

Final Report on the Results of Evaluation of the E-Learning for Sustainable Development Project

Contract: IC / 2021/18

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Author: Mykhailo Savva, Doctor of Political Science, Professor

Structure of the final report on the results of the project evaluation

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Summary

According to the results of the assessment, representatives of all target groups consider the project E-learning for Sustainable Development relevant, and sustainable development goals - a tool for identifying opportunities for solving problems of social development.

The format of the main products of the project - training courses - meets the needs of their listeners. Based on feedback from trainees, the content can be improved.

The project did not provide for direct impact on vulnerable groups. The project is of medium relevance to meet the needs of representatives of vulnerable groups and address gender issues. The average level of relevance in the context of the project means an average position on a three-point scale: low, medium, high. There is an opportunity to increase the relevance of the project for vulnerable groups and women.

The project is assessed as relevant and effective. During the project, all planned quantitative indicators were significantly exceeded: with a planned indicator of 3 new training courses, 4 courses were prepared; with a planned indicator of 30 trained trainers, 56 trainers were trained; with a planned indicator of 1000 people will be trained on online courses, 29,891 were trained (as of December 28, 2020). All unplanned results of the project are positive. Such a product of the project as the training course "Remote work for public servants" was not planned. This product turned out to be extremely relevant and ensured a significant increase in the number of project beneficiaries. Among the results of the project there are those that should be assessed as a great success. All representatives of local authorities in the Trostyanetsky United Territorial Community (Sumy Oblast) completed the online course "Act Further: Sustainable Development For Civil Servants". The success of the project provides for its scalability.

The project is assessed as highly effective. The value of the main products created during the project (four training courses) in monetary terms is more than 6 times higher than the monetary costs of the project. This value should be assessed as excellent.

The project team has confirmed its ability to effectively and efficiently carry out such projects, as well as to adequately respond to the challenges that arise during the implementation of projects.

The results of the project must be assessed as sustainable. The high sustainability of the project results is confirmed by the high dynamics of the number of course participants. Thus, the monthly increase in the number of students in courses for communities and businesses amounted to about 400 people in 2020. The monthly increase in the number of students in the two courses for public servants was over 1,500.

It is currently impossible to assess the impact of the project. Impact assessments are only possible 6 months after completion. At the same time, the project is assessed as such, which has a high potential for sustainability. This is due, for example, to the availability and accessibility of the main products of the project - four free training courses, as well as trained trainers on sustainable development.

Recommendations are provided in the "Recommendations for Further Intervention" section of the report.

Scale a project in two main ways:

1. To distribute the project on the territory of Ukraine, for which purpose to conduct an information campaign for differentiated target groups about the possibility of being trained on online courses.

2. To distribute the project outside Ukraine, wherefor to make subtitles (translation) of two courses into English and Russian, and in the future, possibly, into other languages. These are two out of four courses that are not strictly related to Ukrainian legislation, aimed at public activists and business.

In order to increase interest in the project, it is advisable to more deeply differentiate the message about the project (about the possibility of training on online courses) according to information channels and information content.

It is possible to increase the efficiency of the project (matching the costs and the created value) through differentiated information campaigns aimed at narrow target groups on the possibility of being trained in online courses. Such campaigns can be carried out with minimal cost.

If the project continues, it is desirable to retain the project team and its partners, while expanding the number of partners at the expense of organizations that will provide information to differentiated target groups (non-profit organizations, professional associations, associations of municipalities).

To increase the sustainability of the project (if it continues), it is advisable to organize interaction with long-standing organizations. Such organizations may include business associations, associations of municipalities, and support centres for non-profit organizations (including regional ones). The inclusion of such organizations as project partners, if continued, will ensure long-term sustainable results.

After 6 months (but no later than 12 months) after the completion of the project, you need to assess the impact of the project. It is necessary to take into account the feedback from the students of the courses posted on the educational platforms Prometheus and the "Maidan Open University". Feedback is needed for changes and additions to courses and in case of continuation of the project.

Introduction

Evaluation of the E-Learning for Sustainable Development Project has been performed by Mykhailo Savva, and independent contractor, Doctor of Political Science, Professor, member of the Board of Ukrainian Evaluation Association for Strategies, Programs and Projects, in accordance with the contract concluded between Mykhailo Savva as an individual entrepreneur and United Nations Development Program under No. IC / 2021/18 dd. January 14, 2021.

The final report on evaluation results is executed in Ukrainian language, as requested by the customer. Appendixes to the report are also executed in Ukrainian. Appendix “Terms of Reference” was written in English (original).

Evaluation objective and criteria

The main objective is to conduct decentralized final evaluation of the E-Learning for Sustainable Development Project. During the evaluation, implementation of the project in 2018-2021 and lessons learned were analysed.

The evaluation identified project efficiency according to the following criteria: relevancy, efficiency, cost effectiveness, sustainability and impact. All key products of the evaluation were prepared according the standards set forth in UNDP Evaluation Guidelines.

Project prerequisites and development context

On September 25, 2015, the UN General Assembly has adopted 2030 Agenda for Sustainable Development. The basis of the 2030 Agenda is 17 Sustainable Development Goals (SDGs). The aim of these 17 SDGs is to ensure sustainable, peaceful, prosperous and equitable life on Earth for each human being now and in future. Ukraine’s Government adopted SDGs and presented in 2017 its National Baseline Report. Sustainable Development Goals: Ukraine. In this document, the government identifies its obligations in terms of achieving sustainable development goals via generally accepted goals and indicators, developed in close consultations with a broad range of stakeholder groups on regional and local levels. Sustainable development goals adopted for Ukraine represent specific economic, social and ecological problems the country face. In 2019, Sustainable Development Goals were identified by the Decree of the President of Ukraine as a benchmark for developing strategic documents on a national, regional and local levels.

In order to create more sustainable world and solve problems related to sustainability, as it is described in the SDGs, people must become more oriented towards sustainable development. It requires knowledge, skills, values and attitude that allow people to facilitate sustainable development. Efficient learning and exchange of knowledge associated with the SDGs have a decisive significance for achieving sustainable development. Appropriately developed approach to training on sustainable development allows students to make informed decisions and take responsible actions related to ecological sustainability, economic viability and equitable society for present and future generations to come. Moreover, in our digital age, e-learning for sustainable development, especially when it is provided through various platforms that allow not only exchanging information, but also create values, may become a real catalyst for achieving the SDGs. It is achieved through development of competences, which allows development subjects (civil servants, enterprises, social activists, etc.) to think through their actions while taking into consideration their current and future social, cultural, economic and ecological impacts with due regard to local and global prospects.

People should also be ready to act in difficult situation in a sustainable way, which may require them to put effort in new areas.

The overall goal of the project is to facilitate sustainable development of Ukraine with its new decentralized government system by improving knowledge exchange mechanisms, raising awareness and strengthening potential of the development subjects: civil servants, business community members and social leaders on all levels.

As a result, government bodies, private business and communities will implement gender-responsive policies and practices for achieving sustainable management of natural resources, preserving ecosystems, mitigating climate change impact and adjusting to it, as well as creation of “green” (eco-friendly) jobs.

Evaluation approach and methodology

The evaluation approach is determined by the specifics of the assignment. This approach combines indicator and expert approaches to evaluation, uses qualitative and quantitative evaluation methods and ensures triangulation (examination using various methods) of the main evaluation results.

Methodology limitations:

Methodology (paragraph 3 of the Terms of Reference for Independent Evaluation of the E-Learning for Sustainable Development UNDP Project) recommends a broad list of methods and evaluation consultant activities. At the same time, only 13 days are given to complete the assignment. Strictly limited time to complete the assignment is the first limitation of the evaluation methodology. The second limitation is the quarantine limitations brought forth due to the pandemic. This limitation stipulates that offline interviews and focus-groups were not involved during the evaluation.

The suggested evaluation methodology is based on previous evaluation experience, including conducted for the UNDP, and with due regard for current objective limitations.

Evaluation methods:

1. Qualitative analysis of project documentation provided by the project: application text (project document), reports and other materials. These documents are available at <http://drive.google.com>, and access to some of them was provided. Whenever necessary, the individual contractor under contract No. IC / 2021/18 requested missing documents from the authorized personnel of the project.

2. Qualitative analysis of publications on the project and other materials related to the project (e.g., publications in the mass media, publications in social networks, etc.). The project personnel provided links to key publications. Whenever necessary, the individual contractor found other publications in publicly available information sources.

3. Qualitative analysis of the students’ feedback on the e-courses on the prometheus.org.ua platform (“Discussion” section of the course). This platform was the main instrument of e-learning during the project. 3 of 4 training courses created during the project implementation were located on this platform. This platform allows reading and analysing student feedback. Such a possibility allowed taking into account both positive and negative feedback of the end beneficiaries of the project during the evaluation.

Qualitative analysis of the students’ feedback of the Maidan Open University training platform. 1 training course was posted on this platform.

An important advantage of this source is that students provided feedback directly during the study while having immediate vivid experience. Such an evaluation is impossible after completion of the training course.

4. Quantitative analysis, namely comparative analysis of planned and achieved indicators, comparative analysis of planned and actual spending on the project.

Quantitative analysis is used also for evaluating the project cost-effectiveness. Monetization of the main project products, namely 4 training courses, was evaluated. Project efficiency in monetary terms regarding its main products (4 training courses) was compared with the costs spent for its implementation. Thus, additional value created during the project was evaluated.

Quantitative analysis of remarks to the training course contents was used to test the hypothesis about importance of formal motivation in the general system of motivation of civil servants in learning sustainable development goals.

5. Individual in-depth semi-structured phone interviews with the project key personnel and beneficiaries. Key personnel include employees of the UNDP and GIZ offices in Ukraine, management and staff of the project, as well as project partners from various government bodies. These interviews provided detailed information on the project implementation, its results, context of the partnership with different stakeholders, as well as their vision of the project continuation.

The list of respondents, who were interviewed, is provided in the appendix to this report. Selection of new respondents and the conduct of the interviews lasted as long as it was necessary for the consultant to obtain all necessary information.

Focus groups (semi-structured in-depth group interviews) are not appropriate in the current environment due to several reasons: quarantine limitations and fear of many people to attend group events and the amount of effort required for organizing such focus groups.

Individual in-depth semi-structured interview technique stipulates that the list of questions for each respondent is individual. In each individual case this list is determined by:

- respondent's area of expertise;
- respondent's depth of involvement in the project;
- information that was obtained earlier during other interviews.

The list of questions for individual in-depth semi-structured interviews is flexible. This means that the initial list of questions may change during these interviews.

The interviews were conducted during the period from January 22 to January 29, 2021. The final list of the respondents includes representatives of all project target groups (government, business, social activists), project executors and partners.

Interview texts will not be provided to the customer due to ethical reasons. Quotes from these interviews are used in this report without reference to specific individuals.

