

**GLOBAL ENVIRONMENT FACILITY  
DRAFT PROPOSAL FOR PDF BLOCK B GRANT**

Region: Global and Regional

Focal Areas: Climate Change, Biodiversity and Ozone Layer Depletion

Project Title: Global Environmental Citizenship

Requesting Agency: UNEP

GEF Funding Requested: 272,500

Project Duration: Eight months

Block A Grant Awarded: No

**I. BACKGROUND**

Conventions dealing with sustainable development cannot be successfully implemented without wide public support. Indeed, the GEF on its own cannot significantly help in solving global environmental problems without such broad support. While national governments have a key role to play, it is the actions of well-informed citizens that will determine whether greenhouse gas emissions are reduced, biodiversity is conserved and used sustainably, and international waters are not polluted. Raising public awareness of the issues at stake is the first step towards building the capacity of the various parties to act towards solving global environmental problems, especially if it targets a wide range of existing independent organizations.

Increased well-informed public awareness of the relevance of the GEF focal areas to the local, national, and regional environmental issues will generate increased political and public support for action on the environment.

However traditional forms of education and outreach need to be re-designed in order to incorporate a demand-side approach which focuses more on the needs

and concerns of different audiences

The Global Environmental Citizenship (GEC) is a UNEP initiative which aims to assert the differentiated rights and responsibilities of various sectors of society and promote informed actions to protect life on Earth. GEC seeks to play a significant role in facilitating the participation of major groups and non-governmental organizations of international influence in the environmental agenda. For this purpose it has developed strategic alliances with key groups that play important roles in society such as parliamentarians, consumers, local authorities, educators, religious groups and media. The methodology used has been to consult these groups before undertaking public awareness activities in order to understand their interests, concerns and needs and therefore provide specific support to empower their agendas and capacity for action. A collaboration between these networks has produced important results on issues such as chemicals, trade and environment, biosafety, among others.

Through this PDF project GEC will build on the baseline expertise and will provide value added to the activities already undertaken with these networks. With the GEF funds, GEC will add the global dimension and expand the scope of its work to climate change, ozone layer depletion and biodiversity.

The UNEP, UNDP, the UN Specialized Agencies and the Convention Secretariats have considerable publications both in print and in electronic formats related to the three focal areas of the GEF. UNEP's Information Unit for Conventions (IUC) is developing with support from a number of government donors and the Environment Fund, public awareness materials on climate change, desertification, and other convention-based issues. This information is targeted to delegates, policy makers, the media, and other interested audiences. This work can be built on and supported by developing more outlets and delivery systems for the information. This unit is proposing to develop, with GEF support, public awareness materials on Climate Change and the IPCC report. This proposal will work closely with IUC to develop a methodology to improve the delivery system and the dissemination strategy for the material needs by identifying specific global networks of the targeted audiences that influence decision-making and can take actions that count. The GEC proposal will provide valuable information to the different units of UNEP such as IUC and CAP on the differentiated needs and concerns of different sectors of society.

The GEC proposed project intends to increase the size and diversity of the audience which relates to global environmental issues by adding non-traditional groups. It will do this by:

- a) repackaging and adapting existing public awareness materials into formats

which meet the needs and concerns of the additional specific groups, and whose contents are expressed at their level of awareness and capacity for action. In this regard the CAP results will serve as inputs for this project.

b) developing alliances with global networks, interested in expanding the terms of reference of their constituencies to include global environmental concerns, and which have existing delivery systems that can be made available for the distribution of the materials generated by the project and by the CAP.

The main thrust of the project will be to generate actions in non-traditional constituencies by relating the three of the four focal areas of GEF to the specific social responsibilities, concerns, and interests of these groups. For example, in the case of Parliamentarians, the project will assist them in the generation of legislation and other national legal activities which will enable the desired national responses in the three focal areas by preparing guidelines and organizing workshops/seminars.

## **II. PROJECT OBJECTIVES AND DESCRIPTION**

### **Project Objectives**

The immediate objective of this project is to create a global environmental citizenry which will understand their relationship and responsibilities in respect of global environmental goals as prioritized by the international community and participate in actions which will enable the attainment of these goals.

The long term objective is to ensure that actions are taken by the key groups on a continuing basis at the local, national and regional levels in support of implementation activities related to the four focal areas of GEF.

The target audiences of this project do not traditionally relate to global environmental issues. Generating actions by these groups in the three focal areas would have a significant multiplier effect with a broad range of GEF activities.

### **Project Description**

Project preparation resources requested will be used to develop a strategy and prepare for the implementation of a full scale project which will work closely with six key groups to generate public awareness and action in three of the four global environmental focal areas of GEF. This will be achieved by improving the understanding of the relevance and linkages of the three focal areas to regional and national environmental issues which will then empower the key groups for an

informed participation in relevant activities.

