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EDUCATION FOR SUSTAINABLE DEVELOPMENT

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GIZ International Services/Germany

in consortium with

Uppsala University/Sweden and IZB, University of Teachers Education Zug/Switzerland



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THE EDUCATION FOR SUSTAINABLE DEVELOPMENT PROJECT
FINAL REPORT (2015-2018)

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I. COUNTRY BACKGROUND AND EDUCATION

1.1. Country background

Mongolia is a landlocked country in East Asia, sharing borders with China and Russia. At 1.564.116 square km, Mongolia is the 18th largest and the most sparsely populated unitary sovereign state in the world, with a population of around 3.2 million people. Mongolia is well known for its rich history, for its culture profoundly rooted in nomadic pastoral traditions and for its rich mineral resources.

The country witnessed a dramatic transformation following its transition from a socialist to market-based economy in 1990. Since 2010 the economy of the country is generally characterized by economic growth (Mongolia's GDP expected to grow by 6.1% in 2019- Asian Development Outlook 2018, ADB) mainly due to the mining sector but with periodical fluctuation based on the world price on mineral resources and the political situation of the country. While the economy expanded, social and living conditions have improved for certain parts of population. However, the increased widening gap between living standards in rural and urban areas, and between the rich and poor are challenges for an equitable and sustainable development.

Mongolia has become increasingly urbanized, with 66 % of the population living in urban areas, mostly in the capital city Ulaanbaatar. Mongolian people witnessed changes by an infusion of technology, but also by air pollution, food security, traffic jam, and insecurity in everyday life. Alongside with the prospects of wealth, there is increased concern about ecological challenges. Public attention towards increased air pollution in cities, destruction of land as a result of mining, exploration of natural resources, overgrazing, increased desertification, water shortage, poor sanitation and contamination of rivers and lakes, forest degradation are getting more prominent.

While the country is performing well on gender equality in general, gender disparities are evident in some socio-economic indicators. While women make up 48 % of the economically active population, men dominate political and managerial positions. With 13 women elected to the 76-seat Parliament, women constitute 17.1 % (2016-2020) of the Parliament.

1.2. The Mongolian Education system

The Mongolian education system went through transformation as well. When the centrally planned Soviet system collapsed in the end of the 1980s, the education sector faced major difficulties. Since the nineties, the GoM progressed to adjust the education system with major reforms. The Government provides free access to general education (1-12 grades). The Mongolian education system is like most other countries sub-divided into compulsory primary education, lower and upper secondary education and higher education levels. The extension of the 12 year schooling system required a profound reform of the curriculum and the standards. The former curricula were overloaded with subjects and content requirements, with an insufficient emphasis on modern learning methodologies. It echoed learning arrangements of the socialist era, which are no longer consistent with the need for greater flexibility in subject selection and a student-centered teaching environment.

The Ministry of Education, Culture, Science and Sports (MECSS) is the Central administrative body that formulates national education policy and sets the standards for each level of formal

education. In addition, the MECSS administrates general provisions on education matters, pre- and in- service teacher training, curriculum development and state examination procedures.

II. EXECUTIVE SUMMARY

The Government of Mongolia has realized that as a result of environmental pressure, social transformation and rapid economic growth, Education for Sustainable Development (ESD) is increasingly needed. Education is essential to create adaptation and mitigation capacities of communities and nations to make informed decisions for sustainable development. Quality education designed with the purpose of empowering young people and to enable individuals to address ecological, social, economic and cultural issues is a prerequisite for it. Political declarations have little impact on actual practices unless children, youth, and adults learn about the importance of sustainable development and, as a corollary, change their attitudes and behavior towards the environment and the society.

As a consequence, the Ministry of Education and Science (MES in 2014) has started to integrate Education for Sustainable Development (ESD) in the standards of the 12-year school curriculum. The intention was to mainstream ESD in the formal education system throughout the entire country. On the other hand, the Ministry of Environment and Green Development (MEGD in 2014) has developed the National policy on “Green development”. However, the political commitment was challenged by low human resource capacities and framework for implementation.

Based on its country strategy, SDC focuses on contributing to equitable and sustainable social and economic development. SDC has been involved during 1999-2014 to support environmental education through the establishment of several Eco Schools throughout the country. The support of establishing Eco Schools was an opportunity to support the integration of ESD in schools and promote SDC in Mongolia that should not be missed. It is in this context that SDC, MES and MEGD have joined forces and have decided in 2014 to plan, implement and finance the “Education for Sustainable Development for all people in Mongolia” (ESD) project.

The vision of the “Education for Sustainable Development” project was to contribute to sustainable development in Mongolia. The overall goal of the project was defined as followed:

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.

The project had two outcomes:

Outcome 1: ESD is integrated and adjusted in the curriculum of all the 628 schools (1st -12th grade).

By changing and adjusting the education system based on ESD principles the project engaged teachers and students to “learn for the future” and to enter into a “culture of complexity” by using critical thinking to explore and challenge existing values and by reflecting on existing learning value.

By reaching this outcome the ESD project has supported the Government of Mongolia with:

- **adjustment of legal framework** for successful integration of ESD principles in all basic education institutions incl. schools of Mongolia;
- improvement of the institutional framework for ESD introduction through **strengthening national and local educational institutions on ESD**;
- **amendment of core curricula** on secondary and upper secondary education level;
- **update of textbooks** based on amended core curricula;
- **adjustment of teaching methods, methodologies and learning processes** in line with ESD best practices (pre-service and in- service teacher trainings);
- development of the **teacher's handout/manuals for ESD application** at schools;
- **adjustment of assessment system** for basic education, based on ESD principles and good examples;
- **establishment of networks and external relations** between schools, and between schools and communities, where schools play leading role (school-based community development);

The integration of ESD principles and its application in daily life was spread throughout of the country by teachers of the basic education, trained on ESD during the whole project implementation time (2015-2018). By building capacities, the project actively involved and strengthened existing structure. So, the whole process of capacity development of teachers, school principals, social workers, staff of education and culture departments nationwide was done in close coordination with the Ministry of Education and mainly through national education institutions such as ITPD, NCLE, MIER, EEC and MNUE.

Outcome 2: Awareness among leaders and the people (adults, parents, community, organizations) on ESD/GD/GD is increased and selected companies and organizations are certified according to ISO 14001.

The project also targeted the society outside the formal education sector, increasing the awareness of leaders and the public on Green and Sustainable development (GD/SD). In this area the project supported GoM with:

- **improvement of the legal framework** for Green and Sustainable development nationally and locally;
- **strengthening** of sectoral **organizations on ESD, GD/SD** on national and local level;
- **development** of various **training and advocacy materials, publications** on ESD, GD/SD;
- **organization** of capacity building measures for decision makers;
- **organization** of advocacy **events** for public;
- **adjustment and introduction of ISO 14001** standards and **EMS** for public and private sectors;
- **establishment of cooperation** between schools and communities, businesses, parents and local authorities to educate community members in which the schools play leading role.

In both outcomes, the project supported GoM in integration of international experiences and best practices into the Mongolian development process and vice versa, by presenting Mongolian results in relation to ESD and GD/SD to international community.

Initiated and implemented by the project during 2015 several **studies on ESD/GD/SD** (e.g. a study to map the legal and institutional framework for ESD/GD/SD, a study to find out how to increase quality engagement in ESD/GD/SD through media action and media presence, a study on public awareness and attitudes, a survey about knowledge and attitudes towards sustainability targeted at young people etc.) are the basis for project implementation strategies on actions

broken down to activities (including training programs, training and promotion materials), that flowed in yearly operational plans divided into two components.

Sustainability issues are complex and interrelated. This required the project to develop and integrate a **system-wide approach** aiming to create common actions between different actors and different sectors towards sustainability, where the actions are based on the common understanding of ESD. It should be noted that depending on local conditions the project developed different scenarios of the system-wide approach but has had two common points: a) ESD is a tool to reach SD and b) schools are **champions** in community development.

The results achieved show that the project success requires strong cooperation of all parts of society to reach commonly defined sustainable goals in the local context. Therefore, schools were capacitated and facilitated by the project to closely cooperate with the local government, authorities, parents, communities, private sector and other stakeholders. Thus, the cooperation to reach local sustainable goals proceeded in form of a **cluster development**, where schools played a central role and the involvement and clear support from local institutions responsible for the ESD and GD/SD reforms have ensured sustained and nationwide impact of the project outcomes.

Important element of the implementation strategy was **ownership** at ministries, implementation at organizations as well as at schools. The knowledge management, exchange and learning and a reasonable balance between causal, persuasive and supportive project inputs supported the implementation. Therefore, the national and local level authorities, organizations and schools were actively involved by the project in all processes starting from planning to implementation, monitoring and evaluation.

In regard to **sustainability**, the project emphasized on institutional sustainability by involving national stakeholders at all stages of the project, on technical sustainability by integrating ESD fully into the Mongolian education system and ensuring that the Government is able and ready to continue activities beyond the project.

All these **project interventions** enabled project partners and target groups not only to clearly define their own goals for sustainable development and thus to reach SDGs, but also qualified and showed them how to cover it. **The Sustainable Development Goals, which were understood by target groups, especially on local level, as abstract topics, were recognized by them as something very tangible and practical** (Annex 6. "Assessment of change of attitudes and behaviour").

During the project implementation period the local level institutions and organisations including schools have shown a great interest to engage in activities related to ESD and GD/SD. However, the ESD and its application would often be considered and understood as something special, which is closely related only to environmental education, but not to the SDGs. Therefore, as the project experiences show, the continuous training of target groups on ESD and GD/SD was and still will be one of the bases of the successful application of ESD towards to SDGs.

The project sustainability and impact were strengthened by concrete actions, which targeted awareness building and change of attitudes of the target groups.

The ESD project initiatives, activities and achievements on advancing policy, increasing capacity of educators and trainers, integrating sustainability practices into education and training environments, empowering and mobilizing youth and encouraging local communities and

municipal authorities to develop community based ESD programmes were fully aligned with five priority action areas of **UNESCO Global Action Programme on ESD** (UNESCO GAP).

The project was **jointly implemented** by the Government of Mongolia, represented through the Ministry of Education, Culture, Science and Sports and the Ministry of Environment and Tourism and the SDC. The overall responsibility for the project was carried by a **Project Steering Committee** (PSC) that included representatives from MECSS, MET, MoF and SDC, which was the overall governing and decision-making body.

Through international procurement, the SDC has assigned a **consortium** led by GIZ InS to be responsible for the project coordination and implementation. The consortium includes Uppsala University in Sweden and the IZB at Zug University, Switzerland. The three partners contribute backstopping and expert support to the project.

The **Project Coordination Unit (PCU)** was responsible for the implementation of the mission in Mongolia, including coordination and implementation of activities, engaging Service Providers (SP) and Implementation Organizations (IO) to implement various sub projects and activities.

Important IO-s of the project in the education sector were the Institute for Teacher Professional Development, the Education Evaluation Centre, the Education Research Institute, the National University of Education and the Lifelong Learning Centre. For the environmental sector starting from the second year of implementation, the role of the Fresh Water Resource and Environmental Conservation Centre as an institution of MET responsible for Information and Training was reinforced, supported and strengthened by the project. In addition, numerous different public organizations and NGO-s were commissioned and contracted by the project as IO and/or SP.