Practical experience obtained during previous evaluations of projects of international organizations confirms that the above system of methods provides for the necessary triangulation of evaluation results.

Data provided in the report were disaggregated by the vulnerable groups, where possible. The scale and depth of the disaggregation under these characteristics does not depend on the evaluation expert, but on availability of the necessary information within the project.

Evaluation plan

<i>Item No.</i>	<i>Activity</i>	<i>Dates</i>
1	To conduct desk review of the main documentation. To develop a methodology and an evaluation strategy for collecting the necessary data	January 18-20, 2021
2	To conduct necessary consultations and interviews with the project employees and partners	January 25-29
3	To prepare an evaluation report draft	January 30 - February 17

4	To collect, review and take into account UNDP's comments in the final version of the evaluation report	February 18-27
5	To prepare a detailed PowerPoint presentation with the evaluation results	February 28, 2021

Data analysis and key findings

Data analysis and key findings are presented as answers to the evaluation questions. The evaluation questions were formulated by the customer.

Answers to evaluation questions are the main content of this report. They determine the recommendations.

Answers to the evaluation questions are provided in a table for convenience of matching “question – answer”.

Answers to questions contain two types of quotes:

1. Quotes of online courses students obtained from the Discussion section on the relevant training platform (Prometheus and Maidan Open University).
2. Quotes of respondents of individual in-depth semi-structured interviews conducted during the evaluation.

Quotes are used for evidencing the conclusion of the evaluation expert.

Answers to the evaluation questions

A. Relevance	
<p>How relevant is the project for target groups, including needs and priorities of the government? To what extent was the project consistent with the government policies and strategies, 2030 Agenda, and with the UNDP Programmed for Ukraine / United Nations Partnership Framework?</p>	<p>The project is very relevant for the target groups. Project target groups are civil servants (public servants and officials of local government bodies), entrepreneurs (small and medium business), social activists. The project corresponds to the needs and priorities of public authorities of Ukraine of all levels. The project was created in response to one of the most important Ukrainian reforms – the decentralization reform. Expanding powers of local authorities and increasing their autonomy from the central government is a positive change. At the same time, it may lead to degradation of sustainable development goals on the local level because representatives of local authorities (municipal level) are poorly informed about sustainable development goals.</p> <p>Dissemination of practice-oriented information on sustainable development goals as an instrument of progress was and remains a relevant objective for Ukraine.</p> <p>As of the date of project’s start, the Strategy of Sustainable Development of Ukraine till 2020 was in effect. This Strategy was approved by the Decree of the President of Ukraine 5/2015. This national strategy was based on the idea of sustainable development. Decree of the President of Ukraine No. 722 / 2019 “On Sustainable Development Goals of Ukraine for the period till 2030” sets forth movement to Sustainable Development Goals of Ukraine for the period till 2030. Therefore, throughout the whole period of the project, it was in line with the policy and strategy of the central government of Ukraine. Election of a new President of Ukraine in 2019 did not change Ukrainian government’s policy and strategy.</p> <p>The project corresponds with the main document – the 2030 Agenda for Sustainable Development adopted by the United Nations. This document lists 17 goals that must be achieved in order to create socially inclusive, environmentally sustainable and economically prosperous society.</p> <p>The project corresponds to the Country program document for Ukraine (2018-2022). This document deals with sustainable development of humanity: “10. The country programme, developed in consultation with Government, CSOs and other partners, will support the Government’s National Development Strategy and Action Plan by promoting sustainable and inclusive human development with</p>

	<p>a focus on empowerment and the needs of vulnerable and marginalized people. UNDP will ensure efficient use of resources by: promoting risk-informed development; pursuing opportunities for South-South collaboration (particularly with new EU Member States); integrating gender equality and human rights into programme interventions; assessing environmental and social impact of all initiatives; using data, analysis and research to generate policy dialogue; and by scaling up cost-effective, innovative models (including open data platforms) to reach out to vulnerable groups.”</p>
<p>To what extent was the project relevant to meet the needs of vulnerable and gender groups (both on project level and on stakeholder level)?</p>	<p>The project is of medium level of relevance in terms of meeting the needs of representatives of vulnerable groups.</p> <p>The project does not stipulate direct impact on vulnerable groups. Target groups of the project are civil servants, representatives of small and medium businesses, social activists. Members of these groups usually do not belong to vulnerable groups. At the same time, changes in the way representatives of target groups think and behave may potentially have positive impact on vulnerable groups. Vulnerable groups are natural beneficiaries of the government and civil society activists. Accordingly, improving efficiency of the government and civil society activists will improve the situation of vulnerable groups. Increasing corporate social responsibility also potentially improves the position of vulnerable groups. Strategic goal 3 from the list of Sustainable Development Goals is directly aimed at improving the position of vulnerable groups and ensuring gender equality. Informing representatives of the target groups about the relevance and methods of achieving this goal motivates them to act.</p> <p>No less important factor is that products (training courses) that were created during the project are free and publicly available. Proactive representatives of vulnerable groups can use this resource to improve their competence.</p> <p>The project is of medium relevance in terms of solving gender issues. Medium relevance means that it has the second position according the three-point scale: low, medium, high. The project does not deal with gender issues directly. At the same time, equal access of women to the project products was ensured. As on December 28, 2020, the total number of unique students attending online courses exceeded 30,100 persons, and women make 60% of the students. Almost 18,900 students have completed the courses and obtained certificates (63%). 62% of course students, who obtained certificates, are women.</p> <p>In the project context, the average relevancy means that the project was not initially aimed at solving gender issues, however during its implementation possibilities for solving such issues were created. The</p>

	<p>project enhanced the possibilities for empowering women leadership as a result of: provision of access for women to additional training; training women as trainers within the project.</p>
<p>Does the project remain relevant considering the changing environment and taking into account the strategy of risks/problem mitigation? Was there a need to reshape the project design and project results structure with due regard for changes within the country and in the operational context?</p>	<p>The project remains relevant in amidst political and social environment changes. As of the date of project’s start, the Strategy of Sustainable Development of Ukraine till 2020 was in effect. This Strategy was approved by the Decree of the President of Ukraine (Poroshenko) 5/2015. This national strategy was based on the idea of sustainable development. Decree of the President of Ukraine (Zelenskyi) No. 722 / 2019 “On Sustainable Development Goals of Ukraine for the period till 2030” instructed to ensure compliance with Sustainable Development Goals of Ukraine for the period till 2030. The change of the President of Ukraine did not affect Ukraine’s government perception of the Sustainable Development Goals. This is evidenced by actions of both previous and current President of Ukraine, who both follow one strategy.</p> <p>Due to quarantine measures in 2020, a need to change the project design arose. Thus, the project design was changed. A number of planned project events were converted into an online format. An additional product – Remote Working for Civil Servants online training course was created. This training course initially was not planned, but proved to be extremely relevant amidst the COVID-19 pandemic.</p>
<p>Was the courses format developed under the project relevant for students thereof? Was this the best option for increasing stakeholders’ potential in respect of the 2030 Agenda and the sustainable development principles?</p>	<p>The format of all courses developed during the project corresponds to the needs of the students attending such courses.</p> <p>Objectively, online courses are just one of the elements of an intricate system for increasing the potential. E-learning is an opportunity a motivated person uses.</p> <p>Motivation level among representatives of three target groups was absolutely different. The highest motivation had civil servants (public servants and local authority officials), lower level of motivation had social activists, and even lower motivation was among business representatives. This is evidenced by the results of comparative quantitative analysis.</p> <p>As on December 28, 2020 (date of the last report on project implementation), three of the planned and implemented within the project framework courses still remain active on national educational platforms. It is a 24/7 free public access, which is ensured by online platform courses subscribers. At the same time, the number of subscribers of How to Act Further: Sustainable Development for Civil Servants course was 14,748 persons, of How to Act Further: Sustainable Development for Community course - 2,458 persons and of How to Act Further: Sustainable Development for Business course - 1,568 persons.</p>

	<p>The motivation system for civil servants to learn sustainable development goals is complex, i.e. consists of several strong motivators at the absence of demotivating factors: the need to use the concept of sustainable development and referencing specific sustainable development goals when preparing official documents; substantiation of their decisions (arguing that a decision is aimed at achieving any sustainable development goal and not is an arbitrary decision); demonstration of a progressive approach to work because the SDGs are a current trend to be followed; the possibility to complete a mandatory advanced training for civil servants; civic awareness. The quote below is from an interview with an expert, who works with state bodies, commercial and non-profit organisations: “Civil servants are motivated to study sustainable development goals. Civil servants are obliged to realise these goals in different documents. It is a mandatory obligation because it is the strategy of Ukraine’s central government. Business and non-governmental organizations have no such obligations”.</p> <p>During the evaluation, a need for a detailed analysis of civil servants training motivation has arisen. Such a necessity has arisen due to the assumption that formal motivation has significant importance for them (advanced training). In order to test this hypothesis, a quantitative analysis of the testing results of students of the course for civil servants was used (the results were provided by the platform with the project management consent). 7% of the students expressed meaningful remarks on the course content, i.e., demonstrated interest in improving the quality of the course content. It is obvious that formal motivation has significant importance in the overall civil servants’ motivation system. At the same time, formal motive for improving the qualification is not the sole motive for civil servants.</p> <p>Social activists’ motivation system contains much less motivators: civic awareness; the need to refer to sustainable development goals when filing applications for certain grant competitions; actualization of activity goals of some non-governmental organizations, because they deal with solving problems that are not recognized as problems by local communities (e.g., gender-based discrimination), but are viewed as problems by the sustainable development goals. A quote from an interview with a head of an NGO: “Online course on sustainable development goals could not be very popular among social activists. Most of them do not understand why they should spend their time on such training. Civil servants have such motivation because they have to undergo advanced training. After completion of the “Sustainable Development Goals” course they can report on completion of an advanced training”.</p> <p>Motivation system of entrepreneurs for learning sustainable development goals differs in that while there are weak motives, there is also a strong demotivating factor in respect of learning sustainable</p>
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	<p>development goals. Large business' motives for learning and implementing sustainable development goals are quite different: improving company image and changing social environment where a company does business. However, small and medium business was the target group within the project framework. Motivation of this social and professional group is much weaker and includes only civic awareness. Demotivating factor for entrepreneurs is the following: the system of doing business and its interaction with the authorities, which developed in the years since independence, formed in many entrepreneurs a very narrow planning horizon. Long-term business planning is absent. In such situation, sustainable development goals are perceived by entrepreneurs as an idea that has no practical bearing.</p> <p>Lesser number of students attending this course is also explained by the fact that it was developed and proposed later than courses for civil servants and communities. How to Act Further: Sustainable Development for Business course is available only since July 2020, while How to Act Further: Sustainable Development for Communities course is available since April 2020 and How to Act Further: Sustainable Development for Civil Servants course is available since May 2020. However, it is not the main factor.</p> <p>Quote from an interview with a head of business organization: "Sustainable development courses are popular among representatives of large business. It is an important task for such businesses to promote not only its products and services, but also its image. Knowing sustainable development goals may be popular among medium business, which wants to develop and become large business. However, objectively speaking, this information has no importance for small business. Small business does not yet have a task of promoting its image among vast groups of populaces. For such business, reputation among consumers is important. Certainly, small business also wants to improve its image. But this requires resources, which it doesn't have".</p> <p>Therefore, in order to increase awareness about Sustainable Development Goals, in addition to the training courses in itself, there should be motivation for attending them and appropriate channels for communication of information about such courses. Overall, it was taken into account during the project implementation.</p> <p>The format of e-learning courses for the three target groups, representing three main public sectors, was optimal during the project development and implementation period. This format has solved an important problem of absence of constantly available nationwide basic source of information on the sustainable development goals. The training course provides for active absorbing of information and obtaining fairly</p>
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	in-depth knowledge. Without such basic element, popularization of sustainable development goals in Ukraine would be significantly much more complicated.
What can be done additionally to better factor in the needs of vulnerable groups and address gender issues?	<p>There is a possibility to increase project relevance for vulnerable groups and women. In order to better factor in the needs of vulnerable groups and address gender issues, the following can be done:</p> <ol style="list-style-type: none"> 1. Differentiate information channels informing about the possibility to complete training on the sustainable development goals: Inform non-governmental organizations that help vulnerable groups, as well as women organizations. 2. When informing vulnerable groups about the project, to highlight and base the message on the idea of equitableness, achievement of which is the objective of the sustainable development goals. 3. To develop and utilize information and motivation modules (messages) for differentiated vulnerable groups, for example, internally displaced persons; residents of hostilities area; people with low income, etc.
What can be done to increase project relevance?	<p>Informing about the project (about the possibility to complete online training) should be differentiated for the following social and professional groups: large and medium business (for this project, medium business should be differentiated from small business because their motivation differs); small business; socially vulnerable groups (with internal differentiation as described above); women; civil servants and local authority officials.</p> <p>The main idea behind the messages:</p> <ul style="list-style-type: none"> small and medium business – knowing sustainable development goals allows changing ecological and social environments and improving the company image; small business – business owners and their employees become conscious citizens and consumers; socially vulnerable groups – progress in achieving sustainable development goals improve quality of life, including for vulnerable groups; women – promoting sustainable development goals increases equality; civil servants and local authority officials – sustainable development goals must be incorporated in all programme documents.
B. Effectiveness	
Evaluate overall effectiveness of the project with a reference to the project	The overall objective of the project is to facilitate sustainable development of Ukraine with its new decentralized government system by improving knowledge exchange mechanisms, raising awareness

