#

APPLICATION

PROJECT

MUNICIPAL PARTNERSHIP

*Managers -Agents for Sustainable Development*

Applies as of 01/01/2018 for Project applications

The ICLD’s overall objective is to promote the development of sustainable democracy at local and regional levels. A municipal partnership shall contribute to increased citizen influence. This can be by strengthening local governments within one or more of the following core areas:

• Equity/inclusion

• Participation

• Transparency

• Possibility to demand accountability

Read more here: <https://icld.se/static/files/new-results-framework-1-january-2016.pdf>

The ICLD Municipal Partnership Programme also contributes to the 2030 Agenda for Sustainable Development and its Global Goals, that aim to end all forms of poverty.

The Agenda 2030 Global Goals are universal, inclusive and indivisible. Furthermore, they recognize that ending poverty must go hand-in-hand with strategies that, amongst other things, achieve gender equality and empower all women and girls and promote human rights.

The ICLD assesses Project applications on the basis of relevance, feasibility and sustainability. The ICLD will also consider the level of mutuality of the project and values equal participation from the partners. By mutuality, the ICLD means the creation of a benefit/value for local democracy in the partners’ organisations (this benefit/value does not need to be the same for each partner).

The order of application questions reflects the order of the LFA project planning method.

**1. Summary - Swedish version**

Skriv en sammanfattning av det sökta projektet. Fokusera på att beskriva vad projektet ska uppnå. Beskriv vilka gemensamma resultat som ska uppnås, vad projektet ger för resultat i den internationella organisationen och i den svenska organisationen. (max 200 ord)

Huvudmålet för projektet är att utveckla kapaciteten hos ett urval av ledare för skolområden, skolor och förskolor så att de kan stödja utbildning som bidrar till beteendeförändring, beredskap och kapacitet att agera för förändring med utgångspunkt från agenda 2030 för hållbar utveckling. Resultaten som parterna arbetar för att uppnå är samma för båda parter.

Delmål är:

Att utveckla en funktionell och gemensamt accepterad handlings- och arbetsplan för ledare

Att utveckla förståelse hos ledare för lärande hållbar utveckling utifrån ett förändrings- och resultatorienteringsperspektiv samt krav på förskolor och skolor att vara miljöer för personlig och social utveckling och hållbarhet

Att förbättra stödet från skolledare till lärare och personal i förskolor och skolor så att de kan arbeta med lärande för hållbar utveckling utifrån agenda 2030 och för förskolor och skolor som miljöer för personlig och social utveckling och hållbarhet

Att till del skolledare som deltar i projektet ge möjligheter för dem att förbättra system och rutiner för uppföljning och lärande i samarbete med lärare och personal vid förskolor och skolor där deltagarna värderar projektet samt utvecklar metoder och rutiner för uppföljning och lärande

Att öka samarbetet med externa aktörer i Umeå kommun och distriktet Cao Giay

**2. Summary - English version**

Provide a summary of the project. (max. 200 words)

The main goal of the project is to increase the capacity among a selection of mangers of school areas, schools and pre-schools to support education for sustainable development (ESD) which contributes to behavioural change, readiness and capacity to act for change based on the 2030 agenda for sustainable development. Results that the partners work to achieve are the same for both partners.

Intermediate objectives:

To develop a functional and agreed action- and work-plan for the managers

Increased understanding among the managers involved in this project on ESD-program effectiveness in relation the 2030 agenda, as well as on requirements on pre-schools and schools as environments for personal and social well-being and sustainability

To improve the support from the managers involved in this project to teachers and staff in pre-schools and schools for ESD-programs in relation to the 2030 agenda as well as for pre-school and school development for personal and social well-being and sustainability

To improve systems and routines for follow-up and learning among the team of managers involved in this project, in collaboration with teachers and staff at pre-schools and schools in which the members of this project assess the project as well as potential methods and routines for follow-up and learning

To increase collaboration with external actors in the City of Umeå and Cao Giay district

**3. Background and Context***By answering the questions below, you will provide a brief description of the context in which the project will operate.*

a) Describe how the project idea arose. If the partnership is within an already existing Municipal Partnership, please indicate all reference numbers. (max. 200 words)

The project idea(s) arose during the latest cooperation between representatives for The City of Umeå and Cao Giay district, Hanoi, who have cooperated since 2012 in the area of Education for Sustainable Development (ESD) in several projects (Ref. numbers 2012-0018, 2012-0019, 2015-0069) governed by the steering group (Ref. numbers 2012-0020, 2015-0082).