The ESD project was implemented during January 2015 and December 2017 with cost-neutral one-year extension until the end of December 2018. The project was covered by the planning document (ProDoc and LFA) and included a 3-month inception phase.

An external evaluation a **Mid Term Review** (MTR) was ordered by SDC and carried out from September 21 to October 06, 2016.

The **overall budget** for the entire project phase (2014-2018) was CHF 12.820.000. The Swiss contribution amounted to CHF 8.460.000 whereas the contribution by the Government of Mongolia was CHF 4.360.000 (CHF 2.180.000 for each ministry).

An **external audit** for 2015 and 2016 was done by BDO Audit LLC and for 2017 by KPMG Audit LLC. The audit companies were selected by SDC and audit reports were accepted by SDC.

An **internal audit** at the project was done by GIZ Country office once in 2015 and twice in following years 2016-2018.

III. STRATEGIC REVIEW

Based on the project experiences (2015-2018), the following observations and conclusions can be made:

Ownership and sustainability. Continued and strengthened ownership remains the key for the project success and sustainable impact. The unstable political situation in the country, in particular at GoM followed by almost regular changes of management in the respective ministries with its restructuring in agencies posed a risk for the continuity of the project outcomes and distribution of the good results nationwide. The changes caused in some cases less ownership on the project, reduced attention and more importantly – reduced understanding and significance of the project context and participation in the project. For success and sustainability, the project needed to address those challenges through a number of measures among which common understanding of project vision, its implementation, development process, good and detailed planning with clear responsibilities, the informal but frequent working level meetings between the Ministries’ staff and the Project played an important role.

Two components in one project. The linkage between formal education and the general public engagement (non-formal education) in SD/GD was a cornerstone of the project. This linkage required 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 was the strengthening of mutual understanding between these two actors through dialogue and concrete cooperation. A good example for successful facilitation of this process were the development of the “National programme for ESD” and implementation of the “school based community development” initiatives/small projects.

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 as well as at the schools. With awareness raising among leaders and the public, including private sector on GD/SD, the project targeted the society outside the formal education sector. Integration of ESD with its application in society, success of the reform process, common vision and finally cooperation of stakeholders towards to sustainable goals in local context demanded the common understanding of topics and the will to make positive changes in the society. Parallel to them, the clear support and cooperation of the local institutions responsible for ESD and SD/GD reform was the assurance of the project’s sustained impact during its implementation.

System-wide approach. The success of the project as well as its impact are based on various criteria. Additional to common goal and common understanding of the subject, the participation in a reform process, concrete joint actions between different sectors and different actors were initiated, facilitated and implemented by the project. The system-wide approach with active involvement of all parties was one of the tools used by the project for better achievement and sustainability of results, which also improved “project ownership” by implementers. The schools, facilitated by the project were thereby “**champions**” and “**the engine**”, which have **steered and driven** the local development.

Mid Term Review /SDC Management response

In autumn (September 21st to October 06th) 2016 the SDC Mongolia commissioned an external Mid Term Review with charge to assess the relevance, effectiveness, efficiency and sustainability of the ESD project. In generally, the MTR evaluated the project implementation and its achievements as “satisfied”. However, the MTR team recommended to the project (November 25, 2016) to improve coordination between MET and MECSS, to give more attention on qualitative input from consortium, to focus on bottom-up, concrete activities on ESD application on school (local) level and Green certification. Based on those recommendations, justified by SDC management (SDC management response), cooperation with and between two ministries was improved through common actions conducted by the project (Development of the National

Programme on ESD, more involvement of MECSS and MET in training/mentoring activities, development and implementation of public events on ESD/GD/SD). The cooperation with MASM and GASI on improvement of the legal framework on Green certification was intensified (development of the National Strategy on introduction of EMS and ISO 14000 standards, adaptation and approval of ten ISO 14000 standards etc). With technical and financial inputs of the project twenty-nine schools were supported by implementation of their ESD application activities. International experts were hired by the project on concrete topics such as development of examination and assessment materials, introduction of gender aspects in to sectoral strategical documents instead general topics on ESD (see details in chapter outcomes and outputs).

IV. INTRODUCTION – THE FRAMEWORK OF THE PROJECT

The Ministry of Education, Culture, Science and Sports of Mongolia (MECSS) together with the Ministry of Environment and Tourism (MET) initiated “Education for Sustainable Development for All in Mongolia” project in 2014. The project was 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 PH Zug (Switzerland).

4.1. Guiding Principles and Policy Framework

The project implementation was based on and guided by the following principles and policy framework, in which some policy documents were developed and approved during the project implementation period:

- The “**Sustainable Development Vision of Mongolia 2030**” (approved by the Parliament of Mongolia, February 5, 2016) - is a Mongolian adaptation of the UN assembly declared global Sustainable Development Agenda 2030;
- The “**Green Development Policy**” (approved by the Parliament of Mongolia, June 13, 2014);
- The “**Ministry Resolution Nr 8/458**” (approved by MECSS, November 13, 2015) declared ESD to be the overarching principle in the basic education sector;
- The Law on “**Planning of Development Policy**” (approved by the Parliament of Mongolia, November 26, 2015);
- The “**Action Plan for Implementation of the Green Development Policy**” (approved by the Parliament of Mongolia, January 11, 2016);
- The **Government Action Plan 2016-2020** (issued by the Mongolian government September 22, 2016). This action Plan includes clear commitment to strive for Sustainable Development and to apply Green Development principles. The plan underlines the need for effective education towards SDG goals.

The project was 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 is – in the Project Document - divided into two components:

Component 1 focused 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 targeted **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.

V. 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 aimed at the integration of ESD in the entire education sector of 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 Aimags-provinces). The involvement of all supporting institutions and the strengthening of local schools and their teachers have proven as a key for practically integration of ESD and its adjustment in the local curricula of all schools. The project has taken a system-wide approach and effectively supported national level institutions targeting MECSS itself and their institutions, incl. ITPD (in-service teacher training), MNUE (pre-service teacher education), EEC (assessment and grading), MIER (curricula and learning material) and the Lifelong Education (education for general public).

Key achievements by December 2018

Listed below are some **key aspects** of the projects’ achievements by 2018 measured against the baselines and led to a sustained impact related to Component 1:

During the implementation period, the project supported the GoM by establishing **legal and policy framework** for introduction and application of ESD in basic education. As pre-condition and ground for design and development of the policy documents including core curricula, the project has with involvement of the international experts built capacity of national educational institutions and experts. Established in April 2015 by MECSS and capacitated on ESD by the project the team of national experts developed the **Core Curricula for Lower Secondary Education** approved by MECSS in June 2015.

As a next step to strengthen legal framework, the project supported MECSS in 2015 for the development of the main policy document for ESD integration at school system - “**Key areas and requirements of incorporating and implementing the concept of Education for Sustainable Development in the training and activities of secondary school**”, the annex to the resolution No. A/458 by the Minister of Education, Culture and Science. In addition to the Government Action Plan for 2016 -2020 and the National Programme on ESD, the a.m. guideline is a legal document, which obligates integration of ESD into basic education of Mongolia. Furthermore, by implementing this document Mongolia has become the first country, which has not only developed policy framework for ESD, but also **integrates** and implements **ESD in all schools** of basic education **nationwide**.

During June–July 2016, the project assisted MECSS and MET for the development of the **Government Action plan 2016-2020**, which focused integration of ESD principles into development process of the country (Chapter II: Policy on sustainable growth of economy, Chapter III: Social policy, Chapter IV: Nature and Green development policy and Chapter V:

Governance policy). The Action plan, including project' proposals was approved by the Parliament of Mongolia on September 9th, 2016.

With approval of the Annexes to “Minister’s resolution No. A/458” and later approval of “Sustainable Development vision of Mongolia-2030” (2016), the need for comprehensive adjustment of training programmes for basic education became even more important. In line with this, in 2016 the project supported MECSS to update **Core Curricula for Upper Secondary Education**, based on ESD principles and experiences gained during the development of core curricula for lower secondary education. Adjusted core curricula for upper secondary education was approved by MECSS on 10 July 2016 (Resolution A/302).

The legal framework guiding ESD introduction and implementation in the education sector includes “national” or “core curricula” for three levels of the 12-year school system (primary, lower secondary and upper secondary, where the core curricula for primary education was developed and approved by MECSS in 2014, before the project was started). Thus, Mongolian basic (formal) education system and its training programmes are **completely based on ESD principles towards to SD** (*Assessment of integration of ESD principles and ESD contents in Core curricula and teaching methodology of Basic education, 2019. Annex 5*).

But the “curricula changes” as such cannot bring necessary adjustment in the overall education system. Therefore, to make the reform effective, the project facilitated involvement of all institutions and at all levels, which have role in formal education, in this reform process.

The Inception Report has outlined a set of measures required for support and facilitation of the reform process, i.e. repeated trainings of teachers at all levels on methodological and practical tools to apply ESD in practice, development of new assessment structures (of teachers, students, parents) to reflect ESD, support schools by applying the ESD implementation principle “learning by doing”, support for education organizations including GASI **for institutional strength** on ESD, GD/SD. These set of measures proposed by the project were agreed with MECSS and later implemented during 2015-2018.

During its implementation time, the project gave attention on **institutional strengthening of ITPD** on ESD, GD/SD, the key institution responsible for teachers’ professional development (regular training) of basic education (in-service teacher training). The experts, methodologists and teachers of ITPD were continuously educated through the project on ESD, its application, as well as in teaching methodologies. At the same time, the project supported ITPD by adjustment of the **training programme for teachers’ in-service training based on ESD principles**. The training sessions on ESD and its application jointly organized by MECSS and the project during July 2015 until November 2018, were conducted mostly by teachers and methodologists of ITPD with technical support of the project.

The institutional strengthening of educational institutions went beyond just training activities. The project encouraged and facilitated the establishment of **local, regional and global ESD networks** through organizing domestic study tours, trainings measures at local level, and supported the participation of Mongolian educational institutions in international events and conferences (India, Korea, Sweden, Hungary etc), which promoted the improvement of international cooperation of Mongolian institutions and acknowledging them at international level as implementers of ESD.

Theory and practice - together were one of the key principles of the project in its implementation. Therefore, a teaching guideline/manual “**Methodology for Integration of ESD in school teaching and school activities**”, developed with technical support of the project under the lead of ITPD (2018) is one of **the significant project’ outcomes**. With concrete examples on ESD application, the book is a practical user manual for teachers to implement new core curricula.

Side by side with in-service teacher training, the **pre-service teacher training** is one of the most crucial pillars of the educational system. Therefore, the ESD mainstreaming in pre-service teacher training has been given special attention through continued capacity building activities and technical support to MNUE by the project. As a result of training activities and advisory services, the MNUE has developed a *compulsory course* and student book on “**Integrated Methodology**” (STEM and ESD). Starting from 2017, all future teachers are attending the course in the 4th year of their university education.

At the same time the capacity in “inclusivity and gender in education” has been further strengthened through training and inputs from technical experts trained and contracted by the project. Subsequently, the MNUE developed a **curriculum and selective course with two credits on “Gender in Education” and its manual** based on ESD principles. New curriculum gives future teachers a new subject to study, which is included in the training programme of MNUE since academic year 2018.

With the main task to develop new products and textbooks for basic education, MIER was another decisive partner of the project. New knowledge and information on ESD received during trainings by the MIER played a crucial role in the development of core curricula and **adjustment of 152 textbooks** based on ESD principles and amended curricula.