document / cost allocation agreement, strategy, objectives and indicators, and identify key problems and limitations that have affected achieving the project objectives. Were planned objectives and results achieved in terms of key project components?

and strengthening potential of the development subjects: civil servants, business community members and social leaders on all levels. The overall objective was formulated not as a result, but as a process. As a result of this, it is impossible to evaluate achievement of this objective accurately.

The project document has two specific goals of the project:

1. To improve access to online training on sustainable development issues and the Sustainable Development Goals.
2. To improve awareness of practising professionals working on Ukraine’s development about the global Agenda for sustainable development and about how it is implemented in national, regional and local development programmes.

Both of these specific goals were achieved. The main evidence of achieving the first goals is availability of 4 publicly accessible learning courses. Three of these courses deal with sustainable development and its goals. Therefore, access to online learning about sustainable development and its goals was improved. The main evidence of achieving the second goal is objective quantitative indicators, i.e., the number of target group representatives who have completed training: the number of students attending How to Act Further: Sustainable Development for Civil Servants course was 14,748 persons, How to Act Further: Sustainable Development for Community course was 2,458 persons How to Act Further: Sustainable Development for Business course was 1,568 persons, and Remote Working for Civil Servants course was 11,117 persons. The second specific goal was achieved because the training courses provided information about the global Agenda for sustainable development and its implementation into national, regional and local development programmes.

All planned quantitative indicators of the project were significantly exceeded during its implementation: given planned indicator of 3 new training courses, 4 courses were prepared; given planned indicator of 30 trained instructors, 56 instructors were trained; given planned indicator of 1,000 persons completing the online courses, 29,891 persons have completed them (As on December 28, 2020).

Among the results of the project, there are results that should be considered an exceptional success. All representatives of the local authorities of Trostianetska Amalgamated Territorial Community (Sumy Region) completed the online course “How to Act Further: Sustainable Development for Civil Servants.

What results exceed the planned ones?
What caused these results? What are the

Some project results were not planned.

<p>main lessons learned from partnership strategies and what are the possibilities of its replication and expansion? How the project can improve or expand its achievements?</p>	<ol style="list-style-type: none"> 1. Improving awareness of people about current issues that are not related to the sustainable development goals. Training courses were attended not only by representatives of target groups, for whom they were designed. Among students in these groups there were people, who did not belong in the said groups. These students obtained information important to them about efficient work methods. This is evidenced by the feedback left by a student of the Remote Working for Civil Servants course located on the Prometheus platform: “I am not a civil servant, and frankly I am not interested in legal aspects of remote working for civil servants. Remote working experience demonstrated that majority of people, even those who are more or less familiar with a computer, encounter problems related to organizing stable and efficient communication... Not to mention the general teamwork environment. In this regard, information that combines technical aspects of remote working, for example, mental wellbeing, social communication issues, etc., is of exceptional importance”. 2. Improving awareness of representatives of all target groups about the issues of remote work organization that are relevant amidst the pandemic lockdown. This result came to life as an outcome of initially unplanned project product i.e., Remote Working for Civil Servants training course. This course has proven to be in demand. The number of students attending the Remote Working for Civil Servants course on December 28, 2020 was 11,117 persons. These results are caused by two main factors: <ol style="list-style-type: none"> 1. Innovative nature of the project, which does not allow predicting accurately all possible results. 2. Correct response of the project team to such a strong challenge as 2020 pandemic and quarantine limitations. The need to work remotely, including for continuation of the project, caused an urgent need for knowledge on how to organize work online. <p>A flexible partnership strategy was used within the project framework. The project team signed memoranda of understanding and cooperated not with all educational platforms that were designated as potential partners when preparing the project. Additional knowledge of the potential and particulars of all educational platforms’ operation allowed choosing the most optimal partners.</p> <p>The project can be scaled in two main ways:</p> <ol style="list-style-type: none"> 1. By expanding the project within the territory of Ukraine, wherefor to carry out an awareness raising campaign informing about the possibility of training by attending online courses.
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	<p>2. By expanding abroad, wherefor to make subtitles (translation) of two courses into English and Russian, and possibly into other languages in the future. These two courses, that are not closely related to Ukrainian legislation, are designed for social activists and business.</p>
<p>How appropriate stakeholders were involved in the project implementation?</p>	<p>Partners were involved in the project upon results of a competition that was held based on reasonable and transparent criteria.</p> <p>Project beneficiaries were involved in the project as a result of information campaign.</p> <p>Information campaign should be evaluated as active and efficient. The total amount of information materials in the mass media on each of three online courses exceeds the planned amount for each course in 3-5 times. The project team cooperated systematically with the mass media, explained the importance of information about the online education project, as well as the need to improve awareness of the target groups. At the same time, business mass media are not ready for extensive cooperation with the project because they are interested in publishing material on a commercial basis. Information campaign of the project did not have enough time and lacked differentiated approach to the target groups in order to inform all reasonable stakeholders.</p>
<p>What can be done to improve project effectiveness?</p>	<p>Project effectiveness may manifest in further increase of students attending online courses. Such an increase is possible as a result of second stage of the information campaign in Ukraine and promoting the training courses abroad.</p>
<p>What else can be done to better factor in the needs of vulnerable groups and gender issues?</p>	<p>In order to meet the needs of vulnerable groups better, more focused delivery of information about the sustainability must be organized to more targeted groups. A quote from an interview with a head of an NGO: “In order to inform representatives of vulnerable groups about the sustainable development better, small groups of problems uniting members of these groups must be identified. For example, people with poor vision. Information delivery channels must take into account specific features of such groups. Information for people with impaired vision should be delivered with the Braille lettering. In other words, information must be more recipient-oriented. It is also necessary to find ambassadors of the sustainable development idea in various professional and vulnerable groups, train them and support their information work”.</p>
<p>Are courses developed in the project framework focused on the target audience? How attending these courses</p>	<p>Students of all courses identified them as relevant. Critical observations of students are typical for such situations. All similar comments concern with the fact that studying takes up too much time and study</p>

<p>impacted their individual choices and behaviour?</p>	<p>material delivery form. At the same time, positive feedback about the courses is varied. Below are quotes from the students' feedback made during learning.</p> <p>How to Act Further: Sustainable Development for Civil Servants, Prometheus platform (quotes by students of this course):</p> <p>“I am sincerely grateful to the authors for an interesting course! Although my professional area is not related with the issues of decentralization and local government work, I did learn many new interesting and useful things as a citizen and a resident of a territorial community. Certainly, implementation of the SDGs by each country is the foundation of a happy life on our planet. Cannot help but note that for me personally, completing this course took a lot of time due to significant amount of study material. I wish you all the best in future!”</p> <p>“I'd like to thank all authors and moderators involved for a very interesting course. I happen to work in an executive governmental body, so decentralization topic hits home for me. All the way back in 2014-2015 I was developing data sheets of communities about their tax capacity, calculated their income and expenses. Having completed this course, I learned many new things for myself and understood that the SDGs are a foundation of a rich and self-dependent community. I thank you for an interesting course and wish you success in achieving your goals”.</p> <p>“For me personally, it was an interesting and saturated course in terms of information. Advanced training always means renewing one's knowledge. I learned many new things for myself and had a “fresh look” on familiar things. Thank you for the possibility to complete this course remotely, even though it is quite burdensome in terms of time because the course takes a lot of free time. I wish you success and thank you sincerely!”</p> <p>Analysis of the feedback provided by students of this course demonstrates that positive feedback is strongly predominant. Critical observations related to the need to spend a lot of time to complete the course, in all cases are given by the same authors who evaluated the course design and content in a positive way.</p> <p>How to Act Further: Sustainable Development for Business course, Prometheus platform (quotes by students of this course):</p> <p>“I liked very much the parts that relate to experience of European countries. As a person, who just began to delve into this topic, I find reports of such experts very interesting! I think, I could delve into the topic more in-depth”.</p>
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	<p>“I have suggestions (kind requests) to the developers of the course. In reality, if you offer small entrepreneurs from small towns and villages to complete the course, they will find it difficult to absorb the course on sustainable development if neither of the modules contains information on the SDGs specifically (it is better to put such information in the first module). A video in the beginning is not enough. It is also sometimes difficult to absorb information by ear. You could put this information in a form of simple diagrams... Provide a short overview what each sustainable development goal declares, because not everybody is “progressive” enough and is familiar with the SDGs”.</p> <p>How to Act Further: Sustainable Development for Community, Maidan Open University platform.</p> <p>Training courses discussion format on the Maidan Open University platform differed significantly from the discussion format on Prometheus platform, therefore there is no meaningful feedback about this course.</p> <p>Remote Working for Civil Servants course, Prometheus platform (quotes by students of this course):</p> <p>“An interesting course. A lot of new information for me, excellent material, facts and statistics. I believe that it will be useful for me in my further work”.</p> <p>“A new topic, a new experience, other approach to work organization. The material is provided in a concise but comprehensive way. Thank you”.</p> <p>“Oh, how I waited for such learning materials! Coronavirus pandemic in the early days practically halted the work of the department where I work. As it turned out, in fact until now there was no prior experience of transferring work of so many employees into a remote format. Of course, now we have set up quite efficient work and cooperation processes, but there is no limit for perfection. I am very glad that such course is available. I have the impression that a lot of information from the course curriculum will be useful for me”.</p> <p>Completion of the project training courses ensured 2 results:</p> <ol style="list-style-type: none"> 1. Improving awareness level, which is important for course students’ professional activities. 2. Changing course students’ individual perception of the sustainable development goals. Those changes were manifested primarily in more responsible approach toward preserving the environment.
C. Efficiency	
Was the project economically viable? Were least costly options for achieving	The project was economically viable. The project provided significant social results with relatively low expenses (EUR 200,000). An evidence thereof is evaluation of the cost of the main quantitative project

