their relation with the students. During 2017 the project has continued the cooperation with ITPD to enhance the capacity and provide **in-service teacher training** to the 17.000 teachers and staff of the Departments of Education and Culture at aimag levels.

ITPD plays a central role also in regard to the strengthening of the leadership and management of the local schools. **School managers** are key actors in the implementation of the ESD-reform, thus capacity development for the management staff at the schools was an important focus. The response from the training shows both commitment and interest but also the need for increased exposure of practical and concrete examples on SD and ESD applications.

The presence of ESD in the **pre-service teachers training** has been given special attention and the MNUE has developed a compulsory course on “Integrated Methodology” based on ESD principles with technical expertise from the project. The application of this methodology will increase the integration between the school subjects (such as running subjects of Mongolian heritage and Natural Science together in order to create better understanding of the linkages between key aspects in the two subjects) leading to a better understanding of the complexity embedded in SD. As of now, all future teachers will be attending this course in the 4th year of university education. The capacity of MNUE in the field of assessment, evaluation and grading as well as “inclusivity and gender in education” has been further strengthened through training and inputs from technical experts contracted by the project.

The legal framework for education stipulates that ESD should be core in all educational matters. International experience shows that the system for **assessment and grading** requires special attention if a reform shall reach out and be applied at school levels. During 2017 the project continued the support to EEC and technical expertise has been mobilized to support EEC staff on concrete subject matter related evaluation and grading modalities. EEC has tested and further developed a number of evaluation models, thus been able to provide the education system with the necessary tools to make ESD become applied and core in practice.

An important dimension of SDG2030 is the aspect of **equity and inclusivity** as a prerequisite to both success in the education sector itself as well as to achieve the SDGs in Mongolia. Following the *Gender Analysis* produced in 2016, the project developed a draft *gender action plan* in 2017. Both documents have served as important framework for the elaboration of the policy document “Gender Policy for the Education Sector” which is awaiting ministerial approval.

During 2016 a stronger engagement and cooperation with local schools was initiated. This was further strengthened and diversified during 2017. The crucial interlinkages between schools and society (“**school based community development**”) – a key principle in application of ESD - was successfully applied and supported by technical expertise from the project. Thereby, local schools in Ulaanbaatar (40 schools), Arkhangai (3 schools) and Selenge (8 schools) aimags were focuses on. The are several examples of truly successful “school based community development”, where students and schools together with aimag institutions have been working together making common visions for 2030 and contributing to the aimags’ Green Development Plans. These examples “best practices” will be shared and possibly replicated nationwide during 2018.

An instrument for **networking and sharing of experiences** has been established through the development of a project-managed web-based **interactive platform**. The platform provides support to teachers with concrete examples of how to apply ESD and thereby contribute to nationwide and sustained impact of the project.

Outcome 2: “Awareness among leaders and the people (adults, parents, community, organizations) on ESD/GD is increased and selected companies and organizations are certified according to ISO 14.001” (Component 2).

Achievements under Component 2- an Overview:

Outcome 2 targets the entire society *outside* the formal education sector. It aims to increase the awareness of leaders and the general public on ESD/GD/SD, as well as it aims to support the private sector in its improved application of sustainability principles. The project through advisory inputs supported the Government of Mongolia, improving the legal framework for and the general understanding of Sustainable Development (SD) and Green Development (GD). (e.g. “Mongolia Sustainable Development Vision 2030”; and the more focused GD, such as the “Action Plan for Green Development Strategy” of Mongolia; as well as the more specific legal documents such as i.e. the “Regulation on Green Certificate and Eco-Labeling”, etc. Mainstreaming the application of this framework is yet not fully consistent. Institutional and capacity development at national and local level is further priority areas for the project.

By targeting the society outside the formal education sector, the awareness of leaders and the public to GD/SD, including how to apply it, has been increased in regard. Studies made by the project on the private sector and their application of sustainability principles has given a better foundation for cooperation with the sector. The project has also reached out in their engagement towards the media to support their specific role and capacity in reaching out and create awareness on sustainability issues. The experience of the Eco-schools has been evaluated in regard to their role to strengthen the linkages between the schools and the surrounding society in a “school based community development”.

