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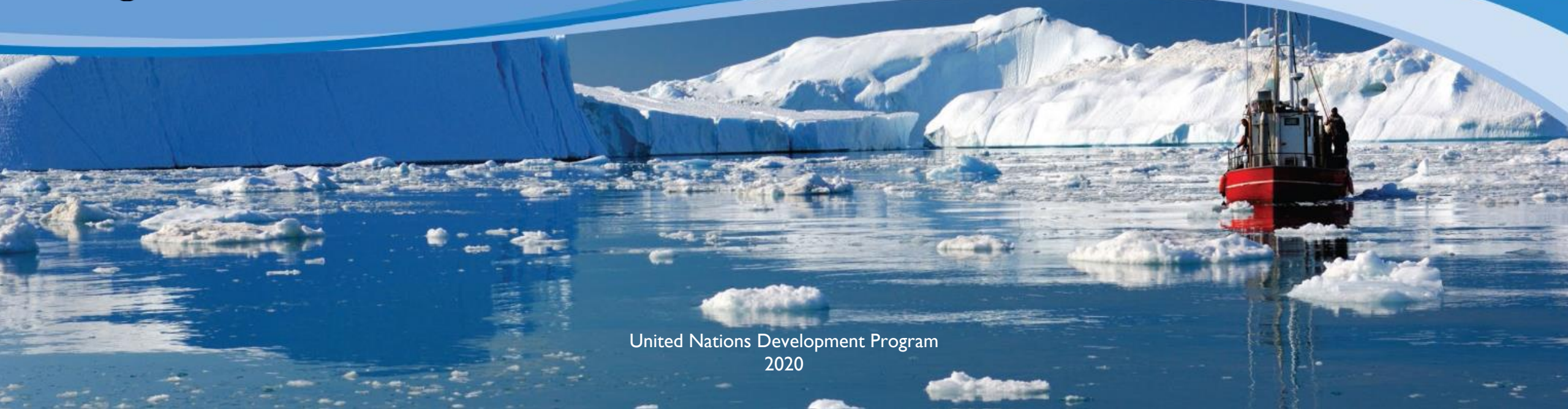


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CLIMATE BOX



Module 2. Topic 2.3.1. Project monitoring system "Climate box"



MONITORING AND EVALUATION SYSTEM

1. Objectives, tasks and levels of the monitoring and evaluation system
2. Participation of teachers and schoolchildren in monitoring
3. Organization of the information collection process and frequency
4. Forms for data collection and reporting



1. Objectives, tasks, and levels of the monitoring & evaluation system of the "Climate Box "



MONITORING & EVALUATION SYSTEM: OBJECTIVES

Two main goals :

1. Regular assessment of the efficacy of the Climate Box program and results that are achieved in relation to the set goals, objectives and expected outcomes (including enhancing the course of action for program implementation)
2. Evaluate positive impact of the program on climate change in terms of reducing carbon footprint or vulnerability to climate change at the household, school or community level



MONITORING & EVALUATION SYSTEM: TASKS AND COMPONENTS

1. The effectiveness of the program:

Target

Target 1:

Integration of the “Climate Box” in the educational process, implementation of pilot activities and increased capacity of teachers

Expected result

At least X,XXX children received updated knowledge on the climate change topic and at least XXX teachers were trained how to use climate change topic and “Climate Box” toolkit in their work

Teachers and project managers

2. Positive effect on the climate:

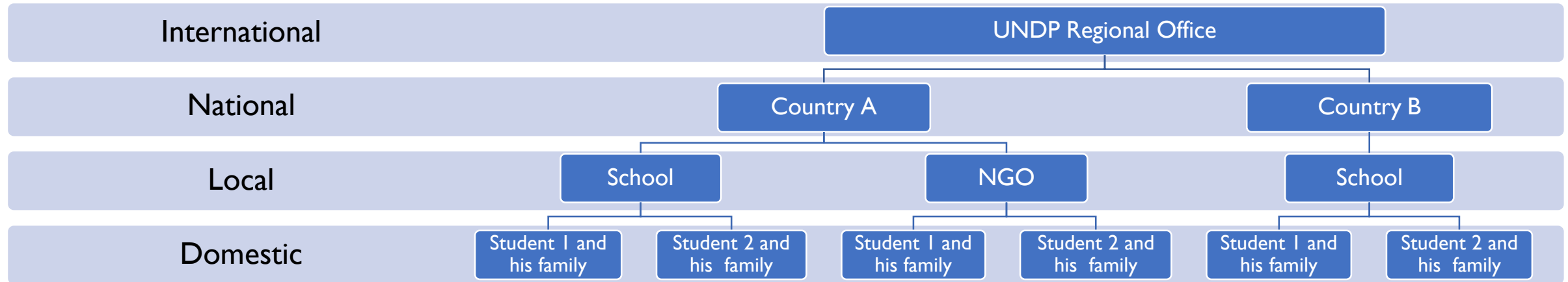
Target 2:

The Climate Box program contributes to global efforts to tackle climate change through disseminating knowledge and inspiring climate actions at household, school, community levels.