<p>results used in the project? Were resources (funds, human resources, time, experience, etc.) efficiently distributed for achieving appropriate results?</p>	<p>result – the number of students attending the courses created during the project. A comparative analysis of paid-for online courses available in Ukraine on educational platforms demonstrated that average cost of a similar course in terms of duration makes USD 50 (EUR 41). As on December 28, 2020, the total number of students attending 4 courses created within the project framework was 29,891 persons. Therefore, average cost of their study makes EUR 1,225,531. Taking into account only main products of the project, monetization of which can be objectively evaluated, the result obtained is 6 times more than the investment made into the project. This indicator should be evaluated as an excellent result. At the same time, project impact will continue to increase because training courses are available in public access. In the course of the project, various results were obtained, for example, a group of trained trainers. However, evaluation of such results’ monetization will be too subjective for quantitative methods.</p> <p>Optimal, least costly options for achieving results were used in the project. Online courses methodology is considered least costly because it does not require any additional expenses for each new educational event. Once developed, online courses are continuously available for people interested in them. Necessary expenses include only an information campaign and periodic improvement of training courses.</p> <p>Resources were distributed efficiently for achieving results. Due to cost savings, an additional product of the project was created – a training course for civil servants on remote working This product allowed ensuring relevant additional results.</p>
<p>Did the project produce products and results within the expected time frame?</p>	<p>Project products and results were produced within the expected time frame.</p>
<p>Was online format of training courses the most economically viable with due regard for the project context?</p>	<p>Online format of teaching the courses is the most economically viable format with due regard for the project context. Online courses methodology is considered least costly because it does not require any additional expenses for each new educational event. Once developed, online courses are continuously available for people interested in them.</p> <p>Context of the project required specifically online format of the training courses. During the period of project development, there was no such product in Ukraine, which could allow a wide range of people to improve their awareness about sustainable development goals at a convenient time for them.</p>

Were there any delays in the project implementation, and if “yes” – did it affect project profitability or results?	Time frames of certain project events were changed in order to ensure better quality thereof. Thus, thorough selection of a project partner for developing the training course for business allowed selection of an optimal partner in the project context, who was tasked with completing objectively very complicated assignment. Postponement of certain events did not affect the project profitability or results as a whole.
Does project events schedule correspond to the schedule set forth by the project team, and is it in line with yearly work plans? Do payments and expenditures correspond to the project budgets?	Overall, project events correspond to the project implementation plans. Changes were brought forth by an objective reason, i.e., quarantine limitations in respect of holding offline events in 2020. As a result of such limitations, a number of project events were held online. Payments and expenditures under the project do not exceed planned figures. Cutting expenses as a result of holding a number of events online allowed preparing and utilizing unplanned project product, i.e., Remote Working for Civil Servants online training course.
Were project management, coordination and monitoring efficient and appropriate?	Project management, coordination and monitoring were efficient and appropriate. The project team is prone to organize work in such a way, which ensures quality result. Efficient project management allowed overcoming challenges related to bringing the project work into an online format since March 2020.
Evaluate criteria for project partner selection.	Partner selection was carried out based on criteria of competency and readiness to participate in the project. In the project context, competency is the main and complex criterion. Competency is understood as ability to solve intricate innovative tasks.
What else can be done to improve project efficiency?	Differentiated and focused on narrow target groups information campaigns of the project aimed at dissemination of information about the possibility to complete training attending online courses would improve the project efficiency (improving expenses/results ratio). Such campaigns may be carried out with minimal costs.
D. Sustainability	
To what extent results of the project (impact, if any, and final results) may be retained after its completion? Identify areas of work that produced the most sustainable results and the most	At present, it is impossible to evaluate project impact. In the project context, such evaluation is possible only in the mid-term perspective, i.e., at least 6 months after project completion. Over such period, changes in beneficiaries’ way of thinking and behaviour will manifest to the proper extent allowing evaluation thereof. Project impact evaluation requires conducting a specific research. It is highly likely that such projects products as 4 online training courses will be retained after project completion. Liquidation of the project products is possible only if educational platforms that contain the

<p>prospective areas, which require further support and expanding.</p>	<p>courses (Prometheus and Open Maidan University) cease to exist. Retaining these products will ensure not only retaining the results (course students' knowledge about sustainable development goals and motivation of those students), but also improving thereof. Retaining of the results after project completion is ensured by the fact that training courses will remain publicly available and will attract new students.</p> <p>High sustainability of project results is evidenced by high dynamics of the number of students attending the courses. Thus, monthly increase of students attending the courses designed for communities and business made around 400 persons in 2020. Monthly increase of students attending two courses designed for civil servants made over 1,500 persons.</p> <p>Trainers trained for promotion of sustainable development goals (over 50 persons) became an important achievement of the course. These people obtained knowledge and skills and are using it. Moreover, they are motivated to apply them in future. A group of trained trainers is one of the sustainability elements of the project.</p> <p>The most promising areas of activity are replication of the project in Ukraine using an information campaign on the possibility to complete training by attending online courses, and promoting 2 projects products (courses for entrepreneurs and social activists) abroad.</p>
<p>Is there enough public / stakeholder awareness to support long-term goals of the project?</p>	<p>Long-term goals of the project are perceived by representatives of all stakeholder groups in a positive way. It should be emphasized that there are two main approaches to implementation of the sustainable development goals. The first approach can be called mechanical. Any goal is formally included (mentioned) in a document prepared by a state body, commercial or non-commercial organization, but in the future this goal does not affect document implementation. The second approach can be called value-based. In this case, a person perceives sustainable development goals as his/her personal value and makes certain decisions in accordance with the SDGs. Value-based approach is more efficient and has a long-term nature, but it is hard to achieve.</p> <p>For project beneficiaries, the main approach to sustainable development goals is the value-based approach.</p>
<p>Will project work continue, expand, replicate and increasingly contribute to the sustainable development after the project completion? Identify which</p>	<p>Project work has the potential to continue, expand, scale and increasingly contribute to the sustainable development after the project completion. To what extent this potential will be realized depends on the content and scope of activities performed to continue the project.</p>

platforms, networks, interactions within the Project have the greatest potential for further scaling and/or replication	As it was already substantiated above, the greatest potential has expanding the project in Ukraine, improving its content and learning material delivery methods, as well as promotion of 2 of the project products (training courses for social activists and business) in other countries.
Are there any social or political risks that could jeopardize the project results sustainability?	There are no real social and political risks that could jeopardize project results sustainability. All major political powers and social groups in Ukraine declare a positive perception of the sustainable development goals.
Can statutory limits, policies, structures and management processes, within which the project operates, pose risks that could jeopardize project sustainability?	Statutory limits, policies, structures and management processes, within which the project operates, do not pose risks that could jeopardize project sustainability.
To what extent were potential-building initiatives in respect of partner organizations adequate to ensure sustainability? What else can be done to improve project sustainability?	The project had no objective to build potential of partner organizations. At the same time, respondents from project partner organizations indicated that they received valuable experience of interacting with a large international organization in the course of the project. Such experience objectively facilitates improving the potential of those organizations.
Identification of potential interaction priority areas, recommendations for the next stage of the project	For the next stage of the project, it is appropriate to interact with organizations that can potentially facilitate dissemination of information among representatives of differentiated target groups. In order to increase project sustainability, it is advisable to organize cooperation with long-established sustainable organizations. Such organizations include business associations, municipal associations, centres for supporting non-profit organizations, including regional.
E. Impact	
Did the project facilitate or can it facilitate long-term social, economic, technical changes for individuals, civic society, public servants and private sector communities, as well as for project-related institutions?	Project impact cannot be evaluated at present, as was stated above, At the same time, the project can facilitate long-term social, economic, technical changes for individuals, civil society, public servants and private sector communities, as well as for project-related institutions. An objective possibility for such impact is provided for by the project products, which include 4 publicly available training courses and a group of trained trainers.
What importance does the project have for the beneficiaries?	The project has the following importance for the beneficiaries: 1. Improves competence of the beneficiaries in all three target groups in their professional area.

	<ol style="list-style-type: none">2. Improves civic awareness of the beneficiaries.3. Improves beneficiaries' motivation to perceive sustainable development goals as personal values.
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Recommendations for further interventions

Recommendations reasoning:

Objectively, the project is very relevant for the target groups. Sustainable development goals are a tool for identifying opportunities. At the same time, objective relevance of the project is understood by people when they receive information about the project products and access to these products.

Recommendation:

In order to increase the project relevance – to differentiate the message about the project more in depth (about the possibility of training by attending online courses) in terms of information channels and information content for the following social and professional groups:

1.1. Large and medium business (in context of this project, medium business should be differentiated from small business because their motivation differs).

1.2. Small business;

1.3. Socially vulnerable groups.

1.4. Women.

1.5. Civil servants.

1.6. Local authority officials.

To use differentiated main ideas behind the messages communicated to different social and professional groups:

2.1. Large and medium business – knowing sustainable development goals allows changing ecological and social environments and improving the company image.

2.2. Small business – business owners and their employees become conscious citizens and consumers as a result of acceptance of the sustainable development goals.

2.3. Socially vulnerable groups – progress in achieving sustainable development goals improves quality of life, including for representatives of vulnerable groups.