Key achievements by December 2017

Listed below are some **key aspects** of the projects’ achievements by 2017 measured against the project goal and lead to a sustained impact related to Component 2:

The project has supported the **strengthening of the legal framework** towards a more green and sustainable Mongolia. During 2017 the project provided technical support and facilitated a stakeholder dialogue for the development of a “Regulation for Green Certificate and Eco-Labeling”. This regulation will help create a stimuli for increased private sector engagement towards a *greener and more sustainable* Mongolia.

Furthermore, the project engaged with the development of the **National Program for ESD, an initiative** led by MET. The program has aimed at creating a foundation for the SD and strengthening the ESD application as well as using the ESD principles in the learning and awareness processes targeting the entire society. The draft Program is now ready for submitting to ministries and related agencies for discussion.

As well as in Component 1, a shift of focus *from national to local* context has taken place in Component 2. In 2017, the project started focusing on developing capacities of and mobilizing technical **support for three Aimag plans on Green Development**. An integrated approach has been used involving the local society, local media and local schools. The linkage and involvement of media and local journalists increased the outreach and thereby awareness about GD and SD in the respective aimags. The good examples and lessons learned can now be used in the work undertaken by other aimags who aim to strengthen GD/SD in their respective local environment.

With the goal to further **strengthen the institutional capacities in the different aimags** (to actively deal with ESD and GD/SD related issues), the project has supported trainings for the FWNRCC staff in each aimag. Trainers, trained by the project, have contributed this capacity development nationwide. In addition, the project has assisted three other Aimags (Bayankhongor, Selenge and Khuvsgul) in their development of Green Development Plans.

Awareness on ESD/SD/GD has many dimensions. During 2017, the project has continued to strengthen **media and its capacity** to promote SD and to reach out to the public. Capacities have been strengthened both at national and aimag level. The project was engaged nationwide in building capacities among active journalists and organising *Training of Trainers*-events. Furthermore, the project has provided material and stimulated networking between the trained journalists. The result is an increased frequency of programs/articles about SD and GD in newspaper and on TV, which in turn is anticipated to increase the awareness of Mongolian public.

A country-wide survey on attitudes and interests in SD/GD implemented in 2015 (and reported on in 2016) served as a basis for the **development of a set of Training Modules and Information materials** (See Annex 3):

- Training of Trainers Module on ESD/SD/GD for journalists,
- Training module on ESD for general public (targeting NCLE trainers),
- Training guidelines on ESD/SD/GD (targeting environmental professionals),
- Training guidelines on EMS (targeting business entities and SMEs),
- Booklet on Khentii aimags Green Development Policy and its action plan,
- Booklet on action plan for Mongolia's Green Development Policy,
- Booklet on the Global Sustainable Development Goals 2030.

ICTNE (a Mongolian NGO) was contracted to develop a set of manuals on how to apply ESD in Mongolia using Eco-schools methodologies. Furthermore, the experience from cooperation between the Eco-Schools and local communities provide strong examples on how **schools can become champions on "community development"**. These examples can serve as examples to other schools in Mongolia.

During 2017 the project also continued its support to **the establishment of the Green Credit Fund**. Starting in 2016, the project facilitated the dialogue between the MET, the Mongolian Bankers Association, UN PAGE and GGGI. The project idea has since taken off. The focus now is on so-called *green finance* and the elaboration of criteria for *green credits*. Where companies/entities can be given favourable financial conditions if they live up to certain standards on sound environmental management. The project contributed technical assistance and facilitated dialogue with stakeholders on the establishment of a **new legislation on Green Certificates and Eco-Labeling**. This new regulation provides the basis for the *greening of the economy*, where the private sector is stimulated to apply improved 'green' technologies. This is now given support by the governmental regulation that are in turn supported by a set of integrated mechanisms including, green procurement and access to green credits.

Supporting this 'green business engagement', the project also facilitated the development of ISO standards for Mongolia and facilitated the training of SMEs in the practical application of both Environmental Management Systems (EMS) principles and certifications (ISO, Green certification and Eco-labelling).

III. OUTPUTS AND PERFORMANCE 2017

This chapter presents a summary of the outputs and performances during 2017 contributing to the projects achievement of outcomes. A complete overview about all activities leading to the results shown below is provided in Annex 2.

Outputs related to Outcome 1.

Output 1.1 Standards, curricula and textbooks are revised and published.