The need for an **ESD-based evaluation system** has been identified early in the project planning. During the project implementation, EEC was capacitated and supported with international expertise to develop examination material based on ESD principles. A total of **627 examination formats are developed and registered** in the “Item Bank” of EEC and are accessible for teachers nationwide.

The **NCLE** with its objective to provide opportunity for everyone to acquire excellent basic skills, a qualifying education and a solid foundation for lifelong learning plays an important role in dissemination of know-how in ESD and therefore was one of the institutions supported by the project. With technical support and international expertise, the NCLE has adjusted the **Equivalency programme** based on ESD principles, which was approved by MECSS in 2018. Within the cooperation with the project, the NCLE has developed **Training of Trainers modules** on GD and SD and built a trainer pool based on that. Later, with support by the project, the NCLE national trainers conducted trainings nationwide.

In order to ensure law enforcement and standards in the education sector, to promote sustainable human and social development, to improve the understanding between different public organizations and their smooth cooperation, the project conducted trainings for **all educational staff of GASI**. As the national inspection system, which involves school inspections, GASI plays a central role to support the entire system to apply ESD principles in all aspects of school management.

For the dissemination of ESD principles and reaching out to more students, the project made an analysis of the training programme for **Student Summer camps**. Based on the analysis, the training programme and its methodology were adjusted. The base of a “new” training programme is the ESD and the programme itself is an ESD application for summer camps. During 2016-2018 the project conducted yearly trainings for summer camp teachers jointly with the **Metropolitan Education Department (MED)**.

With the aim to disseminate ESD principles and know-how on ESD application for schools, the project closely cooperated with MED, which resulted in the establishment of an ESD network of 40 UB schools, that grew up to 56 by the end of 2018. The MED and the project organized yearly (2016-2017-2018) public campaigns with active participation of students and teachers of these schools. Staff of MED was trained by the project on ESD and GD/SD.

According to the recommendations made by MTR team from 2016, the project gave attention on stronger engagement and cooperation with local schools, aimed to integrate ESD in the entire education sector of Mongolia not only horizontally, but also vertically, reaching down to the local schools. During 2017-2018, the **project supported schools** for the implementation of **ESD applications**, in which the schools have developed local curricula based on local conditions. The project team worked with **172 schools in 16 Aimags and 8 Districts of Ulaanbaatar**. This cooperation has also built a relation (ESD network) between schools for dissemination, the sharing of experiences and good examples on the application of ESD.

For a better support of schools for their *school based community development* activities, the project worked closely with **local administrations**. For instance, the project supported the elaboration of Aimag development plans, in which the schools proposed their ideas and visions toward SD.

An important dimension of SDG 2030 and one of the key principles of ESD is the aspect of **equality and inclusivity** as a prerequisite to both successes in the education sector itself as well as to achieve the SDGs in Mongolia. Following from this the project conducted **Gender Analysis** of the education sector and developed a **Gender Action plan** for the education sector. Both documents have served as an important framework for the policy document “**Gender Policy for Education Sector**” elaborated by the project with technical support of national and international experts. The Gender policy was approved by MECSS in August 2017 (Minister’ Resolution No A/130).

A crucial instrument for **networking and sharing of experiences and information on ESD** has been established through the development of a project-managed web-based **collaborative platform - www.esd.mn**. The platform provides support for teachers with concrete examples of how to apply ESD and thereby contribute to nationwide and sustainable impact of the project. In December 28, 2018 the web platform was handed over to ITPD.

In the second half of 2018 a team of experts led by Teacher’s Development Centre at MNUE has **assessed core curricula for three levels of education** - primary, lower secondary and upper secondary. The assessment team consisted of experts capacitated by the project during 2015-2018. The core curricula were assessed divided in four main sub-assessments: a) assessment of goals, integration of ESD, b) assessment of contexts of core curricula on regard to ESD/SD, c) assessment of methodology and teaching tools based on ESD, and finally d) general assessment. In total **16 criteria** such as **Systems thinking competency, Anticipatory competency, Strategic competency, Integrated problem-solving competency etc** and **75 indicators** were developed by a team for analyses of the goal and ESD integration. The content of the curricula was assessed according to *29 indicators and 171 topics* divided to each school subject. The experts team analyzed in total *119 teaching methodologies*.

According to the evaluation of the assessment team, the principles, understanding of **Education for Sustainable Development are relatively well integrated in goals and content** of core curricula as well as in teaching methodologies. However, the structure of the core curricula, design of integration, the nature of the subject matter and some irregularities in the teaching

methodologies create unclear and complexity for users and shall be improved. (Annex 5, Assessment of core curricula). The assessment will be delivered to MECSS in January 2019.

At the same time another assessment was initiated and made by the project. The goal of the analysis was to measure the change of attitudes and the behavior of students, teachers, parents, local administrations in result of the introduction of ESD at the schools and society. The assessment covered 2379 students, 471 teachers (from 12 schools in total: 8 from UB, 2 from Arkhangai Aimag and 2 from Selenge Aimag) and was made compared to the situation in 2015 (Baseline study 2015). According to the assessment the **knowledge of students on ESD** (divided in three ESD dimensions - economic, social and environmental) **increased** from 3.1 in 2015 to 4.3 points in 2018 (highest score 5.0), and **teachers** from 3.1 up to 4,2 points. The assessment shows that the **awareness and attitudes of students** in regard to ESD application are **positively changed**. For instance, 48.2 % (37.2% in 2015) of the students are active in waste management, 33 % in environmental issues (23.2 %- in 2015), 40.6 % (27.2 % - in 2015) are initiating and/or supporting ESD application, 70.4 % (51.3 % in 2015) are active in sustainable use of water and energy. 86 % of teachers evaluated that they have more capacity on ESD and ESD application, 88.1 % - that the knowledge and attitudes of the students on ESD and its applications increased, 87.1 % - that the school subjects and lessons are based on ESD principles and 88.9 % of teachers have changed the methodology of teaching. 74.3 % of the students, 79.6 % of the teachers, 63.2 % of officials involved in the assessment **evaluated the ESD project**, its implementation and results higher **than 90% out of 100**. (Annex 6. Assessment of change of attitudes and behavior).

One of the milestones based on which the project has reached all above-mentioned outcomes was capacity building on ESD, GD/SD covered starting from ministries staff to national and local institutions, agencies, schools, Aimag administrations and the individuals.

Changes that occur in the schools (graduation of school, new students, new teachers), migration of the population to Aimags, cities, between Aimags, changes, caused as a result of political decisions and other reasons emphasize that the **capacity building** was and still will be one of the **key aspects** by reform process in the education sector.

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

Achievements under Component 2 - An Overview:

Outcome or component 2 targeted the entire society *outside* the formal education sector. It aimed to increase the awareness of leaders and the general public on ESD/GD/SD, as well as its aims to support the private sector in its improved application of sustainability principles.

By targeting the society outside the formal education sector, the awareness of leaders and the public on GD/SD, including how to apply it, has been increased in regard. The project has also reached out to the media to support their specific role and capacity in reaching out and create awareness on sustainability issues. The experience and tools of the Eco-school programme were used to strengthen the linkages between the schools and the surrounding society.

Key achievements by December 2018

Listed below are some **key aspects** of the project achievements by 2018, measured against the project goal and led to a sustained impact related to Component 2:

As in Component one, the project provided technical support and facilitated a stakeholder dialogue for the development of various policy documents on national, regional and international

levels supporting the **improvement of the legal framework** towards a greener and more sustainable Mongolia.

On national level:

- The “**Action Plan for Implementation of the Green Development Policy**”, approved by the Parliament of Mongolia on January 11, 2016, defines actions for every sector of society and economy towards green and sustainable development;
- The annex to the resolution No. 19 - “**Mongolia Sustainable Development vision 2030**”, approved by the Parliament of Mongolia in February 05, 2016, is a main policy document of the country on sustainable development;
- The **Government Action Plan 2016-2020**, approved by the Parliament of Mongolia on September 09, 2016 includes clear commitment to strive for Education for Sustainable Development, Sustainable development and to apply Green Development principles;
- The **National strategy on introduction of EMS and ISO 14000 standards**, approved by GoM on April 05, 2016, provides basis for the greening of the economy;
- Initiation and support of the establishment of **Green Credit Fund** (GCF - May 2016) where the private sector is stimulated to apply improved “green” technologies. The project facilitated the dialogue between the MET, the Mongolian Bankers Association, UN PAGE and GGGI and developed criteria for GCF. The project idea has since taken off. The focus now is on so-called *green finance*;
- The “**Regulation for Green Certificate and Eco- Labelling**”, approved by GoM on September 2018. This regulation will help to create a stimulus for increased private sector engagement towards a *greener and more sustainable* Mongolia;
- The **National Programme on ESD**, approved by GoM on July 4th 2018, is an initiative led by the MET. The program aimed at creating a foundation for the SD and strengthening the ESD application as well as using the ESD principles in learning and awareness processes targeting the entire society;
- Promoting the “**Green business engagement**” - **10 out of 38 ISO 14000 family standards were adapted** to national conditions. The adjusted standards are approved by relevant institutions in 2016, 2017 and 2018;

Just like in Component 1, a shift of focus **from national to local** context has taken place in Component 2.

With technical support of the project and its facilitation of the **Green Development strategic plan** and its action plan were developed for *Khentii, Arkhangai, Khuvsgul, Bayankhongor, Selenge, Darkhan-Uul and Tuv Aimags*. The Green Development plans were developed during 2016-2018 and approved by the local Parliament (Citizen Representatives Khural) as one of the most important development policies on Aimag level. **Thus, the project supported 1/3 of all provinces** (7 out of 21) of Mongolia with the establishment of their development strategies. Each plan is based on local conditions, resources and capacities, and has its own particularity. The plans could be used as a model for another Aimags.

Same as in component one the **institutional strengthening** of sector organizations on ESD, GD/SD was significant also for component two, which was done through capacity building activities. The project has conducted continually capacity building measures on green development and sustainable development topics for MET staff, staffs of Protected area administrations, Water resource development administrations, for the staff of local Environment and tourism departments nationwide and of GASI. Furthermore, the officials were facilitated to active participation on ESD actions, initiated by local schools and the project.

The Training and Information agency of MET-FWNRCC were strengthened through the establishment of a trainer team on GD/SD and ESD (Training of Trainers). The project has supported trainings for the FWNRCC staff to actively deal with ESD and GD/SD related issues in each Aimag, where trainings were conducted by a trainer pool established by the project.

During the implementation period the project has strengthened **media and its capacity** to build a common understanding on ESD and GD/SD, to promote SD and to reach out to the public. Capacities have been strengthened both at national and Aimag level. The project was engaged in nationwide capacity building among active journalists and organising *Training of Trainers* events. Moreover, the project has provided materials and stimulated networking between the trained journalists and supported them by the development of media content on GD/SD issues. The result is the common understanding of the ESD, GD/SD related topics and an increased frequency of programmes/articles about SD and GD in newspapers and on TV, which in turn is anticipated to increase the awareness of the Mongolian public.