2.4. Women – progress towards achieving the SDGs increases understanding of the gender inequality as a problem in Ukrainian society and improves gender equality.

2.5. Civil servants and local authority officials – sustainable development goals must be incorporated in all programme documents, for which purpose those goals must be understood.

The mass media cannot be the main channel for informing differentiated target groups. It is appropriate to utilize such information channels as:

3.1. Pages and groups in social media.

3.2. Mailing lists for informing non-profit organizations, including professional associations and resource centres of non-profit organizations.

3.3. Official websites of government bodies and local authorities.

Recommendations reasoning:

The format of all courses developed during the project corresponds to the students attending such courses. At the same time, the content of the courses can be improved using the feedback provided by students attending these courses.

Recommendation:

In 6-12 months after the project completion, to evaluate project impact, including by using course students' feedback provided on Prometheus and Maidan Open University education platforms. Based on the whole scope of feedback, to propose supplements and amendments to the courses and to implement these changes in the course of the project.

When changing content of the training courses – to consider the following three requests identified during the evaluation and formulated by representatives of the target groups:

1. To explain complex phenomena in simple words, utilize infographics. Whenever necessary, to check formats of the most complex ideas delivery using focus groups.

2. When designing the logic of the training courses, to go from specific to abstract. For example, “If Maria collects garbage separately for recycling, our community will have the following benefit ...”.

3. To include in the training courses mandatory students’ reflection on information obtained. Students should periodically write about how any given section of the course has influenced their day-to-day life. This will create a personal deep understanding of sustainable development goals and motivation to accept these goals.

It is possible to increase attractiveness of the courses for potential students by improving overall description of these courses. Course description provided on the educational platforms should incorporate the following elements, which were suggested during project beneficiaries evaluation:

1. Description of the total course duration and time spent to complete it.
2. Course results description: What knowledge and opportunities will a student acquire during the course.
3. Feedback of students, who completed the course. Feedback creates confidence in the course.

Recommendations reasoning:

The project does not provide a direct impact on vulnerable groups. The project is of medium level of relevance in terms of meeting the needs of representatives of vulnerable groups. The project is of medium relevance in terms of solving gender issues. Medium level of relevance in the project context means that it has medium position according to a three-point scale: low, medium, high level. There is a possibility to increase project relevance for vulnerable groups and women.

Recommendation:

In order to better factor in the needs of vulnerable groups and address gender issues, the following can be done:

1. Differentiate information channels informing about the possibility to complete training on the sustainable development goals: Inform non-governmental organizations that help vulnerable groups, as well as women organizations. It is necessary to become partners with leading organizations of these two types in case of project continuation.

2. When informing representatives of vulnerable groups and women about the project – to base information module on the idea of equitableness, achievement of which is the objective of the sustainable development goals, as well as to highlight that the SDGs are designed to improve the quality of life (see first recommendation).

3. To develop and use information and motivation modules (messages) for differentiated vulnerable groups:

- 3.1. Internally displaced persons.
- 3.2. Hostilities area residents.
- 3.3. Individuals with low income.
- 3.4. Other groups that will be identified based on the project impact evaluation.

Recommendations reasoning:

The project team has proven its ability to implement such projects efficiently and in a fruitful way, as well as to react in a reasonable way to challenges that arise during implementation of projects.

Recommendation:

In case of project continuation – to retain the project team and project partners, while also to expand the number of partners by involving organizations that will ensure informing of differentiated target groups (non-profit organizations, professional associations, municipal organizations).

Recommendations reasoning:

The project is evaluated as relevant and fruitful. The success of the project provides for its scalability.

Recommendation:

To scale the project in two main ways:

1. To expand the project within the territory of Ukraine, wherefor to carry out an awareness raising campaign aimed at differentiated target groups informing about the possibility of training by attending online courses.

2. To expand the project abroad, wherefor to make subtitles (translation) of two courses into English and Russian, and possibly into other languages in the future. These two courses, that are not closely related to Ukrainian legislation, are designed for social activists and business.

Recommendations reasoning:

The project is evaluated as highly efficient. Due to main project products created (four training courses), the value created in the course of the project exceeds more than 6 times the funds spent on the project. This indicator should be evaluated as an excellent result.

Recommendation:

Differentiated and focused on narrow target groups information campaigns of the project aimed at dissemination of information about the possibility to complete training attending online courses would improve the project efficiency (improving expenses /created value ratio). Such campaigns may be carried out with minimal costs.

Recommendations reasoning:

At present, it is impossible to evaluate the project impact. In order to evaluate project impact, at least 6 months must pass. At the same time, the project is evaluated as having high sustainability potential. This evidenced by, for example, availability of the main project product – four continuously available free training courses, as well as by a group of trained instructors on the issues of sustainable development.

Recommendation:

In order to improve project's sustainability in case of its continuation, it is appropriate to arrange cooperation with long-established sustainable organizations. Such organizations include business associations, municipal associations, centres for supporting non-profit organizations, including regional. Inclusion of such organizations into partners of the project in case of its continuation will provide for long-term sustainable results.



EIQ
Ukraine

UNITED NATIONS DEVELOPMENT PROGRAMME

TERM OF REFERENCE

Independent Evaluation of the UNDP Project

E-Learning for Sustainable Development

Project ID: 00113283

December 2020

1. PROJECT BACKGROUND AND OVERVIEW

1.1 Project factsheet

Project name	E-Learning for Sustainable Development
Project ID	00113283
Post title	Consultant to conduct decentralized Project Evaluation
Country / Duty Station	Home-based
Expected places of travel	Home-based
Duration of Initial Contract	10 January - 26 February 2021
Assignment Quality Assurer	Lesia Shyshko, Partnership and Coordination Officer
Assignment Coordinator	Maria Gutsman, IDRPB Programme Analyst
Expected Duration of Assignment	13 days within the timeframe January-February 2021
Payment arrangements	Lump Sum (payments are linked to deliverables)
Administrative arrangements	All working arrangements to be provided by the Consultant. The Consultant will receive all required information from UNDP, including projects documents (electronic or paper format), analytical papers and other relevant documents
Selection method	Technically compliant offer and the lowest price

1. Projects background and context

On 25 September 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development. At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous, and equitable life on earth

for everyone now and in the future. The Government of Ukraine adopted the SDGs and presented in 2017 a National Baseline Report: 'Sustainable Development Goals: Ukraine', where the country defines its own commitments towards achieving the goals, through nationally adopted targets and indicators, developed in close consultations with broad groups of stakeholders at regional and local levels, and reflecting specific economic, social and environmental challenges that Ukraine faces. In 2019, by the Decree of the President of Ukraine, Sustainable Development Goals became the benchmarks for strategic developing documents at the national, regional and local levels.

To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Effective learning and SDG-related knowledge-sharing, therefore, are crucial for the achievement of sustainable development. A well-established approach to Learning for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations. Moreover, in our digital era e-Learning for Sustainable Development, especially, when it is provided through various platforms, which allow not only sharing information but also creating the values, can become a real accelerator for achieving SDGs by developing competencies that empower development actors (public officials, businesses, civic activists, etc.) to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective. Individuals should also be empowered to act in complex situations in a sustainable manner, which may require them to strike out in new directions; and to participate in socio-political processes, moving their societies towards sustainable development.

The overall goal of the project is to promote sustainable development of Ukraine with its new decentralized governance system through improving knowledge-sharing mechanisms, increasing awareness and strengthening capacities of development actors: civil servants, business community and civic leaders at all levels.

As a result, national institutions, private business and communities will implement gender-responsive policies and practices to achieve sustainable management of natural resources, preservation of ecosystems, mitigation, adaptation to climate change and generation of green jobs.

The project, especially, being provided through various platforms, which allow not only to share information but also to create new values, acts as an accelerator for achievement of the SDGs by developing competencies of the development actors and empower them to reflect on their actions, taking into account current and future social, cultural, economic and environmental impacts, from a local and a global perspective.

For the purpose of above, two specific Project's objectives are:

to improve access to e-learning on sustainable development and SDGs;

to increase awareness of development practitioners in Ukraine on the Global development agenda and how it is translated into national, regional and local development agendas.

The following are the expected results of the Project: partnership with existing knowledge-sharing platforms for joint promotion of sustainable development in Ukraine are established;

three e-courses on issues related with sustainable development and localized implementation of SDGs are developed and made available for different groups of stake holders (including, but not

limited to civic activists, business community, national/regional/local authorities, and other development professionals);

at least 30 local trainers trained to support tailored e-learning on sustainable development for targeted groups

at least 1000 representatives of target groups will complete the new e-courses and significantly improve their knowledge in the area of sustainable development, which they will later employ in their work or as a source of inspiration for their future actions.

The project is built on UNDP's country-wide network of partnerships with regional and local governments, partner universities and NGOs - HUBs, UNDP's long-standing experience of bottom-up citizen mobilization for common actions. The project duration is 1 December 2018-till 31 March 2021.

2. SCOPE AND OBJECTIVE OF THE ASSIGNMENT

The main objective of the assignment is to conduct the decentralized final evaluation of the E-Learning for Sustainable Development Project. The purpose of the evaluation is to analyse the implementation of the project in 2018-2021 and draw the lessons learned;

The key product expected is a comprehensive evaluation report corresponding to the Project (up to 30 pages without annexes, single spacing, Myriad Pro font, size 11), which includes, but is not limited to, the following components:

Executive summary (up to 3 pages)

Introduction

Evaluation of scope and objectives

Evaluation approach and methods'

Development context and project background

Data analysis and key findings and conclusions

Lessons learned and recommendations for future intervention

Annexes: TOR, list of people interviewed, interview questions, documents reviewed etc.

This evaluation will assess Project's performance against the review criteria: relevance, effectiveness, efficiency, sustainability and impact. All of evaluation's key products will be prepared in line with the standards outline in UNDP Evaluation Guidelines. More specifically, it will cover, but not be limited to, the following areas and preliminary questions:

RELEVANCE

The report will examine the extent to which the project is relevant to the: Country context: How relevant was the project to the interventions target groups, including the Government's needs and priorities? To what extent was the project aligned with the policies and strategies of the Government, Agenda 2030 as well as UNDP's Country Programme Document/United Nations Partnerships Framework?

Target groups: To what extent was the project relevant to address the needs of vulnerable groups and gender issues (both at Project and stakeholder's level)?

Does the project remain relevant considering the changing environment while taking into consideration the risks/challenges mitigation strategy? Was there a need to reformulate the project design and the project results framework given changes in the country and operational context.

Was the format of the courses, developed by the project, relevant to its audiences? Was it the best medium to build capacities of the stakeholders on Agenda 2030 and sustainable development principles?

What can be done additionally to better capture the needs of vulnerable groups and gender issues?

What measures can be taken to improve the relevance of the project?