The partners have established a good relation over the years with increased understanding of the challenges for each other as well as awill to create real impact through strategies and programs for ESD*.* The project idea is related to that challenge – how to create behavioural change and readiness and capacity to act as agents for change. It is a challenge in both The City of Umeå and Cao Giay district to make pupils act on their knowledge and education. It is also of importance to work with the leaders of the school systems. That is why we are applying for two projects working with different target groups.

The project idea is also related to the need for both parties to work through education with the 2030 agenda for sustainable development. This is decided on the political level of the parties and contributes to effectiveness of this partnership.

b) If the application is a continuation of a project with previous support from ICLD, briefly describe the previous project's results as well as its strengths and weaknesses.

Umeå and Cau Giay have, with the support from ICLD, carried out two previous project periods. The contents of the projects are closely linked to the idea that, based on needs and mapped conditions, support knowledge-enhancing efforts, progression and dissemination at several levels. Since the projects were performed integrated, previous projects are described in the same way in both future applications in response to this question.

Project Period 1, 2012-2015 was a exploratory phase in which we tried to get to know each other and our different cultures in each context. Afterwards, we have understood that this was absolutely necessary to create good relationships and to get an idea of ​​the needs for strategic planning and skills development that existed at various levels. The strategic plans that were subsequently formulated and revised have been a major support in both organizations. In the final phase of project period 1, a genuine exchange was established at school level and at the strategic level, discussions about school development were deepened.

What became apparent during the first project period was that the anchoring of ESD work was dependent on knowledge and commitment at management level. This became a focus area during project period 2, with the goal to implement the strategic plans in education management and develop methods for how to disseminate knowledge. The training courses conducted in Cau Giay had a major impact on school-level work, both in terms of knowledge-enhancing efforts and methods, not least the way of working that focused on participation, democracy and gender equality. Here, knowledge and experience were spread by the key teachers and principals who participated in the training course, responsible for the education at school management level. Educational management has through education and information in leadership teams, act to spread knowledge and to translate strategic plans into practice.

In the evaluation carried out on two occasions during the last year of project period 2, it has been found that there are shortcomings in management level in both organizations. Knowledge has been shared, information has been spread, but work has not, what we can see, led to a deepened understanding and thus a change in action. We also cannot see the effect we had expected at the pedagogical level, and we conclude therefore, that this also affect the understanding at child and student level. From the district level of Cau Ciay, they have a very explicit wish for continued cooperation and a need, focusing on transforming knowledge into active action. In Umeå, the challenge is expressed in a similar manner. In spite of extensive knowledge, we have not succeeded in doing this in active action, favoring a sustainable designation.

We are therefore very keen to carry out a third project period to reinforce the learning and find ways to monitor the effects of interventions where the focus should lie on actually take action and change unsustainable behavior.

Active action for sustainable development is crucial for implementing Agenda 2030. We have a shared responsibility to prioritize sustainability and to act as change agents at all levels. A change process takes time, but knowledge is given insight and sense of meaning which is a prerequisite for the work for a sustainable future.



Cau Giay District, Ha Noi, Viet Nam and Umea, Sweden have had a respectful, close, responsible relationship, and effectively cooperate in the ESD project funded by ICLD since 2012 up to present. Both parties are willing to share knowledge and the implementation of protecting the environment, creating a more sustainable, democratic, and fairer working environment. We learn from each other, bring benefits to staff, teachers and especially students of both partners.

Effects towards Cau Giay District

Strengths:

- Change and raise awareness of staffs, teachers and students about the concept of sustainable development, ecological footprints, alternative energy, help to preservethe working environment, increase participation in environmental protection activities, creating a green and friendly environment.

- Widely communicate the project, from its three-original participating schools to 100% of the schools in the district.

- School facilities have been continuously invested to create a sustainable pedagogical environment, increasing the efficiency of use with more green trees, playgrounds, training grounds, swimming pools...

- Increase the school safety, with more equipment such as cameras, audio-visual equipment, projectors placed in the appropriate location, equip the teachers and students with self-protection skills in case of natural disasters, earthquakes, fire ...

- Strengthen the educational activities: more learning activities close to nature and the environment. Teachers and students are taught and studyaccording to the ability in the appropriate functionrooms. Provide opportunities for staffs, teachers to exchange learning, visit, training with other countries.

Drawbacks:

+ ESD documentation is not fully adequate (especially materials integrated in the subjects).