The development and approval of the Ministry Resolution (MECS Nr. A/458, 2015) followed up by Ministerial approval of Core Curricula for the three levels of the 12-year school system (during 2014- 2016) built the framework for the intervention areas of the project. Unfortunately, due to restructuring and re-staffing a MECSS a number of planned project activities were postponed. So for example the **overall assessment of the current ESD framework** of curricula, textbooks and teachers training planned for 2017 is going to be initiated during the 1st half of 2018.

During 2017, the project continued strengthening the capacities to apply the legal framework for ESD including;

- Development of and training on tools for **assessment and grading of students covering ESD principles**. The training reached 635 people, of which 81% were women.
- Gender and inclusivity are key dimensions in both the SDG2030 as well as in ESD. The project developed a draft *Gender Action Plan* for the education sector (concluded in early 2017). The Gender Action Plan served as a base for **the development of a new Gender Policy**. Based on this Action plan, the gender topics are included in training sessions organized by ESD project.

Output 1.2 Existing and new teachers are trained and able to teach according to ESD.

During 2017, the project reached approx. 21.447 individuals (of which 17.000 were teachers and the remaining were students and parents), 81% were women covering almost 30.000 person/days of capacity development. The capacity development **focused on the practical application of ESD** sharing best practices on how to apply ESD in the local schools, how to involve aimag experts in dialogue/cooperation on SD and how to strengthen school-based community development.

The capacity development measures initiated within the project can be summarized as follows (below are selected examples, please see full details in Annex 2);

Capacity development targeting aimag departments and schools nationwide

- The project organized together with MECSS training of staff from all Departments of Education and Culture in the aimags and Ulaanbaatar to strengthen the capacity to practically apply ESD in schools (264 participants, of which 61% women).
- The project together with MECSS organized trainings aiming at developing skills for practical application of ESD among school managers and social workers representing all aimags and Ulaanbaatar districts. In total 888 individuals out of which 71% were women improved their skills to apply ESD in practice.
- Project trained 678 people (teachers, school managers and staff from Department of Education and Culture, selected nationwide; out of which 82% women) to become trainers in implementation of upper secondary core curricula (ESD) as well as in ethics and communication at local schools.

- Repeated trainings through the trained trainers reached out locally to 14,926 school managers and teachers out of which 81% were women. In practice this means that capacities to apply ESD principles has been established in all schools.

Capacity development targeting specific schools and aimags

- The project has through technical expertise and mentoring supported the development and implementation of “Teacher’s development program of Arkhangai aimag”. The program is focusing on the assessment of teachers’ continuous (in-service) development, dissemination of best practices of ESD and the establishment of a “Teachers Development Center” for the aimag. The Center will support teachers to practically apply ESD in the schools.
- Once established (July 2017) the Center organized capacity building activities for all school managers and teachers of Arkhangai aimag (25 trainings, 2,760 participants, of which 79% were women). All training materials including video lessons, presentations and others are uploaded in the data base of the centre, which is established with technical support of the project. In total 84 best practice- lessons for schools, 36 for pre-school education are now available in data base for teachers of aimag. Further, the data base will be linked to web based collaborative platform.
- The project organized training for summer camp teachers in close cooperation with the Children, Youth and Family Development Department of UB city. The trainings involved 90 teachers (64% are women) from 16 summer camps around UB city, Uvurkhongai, Bayankhongor, Uvs and Sukhbaatar aimags. Participants developed skills to apply ESD in the management of the summer camps.

Capacity development targeting institutions on national level supporting the ESD reform

- Capacity development of MECSS staff to apply ESD principles (incl. 114 participants, of which 65% were women),
- Training in ESD principles and tools application in the fields of quality assessment and internal auditing for staff of MECSS and their institutions, including staff of education department of GASI (General Agency for Specialized Agency) (83 participants of which 82 % were women),
- The project together with ITPD organized eight workshops for methodologists (278 participants of which 90 % were women) covering the topic of development of training materials for 18 subjects based on ESD principles. The output of these workshops is a set of “Guidelines for teachers and school administrators on the integration of ESD in school teaching”.
- Supported by international experts, the project conducted training sessions on the social dimension of ESD targeting staff of ITPD, NCLE, Ulaanbaatar NCLE and MIER. Training focused on ESD approaches in social science as well as how to be used by social workers at school.
- The project has through technical expertise supported the development of a MNUE based curriculum on “Integrated Methodology (applying STEM & ESD)” for pre-service teacher education. The Scientific Committee of MNUE has approved it and it is now compulsory at Pedagogical Institute of MNUE. 300 students (of which 72% are women) have attended courses by now. In the frame of the practical training to apply the new integrated methodology lecturers and students of MNUE have also conducted trainings in selected schools in three aimags.
- Training (30 participants of which 83% women) on ESD integration into the equivalency program of NCLE. The course included development of graphical information and advertisement materials based on ESD and used two teachers’ manuals (Mathematics and Mongolian language).