EFFECTIVENESS

Assess the overall performance of the project with reference to its project document/cost- sharing agreement, strategy, objectives and indicators, and identify key issues and constraints that affected the achievement of project objectives. Were the planned objectives and outcomes achieved in the framework of the key project components?

What are the results achieved beyond the logical framework? What were the supporting factors? What are the main lessons learned from the partnership strategies and what are the possibilities of replication and scaling-up? How can the Project build on or expand the achievements?

How have relevant stakeholders been involved in project implementation?

What measures can be taken to improve the effectiveness of the project?

What can additionally be done to better capture the needs of vulnerable groups and gender issues?

Do the courses developed within the project target the intended audiences? How have participation in the courses impacted individual choices and behaviors?

EFFICIENCY

The extent to which:

Was the project cost effective? Was the project using the least costly options? Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve the relevant outputs and outcomes?

Has the project produced results (outputs and outcomes) within the expected time frame?

Was the online modality of the course teaching the most cost-effective, given the project context?

Was project implementation delayed, and, if it was, did that affect cost-effectiveness or results? Are the project's activities in line with the schedule of activities as defined by the project team and annual work plans? Are the disbursements and project expenditures in line with budgets? Was the project management, coordination, and monitoring efficient and appropriate?

Assess the criteria for the Project partners' selection.

What can additionally be done to improve the efficiency of the project?

SUSTAINABILITY

Sustainability is understood as the likelihood of continued benefits after the project ends. Assessment of the sustainability of project results will be given special attention.

To what extent are project results (impact, if any, and outcomes) likely to contribute after the project ends? Define the areas that produced the most sustainable results, and the most promising areas requiring further support and scaling-up during future interventions.

Is there enough public/stakeholder awareness in support of the project's long-term objectives?

Is the Project's activity likely to continue, be scaled up, replicated, and increasingly contribute to the development after the Project? Define which of the platforms, networks, relationships development in the framework of the Project that have the highest potential for further scaling up and/or replication.

Are there any social or political risks that may jeopardize the sustainability of project results?

Do the legal frameworks, policies, and governance structures and processes within which the project operates pose risks that may jeopardize the sustainability of project benefits?

To what extent were capacity building initiatives for partner organizations adequate to ensure sustainability? What can additionally be done to improve the sustainability of the project?

Identifying possible priority areas of engagement, offer recommendations for the next phase of the Project.

IMPACT

Has the Project contributed or is likely to contribute to long-term social, economic, technical changes for individuals, civic society, public servants and the private sector communities and institutions related to the project?

What difference has the Project made to the beneficiaries?

The final list of evaluation questions and tools to be proposed by the evaluator and agreed with UNDP.

EVALUATION APPROACH AND METHODOLOGY

3.1. Methodology

The scope of the final evaluation will cover all activities undertaken in the framework of the Project. Given the forward-looking nature of the evaluation, the Evaluator will: a) compare planned outputs of the Project to actual outputs and assess the actual results to determine their contribution to the attainment of the Project's objectives, as well as b) provide clear recommendations for the followup phase of the Project, based on identified lessons learned in key areas of Project implementation. These findings will serve to inform the development of the follow-up phase of the project.

The evaluator will be required to use different methods to ensure that data gathering and analysis deliver evidence-based qualitative and quantitative information, based on diverse sources: desk studies and literature review, statistical analysis, individual interviews, focus group meetings, and surveys.. This approach will not only enable the final evaluation to assess causality through quantitative means but also to provide reasons for why certain results were achieved or not and to triangulate information for higher reliability of findings. The concrete mixed methodological approach will be detailed in the inception report and stated in the final report. All data provided in the report should be disaggregated by gender and vulnerability.

1. The evaluator is expected to follow a participatory and consultative approach ensuring close engagement with UNDP Country Office (CO), project team, government counterparts, international partner organisations all stages of the evaluation planning and implementation.
 - a) The evaluation will assess the extent to which the project was successfully mainstreamed with UNDP strategic priorities, including eradicating poverty, accelerating structural transformations for sustainable development and building resilience to crises and shocks.
 - b) The evaluation of project performance will be carried out against the expectations set out in the Project Logical Framework/Results Framework, which provides performance and impact indicators for project implementation along with their corresponding means of verification. All indicators in the Logical Framework need to be assessed individually, with final achievements noted. An assessment of the project M&E design, implementation and overall quality should be undertaken. The evaluation will assess the key financial aspects of the project, including project budget revisions. Project cost and funding data will be required from the project, including annual expenditures. Variances between planned and actual expenditures will need to be assessed and explained.
- 2.
- 3.

The conclusions related to the implementation of the project in 2018-2021 should be comprehensive and balanced and highlight the strengths, weaknesses, challenges and outcomes of the project. They should be well substantiated by the evidence and logically linked to the terminal evaluation findings. They should respond to key evaluation questions and provide insights into the identification of and/or solutions to important problems or issues pertinent to project beneficiaries, UNDP, and donors.

The recommendations for the follow-up phase of the project should identify how best practices and achievements of the project can be scaled up or proliferated to increase the positive impact of the intervention on development of Ukraine, as well as adapt/strengthen the theories of change of the project, based on interviews with project partners and beneficiaries and desk analysis (please see below). The recommendations need to be supported by an evidential basis, be credible, practical, action-oriented, and define who is responsible for the action - to have potential to be used in decision-making.

The evaluator should provide a proposed design, methodology of evaluation (methods, approaches to be used, evaluation criterion for assessment of each component to be proposed), detailed work plan and report structure to UNDP prior to the start of fieldwork; these documents and the list of partners and other stakeholders to visit should be agreed with UNDP. While proposing the methodology, the Consultant should be guided by UNDP approach to project evaluations¹.

The evaluator is expected to develop and present a detailed statement of evaluation methods/approaches in the inception report to show how each objective and evaluation criterion will be assessed.

The methodology will be based on the following:

Desk review of the documents listed below (but not limited to):

The original project documents, progress projects reports, website analytics of the educational platform and user feedback, M&E framework, and financial documents (such as the cost-sharing agreement with a donor);

¹ <http://web.undp.org/evaluation/handbook/documents/english/pme-handbook.pdf>

Other project-related material produced by the project (such as publications, audiovisual materials and consultancies reports).

Interviews with the relevant UNDP Country Office and the project's management and staff, GIZ and the various national and sub-regional authorities dealing with projects' activities as necessary, to provide an in-depth briefing on the project, results, context of partnerships with different stakeholders etc. as well as vision for future.

Interviews and focus group discussions with Project partners and beneficiaries.

Debriefing sessions will be arranged for discussing the evaluation findings, results, and recommendations.

3.2 Deliverables

A) The Consultant should provide the following deliverables for the evaluation of the project "E Learning for Sustainable Development":

Deliverable #	Task description	Days and timing	Payment breakdown
Deliverable #1	<p>Conduct desk research of core documentation (costsharing agreements, project document, annual work plans and progress reports 2019-2020, project implementation plans. The set of documents to be reviewed will be prepared by UNDP.</p> <p>Develop an evaluation methodology and strategy to collect the required data, plans and forms for the interview with partners and counterparts.</p> <p>Output: The inception report (with a detailed description of the methodology and evaluation matrix) is produced; the annotated structure of the report is developed; a toolkit for gathering data (questionnaire and interview plans, a questionnaire for a beneficiary satisfaction survey) is designed in line with UNDP Evaluation Guidelines. All documents are submitted to UNDP for final approval.</p>	2 days, by 13 January	20%
Deliverable #2	<p>Conduct necessary consultations and interviews with the project staff and project partners. Examine how stakeholders assess the project and what their concerns and suggestions are. Clarify issues that emerge from the preliminary analysis of the project and require hard and soft data to substantiate their reasoning. Collect and analyse feedback from the partners.</p> <p>Initial findings discussed in a wrap-up session with Project team and UNDP CO (can be done on-line via video conference).</p>	3 days, by 20 January	0%

Deliverable #3	Produce a draft report of the evaluation covering all items detailed in paragraph #2 of the present TOR with a definition of the lessons learned and recommendations for the follow-up phase of the project. Output: draft of the report produced and submitted for UNDP comments (UNDP review will take upto 10 days).	5 days, by 10 February	40%
Deliverable #4	Collect, review and incorporate comments from UNDP into the final version of the evaluation report. Output: Final evaluation report containing all required annexes indicated in paragraph #3 of the present TOR, submitted to UNDP, GIZ for final review and approval.	2 days, by 22 February	
Deliverable #5	Prepare a detailed PowerPoint presentation of the evaluation study (in English) and present the results during the meeting between UNDP, GIZ in Kyiv, Ukraine (can be arranged also distantly via Skype/Zoom depending on meeting arrangements. If travel occurs, UNDP will cover all related travel expenses). Consultations regarding UNDP expectations from the presentation will be held with the Contractor prior to the event. Output: PowerPoint presentation prepared and delivered during the joint meeting of interested parties (to cover major findings and lessons learned from the evaluation as defined in section 3 of this TOR with diagrams/pictures, where applicable).	1 day, by 26 February	40%

The detailed structure of the final report should be agreed with UNDP and reflect all key aspects in focus.

Payment will be based upon satisfactory completion of deliverables. 100% of the total amount shall be paid upon completion of the Deliverables 1-5.

MONITORING/REPORTING REQUIREMENTS

The consultant will interact with UNDP project and CO staff to receive any clarifications and guidance that may be needed. He/she will also receive all necessary informational and logistical support from UNDP CO and the Project. On a day-to-day basis, the consultant's work will be coordinated with UNDP Project Manager. The satisfactory completion of each of the deliverables shall be subject to the endorsement of the UNDP/CO Planning, RBM, and Partnerships Team Lead.

The consultant will inform UNDP of any problems, issues or delays arising during the implementation of the assignment and take necessary steps to address them.

The key product expected is two comprehensive evaluation reports (with parameters indicated above in section 2)

The report must be as free as possible of technical jargon in order to ensure accessibility to its wide and diverse audience. The Report should be prepared in English.

All reports and results are to be submitted to the UNDP in electronic form (*.docx, *.xlsx, *.pptx, and *.pdf or other formats accepted by UNDP).

EXPERIENCE AND QUALIFICATIONS REQUIREMENTS

Education: Masters Degree in Economics, Management, Mathematics, Social Sciences, Public Administration, Business Administration or other relevant areas; Bachelor's Degree can accepted with 2 additional years of relevant professional experience;

Relevant professional experience: At least 3 years of work experience in the area of economic development, poverty reduction, private sector development, SME and/or business support of business membership organizations development including participatory planning, monitoring and evaluation.

Experience in evaluation and research: At least, 2 completed evaluations and/or research reports, where the candidate was the author or co-author especially in economic development, capacity building, sustainable development, private sector development fields, understanding of gender aspects (a reference to or copies of previously developed knowledge materials including analytical reports, research papers, case studies materials, etc. to be provided);

Languages proficiency: Excellent Ukrainian writing and communication skills

The evaluator must be independent from any organizations that have been involved in designing, executing or advising any aspect of the intervention that is the subject of the evaluation.