A country-wide survey on attitudes and interests in SD/GD was implemented in 2015 and served as a basis for the **development of a set of Training Modules and Information Materials**, examples of which are listed below (Annex 6):

- 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 Aimag' Green Development Policy and its action plan,
- Booklet on Bayankhongor Aimag' 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 with simplified explanation,
- Comic book on ESD for students of primary education,
- Concept and training modules on Green office principals and its introduction,
- Various other publications, leaflets on ESD, GD, SD such as "Lazy person changes the world", etc.

ITCNE- a Mongolian NGO, was contracted by the project to develop a set of manuals on how to apply ESD in Mongolia using **Eco-school methodologies** (2015-2016). Additionally, on behalf of the project, the ITCNE conducted trainings on ESD application for Eco-schools in different Aimags and UB (2017-2018). Yearly, during 2015-2018 the "Eco school National Forum" with participation of Eco-schools from different Aimags and UB were organized. As result of measures and actions taken by the project the number of schools registered to be an Eco-school is increased from **64** (ProDoc, December 2014) to **286** and the number of schools, nominated as an Eco-school, reached **10** by December 2018.

Similar as in component one, **the schools** were within component two the **core units** for to dissemination the ESD idea and principles, and show examples of practical application of ESD towards SD. A total of **29 schools** from different Aimags and UB were supported in applying their ESD projects with a small funding and **45 Eco-schools** were supported with equipment. In addition, the project facilitated schools by the establishment of **young journalists' clubs and eco clubs**. (Annex 4).

A Green passport movement – an initiative started by the Minister of Environment in late 2017 with the aim to disseminate Green Development/Sustainable Development principles and to take actions towards sustainability among the population, in which the students and the schools have

a leading role. This initiative was supported by the project through the development of its concept and later in 2018, by its implementation. Parents, local administration, local population, businesses, communities around schools – all have actively participated in these actions with the common goal to reach sustainability in a local context. An important part of the actions organized in Aimags in form of campaigns, was capacity building on ESD, GS/SD for the population conducted by a trainer pool of FWNRCC, which was trained and established by the project in 2016-2017.

Thus, the introduction and application of ESD done by the project gave an **impulse** for initiating and implementing other actions towards GD and SD.

Aiming to **advocate the ESD and GD/SD** to the public, the project has jointly initiated and conducted different activities on local and national level with partner organizations and schools. In the context of which the following activities were organized: public campaigns on the sustainable use of energy, reduce of waste, advocacy actions on sustainable production and consumption, training and advocacy activities for private entities and other school-based community events, which involved a broad audience of the population including decision makers.

The introduction of the **Green Office Principles** was another action of the project regarding the application of ESD. During 2017, the project adjusted a Green Office Principle to local conditions and developed its handouts. The training for the introduction of these principles were conducted by the project for the ministries and main agencies in UB and in some Aimags. Because of the training, the MET established a model corner for Green Office in its building, changed all conventional lamps to energy saving lamps, changed their plumbing equipment and reduced the use of paper. Bayankhongor soum (Bayankhongor Aimag) started to introduce Green Office principles in the Soum government office, Selenge Aimag aims to introduce it in all their soums administrations. On request of Bayankhongor and Selenge Aimags a pool of national trainers (ToT) for Green Office were capacitated by the project. Later, in 2018, the trainers from Selenge Aimag made a Green Office assessment within the ESD project.

Similar to component one, the component two has given attention to **equality and inclusivity** issues, which is an important dimension of SDG2030 and one of the key principles of ESD. Based on experiences gained in the education sector by the development of their gender strategy, the project cooperated with MET on the **amendment of Gender strategy for environmental sector** from 2010. Furthermore, the project was represented in the gender working group/task force of the ministry and hence supported MET by the introduction of gender aspects in its action plan.

VI. OUTPUTS AND PERFORMANCE

This chapter presents a summary of the outputs and performances during 2015-2018 contributing to the project's achievement of outcomes. A complete overview for 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 main policy and guiding document for the introduction of ESD into basic education the “**Key areas and requirements of incorporating and implementing the concept of ESD in the training and activities of secondary schools**”, annex to Minister' Resolution Nr. A/485

approved in November 13, 2015, was developed with the involvement of all central educational institutions such as ITPD, MNUE, MIER, EEC, NCLE, as well as teachers, methodologists and other educational experts. The whole development process, facilitated by the project, lasted from September to November 2015. The project, as an official member of the working group has provided trainings, technical inputs, advisory services, shared international experiences and conducted all meetings at the project office. During the whole implementation period the project supported the fulfilment of the resolution.

The project started to build capacity on ESD and its application in early April 2015. International experts provided insights on ESD principles and its application through trainings conducted during April – June 2015 for the team leaders (62, 45 % female) selected by the Ministry of Education for the curricula reform - **Core Curricula for Lower Secondary Education (grade 6-9)**. The experts were educated in ESD, methodology of the integration of ESD into the subject matter, interrelation between subjects as well as in development of ESD based curricula. The **Core Curricula for Lower Secondary Education** was approved by MECSS in June 2015.

The reforms that targeted the Core Curricula continued in 2016. During March - June 2016 the MECSS has been supported in the development of the **Core Curricula for Upper Secondary Education (grade 10-12)**, approved by MECSS in June 2016. The support was focused on capacity development trainings delivered to the team leaders (80, 77.5 % female) nominated by MECSS and consisting of representatives of all basic educational institutions, such as school teachers, university teachers, researches and methodologists. New curricula define the principles for education and integrate crucial ESD values, such as shifting the focus from what is taught to what is achieved, from theoretical knowledge to problem solving and creating a learning environment in which students become a key factor in school development and schools - in local community development. The process of curriculum adjustment was undertaken under direct guidance of MECSS.

Good examples of school teachers, educational institutions, international expertise on ESD application, result of different studies, research works, meetings, conferences, discussions, capacity building measures and last but not least the experiences collected by the project during its implementation have flowed into the teaching guideline/manual “**Methodology for integration of ESD in school teaching and school activities**”. In around 900 page this practical user-manual for teachers on ESD application in different subjects and across subject matters covers *11 subjects of primary, 14 of secondary and 19 of upper secondary education* and contains examples of ESD application. During January - April 2018 the manual was tested and revised. The teaching aid, initiated by MECSS and the project in 2015, is the product of one-and-a-half-year common work of experts of the education sector led by ITPD. The project supported also the publication of this manual, so now every school and each institution in the basic education field has the manual and it is open for download from www.esd.mn

The reform process in the education sector covers also **teacher professional development (in-service teacher training)**. With the integration of ESD into the training contents, training programmes and modules of ITPD, the central institution responsible for regular professional development training for teachers of basic education (in-service teacher training), have been adjusted, so that the **sub-modules for 1st, 5th and 10th year professional training courses and thus training programmes were renewed.**

During 2016-2017, the project supported with national and international experts MNUE in the development of a compulsory course on “**Integrated Methodology**” and its student book (STEM and ESD). The application of this methodology will increase the integration between different school subjects (such as running subjects of Mongolian heritage and Natural Science together to create a better understanding of the linkages between the key aspects in both subjects) leading to a better understanding of the complexity embedded in SD. Starting from 2017, all future teachers attend this course in the 4th year of university education. Thus, the ESD principles cover **teachers pre-service training**.

Integration of gender issues into the curriculum and in the content of **pre-service teacher training** is important for distribution of understanding of gender aspects and to build awareness regarding this issue in education sector. During the reporting time, a team of experts of MECSS, MNUE, ITPD, MIER, EEC and NCLLE led by MNUE has developed with consultation of international and national experts of the project a **curriculum on “Gender in Education”**, its methodology and a manual based on Gender study and Gender strategy of the education sector done by the project earlier. The curriculum as well as the methodology and the manual were approved by the Science consul of the MNUE and are included in the training programme of the university since the academic year 2018.

During 2016 the project supported NCLE to develop **Recommendations (2016)** for ESD adaptation of the **Equivalency Program - Elementary, basic, and complete secondary education reimbursement trainings**. Later with international expertise of the project the **Equivalency program** was adjusted, based on ESD principles and approved in 2018 by MECSS (Resolution A/168). After the approval, the **textbooks** on Mathematics and Mongolian language were updated.

The project supported 29 schools in applying their initiatives on ESD application with a small funding. Preconditions for the cooperation with the project were **involvement** of schools in **capacity building** activities organized by the project and the development of own **local school curricula** adapted to local conditions (Schools #3, #4 in Sukhbaatar soum, Selenge Aimag, school in Tariat Soum, Arkhangai Aimag, schools #1, #2 in Erdenebulgan soum, Arkhangai Aimag, school # 34 in Khan-Uul district, UB, school # 65, in Songino- Khairkhan District, UB, etc). In the preparation of local curricula, the schools have used tools of **Whole school approach (WSA)**, an approach, where the school act in the middle of changes as driver and champions for community development towards sustainability. (Annex 4. List of schools cooperated with project).

In the period of 2015-2018, MIER amended based on the renewed core curricula in total **152 textbooks (all)** for basic education. For **primary education – 37 (2015)**, for **lower secondary 63 (2015-2017)**, and for **upper secondary education 52 (2017-2018)**. The team of experts worked on the amendment of the textbooks was involved in capacity building activities conducted by the project during 2015-2018.

The support of the project in the improvement of educational standards and curricula went also on local level. For instance, the project supported Arkhangai Aimag in the development of their “**Teacher Development Programme**”, which targeted the development of schools, teachers and students, building of their skills, critical thinking and the ability to make right decisions. The Teacher Development programme is one of the main important parts of the **Aimag Development Strategy and Governors Action plan**. Several training sessions (May-August 2017), round table meetings, discussions involving local teachers, staff of the Aimag Education Department and the representatives of administration were conducted by the project jointly with ITPD as a preparation

for the programme. The Teacher Development Programme of Arkhangai Aimag was approved and budgeted by Local Citizens Khural (Local Parliament) in September 2017.

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

One of the main tasks of the project was the capacity development through trainings and coaching. The project has initiated PCU-managed trainings for specific groups and institutions as well as supported the MECSS activities on a wider ESD out-reach. In total, *140.776 individuals* (68.5 % female) were involved in actions and capacity building sessions conducted by the project during 2015-2018. The trainings initiated within the project frame **focused on ESD theory and the practical application of ESD** and can be summarized as follows (below are examples, please see full list of activities in Annex 2).

Capacity developments targeted teachers:

- During 2015 with technical, organizational and financial support of the project, trainings were organized on the adjusted Core Curriculum for lower secondary education targeting existing teachers. The trainings covered in total 24.700 teachers (70% female) nationwide;
- Training of 14.573 (80 % female) education staff (teachers, staff of education departments) nationwide on the application of the new Core Curriculum for Upper secondary education (2016);
- Support for the training of teachers to strengthen the capacity of *senior teachers* with more duty years, which are on the outside of the formal training of ITPD. The trainings reached 2.648 senior teachers (around 70 % female) (2016);
- The project organized jointly with MECSS trainings on development of skills for the practical application of ESD among school managers and social workers representing all Aimags and Ulaanbaatar districts. In total 888 individuals (71 % female) improved their skills to apply ESD (2017);
- The project trained 678 people (82 % female) - teachers, school managers and staff from Education and culture departments to become trainers in implementation of upper secondary core curriculum as well as in ethics and intercultural communications at local schools (2017);
- Established with technical and methodological support of the project the Teachers' Development centre in Erdenemandal soum, Arkhangai Aimag (July 2017), organized capacity building activities for all school managers and teachers of Arkhangai Aimag (25 trainings, 2.760 participants, 79% female in 2017, 32 trainings, 3.420 participants, 74 % female in 2018). All training materials including video lessons, presentations, handouts, good examples, case studies, research works are uploaded in the data base of the centre, which was established with the technical support of the project. In total 112 best practices lessons for schools, 42 for pre-school education are now available on the data base. The centre plans to link the data base with the web based collaborative platform www.esd.mn;
- Training on the development of local adapted curricula (incl. Whole school approach, mind mapping, development of proposals on ESD application, stakeholder mapping and its participation etc.) conducted by project involved 238 teachers (69.1 % female) (2018);
- Training on the use of the teacher manual "Methodology for Integration of ESD in school teaching and school activities" conducted by the project in autumn 2018 involved 615 teachers and all staff of Education and culture departments of 21 Aimags and all UB districts.