- The staff of EEC trained on practical application of ESD in grading and assessment processes (635 participants of which 81% are women).
- The project arranged a 2-days training for all staff of MIER (56 participants of which 71% were women) on how to apply ESD as well as SD practically in their own institutions. As result of this training the Sustainable Development Plan of MIER was developed and approved by MECSS.

As already mentioned above, in addition to the Training Modules the project developed a number of manuals/guidelines in cooperation with the project partners. Among those manuals/guidelines are the following:

- Draft Guidelines for teachers and school administrations on the integration of ESD into school teaching. The guidelines are in three volumes covering 18 subject matters and will be finalized and published first quarter 2018;
- Handbook and teachers' manual in Mathematics and Mongolian language for equivalency program learners;
- Handbook on integration of ESD into evaluation system EEC;
- Handbook on ESD for education sector developed by MIER;
- Curriculum for a course on "Integrated Methodology (STEM & ESD)" within MNUE;
- Student book on Integrated Methodology (STEM and ESD).

Output 1.3 Integration of ESD principles into management and evaluation systems.

The project trained school managers to apply sustainability and **ESD principles in overall school management** incl. supervision and promotion of the staff as well as strengthening the relation with surrounding society.

The need for an **ESD-based evaluation system** has been identified early in the project planning. During 2016 and 2017, the project has with international expertise supported the EEC to develop examination material based on ESD principles. The material has been tested in 24 schools (15 from UB and 9 from aimags) targeting over 1.744 students. In 2017, a total of 627 examination formats based on ESD principles (in grade 5, 9 and 12) were developed and registered in the so called "Item Bank" of EEC and is thereby reachable for teachers nationwide. The examination formats cover so far Mongolian language, Mathematics and Natural science.

Output 1.4. ESD networks facilitated and activities supported.

As in previous years, the project was engaged in **establishing and supporting networking** within and between different segments of the education sector. The project has initiated and stimulated informal networks between eco-clubs in UB (40), and eco clubs (6) engaged in the synergy between VEGI and ESD projects.

The project stimulated **networking between schools** in several contexts- e.g. in the context of resource efficiency making 40 schools (students and teachers) come together and develop their ideas on sustainable energy consumption. The actions taken led to concrete energy savings in the school and the society. Another example is a school project looking into energy use and saving as well as insulation of school buildings in Zavkhan (in cooperation with GIZ/SDC funded Energy Efficiency project) which ended up with a student managed conference in late 2017 during which students discussed their findings and smart ideas for energy savings with the public.



Wind as a “smart” source for renewable energy - A study visit to Salkhit wind farm. Sergelen Soum, Tuv aimag, May, 2017.
Photo by D.Yondonjamts

The “**Smart consumption of energy**” campaign was a project initiated in Feb 2017 among school students of UB. The campaign organized following chain of activities: 1) training of trainers including social workers, teachers of eco club and students (150 participants-67 % women) 2) trained trainers conducted assessment in own school and developed operation plan of Energy campaign, 3) trainers organized training in the school for primary, secondary and upper secondary students, teachers and workers of schools, 3) various competitions were organized among school students, 4) an eco-conference was organized and concluded the result of campaign (160 participants -50% women). As one result of introducing smart energy consumption during 4 months the **schools saved 16.8 million MNT from electricity bills**, produced 22 short videos about school environment and contributed to a changed attitude of school students and staff. In total 40 schools successfully participated and reached around 30.000 school students and staff.

Output 1.5 Selected Schools-Communities projects and events.

The outputs under 1.4 above can be seen as examples of how the project stimulates **cooperation between schools and the surrounding communities**.

Further activities are related to concrete support to the summer-camps. Trainings (see output 1.2 above) of summer camp teachers as well as follow up and coaching of them increased the capacities to apply ESD. This has been further supported by development of training kits based on ESD.