This evaluation will be conducted in accordance with the principles outlined in the LINEG 'Ethical Guidelines for Evaluation'. The consultant must safeguard the rights and confidentiality of information providers, interviewees and stakeholders through measures to ensure compliance with legal and other relevant codes governing collection of data and reporting on data. The consultant must also ensure security of collected information before and after the evaluation and protocols to ensure anonymity and confidentiality of sources of information where that is expected. The information knowledge and data gathered in the evaluation process must also be solely used for the evaluation and not for other uses with the express authorization of UNDP and partners.

DOCUMENTS TO BE INCLUDED WHEN SUBMITTING THE PROPOSALS

Letter of interest/proposal, providing brief methodology on how the work will be conducted and/or approached (up to 2 pages);

P11, including information about past experience in similar projects / assignments;

Duly accomplished Letter of Confirmation of Interest and Availability using the template provided by UNDP;

Financial proposal (according to defined deliverables);

Reference to or copies of previously developed knowledge materials including analytical reports, research papers, case studies materials, etc. (at least, 3 reports)

FINANCIAL PROPOSAL

Lump sum contract

The financial proposal shall specify a total lump sum amount, and payment terms around specific and measurable (qualitative and quantitative) deliverables (i.e., whether payments fall in instalments or upon completion of the entire contract). Payments are based upon output, i.e., upon delivery of the services specified in the TOR. In order to assist the requesting unit in the comparison of financial proposals, the financial proposal will include a breakdown of this lump sum amount (including travel, per diems, and a number of anticipated working days).

Travel costs. Logistics arrangements for any travel or events in Ukraine involving the Consultant will be provided by UNDP. Air tickets to join duty station/repatriation travel Duty Station will be provided by UNDP. In general, UNDP should not accept travel costs exceeding those of an economy class ticket. Should the Consultant wish to travel on a higher class he/she should do so using their resources. All other envisaged travel costs must be covered by the Consultant and included in the financial proposal. The official UNDP DSA rate for Kyiv is currently \$205 per day. The means of reimbursement will be via signed F10 form and payment/reimbursement into the nominated bank account of the consultant.

The Basic Security in the Field II and Advanced Security in the Field courses must be successfully completed prior to commencement of travel. Individual Consultant is responsible for ensuring he/she has vaccinations/inoculations when traveling to certain countries, as designated by the UN Medical Director. The consultant is required to comply with the UN security directives set forth under <https://dss.un.org/dssweb/>

In the case of unforeseeable travel, payment of travel costs including tickets, lodging and terminal expenses should be agreed upon, between the respective business unit and Individual Consultant, prior to travel and will be reimbursed.

EVALUATION CRITERIA

Master's/Specialist's degree or equivalent in Economics, Management, Mathematics, Social Sciences, Public Administration, Business Administration or other relevant areas - 10 points max,
[PhD degree - 10 pts; Master's degree - 7pts];

At least 5 years of work experience in the area of economic development, poverty reduction, private sector development, SME and/or business support of business membership organizations development including participatory planning, monitoring and evaluation. Working experience in Eastern Europe region and CIS will be an asset - 15 points max,

[more than 10 years -10 pts; 7-9 years -8 pts -; 5-6 years - 5pts; working experience in Eastern Europe region and CIS - additional 5 pts];

Experience in conducting complex evaluations - 20 points max,

[5 and more highly relevant evaluation projects - 20 pts; 4-5 highly relevant evaluation projects - 17 pts; 3 highly relevant evaluation projects -15 pts];

Proven knowledge of monitoring and evaluation methodologies - 20 points max,

[highly relevant methodology (the methodology is based on previous successful experience with the following examples of its use for such tasks, adapted to the needs of the target audience and

TOR - 20 pts; intermediate level of quality and relevance (the methodology is based on previous successful experience with the following examples of its use for such tasks) - 17 pts; acceptable quality and relevance of the methodology (the methodology is based on the information, provided in TOR) -15 pts;

Languages proficiency - 5 points max,

[English and Ukrainian/Russian - 5 pts; only English - 3pts];

Maximum available technical score - 70 points.

EVALUATION METHOD

Cumulative analysis

Contract award shall be made to the incumbent whose offer has been evaluated and determined as:

responsive/compliant/acceptable, and

having received the cumulative highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.

Technical Criteria weight: 70%

Financial Criteria weight: 30%

Only candidates obtaining a minimum 70% from the maximum available technical score (70 points) would be considered for the Financial Evaluation

The maximum number of points assigned to the financial proposal is allocated to the lowest price proposal and will equal to 30. All other price proposals will be evaluated and assigned points, as per below formula:

$30 \text{ points} \left[\frac{\text{max points available for financial part}}{\text{lowest of all evaluated offered prices among responsive offers}} \right] / \left[\frac{\text{evaluated price}}{\text{lowest of all evaluated offered prices among responsive offers}} \right]$.

The proposal obtaining the overall cumulatively highest score after adding the score of the technical proposal and the financial proposal will be considered as the most compliant offer and will be awarded a contract.

The Project should be evaluated in accordance with UNDP Evaluation Policy.

Prepared by:

i.e.,

Partnership and Coordination Officer

Date: 08-Dec-2020

Approved by:

Manal Fouani

Deputy Resident Representative

Date:08-Dec-2020

List of respondents of in-depth semi-structured interviews

	Given name and last name	Organization	Contact details	Interview date
1.	Tetiana Anishchuk	GIZ-Ukraine	tatjana.anischuk@giz.de	February 27, 2021
2.	Yurii Vdovenko	Consultant at the Small and Medium Business Development Office (Chernihiv)	0681316338	January 23, 2021
3.	Serhii Horbliuk	Associate Professor at the National Academy for Public Administration, Consultant for designing training courses for civil servants	serhii.horbliuk@gmail.com	January 27, 2021
4.	Mariia Hutsman	UNDP Programme analyst (Ukraine)	maria.gutsman@undp.org	January 25, 2021
5.	Iia Dehtiareva	Director of the Institute of Public Administration of the National Academy for Public Administration	Iyadeht@gmail.com	January 29, 2021
6.	Inca Dudnyk	CEO of the Territory of Success NGO (Kropyvnytskyi, Kirovohrad region)	0509756917	January 22, 2021

7.	Tetiana Zabrodina	Co-founder of the Creative Development Agency NGO (project trainer, Zhytomyr region)	z1271712@gmail.com	January 29, 2021
8.	Volodymyr Kuprii	First Deputy Head (during the period of designing an online course for civil servants) of the National Agency of Ukraine for Civil Service	https://www.facebook.com/kupriivolodymyr	January 26, 2021
9.	Viacheslav Kucher	Head of the Secretariat of the National Qualifications Agency (a permanent collegial body authorized to implement state policy in the field of qualifications)	0983763699	January 29, 2021
10.	Andrii Nechyporuk	Individual Entrepreneur (Lviv)	0676733833	January 23, 2021
11.	Halyna Nikitina	Project Manager at the Living Library NGO (project trainer, Kharkiv region)	nikitina.galya@gmail.com	January 28, 2021
12.	Oksana Ochкурова	Co-founder of “Active Community” NGO (Starobelsk, Luhansk region)	0506387628	January 23, 2021
13.	Hryhorii Pererva	Advisor on Regional Development at the U-LEAD (project trainer, Cherkasy region)	hrihoriy.pererva@gmail.com	January 28, 2021
14.	Viktoriia Prymachenko	Director of Prometheus platform for online courses	rutacea2012@gmail.com	January 28, 2021

15.	Kateryna Prykhodko	Head of the E-Learning for Sustainable Development Project, UNDP (Ukraine)	kateryna.prykhodko@undp.org	January 25, 2021
16.	Oleksii Prosiak	Director of the Migration Analysis Agency Limited Liability Company (LLC) (Kyiv)	0977688840	January 22, 2021
17.	Mustafa Sait-Ametov	Regional Development Programme Manager at the UNDP (Ukraine)	mustafa.sait-ametov@undp.org	January 25, 2021
18.	Volodymyr Smolyholovets	Director of the Horyzont Podii Limited Liability Company (LLC) (Kyiv region)	0965735555	January 22, 2021
19.	Ostap Stasiv	Co-founder of the Maidan Open University NGO	ostasiv@vumonline.ua	January 27, 2021
20.	Svitlana Tkachenko	Director of “Access Point” NGO (Kramatorsk, Donetsk region)	0666663914	January 25, 2021
21.	Liudmyla Chabak	Advisor at Chernihiv Centre for Local Self-Government (project trainer, Chernihiv region)	seminog82@ukr.net	January 29, 2021
22.	Klavdiia Shevelyuk	Author of Sustainable Development as a New Thinking Philosophy course, Project Consultant	kshevelyuk@gmail.com	January 26, 2021
23.	Dmytro Sherengovskyi	Deputy Rector for Science and International Cooperation of Ukrainian Catholic University (Lviv)	sherengovsky@ucu.edu.ua	January 28, 2021

Questions. Basic version

A. Relevance:

- Country context: How relevant is the project for target groups, including needs and priorities of the government? To what extent was the project consistent with the government policies and strategies, 2030 Agenda, and with UNDP Country Programme / United Nations Partnership Framework?
- Target groups: To what extent was the project relevant to meet the needs of vulnerable and gender groups (both on project level and on stakeholder level)?
- Does the project remain relevant considering the changing environment and taking into account the strategy of risks/problem mitigation? Was there a need to reshape the project design and project results structure with due regard for changes within the country and in the operational context?
- Was the courses format developed under the project relevant for students thereof? Was this the best option for increasing stakeholders' potential in respect of the 2030 Agenda and the sustainable development principles?
- What can be done additionally to better factor in the needs of vulnerable groups and address gender issues?
- What can be done to increase project relevance?

B. Effectiveness:

- Evaluate overall effectiveness of the project with a reference to the project document / cost allocation agreement, strategy, objectives and indicators, and identify key problems and limitations that have affected achieving the project objectives. Were planned objectives and results achieved in terms of key project components?
- What results exceed the planned results? What caused these results? What are main lessons learned from partnership strategies and what are the possibilities of its replication and expansion? How the project can improve or expand its achievements?
- How appropriate stakeholders were involved in the project implementation?
- What can be done to improve project effectiveness?
- What else can be done to better factor in the needs of vulnerable groups and gender issues?
- Are courses developed in the project framework focused on the target audience? How attending these courses impacted their individual choices and behaviour?

C. Efficiency

- Was the project economically viable? Were least costly options for achieving results used in the project? Were resources (funds, human resources, time, experience, etc.) efficiently distributed for achieving appropriate results?
- Did the project produce products and results within the expected time frame?
- Was online format of teaching the course the most economically viable with due regard for the project context?
- Were there any delays in the project implementation, and if "yes" – did it affect project profitability or results?