+ It is difficult to allocate time for synchronous and continuous implementation because it is affected by the curriculum of the Ministry of Education and Training.

+ Limited facilities for outdoor lessons.

+ Weather, organization funding.

+ Culture, old habits in household lifestyle in many residential areas.

c) Briefly describe how the project is linked to the international partner’s area of responsibility. (max. 300 words)

The project continues to focus on raising awareness and practical action by the two sides on Education for Sustainable Development. It is the responsibility of the two parties to exchange experience and share experiences through visits and experiences in Vietnam, Sweden or other participating countries. The Umea party will be responsible for training teachers and administrators on the contents of the project, introduce countries which have successfully implemented the project for Cau Giay to learn, share experiences and connect them into a systematically links on education for sustainable development.

d) If you are applying for a three or multi-party partnerships, state the names of these additional parties.

Not applicable.

**4. Stakeholder analysis***Stakeholders can be individuals or organisations. They may be directly or indirectly affected by the project. They may approve of, or oppose, the project. The direct target group must be politicians or civil servants within each organisation. The indirect target group must benefit from the project in the long term, such as the citizens of the respective municipality/region. Implementers are those included in the project group.*

a) Specify the project's stakeholders based on target group. Specify the direct and indirect target groups of the project.

The direct target group are different managers of school areas, schools and pre-schools. All of these managers are employed in the official and politically governed school system, i.e. work as civil servants in The City of Umeå and Cao Giay district.

Due to differences in the organizations for the school systems selected target groups will be slightly difference. However, some managers have a key role as managers of schools in certain geographical areas were others represents the reference schools/pre-schools which are selected to work in this project.

The indirect target groups are teachers and staff as well as pupils on these levels of the school system, i.e. final beneficiaries of the project on the pre- and primary levels.

b) Who is included in the project group (implementers)? (list of names, job titles and role in project).

- Leaders and administrators at all levels including: District People's Committee leaders; Leader of the Department of Education and Training; Specialists in charge of all levels; School principals.

List of names:

1. Mrs. Doan Thi Thanh Phuong – The Principal of Hoa Hong Kindergartern.
2. Mr. Tran Van Ha - The Principal of Nam Trung Yen Primary school.
3. Mrs. Nguyen Mi Hao - The Principal of Nghia Tan of Secondary school.
4. Mr. Nguyen Ngoc Phuc – The English specialist of Cau Giay DoET/

Umeå Municipality:

Mrs Christina Jonsson, Head of School district West

Mr Per Eklund, Head of School district South

Principal from School district West

Principal from School District West

Mrs Erika Åberg, Head of Nature School

c) Who will be involved in the project decision making? (include members of the Steering Group).

- District People's Committee leaders

- Leaders of the Division of Education and Training

List of names:

1. Mrs. Trinh Thị Dung – Vice Chairwoman of CauGiay People' Committee.
2. Mr. Pham Ngoc Anh – The Head of CauGiay DoET (Department of Education and Training).
3. Mrs. Nguyen Thanh Tinh – Deputy Head of CauGiay DoET.
4. Mrs. Nguyen Thị Tao - Vice Principal of Trung Hoa Secondary School

Umeå Municipality:

Mrs Moa Brydsten, Chairman of the Pre- and compulsory School Board

NN Vice Chairman of the Pre- and compulsory School Board

Mrs Cathrin Alenskär, International Coordinator

Mr Gunnar Olofsson, School Strategist

d) Are there any experts on the topic/subject linked to the project included, if so which?

In Cau Giay district, there are many universities, institutes and research institutes with leading experts on relevant contents to support the project implementation. Particularly, the new chairman of the district is very concerned about the projects related to the environment and have a PhD in environmental resources.

e) Are there any other funders than ICLD, if so which?

No

f) What criteria were used when selecting the project’s implementers? Have you taken rights of women and girls, men and boys, and vulnerable social groups into account? If so, how?

The criteria used when selecting the project´s implementers are the following:

1. Managers of schools in certain geographical areas, schools and pre-schools (reference schools)
2. Mandate from the local authorities to support ESD in their schools
3. Both women and men; equal representation

The rights for women and girls as well as vulnerable groups are considered since these matters have a presence in the 2030 agenda for sustainable development, for example in Goal No.4 and 5 which will be the entry-point for the whole project.