A model developed by students showing their vision of Herders camp in 2030. Tariat Soum, Arkhangai aimag, October, 2017.
Photo by Ts. Altanbat

Tariat Soum – 2030

A concrete example of a project-initiated closer cooperation between schools and the society is the "We are herders in 2030" activities in Tariat soum. The local school organized a 'community development project' related to the SDG2030 including organization of an eco-conference called "We are herders in 2030" where herders, students and teachers participated. This conference was made possible thanks to the Soum Governor's Office, the Association of Pasture Users groups and the project. It allowed herders and school students to sit together and discuss pasture management and livestock issues. Students were able to introduce their own model of "Herders campus in 2030", where they presented their vision of the locally contextualized SDG2030.

Outputs related to Outcome 2:

Output 2.1 Information and media campaigns on ESD/SD/GD are conducted

The ESD project has during 2017 contributed technical expertise and facilitated the process (incl. organizing working group meetings and active participation in working group) leading to the development of a “**National program on ESD**” during 2017. The program is under the management of MET and has the ambitious goal to reach out to all Mongolians. The development of the program required close cooperation between MET and MECSS/ITPD. The draft has been

finalized and sent to ministries for proposals. The recently developed Government's Action Plan 2020 has recognized the need for this national program (Activity Nr. 4.1.7).

During 2017, the Project has also assisted three aimags (Bayankhongor, Khuvsgul and Selenge) to **develop policy documents for Green Development**. Support has been given through capacity development (15 participants, of which 40 % were women) and advisory services during the process. Concrete examples of the impact are mentioned below:

- **Dadal soum in Khentii Aimag** has established a plan for "Green Pilot Soum – 2024". As part thereof the school of Dadal soum worked closely with soum government office to ban the plastic bag usage in the soum level. The Aimag Governor has now given order to use cotton bags as initiated by the school project.
- **Khentii aimag** has conducted auditing on the implementation of their Action plan for Green development strategic objectives (Green Development plan) for all soums of Khentii. "Green Office" management in all soum offices has been envisaged.
- **Khentii aimag** has adopted the Green Development Plan in 2016 and is now taking concrete steps to address the priority issues in the plan.
- **Bayankhongor aimag** has launched an initiative on reducing the use of plastic bags' in the city.
- **Orkhon Aimag** is developing a Green Development Policy for the Aimag. Journalists trained by the project are promoting SD and GD.
- **Selenge Aimag** has developed their Green Development Policy and all 8 schools of Sukhbaatar city are jointly working on the establishing of a "*school based community development*" process supporting identification of sustainable solutions in their local community.

Furthermore, the project has supported (through capacity development and technical assistance) the organization of an awareness campaign in Selenge, Bayankhongor, Orkhon and Khentii aimags aiming at **increased local communities' awareness on SD/GD**. The project has collaborated with local authorities and other organizations by disseminating advocacy material on SD/GD. For each aimag, one local media organization was selected to improve outreach.

During 2017, the project has continued the **strengthening of the media with the aim to define and promote their role in SD and ESD**. During April 2017, the project organized 6-days training for 30 new journalists (80% were women) from the same four aimags as above.

An advanced training of trainers program for national media trainers (11 participants, of which 82% were women) was organized in April 2017 focusing on improved content of media products related to SD and ESD (ESD application) and on strengthened networking between journalists.

As stated in the original project document, the project is to reach all Mongolians and **increase the awareness about SD and GD**. The project has therefore been engaged in the development and production (incl. Quality Assurance) of number of outreach activities such as:

- 15 video advertisement on TV (1-3 min each);
- 15 TV programs (10-30 min each);
- 16 Media content / video advertisement by social media (1-6 min each);
- 15 Radio broadcasts (10 min each);
- 13 Articles, interview and news in website
- 22 Articles in daily newspaper;

Public outreach and broadcast schedules through media are shown in Annex 3.

Furthermore, a number of **publications on SD and ESD** have been produced within the framework of the project (complete list in Annex 3). The publications contribute to improved quality of the outreach to the public and thereby increase the understanding of SD and ESD.

The **web-based platform for ESD** (<http://www.esd.mn>) was established 2016. Bi-lingual articles, ESD, SD related materials, training guidelines, modules, books and survey reports on ESD, GD/SD, and all bulletins published by the project are now presented on the website. The existence of the platform is promoted at all trainings and events by the project. So far the website has been visited close to 10.000 times and in order to make the website even more accessible, the project is now posting the website content through a Facebook page where the project already has a high number of followers. The linkages to and a cooperation with the websites of MET as well as MECSS and ITPD is under discussion with the ambition to create a common platform on ESD/SD. Furthermore, the ESD platform is considered one key for the reach out contributing continued capacity development and sharing of good examples also after project ends.