Capacity development targeting institutions (strengthening of institutions) on national level supporting the ESD reform:

- Trainings for 60 teacher trainers (56 % female) from ITPD and 18 experts (62 % female) from MIER, EEC, NCLE. The trainings covered topics on methodology of applying ESD in teachers in-

service training, methods for interactive teaching, a model for the planning of integrated teaching, intercultural communication as part of ESD and other topics related to school development (2015);

- The project supported NCLE to strengthen their capacity at both central and local levels in issues related to SD/GD. The process reached 586 staff (77% female) of the Centre in UB and regional centres in Aimags (2015);
- Personnel of EEC, MIER and NCLE in UB and on local level have been given trainings in different specific ESD applications reaching over 600 individuals (57.8 % female) (2016);
- Trainings on “Gender related issues, integration of gender topics into the action plan of organizations, gender- in ESD”, 100 participants (93% female) from MECSS, ITPD, MIER, NCLE, MNUE and GASI. Trainings were done by the project’s international experts (2016);
- Capacity development of MECSS staff to apply ESD principles (114 participants, incl. management of MECSS, 65% female) (2017);
- The staff of EEC was trained on practical application of ESD in grading and assessment process (635 participants, 81 % female) (2017);
- The project conducted training for all staff of MIER (56 participants, 71 % female) on ESD application resulted in a **Sustainable development plan of MIER** approved by MECSS (2018);
- The project conducted jointly with MECSS and GoM Administration training on ESD application towards GD/SD and sustainable monitoring for all staff of educational department of GASI (90 participants from 21 Aimags and UB, 72.2 % female) (2018);
- Additionally, the project conducted “Gender sensitive methodology” training (30 participants, 76% female) for main educational institutions. The modules, handouts and training materials used for the training were handed over to ITPD to enable them to include the content into teachers’ professional development (in-service training) training programmes (2018).

Capacity development targeting local organizations and schools:

- All staff of Education and Culture departments nationwide were trained on adjusted core curricula (participants 90, 83.3% female) (2015);
- Through capacity building and coaching (16 officials, teachers, 56 % female) the project supported Arkhangai Aimag by developing their Teacher Development centre and the “Teacher’s development programme” (2017);
- In cooperation with the Children, Youth and Family Development Department of UB city, the project organized training for summer camp teachers. The trainings involved 90 teachers (64% female) from 16 summer camps from Uvurkhangai, Bayankhongor, Uvs and Sukhbaatar Aimags (2017, 2018);
- The project conducted trainings on ESD application for the Aimag administration, Education and Culture Department, Department of Youth and Family Development, Lifelong Learning Centre, teachers, parents with the aim to support the establishment of the “Outdoor education centre” in Arkhangai, Khentii and Selenge Aimags (62 participants, 65% female) (2017-2018);
- Capacity building activities were organized for schools, students and teachers of Uvurkhangai, Zavkhan, Selenge, Arkhangai, Khentii, Bayankhongor Aimags on GD and SD (2016-2018);
- The project conducted trainings on “*Whole school approach*”, “*Development of local curriculum*”, “*Mind mapping*” and other ESD related topics for schools in Tariat, Khangai and Erdenebulgan soums in Arkhangai Aimag, Arvaikheer soum in Uvurkhangai Aimag, Suchbaatar soum, Selenge Aimag, Bayankhongor soum, Bayankhongor Aimag, schools from Khentii Aimag and UB (2017-2018).

In addition, the project supported the establishment of a **Teacher Development centre** and a **Data bank** for best practices on ESD and GD/SD, supported the development of the **Teacher Development programme** in Arkhangai Aimag and the establishment of an **Outdoor Education**

Centre in three Aimags (Arkhangai, Selenge and Khentii Aimags), where students could use knowledge received in classroom in practice and thus develop their skills.

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

The need for an **ESD-based evaluation system** has been identified early in the project planning. During 2016-2018, the project has supported the EEC through international expertise to develop examination materials based on ESD principles. The materials were tested in 24 schools (15 from UB and 9 from Aimags) targeting over 1.744 students. In 2017-2018, 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.

During 2016-2018 the project conducted trainings on integration of ESD principles into the management and evaluation system. Staff of EEC, lectures of MNUE, methodologists of ITPD, auditors of MECSS, all staff of GASI as well as school principals were capacitated on “Methodology of development of examination materials with ESD content” and on “ESD, grading and assessment”. In total in 2016 in trainings were involved 323 participants (52.5% female) from above mentioned institutions, in 2017 - 830 participants (81.4% female) - mostly school management from Khuvsgul, Gobi-Altai, Bayankhongor, Khovd, Tuv, Bulgan Aimags and UB, with involvement of representatives from MECSS, GASI, ITPD. The capacity building on evaluation, grading and assessment continued in 2018 and covered all educational staff of GASI (90 participants, 72.2 female) nationwide and methodologists, teachers and experts of Metropolitan Education department (60 participants, 65 % female). Trainings were organized by the project jointly with EEC.

Output 1.4. ESD networks facilitated and activities supported.

During the implementation period, the project was engaged in **establishing and supporting ESD networking** within and between different segments of the education sector. Below are selected examples of building networks.

The **international networking** of partners was supported through encouraging and facilitating participation in international conferences and processes such as World Environmental Education Congress (WEEC) (Gothenburg Sweden), UNESCO hosted GAP process (Paris, France), International conference on ESD in Ahmedabad (India), organization of various study tours abroad for Mongolian experts (Sweden) etc. resulted for instance in the selection of MET as *UNESCO GAP Focal point in Mongolia* (see full list in Annex 2).

The project also initiated several activities to strengthen **teachers’ professional** (pre-service and in-service) **networking**. Among these are the organization of an international conference on “Inclusion of ESD principles in pre-service teacher training” with the participation of ESD experts from China, Russia, Sweden, Germany and Mongolia and the improvement of cooperation between ITPD and APCEIU at UNESCO. According to the agreement between APCEIU and ITPD, Mongolian teachers were provided opportunity to take part in in-service teacher training in Korea. In total 100 Mongolian teachers participated during 2015-2018 in training in Korea (thirty in 2015, thirty in 2016, twenty in 2017 and twenty in 2018), in which APCEIU covered all costs related to capacity building. With support of the project the Otgontenger University as *single high educational institution* in Mongolia, became a membership in the Global University Partnership on Environment and Sustainability (GUPES). GUPES is one of the flagship programmes of UNEP’s Environmental Education and Training Unit (EETU) and aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities including greening of university infrastructure/facilities/operations, as

well as to enhance student engagement and participation in sustainability activities both within and beyond universities.

In addition, the project assisted GoM in the development of two policy documents, approved in November 2015 by United Nations Environmentally Assembly (UNEA). The drafts for **UNEA Resolutions on “Investing in Human Capacity for Sustainable Development, through Environmental and Sustainability education”** and on **“Environmentally Sound Technologies in relation to Waste Management”** were developed by the project and submitted to Ms. S.Oyun, at the time Minister of Environment and Tourism and the President of UNEA (nominated as President in First UNEA Congress in 2014, Nairobi, Kenia).

At the **nation level**, the project supported the **establishment of ESD network** through the organization of different capacity building measures with the involvement of all key educational institutions. Common training sessions and events for key institutions (incl. MECSS, ITPD, MIER, MNUE, CEE etc) conducted and facilitated by the project built common understanding on ESD and established the platform for exchange of experiences, ideas, knowledge on ESD and its application among these institutions. The activities facilitated by the project improved also the coordination among these institutions and their smooth cooperation on ESD and SD related issues.

The project has initiated and stimulated informal **networking between schools** in several contexts- e.g. in the context of resource efficiency forty UB schools (students and teachers) have jointly developed their ideas on various sustainability issues such as sustainable energy consumption, sustainable use of water, schools without waste etc. and activities implemented.

The actions taken led to concrete energy savings in the school and the society. An example is a school-project looking into energy use and saving as well as insulation of school buildings in Tosontsengel soum, Zavkhan Aimag (in cooperation with GIZ/SDC co-funded Energy Efficiency project) which ended up with a student managed conference/workshop during which students discussed their findings and ideas for energy savings with the public. *“Smart usage of energy”* campaign, organized by the project (February- July, 2017) is an another example of building schools’ networking. A hundred and fifty students as well as representation of school managers, parents, teachers of forty UB schools were capacitated together on methods to access heat loss and energy consumption. This resulted in the development of an action plan for a sustainable use of energy. The *schools* participated in the campaign, have *saved* in total *16.8 million tugriks* from the school’s electrical bills within 3 months. During this campaign, the project organized local study tours for schools to *Wind Power Plant* in Sergelen soum, Tuv Aimag, *Beaber farm* in Gachuurt village, organized contest “Devjee” targeting saving of energy, drawing exhibition and many other activities, which facilitated the building of a school network and a working relation among them.

”**Eco-school network**” is another ESD network supported and facilitated by the project. During the reporting time, the project supported Eco-school network in organizing common training sessions, supporting organizing the **Eco-school National conferences** (2015- 300 students-68 % female, 2016 - 250 students-68 % female, 2017- 280 students- 64% and 2018 – around 240-65% female). At the conferences the representatives of Eco-schools from different Aimags and UB exchanged their experiences and good results and learned from each other. The Eco-school conferences were organized jointly with MET, MECSS, ITCNE and other partner organizations.

Additionally, various actions and campaigns, initiated and organized by the project jointly with partners supported building an **ESD network among schools and network between the schools with the surrounding society** (See output 1.5 and Annex 2).

Support in setting up **ESD networks on local level** was one of the focuses of the project. This was achieved through different activities and processes. Local study tours (schools of Selenge Aimag visited Darkhan-Uul Aimag, UB school visited a school in Dundgobi Aimag, officials from Arkhangai Aimag visited Khentii Aimag), the establishment of the Teacher Development centre in Arkhangai Aimag were conducted by the project as well as the organization of various activities and events involving students, schools, parents, officials and representation from private sector, and finally, the format of the organization of trainings measures in Aimags, where participants of three different Aimags were brought together in one (21 Aimags were divided in 7 regions- 3 in 1) and which facilitated the establishment of the local ESD networks, sharing experiences and strengthened cooperation among and between organisations and individuals.

Output 1.5 Selected Schools-Communities projects and events.

ESD stimulates a closer cooperation between schools and surrounding society. The project supported and motivated several initiatives in Ulaanbaatar and the local level through capacity development measures and actions. Focus of these activities is the idea “**school based community development**”, where schools as “champions” in dissemination of sustainable development principles acted as “vehicles for positive change in society”.