**5. Problem analysis**

*The problem analysis must be formulated in collaboration between the partners during, for instance, the Inception Phase. The problem analysis must take into account the different needs and conditions for women and girls, men and boys, as well as the environment and human rights. The main problem must be specific, solvable during the project timetable and be related to a lack of capacity at an organisational level within the international partner’s organisation.*

*Here, organisation refers to the local or regional politically controlled organisation of the international partner. Keep your answers brief.*

a) What is the main problem that your project is trying to solve?

The main problem for this project to solve is the lack of governance by the managers of the school areas, schools and pre-school develop and support effective ESD-programs based on the 2030 agenda for sustainable development. This lack of governance contributes to a weakness in performance among the schools to support behaviour change and readiness and capacity to act for sustainable development. Even though many initiatives have been taken in the area of Education for Sustainable Development (ESD) on various levels in the school system more need to be done for the learning to transform in to action. However, it is of course of importance to mention that adults are responsible for taking actions for sustainable development, and to support children and youth for them to have and achieve the mindset, knowledge and skills to be agents for change. Managers of school areas, schools and pre-schools have a special role and responsibility in developing the learning institutions and environments for this to happen.

The underlying problem for this (as well as the second) project to act on is that actions and behaviour by people (also pupils/students) are not as directed towards sustainable development as they need to be in order for the Cao Giay district and The City of Umeå to move towards sustainable places and support sustainable global development. This is also a problem for the local authorities who need to act firmly for sustainable local development even though achievements and progress have been made in the Cao Giay district and The City of Umeå. However, we have also assessed scientifically produced reports on sustainability matters – for example on climate change, ecosystems, urbanization, resource use and management – which in different ways describe the critical state of world affairs and call for a rapid and an effective response for sustainable solutions also on the local level since human civilization(s) is/are in state of emergency. Consequences of unsustainable practices and habits are seen all over the world and without a proper response on for example climate change habitats will change dramatically making human life and prosperity difficult or even impossible. For such response to happen ESD directed towards behavioural change and increased readiness and capacity to act is needed. In that work managers of schools play a key role.

This is a broad description of the underlying problem. However, even if the description needs to be qualified noting differences between people and groups when it comes behaviour and actions for sustainable development we as collaborating parties want to work for an education in our schools that enhances an increase readiness and capacity among citizens and organizations to act for sustainable development since our school systems needs to be improved as real systems and agents for change.

We believe we are sharing this challenge with many other authorities (local and national) who have a responsibility for education and learning environments.

As stated in the background and context description (3a) we also use the 2030 agenda for sustainable development as our entry-point for this project with a special focus on Goal No 4.

In this context we also want to mention various initiatives on international level which supports our analysis and orientation, for example United Nations Decade on Education for Sustainable Development (2005-2014) and Global Action Programme on Education for Sustainable Development, i.e. the UNESCO framework called GAP. Our entry-point are also foundational for the Global RCE-network working through ESD with the 2030 agenda for sustainable development and GAP as platforms.

b) What are the most important reasons for this main problem?

The reasons for this general lack of behavior and action for sustainable development are related to factors in play on various levels; psychological, sociological, political and cultural, i.e. a set of factors which are intertwined and complex which needs to be analyzed.

In this application it is not possible to fully analyze these set of factors, and in relation to the situations, realities and contexts in Cao Giay and The City of Umeå. However, we have listed a number of causes on which the parties can work on to bring about necessary changes.

First, a lack of support to managers of school areas, schools and pre-schools for them being able to prioritize ESD as well as learning about the 2030 agenda for sustainable development. The managers are often occupied with conflicting demands making ESD an area of many to work with, and not the foundation for pedagogical development.

There is a general need to work for increased understanding of the 2030 agenda for sustainable development among managers of school areas, schools and pre-schools. In that area there is a lot to be done since the agenda is not deeply understood among even the managers of different parts of the formal educational systems.

Second, a need by the managers to support a process to understand why already achieved knowledge about sustainable development have not translated to change of behavior and increased readiness and capacity to act for change. A lot of useful information and knowledge are already available which can be used for the purpose of developing institutions for education and for sustainable development. In this project we want to address this question in order for the parties to develop effective ESD-programs. This is an area of improvement for both parties in which managers play a key-role.

And, in close relation to the second reason, a need for the managers of school areas, schools and pre-schools to connect the work with ESD with the need to address matters of personal health and well-being among staff and pupils for them being able to work for personal and social sustainability. It is our assumption this is not done well enough in our school systems and by the managers. Both parties agree on the need to address the challenge of developing their schools as environments and institutions for personal and social sustainability in order for the schools being contributors to sustainable local development. This project can also support the managers in such a process.

