Final Project Evaluation Report

Your Details	
Full Name	Yelena Gambarova
Project Title	Evaluating the effectiveness of Long-Term Integrated Research and Conservation Education Program, Azerbaijan
Application ID	24802-D
Grant Amount	£3,450
Email Address	elenag@risk.az
Date of this Report	2018.12. 07

1. Indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.

Objective	Not achieved	Partially achieved	Fully achieved	Comments
PROJECT DEVELOPMENT AND DOCUMENTATION EXAM PREPARATION				
PROJECT MANAGEMENT				
Development of Project Management plan and Road map			■	None
Development of Metric for monitoring project progress			■	None
DEVELOPMENT OF EXAM DOCUMENTATION				
Development of Lesson plan, Exam Application Form and post- tests and topics list			■	None
EVALUATION PROCESS				
1. Creation of Evaluation Team. 2. Identify of steps of evaluation process. 3. Select of Evaluation Model. 4. Creation of tools at every Evaluation Level.		■		Our Project team selects the Dr. Donald Kirkpatrick Level Model for training evaluation programme. <u>Note:</u> Kirkpatrick Level Model 4: Results Evaluation evaluations resides at the programme manager/training manager level, thus specific procedures have not detailed in this project time (as it indicated in the application).
EXAMINATION IMPLEMENTATION				
			■	The 1st day will focus on students' knowledge about and attitudes towards rare vegetation and its threats in Azerbaijan based on the "Rare Vegetation Knowledge Test". The last 2 days will focus on students' skills on rare vegetation identification in areas clearly marked by examiners based on the "special topic questionnaire" and "remote sensing exercises".
DATA PROCESSING AND QUANTITATIVE DATA ANALYSIS				
			■	
ASSESSMENT RESULTS EVALUATION				

INFORMATION TO INTERESTED AUDIENCES				
				This ongoing process might include oral, visual, or written communication that commences before an evaluation begins and likely continues beyond its conclusion (even after the completion of the project).

2. Please explain any unforeseen difficulties that arose during the project and how these were tackled.

Initially, we faced a little difficulty on establishing the experimental group students and control group students. However, with the help of teachers from the university, we were able to resolve this problem.

3. Briefly describe the three most important outcomes of your project.

1. Potential effects of the conservation education programme on students' knowledge about and attitudes towards rare vegetation and threats to rare vegetation.

2. Student's behaviour change as a result of the conservation education programme (e.g. increased nature experiences in biodiversity conservation).

3. Students developed a sense of responsibility and a personal commitment towards rare vegetation and environmental conservation.

Participants in the educational programme significantly increased their rare vegetation knowledge and demonstrations of skills on rare vegetation identification became significantly more pro-environmental. The average student who participated in the programme answered one more question correctly on the post-test compared to the pre-test, increasing the percent correct by 31% (rare vegetation knowledge test) and by 27% (demonstrations of skills on identification of rare vegetation). Attitude and behavioural changes increased in case of "experimental group". (Please, see my Project Report (October 2018): Table 2. "Tests comparing paired pre- and post-test average scores").

4. Briefly describe the involvement of local communities and how they have benefitted from the project.

To evaluate the conservation education programme, we surveyed students from the university about their environmental knowledge, attitudes, skills and self-reported behaviour, using a questionnaire.

Since the start of the project, we gave detailed information about the project and its implementation to collaborating organisations (University of Architecture and

Construction, Baku Engineering University) and stakeholders (research scientists (university based, academic staff). During the meetings, we presented research methods, evaluation model, data collection methods and questionnaire design. We discussed the advantages and disadvantages of personal interviewing, telephone interviewing and self-completion questionnaires as methods of data collection. After meetings and discussions, the methodology, evaluation model, post-tests were approved. An Evaluation team created.

With the help of teachers from universities, two groups of students were organised. The selected students were divided into two groups of which students were in experimental and remaining kept in control groups.

The "experimental group" consisted of students who participated in the conservation education programme. The students were implemented with an innovative curriculum on environmental education for rare vegetation conservation. These students completed a questionnaire just before they participated in the conservation education programme (the 'pre-test') and about 2 years after they participated (the 'post-test').

The "control group" is given the same pre- and post-training tasks as the training participants, but they do not receive any training.

By comparing the results of the "experimental group" with the results of the "control group", it can be established if training contributed to the learning, which can also guide future decisions on when to conduct training.

The student questionnaire that designed to measure the intended outcomes of the conservation education program grouped into four categories:

Category 1: Environmental attitudes.

Category 2: Rare vegetation knowledge test (competency test used in writing to test principles, facts and other knowledge-based objectives)

Category 3: GIS and remote sensing test / GIS: knowledge base - remote sensing exercises (demonstrations of skills are particularly useful for evaluating technical skills.

Category 4: Environmental behaviour. Measuring behaviour changes (1.5 years after the training).

Members of the evaluation team participated in the conduct of the examination. Reports on data processing and quantitative data analysis sent to all members of the team.

Stakeholders have come to the conclusion that, of course, the preservation of rare vegetation should integrate into the core education modules. The lessons learn from the results of our study can be used for revising the curricula and improve the capacity of environmental education in Azerbaijani universities.

5. Are there any plans to continue this work?

Yes, we will continue to monitor the behaviour change of students who have drawn up an action plan demonstrating how they incorporate their learning into their workplace. Some students' activities in projects on environmental sciences to be completed in 2019.