A numerous of small projects on ESD application developed by schools were supported with designing, planning and implementation, small grants, training materials, environmental monitoring equipment and common actions. The project team worked in total with 172 schools from 16 Aimags and Ulaanbaatar. The cooperation with **schools** contributed also to the building of **ESD networking**, which created opportunities for better cooperation among the schools and allowed dissemination of best examples and sharing of experiences on applying of ESD.

In total, 29 schools (in the frame of Component 1- 11 and Component 2-18 schools) were supported by ESD project to develop and implement their “school based community development” projects/initiatives with small funding. As pre-condition, the project conducted several course trainings for management and teachers as well as for students of those schools on development of project proposals, identification and drawing stakeholders map, defining expected outcomes incl. plan of actions. With the implementation of the initiatives, the schools aimed to be a key institution for community development, and acted as a place, which educates citizens to be active representatives of the society, able to make decisions and changes towards sustainability.

By the implementation of the “school based community development” initiatives three schools (school #34 in UB, school #4 in Selenge Aimag and the secondary school in Tariat soum, Arkhangai Aimag) out of 29 have used the new methodology – **Whole school approach (WSA)** in which they were trained in 2017 (around 120 participants, 85 % female) and coached during February-June 2018 by the project’s international experts.

WSA is a cohesive, collective and collaborative action *in and by* a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these. By adopting this approach schools can increase the engagement of schools in community development processes and are more likely to secure sustainable improvements, WSA is internationally acknowledged as an instrument for ESD application.

Below are selected examples of “school based community development” projects, implemented by schools with support from the project:

- “*Waste free school*” project, implemented by school #34 in Ulaanbaatar, where the school produces cotton bags instead of plastic bags for “Sansar” supermarket store, and cotton insoles for Kindergarten. For the implementation of this project the school cooperates with local community, parents, the private sector and with local administrative unit *Khoroo*;
- “*Selenge with bikes*” project, implemented by school #4 in Sukhbaatar soum, Selenge Aimag, where the school established a bike club for students (more than 200 members stand, Nov. 2018) and the students jointly organize with teachers and parents bike tours to the nature and cooperate with Aimag administration, police department, health department, education department and local community;
- “*Sunny school-smart consumption*” project, implemented by school #3 in Sukhbaatar soum, Selenge Aimag, in which the school focuses on the use of renewable energy. Thank to this project, the school could improve its heating system, has finally hot water and could save the electricity costs;
- “*Healthy and sustainable food consumption*” project, implemented by secondary school of Tariat soum, Arkhangai Aimag, focused on healthy lifestyle of community and food security topics;
- “*Children of soum creating future without waste*” project, initiated and implemented by students of all schools in Sukhbaatar soum, Selenge Aimag as a result of capacity building measures conducted by the project, in which students collected and classified waste and conducted various training activities on ESD/GD/SD for the public;
- “*Water in our life*” project, implemented by “Merged” school of Arvaikheer soum, Uvurkhangai Aimag, in the frame of which the “Blue Peri” challenge was organized, where the students organized trainings and events on ESD/GD/SD involving Aimag administration, social workers, social insurance office, police department, GASI and local community;
- Active participation and cooperation of the school #4 of Sukhbaatar soum, Selenge Aimag, in the project “*Lets keep the Baikal lake for posterity*” initiated and implemented by Russian schools in Ulan-Ude, Russia;
- “*School community collaboration based on ESD application*” project, initiated and implemented by Secondary school of Sant soum, Uvurkhangai Aimag, where the students jointly with parents, teachers and members of local community cleaned and protected the “Murun” spring area.

Parallel to the implementation of various projects on ESD application, the project initiated and supported school- community events. During the implementation period, the project organized yearly different campaigns and public events from March to December with active involvement of schools, students, teachers, parents and government organizations. Examples of which can be listed as follows:

- “*Water Governance*” National conference, organized in autumn 2015 jointly with the Administration of the President of Mongolia and UB schools at the Parliament house, where students and experts gave a presentation about the significance of sustainable use of water and disseminated it nationwide through media (1000 participants, 58 % female);
- “*Schools without waste-eco environment*” campaign, organized jointly with 40 UB schools and the Education Department of the Municipality. The goal of the campaign was to reduce waste and environmental pollution of Ulaanbaatar city. In total, 550 students and 60 teachers participated in different activities conducted within the campaign;
- “*My city/aimag 2030*” campaign, an inspiration which comes from Swedish schools, where students of Selenge, Arkhangai and Uvurkhangai Aimag developed a proposal for Aimag development plans, which was included later in Aimag’ Green development strategy;
- “*Smart usage of Energy*” campaign, organized jointly in 2017 with 40 UB schools and Education Department of the Municipality, aimed to disseminate information and knowledge on sustainable use of energy, renewable energy, energy saving methods etc.;

- “*Tariat - our pride*” initiative, where school, students, parents and the people of Tariat soum cooperated in a process to improve sustainability (synergy with SDC Green Gold project);
- “*Mother’s day*” event at secondary school in Tariat soum, Arkhangai Aimag, in which 100 mothers of students have planted trees around the school and taught children;
- “*We are herders in 2030*” conference and event in Arkhangai Aimag, organized jointly with soum government office and parents, in which the students introduced their own model for “Herders campus in 2030”, discussed problems on pasture management and proposed possible solutions to the local government;
- “*Children teaching parents on ESD*” monthly event at secondary school in Tariat soum, Arkhangai Aimag;
- “*World Environmental day*”- a whole day event organized jointly with forty schools of UB, in the frame of which the schools performed an Eco parade on Sukhbaatar square, organized flash mob dance and other information actions about ESD/GD/S for the public;
- “*Learning in the nature*” outdoor trainings in Arkhangai, Selenge and Khentii Aimags Outdoor Education centres, in which students of different schools use their theoretical classroom knowledge in practice and improve their various skills such as leadership, communication, coordination etc. which is also another example on building of ESD networks;
- “*First Sustainable Development Olympiad – 2018 in Mongolia*” organized jointly with the Education Department of the Municipality and Otgontenger University. 35.529 students (50.4 % female) between 4th and 11th grade of 134 schools from 9 districts of the capital city participated in the event;
- “*Vegetable Fair-2018*” event, organized jointly with eco clubs in the frame of cooperation with SDC funded “Mongol Vegetable” project, as a result of joint action on “*Vegetable farming at schools*” (co-organized with SDC funded VEGI project including four schools in Ulaanbaatar and in Tuv Aimag);
- “*Sustainable development- Mongolian Traditions*” campaign conducted throughout 2018, organized with 54 UB schools and the Education Department of the Municipality. Different activities on ESD, Mongolian traditions, customs and cultural heritage were organized during the campaign.

And many other events and actions, initiated and implemented with the support of the project on local level such as “Traffic free day” in Sukhbaatar soum, Selenge Aimag, organized by school #4, “Let clean-up environment” yearly campaigns, conducted by UB schools, “Clean Environment-clean city” action, conducted by schools in Bayankhongor soum, Bayankhongor aimag, organized jointly with Soum Governor” office etc. (Annex 2).

Outputs related to Outcome 2:

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

Availability of information related to SD/GD is fundamental for societal change towards increased sustainability. Application of ESD principles in these processes lead to increased awareness but also – and this is crucial – to strengthen the capacity among all Mongolian people to act in favour of sustainable solutions. Thus, the information and media campaigns are an important tool for awareness building and improved understanding among the public on sustainability related issues. In order to implement Output 2.1, the following key activities/inputs were initiated and implemented by the project:

- Strengthening of **media and its capacity** at national and local level to promote SD and to reach out to the public (over 200 journalists, 60% female);

- Capacity building and empowering active journalists by organising *Training of Trainers*-events (11 trainers, 82% female);
- Stimulation and facilitation of the professional network among trained journalists (e.g. Facebook group);
- Support trained journalists with international expertise, new tools and materials on ESD and GD/SD;
- Involvement of journalists in all events organized by the project and activities and promoted them on national and local level through mass media and social network.

The result of these activities is an increased frequency of programmes/articles about SD and GD in newspapers and on TV, which in turn is anticipated to increase the public awareness.

In addition, the project was engaged in the development and production (incl. QA) of a number of **outreach and promotion activities** such as (by December 2018):

- 730 min. TV programmes incl. video clips on ESD and GD/SD (10-30 min each);
- 45 min. radio programmes;
- 58 publications in newspapers and magazines;
- Around 470.000 social media accesses in regard on ESD and GD/SD;
- 12.700 accesses into web based collaborative platform www.esd.mn;
- 64.500 printed materials.

Furthermore, a numerous (35) of **publications on SD and ESD** have been produced within the framework of the project (Annex 3). All products were delivered to stakeholders (MET, MECCS and the SDC) in soft and hard format.

The project has supported (through capacity development and technical assistance) the organization of **awareness campaigns** in Selenge, Arkhangai, Bayankhongor, Orkhon and Khentii Aimags aiming at **increased local community awareness on SD/GD**. For each Aimag, a local media organization (via trained journalists) was selected to improve outreach. By disseminating advocacy material on SD/GD, the project collaborated with local authorities and other organizations.

The **web-based platform for ESD** (<http://www.esd.mn>) was established in 2016-2017. Bilingual 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 was promoted at all trainings and events conducted by the project. More than 12.500 visits to web based collaborative platform were registered as of December 2018. In order to make the website even more accessible, the project has posted the website content on a Facebook page where the project already had a high number of followers. In December 2018, the web based collaborative platform www.esd.mn was handed over to ITPD, one of the main cooperation partners of the project.

A bilingual **quarterly information bulletin**, developed by the project contributed to dissemination and outreach of information and knowledge on ESD/GD and SD. More than 1200 people, nationwide and internationally, regularly received online information about ongoing activities, processes and results of the project and its partners, good examples, articles on GD/SD and ESD application were included in the bulletin.

Support for the **establishment of a Library** open for public on ESD and GD/SD was given to Selenge Aimag administration, Arkhangai Aimag Teacher development centre, secondary school in Tariat soum, Arkhangai Aimag, school #34 in Ulaanbaatar, ITPD and Otgontenger University. In total around 350 books and handouts of 18 varieties were donated by the project to each institution.

Starting from first year of implementation (2015) until December 2018, the project initiated and organized/supported many outreach events regarding ESD and GD/SD. Below are some examples (see Annex 2 and output 1.5.):

- Co-organization of the **National Forum on ESD** initiated by UNESCO committee of Mongolia (113 participants, around 45 % female);
- Various actions organized jointly with schools (see chapter output 1.4., 1.5 and Annex 2),
- High-level National forum on **“Sustainable development 2030: From planning to action”** initiated by MET and co-organized with Prime Minister Office and MoF was supported by the project. Over 130 people incl. parliament members, representatives from all ministries, Aimag governments, foreign embassies and international organizations participated in the forum;
- **“Sustainable regional development”** national workshop (about 150 participants, 40 % female) jointly organized with MET, where representatives from different Aimags presented their good experiences on sustainable development policies and its implementation was supported by the project. Moreover, the project shared its experiences in ESD and GD/SD outreach nationwide during panel discussion;
- **ESD Roadshow events**, organized by the project in selected Aimags and UB with participation of a total of about 900 people (students, teachers, parents, officials, project partners, local government, media, local community etc). The road show started from Arkhangai Aimag followed by events in Bayankhongor, Khentii, Selenge Aimags with last stop in Ulaanbaatar were conducted in November 2018. During the road shows, the organizations and individuals, who partnered with the project introduced and presented their results on ESD/ESD application and actions towards sustainability, which was implemented in the framework of the project. ***Thus, the achievements, results and outcomes of the ESD project on ESD integration, application and dissemination were presented in a new, innovative format.***

Finally, the approval of the **“National programme on ESD”** (see chapter V) by the GoM and Parliament in June 2018 has become one of the main regulating documents to disseminate information and knowledge on ESD and GD/SD, to take actions towards Sustainable Development in Mongolia and is one of the crucial results of the ESD project.