Third, a need to decide on ESD-programs and to increase collaboration between the staff in the schools on the work on the 2030 agenda for sustainable development. Today it is a lack of decision-making by mangers of school areas, schools and pre-schools to prioritize ESD and the 2030 agenda.

Fourth, a need for establishing routines for follow-up and learning within the team of managers as well as together with teachers and staff at pre-schools and schools. Such routines exist, but not in relation to questions on effectiveness of ESD-programs in relation to the 2030 agenda for sustainable development.

Fifth, a need for improvements of collaboration between pre-schools, schools and external actors on the 2030 agenda for sustainable development and on ESD since collaboration between partners is critical for success.

With this analysis of the reasons to the main problem we hope to create a project which enhances ESD and school development in both Cao Giay district and The City of Umeå and with the managers of school areas, schools and pre-schools in the key role as agents for change. As mentioned before the parties have selected specific managers of schools in certain geographical areas and specific managers of schools and pre-schools which the parties describe as reference schools in this project.

c) What are the effects/consequences of the main problem?

The effects/consequences of the main problem are schools that do not provide staff and pupils with the tools of being agents for sustainable change. It will also undermine the legitimacy of the school system since it will not contribute to sustainable development which is necessary in relation to contemporary global challenges.

The effects/consequences of the underlying problem on societal level are also lack of effective performance for sustainable development due to reasons which are psychological, sociological, political and cultural. If this lack of performance is allowed to continue the window of opportunity for manage for example climate change will decrease of even disappear.

d) Describe how the main problem relates to one (or more) of the ICLD core areas mentioned at the beginning of the application (in Swedish referred to as "kärnområden");

• Equity/inclusion

• Citizen participation

• Transparency

• Possibility to demand accountability

The main problem relates to ICLD core areas in the following way:

First, our entry-point is that sustainable development cannot be achieved without equity/inclusion and citizen participation. It is in the essence of democracy to work for the rights of everyone, to include everyone and to have an active citizen participation in decision-making and community development.

This project is aimed at developing ESD and school systems based on the rights of people to be included and active citizens in decision-making and community development. The target groups will also be informed on this basic foundation for the project, for them to support such an approach.

Second, our entry-point is also to integrate matters of accountability and transparency in our work, for the target groups knowing about their rights and responsibilities in relation to their roles. Matters of accountability and transparency are also of importance when developing ESD and school systems – creating schools that are open for scrutiny as well as on debate on orientation and performance. This is important when it comes to both the internal work within the schools and in relation to the role of schools for societal development. In that area managers of school areas, schools and pre-schools play a key role.

To summarize – all of ICLDs core areas are of importance in this project.

e) What challenge or challenges relating to the main problem, or the above-stated core areas, have been identified with the Swedish partner’s organisation?

In the description we as collaborating partners have identified a common main problem as well as relation to ICLDs core areas.

What can be said in addition to that is that it will may be easier to work with this project in The City of Umeå due to the strong democratic tradition in Sweden with active citizenship and accountable governments on national, regional and local levels.

What also can be said that a welfare state like Sweden has its own challenges not being active enough for changing lifestyles, production and consumption patterns, due to the high level of human development, not perceiving direct threats as many other countries towards social cohesion and continued development. However, this is maybe a situation that are about to change due contemporary experience of such threats, for example heat, drought, water-stress, wild-fires as well as intensified political conflicts which threatens political stability and social cohesion.

We believe that more people in Sweden are now in state that they understand the seriousness of the situation since they have experienced the consequences of climate change by themselves, and that will may have an impact on the citizens readiness to act on these challenges. However, this assumption also needs to be put in relation to political dynamics in the country making political governance more difficult than before affecting different assemblies.

f) Describe how the project's target groups were involved in the problem analysis.

Due to the long collaboration between the parties, the target groups have been actively involved in the problem analysis. This is true for both direct and indirect targets groups, implementers and decision-makers.

The problem analysis has been done both in Sweden and Vietnam during the programs in each country during the final year of the latest project.

g) Describe the resources/capacity and experience available in the international and Swedish partners’ organisations respectively that are directly related to the project’s main problem. How do the partners complement each other?

- Through direct meetings, sharing difficulties and obstacles in the implementation process.

- Through the direct websites of individuals and schools linked together to exchange, share experiences.

- Through the exchange seminars, directly to the school, the actual applying areas.