Output 2.2 Trainings for leaders, companies, organizations, parents and communities for SD/GD are conducted.

In order to strengthen the institutional capacity the project has continued enhancing the capacity of FWRNCC to perform training in SD/GD using ESD principles. During 2017, the project supported FWRNCC to perform follow-up trainings for aimag staffs. 7 training sessions were arranged reaching 765 participants (of which 45% were women) from all 21 aimags. The training sessions have strengthened the FWRNCC to build their capacity on SD/GD as well as to apply SD/GD in practice.

In order to stimulate the **engagement of higher education institutions in ESD and SD**, a cooperation with Otgontenger University (OTU) was initiated during 2017. The support has lead to that a new adjusted curricula of the University is developed based on ESD/SD concepts and that ESD is now included in in-service capacity development for lecturers at the University. This has in turn lead to that Otgontenger University has conducted several trainings for other Universities to promote ESD application and arranged a conference for the UB universities on ESD and SD. Further the University supported awareness creation through students- developed media material broadcasted via mass media.

Inclusivity and gender are key dimensions in the SDG2030. A training session with focus on gender mainstreaming and gender sensitive policy planning and budgeting was delivered to the staff of MET. 125 individuals (of which 50 % were women) from the Ministry attended the workshop and acquired knowledge on how to apply gender sensitive policy planning and budgeting. This and other follow up events are part of the support and capacitating of the Ministry staff to implement the National Program on **Promotion of Gender Equality and Inclusivity**.

Additionally, in 2017 the project conducted "Gender sensitive methodology" training (30 participants of which 76% women) for main educational institutions. The modules, handouts and training materials used for the training are handed over to ITPD to enable them to include the content into teachers' professional development (in-service training) training programmes.

The ESD project is member of the Gender Committee of both partner ministries and providing advice on the gender mainstreaming within the environmental/educational sectors.



Training for officials from Bayankhongor, Khuvsgul and Selenge aimags on development of “Local Green development strategic objectives”. Ulaanbaatar, September, 2017.

Photo by D.Odonkhuu

Output 2.3 Selected innovative SD/GD projects/centres and the Eco Schools are supported.

The project has through capacity development supported MET by improving the **knowledge database on SD/GD** hosted by MET (“Data base for SD/GD knowledge”-Тогтвортой хөгжил, ногоон хөгжлийн мэдлэг, мэдээллийн сан). The database can be found under <http://www.eic.mn> (only in Mongolian), which is the main web server of MET. Staff at MET have been trained on the management and maintenance of the database.

The project has conducted capacity development for 30 staffs (of which 40 % were women) of MET and FWRNCC building capacities in **development of successful project proposals related to SD and GD**. ToT was a part of the capacity development measure thus 7 certified trainers at FWRNCC will continue the capacity development sessions.

The project has contracted ITCNE, the certified Eco-school operator in Mongolia and member of the international FEE, to organize **capacity development for Eco-schools in 11 Aimags and two districts of Ulaanbaatar** (see Annex 2). In total, 64 schools have participated (incl. 640 participants, of which were 80 % women) in a first training by the project. 43 schools (172 participants, of which around 65 % were women) were engaged in a more advanced training on Eco-school programme and ESD applications. A survey made among 550 students and teachers shows not only a big interest in SD, but also the needs to expose participants to more practical applications of ESD, i.e. how to do ESD in practical life. The evaluation of survey shows that trainings with local relevance prove more useful than general training events.

Output 2.4 Trainings and support for selected companies/organizations for ISO14001.

The project has supported the development of a **revised regulation on green certification/eco labelling** in 2017 by engaging national and international expertise. A draft has been developed and reviewed by the relevant stakeholders including SMEs. The revised regulation on green certification and eco labelling has been accepted and approved by the Government on 27th of September 2017 (Resolution Nr 290).

This certification/labelling process is **linked to the Green Credit Fund process** initiated by MET, the ESD project, Mongolian Bankers’ Association (MBA), and Partnership for Action on Green Economy (PAGE) and Global Green Growth Institute (GGGI). The transition to a green and inclusive economy requires the cooperation between the key actors- Government and the private sector, especially the financial sector playing complementary roles in the support to greening of

the business sector. In 2017, the project has through technical expert input the development of a set of **criteria for receiving favourable loans by SMEs from Green Credit Fund (GCF)**.