Some examples-results of the project activities are mentioned below:

- **Dadal soum** in Khentii Aimag established a plan for “Green Pilot Soum – 2024”. As part thereof, the school of Dadal soum worked closely with soum government office to ban plastic bag usage in the soum. The Aimag Governor ordered to use cotton bags as initiated by the school project;
- **Khentii Aimag** 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;
- **Bayankhongor Aimag** implemented an initiative on reducing the use of plastic bags in the city;
- **Selenge Aimag** developed their Green Development Policy and all 8 schools of Sukhbaatar city of Selenge aimag have jointly worked on the establishment of a **“school based community development”** process supporting identification of sustainable solutions in their local community;

- In Uvurkhangai, Arkhangai, Bayankhongor, Selenge, Khentii, Orkhon, Tuv and Darkhan-Uul Aimags journalists, trained by the project developed proposals for local (Aimag) development plans and submitted them to the local government;
- In addition to various ESD/GD/SD contents, the journalists, trained by the project developed training content and conducted **trainings for passengers in interregional buses** (Arkhangai-UB-Arkhangai, Uvurkhangai-UB-Uvurkhangai etc).

In December 2017, the **Education for Sustainable Development** project was selected and awarded by MET as **the best project** in Mongolia for its respected contribution on dissemination of knowhow and information toward Sustainable Development and Education for Sustainable Development in Mongolia.

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

In the implementation the project gave attention to capacity building and strengthening of partners as well as collaborating with organizations. In the field of Output 2.2, following activities (examples) have been performed (full list - Annex 2):

NCLE was supported by the development and implementation of **Training of Trainer** modules and training sessions on GD/SD for its local centres. Forty experts of NCLE in Ulaanbaatar were capacitated by the project based on ToT modules, which have later conducted trainings in all 21 Aimags and UB reaching out to 875 (74 % female) experts.

Pointing to **strengthen the institutional capacity**, the project enhanced the capacity of **FWRECC** to perform training on GD/SD using ESD principles. Twelve experts (52 % female) at FWRECC were trained by the project as **Trainers** on GD/SD and ESD. Following, trainings for all staff of Environment Departments in twenty-one Aimags and local staff of FWRECC reaching out to 765 participants (45% female), 33 participants (54.5% female) from Protected Areas Administrations, 257 experts (38.5% female)- staff of Watershed Authorities Agency of MET from 21 Aimags, 21 participants (52% female) from the heads of local Environmental departments of all Aimags were organized by the project jointly with MET and conducted by Trainers of FWRECC.

In order to introduce the ESD application and GD/SD principles in daily life, the project adapted **“Green office principles, green office management”** to Mongolian conditions and developed a training programme, manuals and handouts. Based on this training programme, series of trainings were conducted for ministries and agencies, including MET, 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 City Mayor’s office (307 participants, 54.5% female).

Between 2016-2018, the project conducted **capacity development** followed by advisory services and coaching process for Khentii, Arkhangai, Khuvsgul, Bayankhongor, Selenge, Darkhan-Uul and Tuv Aimag governments (in total about 70 participants, 40 % female) for the purpose of supporting the Aimags in developing their development strategic documents. First capacity development session for Aimag working groups were conducted in UB followed by consultation sessions by visiting Aimags and local study tours. An *integrated approach* has been used involving schools, local society and media. The linkage and involvement of local journalists increased the outreach and thereby awareness about GD and SD in respective Aimags. The good

examples and lesson learned can be used in the work undertaken by other Aimags aiming to strengthen GD/SD in their own local environment.

In 2018, on the request of Aimags, the project conducted capacity development sessions on ESD and GD/SD for all staff of local government authorities in Bayankhongor (140 participants, 55% female) and staff of Selenge Aimag administration (38 participants, 78.1% female). The capacity development sessions supported Aimags to implement their Green development policy action plans.

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 led to the development of a new, adjusted based on ESD concept curricula of the University, which included in-service capacity development for lecturers at the University. This has in turn led to Otgontenger University conducting several trainings for other Universities to promote ESD application and arrange a conference for UB universities on ESD and SD. Furthermore, the University supported awareness-building through student-developed media material broadcasted via mass media. The “ESD students club” was established at the University while its activities and the “Green office” could be used as a model for other higher education institutions. OTU strives to be a first “University of Sustainable Development” in Mongolia. In 2018, the university became a member in GUPES (see output 1.4.)

A training session with focus on gender mainstreaming and gender sensitive policy planning and budgeting was delivered to the staff of MET. 125 individuals (50% female) from MET attended the workshop and acquired knowledge on how to apply gender sensitive policy planning and budgeting. This and other follow-up events were part of the support and capacity building for the Ministry staff to implement the National Programme on **Promotion of Gender Equality and Inclusivity**.

Local and international **study tours, support to partner by participation in international events** contributed to increasing the understanding and knowledge on GD/SD and ESD application by partners (Annex 2).

Output 2.3 Selected innovative SD/GD projects/centers and the Eco-schools are supported.

During the reporting time, the project supported different innovative SD/GD projects and initiatives implemented by partner organizations and schools. Below are some examples:

Support of Partner

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> (currently only in Mongolian), the main web server of MET. Staff at MET have been trained on the management and maintenance of the database.

The project supported sustainable financing and green credits for private sector through the establishment of a Green Credit Fund, which has won recognition by MET and the banking sector. During 2016-2017, the project supported creation of cooperation among MET, MBA, GGGI and UN PAGE on sustainable financing issues. The project has facilitated dialogue and discussion

between participating parties and has developed criteria for Green Credit eligibility as part of green certification measures to reach sustainability.

Support of Eco-schools

Support of Eco-schools started in 2015 with a situation analysis of the schools involved in the Eco-school programme. According to this analysis, not a single school could manage to be certified in accordance with international Eco-school system (**Green Flag certification**). However, 64 schools were registered for the Eco-school programme. Based on the findings the project developed in 2016 concrete **learning materials for Eco-schools** (9 themes, such as water, waste management, school environment etc). As a next step, the project conducted trainings for Eco-schools in 11 Aimags and two districts of Ulaanbaatar involving a total of 64 schools (640 participants, 80% female) in basic trainings and 43 schools (172 participants, around 65% female) in more advanced second step trainings. Training sessions for Eco-schools were conducted in cooperation with the contracted NGO ITCNE, the certified Eco-school operator in Mongolia. A survey conducted during trainings among 550 students and teachers shows not only a big interest in SD, but also the need to expose participants to more practical applications of ESD, i.e. how to do ESD in practical life.

In February 2018, the project in association with MET supported the **forty-five Eco-schools** with the best implementation performance of the Eco-school programme with training materials and environmental monitoring equipment. Nominated schools from different Aimags were selected from a total of 107 Eco-schools trained in two-step training activities by the project during 2017.

During 2015-2017 the project initiated and supported (incl. financial support) the **Eco-schools' National Conferences**, in which the schools shared their experiences and good practices on introduction of ESD and its application (see chapter output 1.4). The Eco-schools' National Conference was continued also in 2018, but without financial support from the project.

As of December 2018, **10 schools became Green Flag** nominated (accepted as Eco-school according to the FEE criteria) and the number of registered schools increased from **64** (April 2015) up to **286** (December 2018).

Support of schools by implementing “school based community development” initiatives

The project supported **school based community development initiatives** based on ESD principles with aim to apply education as a driver for sustainable development, essentially, to change the public attitude towards sustainable action and to make aware of people's attitude on SD/GD. In the frame of this activity, the project cooperated in total with 172 schools nationwide. Actions on ESD, initiated by the schools and supported by the project, are results of capacity building measures and dissemination of ESD nationwide. 29 school projects on ESD application were supported with small funding for implementation by the project (2017-2018) (Output 1.5, Annex 4). School projects included different topics such as waste management, efficient energy consumption, sustainable use of water resources, healthy food, sustainable life style etc., with the common goal to activate positive changes in schools as well as in the school environment and thus to change behaviour and attitude in the local community.

Support of information centers

The project supported the **Information and Training Center (ITC) of Gorkhi-Terelj National Park Administration** to conduct a public outreach campaign in the national park. 110 tourist camps (2018) are operating in the national park, which provide services to a significant number of tourists and customers during peak seasons. Therefore, the ITC of the park administration is the key actor to conduct an outreach campaign for the public. During July - September 2018, the ITC conducted advocacy and outreach activities for tourists and communities and integrating the concepts of sustainable tourism, ecosystems, protected areas, human ecological footprints and sustainable use of natural resources in training activities. This activity also improved the resource and capacity of ITC on ESD/SD/GD.

The project supported the establishment of **Outdoor Education Centers (ODEC) in three Aimags** (Arkhangai, Khentii and Selenge). With faster development of technologies followed by development of IT industry, the childhood has moved indoors. New studies suggest that exposure to nature and active communication with other people may reduce the symptoms of Attention Deficit Disorder (ADD) and can improve children's cognitive abilities and resistance to negative stress and depression. To be with and among people outdoors diminishes aggressiveness, ultimately advances learning and improves test scores. With the establishment of these centers, the students in the respective Aimags received opportunities to actively communicate with each other, observe, reflect, record, and share nature's patterns and rhythms, to participate in a process that promotes scientific and human awareness, problem solving, critical thinking and creativity. For the establishment of the centers, the project cooperated with the Aimag management, Lifelong education centers, Department for Family and Children, teachers as well as with students. The running costs of the centers are included in each Aimag budget (Annex 8).

Technical support to establish a **Teachers Development Center** in Arkhangai Aimag on request of the Aimag Administration and the Department of Education and Culture was given by the project. The center functions in close cooperation with ITPD and organizes in-service teacher trainings for teachers in the Aimag (see details in chapter Output 1.1.).

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

Project activities within this output started with a baseline survey on ISO 14000 - aiming to identify the demand and the potential among Mongolian private entities and public institutions. Based on the findings, and in close cooperation with MET, MASM, private sector and research institutions, the project developed a **National strategy on introduction of EMS and ISO 14000 standards** for private sector. The project supported the development of the strategy through the organization and facilitation of working group consultative meetings and capacity building activities on GD/SD. The strategy which provides basis for the greening economy was approved by GoM on April 05, 2016.

During 2016, the project conducted a survey about **private sector** entities (incl. over 800 interviews), focussing on their **interest in green development** and in the **ISO-certification**. The response clearly showed the need for financial incentives for sustained engagement in SD/GD. The study has been used to develop target group-oriented training programs and training materials.

To strengthen availability and improve understanding of environmental and sustainable practices in the Mongolian private sector, the project facilitated the translation and adaptation of ten ISO 14000 standards and made them widely available for dissemination. The Mongolian Agency of

Standardization and Metrology (MASM) and the National Council of Standardization approved (2016-2018) these standards for use in the Mongolian context.