 **6, 7 and 8. Establish objectives***Objectives are set on three levels in a project plan: Overall objectives (long term), project objectives (medium term) and intermediate objectives (short term). The objectives are to be described as conditions that have been achieved (not as activities).*

 **6. The project's overall objectives (long term 10-15 years)**

a) What changes in society will the project contribute to in the long term (how will the project contribute to reducing poverty through the development of democracy as described in 5 d)? A project can have several overall objectives. These reflect the effects of the identified main problem (see question 5c).

The project will contribute with the following changes in the society in the long term.

First, an active population for sustainable development who have increased understanding and capability on how to act for sustainable development privately, publicly and politically.

Second, recognition of Cao Giay district and The City of Umeå as progressive local authorities for local sustainable development providing spaces and opportunities for citizens to be active participants in the work sustainable local development.

Third, recognition of Cao Giay district and The City of Umeå as local authorities who works progressively with ESD as tool for sustainable development and with school development.

Fourth, a learning and working environment for mangers of school areas, schools and pre-schools that are positive for these managers making them feel as important and successful change agents for sustainable development.

b) Describe the project's sustainability; how will the project's results be sustainable once the project has been implemented and completed?

Since this project is anchored in both the political and technical wing of the administration, and since the parties have established a relation that support long-term collaboration in the area of ESD grounded in a commitment to work with the 2030 agenda for sustainable development the conditions for sustainability are there.

The project will be evaluated with the aim of assessing the learnings for the future. These learnings will be discussed in political and technical bodies of Cao Giay district and The City of Umeå for the purpose of integrating the learnings in the work for school development. In such evaluation managers of school areas, schools and pre-schools need to play an important role.

c) Describe if/how the project’s results coincide with the operational planning of the two partner organisations.

Yes, the project´s results coincide with the operational planning of the two partner organisations since both parties have committed themselves to work with the 2030 agenda for sustainable development and with ESD.

When the two sides agree on the contents, the People's Committee of Cau Giay District will make decisions on the implementation and assign the Division of Education and Training to be the standing body to manage and monitor the process and progress, periodically report on implementation results to District People's Committee, propose solutions and content to adjust for the most effective implementation of the project.

**7. Project objective (when the project is complete, you will have achieved this objective)***The project objective must be more specific than the overall objective and articulate precisely what the project intends to achieve within the project timeframe. State only* ***one*** *project objective. The objective must be realistic in terms of both time and budget, and be an objective that can be monitored and evaluated, and within the scope of the project’s responsibility. The project objective is a solution to the identified main problem (see question 5 a).*

a) Formulate your project objective.

The main goal of the project is to increase the capacity among a selection of mangers of school areas, schools and pre-schools to support ESD which contributes to behavioural change, readiness and capacity to act for change based on the 2030 agenda for sustainable development.

*Indicators show if the project is achieving its objective and if the planned change is taking place according to plan. These indicators demonstrate the progress and results of the project. The indicators are a means to establish how successfully the project has met its objectives. They may be quantitative (numerical) or qualitative (experiences, opinions etc.).*b) State 1-3 indicators for following up the project objective and verification sources linked to each indicator (e.g. that the indicators will be developed through surveys, interviews, tests and/or studies).

Indicator 1: Decisions by a selection of managers for school areas, schools and pre-schools on ESD based on the 2030 agenda for sustainable development

Verification sources: Signed decisions by these managers

Indicator 2: Established learning routines among and collaboration between a selection of managers of school areas, schools and pre-schools for development of ESD based on the 2030 agenda for sustainable development

Verification sources: Programs for such learning routines and collaborations

c) If possible, enter input values (baseline) for the project objective.

N/A

d) Relating to the challenges on the part of Swedish partner (question 5 e), which results does the Swedish partner expect to attain through the project?

The City of Umeå expect to attain the following results through the project:

First, to create reference schools who works with ESD based on the 2030 agenda for sustainable development. These reference schools are supposed to performing a function as “test-beds” for pedagogical development with learning opportunities for other schools in the city.

Second, to further the reputation of Umeå as city who take ESD seriously since this area has been prioritized for a long time. This reputation will attract people to live in The City of Umeå and is of importance together with other activities for city development and growth.

e) How will the project help ensure that the partnership will be mutual, based on equal participation and lead to a benefit/value for local democracy in the partners’ organisations (this benefit/value does not need to be the same for each partner)?

Since the parties have collaborated in many projects and established a good relation over the years, and done joint problem analysis as well as goal definition, the partnership is grounded on a mutual interest of developing ESD based on the 2030 agenda for sustainable development.