During 2016, the project worked with MET to develop **criteria and training manuals on green office** as an important part of the increasing awareness of GD and SD. In 2017, the project organized trainings on "Green Office" for staff of a number of public organizations (such as MECSS, Ministry of Energy, Ministry of Health, Ministry of Construction and Urban Development, Ministry of Labour and social protection, Ministry of Food, Agriculture and Light Industry, Ministry of Road and Transportation development, GASI, National Development Agency and Environment and Tourism departments of UB Mayor's office). The focus of these trainings was on the application of Environmental Management Systems (EMS). In total 357 participants (of which 57% were women) attended in 14 trainings sessions. The participants were introduced to concrete tools for handling issues related to climate change, green procurement and environmental management system (EMS). Special attention was given to "Green Office" development as a concrete issue in which ministries themselves can engage and stand as good example.

During 2017, the project supported MASM to translate and contextualize another five ISO14001 standards (by now 10 standards are available) aiming at an increased **application of the ISO standards**. All these standards are now submitted to the National Council of Standardization and Metrology awaiting their final approval. The application of the standards is a move towards green business development.

Finally, the project organized 7 **training sessions for SMEs on green development and EMS** covering 244 SMEs from Ulaanbaatar city (51), Darkhan (50), Erdenet (44), Khuvsgul (41), Khentii (38) and Uvurkhangai (20) aimags, of which 40% SMEs were managed by women.

IV. MANAGEMENT and FINANCES

Project Management 2017

The project is guided by the PSC, which constitute of representatives from MET, MECSS, MoF and SDC. The PCU has the secretary function. During the reporting period, the PSC met once (in February 2017). The members of PSC expressed satisfaction with the project progress, the results achieved and the performance of the PCU. PSC has evaluated the project results from 2016 as "good" and discussed the Operational Plan 2017, which was later approved (February 22, 2017).

Management issues, processes

The change of Government and related restructuring of ministries and respective agencies led to enormous fluctuation that delayed the implementation to some extent. This required intensive attention and dialogue between PCU and its Partners. The more serious changes were introduced in MECSS and its agencies where almost all leading staff were changed and where also the structure of the Ministry and its departments changed. The changes lead to periods with uncertainties of where the project was hosted within the Ministry, who carried decision-making powers and representing the Ministry in the PSC. This in turn caused that some planned activities were delayed such as assessment of core curricula and textbooks that has been shifted to 2018. In general, however, the planned activities as defined in the approved Operational Plan for 2017 have been implemented/coordinated/facilitated by PCU within the planned budget- and timeframes.

Within PCU staff remained the same but the Officer for PR and Communication left in September 2017.

A second phase or an extension of Phase 1.

During 2017 there has been an intensive dialogue between PCU and SDC about a potential Phase 2 covering four

more years of implementation. A project proposal was developed within the Consortium and refined after inputs from SDC for dialogue with the Mongolian partners and stakeholders. Dialogue with key stakeholders was secured through a planning workshop conducted by SDC in summer 2017 and other bilateral meetings initiated by SDC. Based on the outcomes from the workshop the consortium developed a final proposal for a 2nd phase. However, the final decision concluded that current financial resources could be used for one year of extension within the current project framework. The further discussion and the final decision on a potential second phase and the design thereof will be made during 2018 and managed by SDC.

Financial Management

As per contract, the accounts for 2016 were audited by the PWC (GIZ HQ related accounts) and BDO (locally). Two additional internal audits were conducted by the GIZ Country Office. All audits shows full compliance with principles of efficient and trustworthy management of financial resources.

The Financial Report of the project for 2017 is presented in a separate report. During 2017, the project has used SDC resources amounting to 1.967.296 CHF, which were distributed between Component 1 (1.064.004 CHF) and Component 2 (903.292 CHF). These resources have been managed by the PCU. In addition, the two Ministries have made financial contributions over 1.640.000 CHF (MECSS) and 182.000 CHF (MET). These financial resources are managed within the respective Ministries (Annex 8).