Responsibility for Kirkpatrick Level Model 4: Results Evaluation evaluations resides at the programme manager/training manager level, thus specific procedures have not detailed in this project time. Therefore, our team is very hopeful that with the support of our organisation we will be able to give an assessment of the training at this level of Kirkpatrick Model in the future. At this level, we will analyse the results of the training.

6. How do you plan to share the results of your work with others?

We have shared the results of our work with project partner organisations, governmental and non-governmental organizations

- Interview in Baku magazine "*CONSERVATION CORNER: YELENA GAMBAROVA ON RARE PLANT CONSERVATION IN AZERBAIJAN", JULY 23, 2018*
  https://baku-magazine.com/conservation/yelena-gambarova-rare-plant-conservation-azerbaijan/

- Information about our work "Conservation Education Program evaluated in Azerbaijan" is published on the website of the UNCCD
  https://www.unccd.int/actions/actions-around-world
  https://www.rufford.org/projects/yelena_gambarova_1

- Scientific article"Impact of conservation education program on students' environmental knowledge, attitudes, behaviour and skills. A Case Study from Azerbaijan" has been published in the Journal of "Matters of Behaviour"
  www.mattersofbehaviour.org

I am going to attend at International Conference on Education with presentation titled "Effectiveness of conservation education workshops on Azerbaijani students' knowledge about rare vegetation degradation within the "buffer zones" in Gobustan National Park, Azerbaijan" which will be held in 2019.

I plan to create website to provide a one-stop resource portal for Azerbaijan students who want to learn more about our sensitive areas and do more for them.
Engagement with local and international media to share project results
http://www.science-community.org/ru/users/yelenagambarova

7. Timescale: Over what period was the grant used? How does this compare to the anticipated or actual length of the project?

The project period over which the RSG was used run from March 2018 to December 2018.

8. Budget: Provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used. It is important that you retain the management accounts and all paid invoices relating to the project for at least 2 years as these may be required for inspection at our discretion.

Item	Budgeted Amount	Actual Amount	Difference	Comments
Media and publications 1. Presentations-booklets and brochures design and printing 2. Design of visuals and posters Printing 3. Training and exam-tested (test cases) design and printing of this documents.	500	482	+18	
Assistant Exams Compliance Lead: Technical service, technical support (Installed of Software licence on computers, etc.)	200	367	-167	Additionally a Technical Support Specialist (with knowledge of appropriate hardware and software) was involved
Engaging Expert for evaluation of training Effectiveness: Involved expert for data analysis; 1. Expert assistance in choosing the software used 2. Processing and analysing the data	300	551	-251	Data collection, analysis and processing of results required more time than expected
Office telephones	150	150	0	As budgeted
Fax	50	50	0	As budgeted
Subscription to internet /email	100	100	0	As budgeted
Electricity	200	300	-100	price has increased this year
Office rents	800	0	+800	The interested party has provided their office for free.

Education program kit: - Special computer programme (software) for data processing and analysing the data and Results	400	872	-472	Initially we did not plan this expense (actual amount) but software, developed by Software Developer, required such expenses
Seasonal expeditions: Car hire and fuel for field trips	200	230	-30	price has increased this year
Surveying Equipment	450	200	+250	
Medicines and first aid kits	100	100	0	
Total	**3,450**	**3.402**	**+48**	Exchange rate: 1£ sterling = 2.16 AZM (Azerbaijani Manat)

9. Looking ahead, what do you feel are the important next steps?

- Experiences gained, recommendations and lessons learnt from the project.
- Conducting a SWOT (strengths, weaknesses, opportunities, and threats) analysis for the program improvement.
- Implementing my action plan for implementation of Level 4: Organizational Performance Results Evaluation (Kirkpatrick Model).

10. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did the Foundation receive any publicity during the course of your work?

I used the RF logo in presentation materials, training materials, specially developed by me for evaluating the effectiveness of conservation education programme in Azerbaijan and presented for Rufford Foundation site. The Rufford Foundation received publicity during the course of our work.

11. Please provide a full list of all the members of your team and briefly what was their role in the project.

The project management committee selected as follows:

Yelena M. Gambarova, managed the project (Team Leader)

- Developed of Project Management plan.
- Adapted Kirkpatrick evaluation model to assess the student's knowledge and skills on monitoring of threats to rare vegetation in the "buffer zones".
- Developed of post- tests and examination exercises.
- Monitored project progress and performed variance analysis in comparison with the schedule baseline.
- Conducted post-training evaluation, strengths and areas for improvement, and write periodic reports based on available internal data and information. Interacted frequently with staff and trainees to evaluate the effectiveness of training.

- Ensured closure of recommendations generated by evaluation activities including course critiques.

Adil Y. Gambarov, Project Mentor
- Provided data processing and quantitative data analysis
- Problem identified, collection of data, its analysis and concluding the results
- Analysed and evaluated training effectiveness information and data to identify areas where training to be improved.
- Resolved pertinent comments received from trainees and evaluators promptly.

Eltakin Babayev Ph.D., Project Consultant
- Conducted the exam
- Help of Provided Processing and analysis the data

Assistant from Institutes of the National Academy of Sciences, Senior Scientist.

Involved assistant, expert and software developer for data analysis

Assistant and Instructor from University of Azerbaijan;
Software Developer – Development of computer programmer for data analysis.