Through the dialogue and decisions in the Steering Groups as well as the projects routines are established for securing mutual and equal representation. The parties have agreed to support local appropriate methods to reach the goals as well as the differences when it comes to organizational culture.

f) How do you expect the differing needs and circumstances of women and girls; men and boys will be affected if the project objective is achieved?

Since the project are grounded in ICLDs core areas both women and girls, men and boys will be included and perceived as equal members of the collaboration. The parties need to address matters of gender equality and risks for discrimination. Through a dialogue on Code of Conduct the parties will work to ensure the rights of both women and girls, men and boys. The parties hope that the project will enhance gender equality in both Cao Giay district and The City of Umeå, especially in the schools who are involved in this project.

g) How do you expect the environment will be affected if the project objective is achieved?

Environmental sustainability is a key in the 2030 agenda for sustainable development – expressed in several goals.

Since the project is aimed at supporting behavioural change and increased readiness and capacity to act for change through the support by a selection of mangers of school areas, schools and pre-schools – which also includes sustainable relations with nature and sustainable resource management – the parties hope that this project supports a development in which environmental sustainability is secured.

h) How do you expect human rights will be affected if the project objective is achieved?

Since the 2030 agenda for sustainable development is founded on a rights-based perspective, respect for human rights are supposed to be improved in both Cao Giay district and The City of Umeå. ESD-programs will include learning on human rights for the purpose of supporting the agency of people to act for human rights in the schools and in the society.

i) Please indicate if you plan to work with researchers, experts, a university or outside agencies to monitor results. If so, whom/which?

Yes. First of all, strengthen the coordination with the departments, specialized agencies in the district. Next, invite officials and specialists in related fields to support thematic organizations, talks, trainings to schools, such as experts from The University of Environment, Pedagogy .

Evaluating the effects of the work on ESD is today a very relevant issue, in Sweden, but also internationally. What should we measure and how can we see that the actions made, actually has an effect on active actions? In this project, we will follow current research and also provide input on current forums.

As regard the projects specifically, an external follow-up and evaluation will be carried out by a researcher from the Department of Applied Educational Science at the University of Umeå. The researcher will be able to follow the work continuously for a 3-year period and actively participate in the development and evaluation work.

**8. Intermediate objectives***One or more of the intermediate objectives and the associated activities must be linked to the core area(s) you stated you will contribute to in question 5 d.*

a) What are the project's intermediate objectives (short term objectives)? These objectives address the causes of the main problem (see question 5 b) and are achieved directly through the activities conducted within the project. Number the intermediate objectives.

In this section we will outline the intermediate objectives of the project as well as activities, indicators and verification sources.

Intermediate objective 1: To develop a functional and agreed action- and work-plan for the managers

Indicators: Agreement on the action-plan and content

Verification sources: Documented content and action-plan for the support program

Activities: Establish the action-plan for a support program for the managers involved in this project, i.e. specification of activities and time for each activity as well as the content of the program (year 1)

Intermediate objective 2: Increased understanding among the managers involved in this project on ESD-program effectiveness in relation the 2030 agenda for sustainable development, as well as on requirements on pre-schools and schools as environments for personal and social well-being and sustainability

Indicators: Achieved knowledge on ESD and the 2030 agenda for sustainable development. Achieved knowledge on pre-school and school development for personal and social well-being and sustainability

Verification sources: Written programs

Activities: Programs, trainings and study-visits (year 1 and 2)

Intermediate objective 3: To improve the support from the managers involved in this project to teachers and staff in pre-schools and schools for ESD-programs in relation to the 2030 agenda for sustainable development as well as for pre-school and school development for personal and social well-being and sustainability

Indicators: Decisions on support programs for teachers and staff in pre-schools and schools

Verification sources: Signed decisions

Activities: Developing support programs for teachers and staff at pre-schools and schools as well as decision-making on how these programs will be implemented (year 1, 2 and 3)

Intermediate objective 4: To improve systems and routines for follow-up and learning among the team of managers involved in this project, in collaboration with teachers and staff at pre-schools and schools in with the members of this project assess the project as well as potential methods and routines for follow-up and learning

Indicators: Achieved knowledge on follow-up and learning routines on ESD-program effectiveness as well as decisions on systems and routines for follow-up and learning

Verification sources: Documentation of outcomes of learning activities for the managers involved in this project as well as decisions on systems and routines for teachers and staff in pre-schools and schools.