The revision of “**Regulation on green certification and eco labelling**”, approved by the GoM on 27th of September 2018 (Resolution No 290), was supported to engage national and international expertise. The revision was made in close cooperation with MET, MASM and representatives of SMEs.

During reporting period, the project developed **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. The focus of these trainings was on the application of Environmental Management Systems (EMS). 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 (see Output 2.2).

In September 2018, a **Green office assessment** was conducted at the “**Education for Sustainable Development**” project. The assessment team consisted of trainers and representatives from Selenge Aimag administration gave excellent mark for paper recycling, grading dangerous waste, energy and water efficiency of the project office. Thus, the ESD Project is currently a *single* international/donor *project* in which the office was assessed according to green office principles.

Support to private sector by introduction of EMS as well as promoting environmental friendly, resource efficiency businesses was key for this output. The project organized **training sessions for SMEs on “Greening business - Applying environmental management system tools in business services and products”** covering 319 SMEs from Ulaanbaatar city (51), Darkhan (50), Erdenet (44), Khuvsgul (41), Khentii (38), Umnugobi (45), Dundgobi (30) and Uvurkhangai (20) Aimag, of which 40% of the SMEs were managed by women.

Currently, **thirty companies/organizations** are certified in ISO 14001 (Dec. 2018). In 2009- 2 companies, in 2010- 1, 2012-2, 2013-3, 2014-7, **2015-6, 2016-4 and in 2017-5** (during project implementation period **15 companies** were certified).

Within this framework, the project organized and facilitated in 2017 and 2018 a **National Forum on “Business green gate”**. The forum introduced government policies, financing mechanism, projects and programmes promoting green business, international trends and green business opportunities to representatives of private sector. The annual forums involved in total more than 500 people, 250 (36% female) in 2017 and 300 (55 % female) in 2018. The national consulting and research company MMCG conducted the training sessions and forums on behalf of the project.

Fact and figures of ESD project in brief

In total, during its implementation period from January 2015 until the end of December 2018, the Education for Sustainable Development project developed in cooperation with partners **35 types** of training and promotion materials as well as handbooks (printed in **64.500 copies**). The project disseminated and organized **360 activities**, including **222 trainings, 76 forums, conferences**

and workshops and cooperated directly with **172 schools** (68 in UB, 104 in Aimags). Furthermore, the project organized and supported more than **10 study tours and participation in conferences on international level**; organized **more than 60 local study tours**; conducted **44 public outreach events**; supported with funding **29 schools** by implementing “**school based community development**” projects/initiatives; supported and broadcasted around **730 minutes TV programmes** incl. video clips on ESD/GD/SD, **45 minutes radio programmes** and produced/supported **58 newspaper and magazine publications**. **The project team travelled during a 3.5-year period** in total more than **90.000 km** to **12 Aimags** out of 21 and disseminated knowledge on ESD and GD/SD. Thus, the project team performed not only the function of a *Coordination unit* defined in ProDoc, but moreover of an *Implementing unit*.

VII. PROJECT MANAGEMENT

Project Management

The project was guided by the PSC, which constituted of representatives from MET, MECSS, MoF and SDC. The PCU had the secretary function. In 2015 and 2016 the PSC was led by MECSS and in 2017- 2018 by MET. During PSC meetings, the members evaluated achievements of the project implementation and approved YOP and budget for the upcoming year. During the reporting period, the PSC meetings were held in June 2015, February 2016, February 2017, as well as February and December 2018 respectively. The PSC meeting organized in December 2018 evaluated the project results/outcomes as “Very good” and the members of the PSC expressed satisfaction with the project outcomes and the performance of the PCU.

Management issues and processes

The change of the government and the related restructuring of the ministries and respective agencies led to 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 was replaced and the structure of the Ministry and its departments changed. The changes led to periods with uncertainties regarding where the project shall be hosted within the Ministry, who carried decision-making powers and represented the Ministry in the PSC. This in turn caused delay of some planned activities such as the assessment of core curricula and textbooks, which has been shifted to a later date. In general, however, the planned activities as defined in the approved Operational Plans have been implemented/coordinated/facilitated by PCU within the planned budget and timeframes. The ESD project was planned from December 2014 until December 2017, but implemented until end of 2018 with a cost neutral extension of one year decided by SDC.

The Project Consortium and the Project Coordination Unit

The project was outsourced by SDC through an international bidding procedure to the consortium of Uppsala University (Sweden), IZB PH Zug (Switzerland) led by GIZ InS (Germany). Between 2015 and 2017, the PCU consisted of seven national experts incl. project manager, one support staff and one international advisor. The PM was responsible for the implementation of the mission in Mongolia and the coordination of the consortium activities. In the last year of implementation (2018), the PCU functioned with two national experts less and without international advisor.

Continuation of the ESD project into second phase

The continued support to the Government of Mongolia by the introduction of principles of the Education for Sustainable Development in various levels of the Mongolian education system and the generation of a social movement towards a greener and sustainable development in the country is crucial. Based on this statement and the successful implementation of the ESD project during 2015-2018, the SDC as well as GoM through MECSS and MET decided to continue the ESD project for 2019-2021 based on the achievements and outcomes of phase one.

Financial Management

As per contract between SDC and GIZ InS, the accounts for 2015 and 2016 were audited by the PWC (GIZ HQ related accounts) and BDO (locally). The accounts for 2017 were audited by PWC in GIZ HQ and locally. Two additional audits were conducted annually for the project by GIZ Country Office. All audits showed full compliance with principles of efficient and trustworthy management of financial resources. The audit for 2018 should be done within the first quarter of 2019.

The Financial Reports of the project for 2015, 2016, 2017 and first half of 2018 are presented in a separate financial report sent to SDC. The financial report for the second half of 2018 will be done in a separate volume by GIZ HQ and shall be sent to SDC. During the implementation period, the project has used SDC resources amounting to 5.257.107 CHF in Mongolia. These resources have been managed **by the PCU**. The two Ministries have made financial contributions of CHF 4.789.668 (3.579.668 CHF MECSS and 1.210.000 CHF MET), which is around ten percent more in regard to the planned budget (CHF 4.360.000- ProDoc). These financial resources were managed within the respective Ministries.

	<i>Planned budget as defined in the YOP</i>	<i>Resources used yearly by the Project</i>	<i>% of planned budget used</i>
2015			
<i>Component 1</i>			
SDC	1.270.000	246.905	19.5
MECSS	680.000	1.465.128	215.5
<i>Component 2</i>			
SDC	725.000	225.686	31.2
MET	650.000	728.000	112
<i>Total</i>	<i>3.325.000</i>	<i>2.665.719</i>	<i>80.2</i>
2016			
<i>Component 1</i>			
SDC	1.148.366	1.156.373	100.7
MECSS	1.379.658	324.540	23.5
<i>Component 2</i>			
SDC	1.000.000	852.847	85.3
MET	377.644	150.000	39.7
<i>Total</i>	<i>3.905.668</i>	<i>2.483.760</i>	<i>63.6</i>
2017			
<i>Component 1</i>			
SDC	917.000	1.064.004	116
MECSS	1.600.000	1.640.000	102.5
<i>Component 2</i>			
SDC	1.061.000	903.292	85.1
MET	160.000	182.000	113.8

<i>Total</i>	3.738.000	3.789.296	101.4
2018			
<i>Component 1</i>			
SDC	427.500	427.500	100
MECSS	150.000	150.000	100
<i>Component 2</i>			
SDC	380.500	380.500	100
MET	150.000	150.000	100
<i>Total</i>	1.108.000	1.108.000	100
Grand total 2015-2018			
SDC	6.929.366	5.257.107	76
MECSS	3.809.658	3.579.668	94
MET	1.337.644	1.210.000	90.4

Notes:

*the figures of ministries' contributions are "overall figures" and given by respective ministries to the project.

**all expenditures from SDC funding showed in the table above are general figures showing costs, which are not booked. Amount of committed costs are not included in the table.

***detailed half year and annual financial reports for 2015, 2016, 2017 and for the first half of 2018 are delivered to SDC. The annual financial report for 2018 as well as financial report for the whole implementation period will be send to SD separately by GIZ HQ.

VIII. LESSON LEARNT and THE STRATEGIC OUTLOOK

- **Ownership** of the project by stakeholders and target groups is one of the key factors for successful implementation of the project. This was reached through the identification of common goals, deep and correct understanding of the project concept not only by main stakeholders, but also by target groups. Organization and facilitation of common actions, proper distribution of tasks, and responsibility of each party involved in the project leads to an increased ownership.
- **Trustful relation** with stakeholders and implementation partners is the base for a successful project implementation. Open and fair communication, regular official but also frequently organized unofficial meetings on working level, "face to face" live dialogue (not by phone and Email) contributes to the establishment of a trustful relation.
- One of the bases for success of the ESD project was **well aligning of the project with national ESD/GD/SD policies and strategies**. This was reached through the support of the project to GoM by strengthening the legal framework on ESD/GD and SD. To keep this status quo, the project shall continue to support the GoM for the **improvement of legal framework**.
- **Capacity development** - was and still will be one of the points, which requires attention. The project should continue to conduct capacity building measures but more intensive on the support of 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.

- For greater **impact and sustainability** of the project, the Second phase shall **focus on certain Aimags/districts of the capital city, schools**, which shall be defined and **selected** in coordination with both ministries and in consultation with local administrations in Aimags and Metropolitan Education department in UB. Due to **focusing on pilot regions and on selected target groups** the project can act more pragmatic and productive. In the same time the project shall develop a good strategy on communication and PR, instruments for its implementation for dissemination of good practices nationwide.
- **Cooperation among different target groups** shall be facilitated and coordinated by the project based on local context and stakeholder/target group interests. Presence of the project on local level (Aimags and soums) 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) should be approached, listened to and given possibilities to guide and involve in project interventions. The information gained shall also feedback to the national actors to strengthen their understanding of how to promote action towards the SDG2030 and thus to secure the project outcomes. In addition, the project shall continue to use **successful tools (experiences)** developed during the first phase, such as **Whole School Approach** with schools in the mid and the **System wide approach**.
- For the achievement of better results, the Second phase of the project shall facilitate local schools, administrations, public organizations and other stakeholders to cooperate as a **“cluster”**, where all actors have commonly designed goals, but each of them have own tasks and contribute their own **“added value”** to the achievement of this goal. Starting point of this **“cluster”** or **“ESD/SD value chain”** shall be a school.
- **Mentoring and motivation of partners are important by implementation of the project** activities. Mentoring-support while applying ESD to target groups and the motivation of them to be “champions” will enhance/assure the quality of actions and results. Furthermore, the target groups will develop new ideas and implement new actions on ESD application. Therefore, the project shall have mentoring methods and motivation tools.
- **Sharing of information and experiences** will be one of the challenging topics for the project continuation. Besides the use of modern technology, different booklet and leaflets could support the dissemination of experiences and information. Almost all above-mentioned topics including trustful relation, good established PR and communication strategy, unofficial meetings, local and international study tours, common actions, cluster development will result in information and experience sharing. Periodic contact with stakeholders, target groups, organization and facilitation of dialogue between and among project partners will positively influence and contribute to information sharing and information flow. Moreover, timely information sharing will avoid misunderstanding and support the decision-making and project implementation processes.