- Does project events schedule correspond to the schedule set forth by the project team, and is it in line with yearly work plans? Do payments and expenditures correspond to project budgets?
- Were project management, coordination and monitoring efficient and appropriate?
- Evaluate criteria for project partner selection.
- What else can be done to improve project efficiency?

D. Sustainability

- To what extent results of the project (impact, if any, and final results) may be retained after its completion? Identify areas of work that produced the most sustainable results and the most prospective areas, which require further support and expanding.
- Is there enough public / stakeholder awareness to support long-term goals of the project?
- Will project work continue, expand, replicate and increasingly contribute to the sustainable development after the project completion? Identify which platforms, networks, interactions within the Project framework have the greatest potential for further scaling and/or replication.
- Are there any social or political risks that could jeopardize project results sustainability?
- Can statutory limits, policies, structures and management processes, within which the project operates, pose risks that could jeopardize project sustainability?
- To what extent were potential-building initiatives in respect of partner organizations adequate to ensure sustainability? What else can be done to improve project sustainability?
- Identification of potential interaction priority areas, recommendations for the next stage of the project.

E. Impact

- Did the project facilitate or can it facilitate long-term social, economic, technical changes for individuals, civic society, public servants and private sector communities, as well as for project-related institutions?
- What impact the project had on beneficiaries?

List of studied project documents

1. United Nations Development Programme. Term of Reference. Independent Evaluation of the E-Learning for Sustainable Development UNDP Project. Project ID: 00113283.
2. How to Act Further: Sustainable Development for Civil Servants course. Prometheus. May 2020 // https://courses.prometheus.org.ua/courses/course-v1:Prometheus+SDG101+2020_T2/course/
3. How to Act Further: Sustainable Development for Business course. Prometheus. July 2020// https://courses.prometheus.org.ua/courses/course-v1:Prometheus+SDB101+2020_T2/about
4. Remote Working for Civil Servants course. Prometheus. 08.06.2020// https://courses.prometheus.org.ua/courses/course-v1:UNDP+WO101+2020_T2/about
5. How to Act Further: Sustainable Development for Community course. Maidan Open University online. 28.04.2020// <https://vumononline.ua/course/how-to-proceed-sustainable-development-for-communities/>
6. Elearning4SDGs_Logframe_2019.
7. Participants launching event 19.02.2019.
8. E-learning for Sustainable Development. Project Communication Plan 2019.
9. E-learning for Sustainable Development. Project Communication Plan 2020.
10. First Annual progress report 1 December 2018-30 November 2019.
11. Annual Work Plan. E-Learning for Sustainable Development _GIZ Project. 2019.
12. Annual Work Plan. E-Learning for Sustainable Development _GIZ Project. 2020.
13. Elearning4SDGs_AWP_2019_final.
14. Elearning4SDGs_ME 2020-end-year 2020.
15. Financial reporting 2019.
16. Implementation progress of the E-Learning for Sustainable Development Project. Project implementation period: 01 Dec 2018 – 31 May 2020.
17. Implementation progress of the E-Learning for Sustainable Development Project. 15 September 2020.
18. Implementation progress of the E-Learning for Sustainable Development Project. 3 November 2020.
19. Implementation progress of the E-Learning for Sustainable Development Project. 28 December 2020.
20. Elearning4SDGs_Risklog_2019.
21. Klavdiia Sheveliuk, Serhii Horbliuk - Online education on sustainable development for civil servants. Intermediate results of project implementation. October 21, 2019.
22. Final Report by Lidiya Ignatova, National Consultant to support Information Campaign. November 30, 2020.
23. Results of interviewing students attending How to Act Further: Sustainable Development for Civil Servants course. Prometheus//<https://docs.google.com/spreadsheets/d/1TTqQzg-SeafJH4NfWMba5GB8wzFVU5HFYlrNd1O7OYg/edit?ts=601428ff#gid=1561497562>
24. Results of interviewing students attending How to Act Further: Sustainable Development for Civil Servants course. Prometheus//https://docs.google.com/spreadsheets/d/1luLPQPNqa66x4MrhIU-A25vWg2kQn_Xaaj32LFq0Uyk/edit?ts=60142974#gid=832780945

List of studied materials on the project obtained from public sources

1. Country programme document for Ukraine (2018-2022). DP/DCP/UKR/3. 6 July 2017.
2. Mapping & Review of Evaluation Ethics Final Report. UNEG Reference Document.
3. Decree of the President of Ukraine No. 5/2015 “On Sustainable Development Strategy “Ukraine – 2020”. Verkhovna Rada of Ukraine. Legislation of Ukraine // <https://zakon.rada.gov.ua/laws/show/5/2015#Text>
4. Decree of the President of Ukraine No. 722/2019 “On Sustainable Development Goals of Ukraine for the period till 2030” President of Ukraine. Official website // <https://www.president.gov.ua/documents/7222019-29825>
5. Online Education for Sustainable Development. Posted on April 21, 2020// <https://www.ua.undp.org/content/ukraine/en/home/sustainable-development-goals/online-courses-on-sustainable-development.html>
6. UNDP Ukraine. Posted on September 30, 2019// <https://www.facebook.com/UNDPUkraine/posts/the-undp-project-e-learning-for-sustainable-development-kindly-invites-you-to-at/2695278357159821/>
7. How can sustainable development be studied in Ukraine? GIZ, UNDP and the Open University of Maidan share their vision. Posted on February 15, 2019// <https://www.ua.undp.org/content/ukraine/en/home/get-involved/how-can-sustainable-development-be-studied-in-Ukraine.html>
8. Project Passport. E-Learning for Sustainable Development Project. National Academy for Public Administration under the President of Ukraine//<http://academy.gov.ua/pages/dop/19/files/a4a02b93-5892-4273-a71d-98602c6d9e40.pdf>
9. GIZ, UNDP and Maidan Open University presented a training course on sustainable development in Ukraine. 19.02.2019// <https://www.ua.undp.org/content/ukraine/uk/home/presscenter/pressreleases/2019/GIZ-UNDP-and-Open-University-of-Maidan-outlined-how-sustainable-development-should-be-studied.html>
10. Meeting on the Online education on sustainable development for civic society. 19.08.2019// <https://www.facebook.com/UNDPUkraine/posts/2610886158932375/>
11. Sustainable Development Goals in the Learning Process. Oleg Balatskyi Department of Management Oleg Balatskyi ARI FEM. 28.12.2019//<https://management.fem.sumdu.edu.ua/en/allcategories-en-gb/14-our-news/164-sustainable-development-goals-in-the-learning-process>
12. Lviv has become a platform for exchanging practices of social and environmental transformations of business. Sustainable development information space. 17.10.2019//<https://responsiblefuture.com.ua/lviv-peretvorivsvya-na-majdanchik-dlya-obminu-biznesu-dosvidom-sotsialnih-i-eko-transformatsij/>
13. Sustainable development goals for civil servants (e-learning + webinars). National Agency of Ukraine for Civil Service//<https://pdp.nacs.gov.ua/courses/tsili-staloho-rozvytku-dlia-publichnykh-sluzhbovtziv-dystantsiina-vebinary>
14. Sustainable development goals for civil servants and Government authorities interaction with the public. Ukrainian School of Government. 07.08.2020// <https://usg.org.ua/?s=%D0%9E%D0%BD%D0%BB%D0%B0%D0%B9%D0%BD-%D0%BE%D1%81%D0%B2%D1%96%D1%82%D0%B0+%D0%B7%D0%B0%D0%B4%D0%BB%D1%8F+%D1%81%D1%82%D0%B0%D0%BB%D0%BE%D0%B3%D0%BE+%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BA%D1%83>

15. Sustainable development goals for civil servants. Ukrainian School of Government. 20.07.2020//<https://usg.org.ua/announcements/czili-stalogo-rozvytku-dlya-publichnyh-sluzhbovcziv/>
16. Dafina Gercheva, UNDP Resident Representative in Ukraine: “One of the main assets of a country is its people, smart and proactive”. 10.02.2020. ZN, UA//<https://zn.ua/ukr/personalities/postiyina-predstavnyca-proon-v-ukrayini-dafina-gercheva-odin-iz-osnovnih-aktiviv-krayini-ce-yiyi-lyudi-rozumni-y-diyalni-338152.html>
17. Focused on sustainable development: how Trostianetska ATC topped the ranking of the most successful communities in Ukraine. Published on October 12, 2020. UNDP Ukraine//<https://www.ua.undp.org/content/ukraine/uk/home/presscenter/articles/2020/trostianets-hromada-takes-a-lead-in-all-ukraine-successful-commu.html>
18. 5 priority principles for ensuring sustainable development at national, regional and local levels. 04.02.2020//<https://www.prostir.ua/?news=5-priorytetnyh-pryntsypiv-zabezpechennya-staloho-rozvytku-na-natsionalnomu-rehionalnomu-i-mistsevomu-rivnyah>
19. How Ukraine and the world are moving towards responsible production and consumption? The Culture Broadcasting Studio. 8.02.2020//<https://www.facebook.com/radiocultureua/posts/925492591179905>
20. On the path to sustainable development. How UNDP encourages Ukrainians to effect changes. 10.11.2020//<https://www.prostir.ua/?focus=na-shlyahu-do-staloho-rozvytku-yak-proon-zaohochuje-ukrajintsiv-do-zmin-2>
21. Mustafa Sait-Ametov, UNDP Representative in Ukraine: “In order to leave our descendants a comfortable world, we must work on educating people on sustainable development issues.” Ukrainian Radio. 21.11.2019//<http://nrcu.gov.ua/news.html?newsID=91727>
22. Olena Ursu, Head of Democratic Governance Group of Projects at the UNDP: Achieving sustainable development goals is impossible without the public sector. 13.12.2019//<https://blog.liga.net/user/oursu/article/35306>
23. Olena Ursu, Head of Democratic Governance Group of Projects at UNDP: Ukraine is a big country. Therefore, it faces a lot of challenges that need to be addressed by the public. 18.05.2020//<https://blog.liga.net/user/oursu/article/36922>
24. Liubov Zharova, D.Sc. (Economics), Senior Researcher, Professor, Head of Department of International Economic Relations, Management and Business: From now on, I am an officially certified trainer at the E-Learning for Sustainable Development Project. Ukrainian-American University Concordia. 18.06.2020//<https://www.concordia.edu.ua/2020/06/18/liubov-zharova-sertified-trainer-project-online-education-for-sustainable-development/>
25. On sustainable partnership between business and education, and on Generation Z. UN Global Compact. 11.10.2019//<https://globalcompact.org.ua/news/pro-stale-partnerstvo-biznesu-ta-osvity-i-pokolinnya-z/>