Activities: Learning and dialogue meetings on follow-up as well as decision-making on systems and routines for teachers and staff in pre-schools and schools (year 1-3)

Intermediate objective 5: To increase collaboration with external actors in the City of Umeå and Cao Giay district

Indicators: Agreements with external actors

Verification sources: Documented meetings and plans for information and education

Activities: Meetings, information activities, education for partners (year 2 and 3)

b) Describe the activities that will be carried out in order to achieve each intermediate objective. Also provide an overall schedule linked to the activities.

See 8a.

c) Specify indicators and associated verification sources for each intermediate objective.

See 8b.

**9. Risk analysis and risk management***Risks may be external, such as political change and natural disasters, or internal, such as corruption and high staff turnover.*

a) Describe external factors/risks that can influence the implementation of the project.

External factors/risks that can influence the implementation of the project are political dynamics in each country which will may interfere in the project negatively.

a) Describe internal factors/risks that can influence the implementation of the project.

Internal factors/risk that can influence the implementation of the project are leadership commitment within the organizations as well as resource matters.

c) Risk management: How will you manage the risks identified in the project.

It is very important that the Steering Group make sure that the dialogue between the parties is good, and that the project get the support it needs. Follow-up and monitoring of the project are of utmost importance.

**10. Negative effects/Do no harm:**

a) Describe if there is/you see any potential negative impact on the direct and indirect target groups as a result of the partnership.

The parties cannot foresee any potential negative impact on the direct and indirect target groups as a result of this partnership. However, in matters related to human rights the project will may experience dialogue and conflicts on interpretations since this is a complex and dynamic field.

b) How can you work to minimise these?

The parties need to have a dialogue on the situations for the target groups involved in this partnership based on agreement on Code of Conduct.

**11. Dissemination of results**

Describe how the project and Steering Group plan to spread the project’s results within both organisations and to other relevant stakeholders and partners.

After unifying the implementation of the project, the district People's Committee assigned the Department of Education and Training to directly directing the implementation of the project at the school and required the development of specific work plans:

1. Department of Education and Training

1.1. Leaders:

- Direct the establishment of the Steering Committee for the implementation of the project.

- Direct the development of the project implementation plan at the schools in the district.

 - Require schools to report on the implementation and implementation of the contents of their regular school projects in the monthly report.

- Assigning specialists of the Department of Education and Training (by area and by grade level) to supervise, support and urge the schools to implement the project contents with the best results.

 - Regularly keep in touch (telephone, email, facebook ...) with the partner leaders to update information, results of the project in each specific time, exchange to timely direct the internal adjustment. Use the most effective way to implement the project through each year until the end of the project.

 - Directing the implementation of training for the head teacher, staff of the schools.

- Head teacher and team leader meeting: evaluating the results, directing and guiding the implementation of the project from time to time at the end of the project.

1.2. Expert level:

- Implement the instruction of the leaders of the Department of Education and Training, supervise, support and urge the schools to implement the contents of the project achieving the best results by the school level.

- Form a network of teachers to implement the project from the school. Periodically summarize the performance of schools in the monthly report to report to the leaders of the Department of Education and Training, the District People's Committee and the Hanoi Department of Education and Training, as well as exchange information with the project partner in the direction.

- Propose measures to support schools to implement the best effective project.

2. Schools:

- Establishment of the project steering committee.

- The implementation plan, started by the comrades in the management board and teachers of the schools attended the training of Swedish experts (October 2016) training content Project for all staffs, teachers and staffs. Education will provide the training materials.

- Schools actively integrate the training contents into the lessons of the subjects, especially invest in outdoor lessons, close to the natural environment.

- The schools register the training schedule and experimentally teaching the implementation of the project to the Department of Education and Training.

- Propose measures to effectively implement the project in accordance with school conditions.

- Periodically summarize the results of the project implementation of their school in the monthly report to the Department of Education and Training.

- Schools keep their own documents (images, video clips, documents etc) in order to facilitate the compilation of reports.

The next project that needs attention is:

- Spreading the project to residential areas with the participation of relevant departments.

- Strengthen the working environment, learning, clean environment, sustainable, equitable and democratic.

- Enhance the updating of project-related information to staff, teachers and students so that they always have access to and appreciation of the value of why environmental protection is important. equality - democracy

- Specific orientation for students to participate in elective activities so that students can participate in the learning process, play anywhere, anytime.

- Enhance more extracurricular activities, study and share experiences in the country and abroad.

- Invite experts with domestic and foreign experience to exchange and cooperate.