V. LESSONS LEARNT 2017

The table below summarises the key lessons learnt and the project's responses to those.

| Strategic Lessons Learnt/Reflections over encountered challenges | Actions to achieve project outcomes |
|---|---|
| <p>1. Ownership by main stakeholders (i.e. the two Ministries and related institutions) is key to reach sustained impact by the project. The re-staffing due to the outcome of the elections (2016 and 2017) as well as the changing of GoM in autumn 2017 has caused a serious delay in the dialogue with MECSS and the respective agencies. This resulted in sometimes weak cooperation with and between the two Ministries. The lesson learnt during 2017 is that formal information flow is not enough to secure ownership but that continuous informal dialogue at all level is needed.</p> | <p>The dialogue between the project and partners should not be limited only with main stakeholders such as the two ministries, but go deeper and include a strengthened dialogue between the project and implementation organizations and different target groups. This will lead to a more stable project implementation. Further the regular informal almost weekly meetings with key staff at both Ministries must continue and be strengthened.</p> |

| | |
|---|---|
| <p>2. Capacity development at national and local level remains an issue even after three years of implementation. The lesson learnt is that the project must be alert on changes at Ministry level and its agencies and that new staff need both introduction and capacity development in all aspects related to the key topics of the project implementation. Moreover, mere theoretical knowledge of stakeholders and target groups is not enough for practical application of ESD and SD/GD.</p> | <p>The risk for broken continuity concerning insights and knowledge about both ESD and SD/GD requires continuous attention by the PCU. The PCU needs to contribute to a clear understanding of SD/GD for all new staff at both Ministries and its branches. This capacity development should include practical application of ESD and SD/GD based on project facilitated case studies and best practices.</p> |
| <p>3. The facilitation of what at local level has been in focus during the second half of 2017. A clear lesson learnt is that there has been a positive response and an active engagement of the local actors as soon as the SDGs 2030 are contextualised into the specific local setting. This experience puts pressure on the project as it is obvious that both MECSS (Departments of Education, schools, teachers) and MET (Departments of Environment and their staff on local level) as well as the variety of stakeholders at aimag/district levels need support from the project in coaching and mentoring to put the reforms into practice.</p> | <p>During 2018, the project should continue to support the practical application of ESD and SD at local level and make this “local presence” the focus for all interventions. The challenge is to “transfer” the global principles to the local context and make SD&GD and ESD linked to the local conditions, understood by the local stakeholders and thereby mobilize energy and engagement in sustainability issues present in the soum or aimag. Successful work towards the SDG2030 requires integration between subject areas in school and sectors in the society. The role of the PCU during 2018 is to be present locally and support processes where the “sector silos” are broken down.</p> |
| <p>4. Stronger focus on different target-groups. During the three years of project implementation, the project has disseminated information for a wide audience. In dialogue with stakeholders it has become increasingly evident that the project now needs to apply a stronger and more focused target-group specific approach in communication. This is not least important as the project should create not only awareness but also competence to act. The lessons learnt is that the project must further strengthen the dialogue with the different target groups in order to make them not only talk but also act in favour of ESD and SD/GD principles.</p> | <p>The dialogue with different stakeholders shall be strengthened and based on local context and stakeholder interests. The increasing presence by the project in aimags and soums as planned for 2018 shall be used as a vehicle for the strengthened dialogue with different stakeholders. The target groups (teachers, school managers, students, aimag authorities, institutions and different stakeholder groups) in the selected aimags will be approached, listened to and given possibilities to guide and involve in project interventions. The information gained shall also feed-back into the national actors to strengthen their understanding of how to promote action towards the SDG2030.</p> |
| <p>5. Sharing of information and experiences is still one of the challenging topics for the project. There are frequent requests for information and sharing of experiences and an increasing awareness that use of modern ICT can create availability and a flow of information and experiences flow between (to and from) national institutions and the local level actors. The lessons learnt is that the strong interest at local level to better understand the national policies (such as ESD or GD) and to apply those can be further stimulated by use of ICT platforms where experiences and good examples are shared in a dynamic way.</p> | <p>The current set-up of web-based communication needs further refinement and strengthened coordination in order to meet stakeholder's expectation. The local context should be moved into the focus, as Inputs from central level alone can never create the dynamics needed to effectively make people link up and contribute to reform success. The effective design and use of a web-based communication platform requires dialogue with the main stakeholders and targets groups. In addition to design and shape the platform requires expert inputs by the project. To stimulate wide use of the platform will require action by the project.</p> |