1. Reduced emissions and increased absorption of greenhouse gases through energy and resources conservation, creation of green areas, etc. (climate mitigation)
2. Reduced vulnerability of communities to climate risks (climate adaptation)

Teachers, students and project managers

MONITORING & EVALUATION SYSTEM: LEVELS



2. Participation of teachers and children in monitoring



PARTICIPATION OF TEACHERS AND CHILDREN IN MONITORING

I. The effectiveness of the program realization:

Result	Indicator	Target	Evaluation method	Information collection method
At least X,XXX children received updated knowledge on the climate change topic	Number of children who received knowledge	Defined by the country	Quantitative	Teachers' reports on conducted lessons / activities
	Improved level of knowledge	Above average (determined by the country)	Qualitative	Tests and surveys for children and summary results in teachers' reports
	The quantity and quality of children's projects		Quantitative Qualitative	
At least XXX teachers were trained how to use climate change topic and "Climate Box" toolkit in their work	Number of teachers	Defined by the country	Quantitative	Events registration lists
	Improved level of knowledge	Above average	Qualitative	Feedback forms at the end of the event
	Number of lessons and other events	Each teacher determines	Quantitative	Teachers' reports on conducted lessons / activities
	Format and content of lessons		Qualitative	

THE PARTICIPATION OF TEACHERS AND CHILDREN IN MONITORING

2. Positive impact of the program on the climate:

Result	Indicator	Unit	Evaluation method	Information collection method
Greenhouse gas emission reduction or increase in their absorption (mitigation)	The impact of the youth projects on energy and resource efficiency improvement	Energy savings, kW*h/year	Quantitative	Calculations performed by students with teachers Questionnaires for children and parents Teachers' summary reports
	The impact of energy conservation measures at home, school, in the community	Emission reductions or increase in their absorption, CO ₂ e / year from baseline		
Reducing the vulnerability of communities (especially rural) to climate risks (adaptation)	The effect of the implemented project work of students on adaptation	Number of people with knowledge on adaptation measures	Quantitative	Questionnaires for the target audience through youth projects Questionnaires for children and parents Teachers' summary reports
	The effect of measures in the home, school, community	Number of people who have taken adaptation measures thanks to the project		

3. Organization of the information collection process and frequency



PROPOSED INFORMATION COLLECTION PROCESS

- **Children**

- Pass tests, surveys to verify received information and knowledge
- Receive feedback from local people benefiting from youth projects
- They include calculations of its effect on the climate in their project

As and when needed by the teacher

Minimum once a quarter / trimester

- **Teachers**

- Prepare tests and surveys for children
- Help children with projects and projects' benefits calculations
- Provide a summary report to the UNDP Program Manager in the country

Once in a quarter/trimester

- **UNDP Country Office**

- A UNDP employee (or an external program manager in the country) checks the received information, requests additional data, if necessary
- Sends a summary report from the country to the UNDP regional office

Once in a quarter/trimester

- **UNDP Regional Office**

- Defines a single reporting format for countries
- Checks information received from countries
- Prepares a summary report donors and external communication

Once in a quarter/trimester

4. Data collection and reporting forms



DATA COLLECTION AND REPORTING FORMS

Available forms for collecting data and reports templates:

1. Tests / surveys for students
2. Questionnaires for parents
3. Questionnaires on school projects to assess their effect on climate change adaptation/mitigation measures
4. Standard format for teachers' summary reports :
https://docs.google.com/forms/d/1oQ_coaGrnyKTIMnifMLJ3DVsfA-9yipweJietMwz-U8/edit
5. Standard format for national reports



5. Monitoring & Evaluation System Results

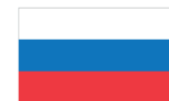


MONITORING & EVALUATION SYSTEM: RESULTS

1. Regular reports to donors summarizing achieved results of the program to track progress and corrective measures, if necessary
2. Identified positive experience, as well as shortcomings, barriers, risks in the implementation of the program and recommendations on possible measures to eliminate / reduce them
3. Qualitative and quantitative assessment of the program's impacts
4. Excerpts from reports for external communication



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