The full-scale project will involve selected groups which, 1) operate on a global scale; 2) are interested in expanding the terms of reference of their constituencies to include global environmental concerns, and 3) have existing global and regional delivery systems that can be made available for the distribution of the materials the project will generate. Six groups have been selected, outside national governments, that are key mobilizers of values, public policy, and decision makers, with great impact in their communities:

- Electronic and Print Media
- Parliamentarians
- Local Authorities
- Consumer Groups
- Networks of Educators
- Religious Groups

These groups are organized through existing networks that have effective delivery systems at the local, national and global levels and operate in close coordination with citizen and community groups. The project will build innovative partnerships with these networks for the dissemination and implementation of the public awareness activities intended to promote public policy and voluntary actions at the national, local and community levels in the three focal areas of GEF. Tentative commitments for participation in the project have been obtained from the first four key groups identified above.

The activities and educational material which will be made available for delivery will be focused on the needs, concerns and level of awareness, and capacity for action, of each of these groups. It will be tailor-made and produced in user-friendly formats that can be accessible to their constituencies. In the case of Climate Change, CAP and IUC will be sources of information and will provide inputs to this project.

These groups have been chosen because:

### *Media*

The print and electronic media plays a principal role in education and in mobilizing public awareness. Journalists, editors, opinion writers and TV reporters are among the most important actors in communicating messages that can bring about social change and develop a well-informed environmental citizenry. There is an urgent need to disaggregate the complexity of environmental issues into information that can be easily

understandable to a more broad audience.

In respect of the print media, UNEP has started this process by producing a bi-monthly supplement called *Tierramerica* which is printed and distributed by a network of 12 prestigious newspapers in 10 countries in Latin America with a readership of 4 million people. This project will coordinate with *Tierramerica* and its powerful network to include coverage of the global issues in every supplement and will endeavour to expand this type of print media activity globally.

In relation to electronic media, UNEP has formed strategic alliances with InterPress Service (IPS) and with Galavision which is the largest Spanish speaking broadcasting company covering Latin America and Spain. In cooperation with IUC, similar alliances will be entered into globally with the appropriate TV and radio networks, such as CNN.

### ***Parliamentarians***

In general parliamentarians have been excluded from the process of negotiation of the international conventions on Climate Change, Biodiversity, the preparation of the Global Action Plan and the Ozone Montreal Protocol. However they are key actors when it comes to national implementation of such conventions. In the first place they are the ones that have to develop the legal instruments to ensure the full incorporation of the content of the Conventions in the national regulatory frameworks. Collaboration with ELIPAC is envisaged to work jointly with these networks. In addition they play a key role in approving the national budgetary allocations and in the monitoring and assessment of the actions taken by governments at national and local levels. They urgently need to be informed about the importance of global environmental issues and its linkages to the national public actions. One of the key networks identified by UNEP, -Global Parliamentarians for the Betterment of the Environment (GLOBE) with more than 200 members and affiliate offices in Brussels, Tokyo, Moscow and Washington, D.C. - provides a unique forum in which parliamentary leaders from different countries work to forge well informed policy responses to global environmental challenges. Relationships between GLOBE and other regional networks of parliamentarians such as PARLATINO for Latin America have been established.

The project output will be to produce guidelines and examples to facilitate the development of the necessary legal instruments to implement the global conventions at the national level.

### *Local Authorities*

Local authorities are at the heart of where action takes place. The majority of the projects to implement the four focal areas of GEF take place at the municipal and local levels. The local authorities need to be informed about the importance of the commitments taken by the national governments in furtherance of GEF goals and of their participation in the formulation, implementation and monitoring of projects funded by international institutions. One of the key networks identified by UNEP is the International Council for Local Environmental Initiatives (ICLEI), that comprises around 185 cities, counties, provinces, and towns in 40 countries.

The project output will be the production of a tool-kit for local authorities relating the global environmental issues to the local environmental problems (i.e. management of protected areas, energy efficiency practices in municipal heating, rural electrification, fuelwood and transboundary problems among border municipalities) and advocating their potential participation in projects funded by international institutions, including GEF

### *Consumer Groups*

Consumers groups are currently playing a key role in advocating for environmentally sound practices such as energy efficiency, sustainable consumption, and against unsound practices and products that damage the ozone layer, etc. These groups are increasingly getting organized in developing countries. Powerful networks like Consumers International are operating in more than 88 countries of the world bringing together more than 215 national organizations.

The project output will be to assist these groups in organizing effective public campaigns on issues like water, energy efficiency and health that present in easy terms the responsibilities of consumers in relation to biodiversity, greenhouse gases, forestry and climate change, ozone layer depletion and freshwater matters.

### *Educators*

Networks of educators are key actors in improving environmental literacy at the university, secondary and primary levels. Today due to the globalization process youth and children are more exposed to planetary problems including the environmental issues. There is a need for them to improve their understanding on the importance of biodiversity, climate

change and ozone layer depletion and be better prepared for the challenges of the future.

The project output will be to facilitate the identification and preparation of materials tailor-made to the level of awareness of the different levels of education. This includes print material, videos, radio programmes and other appropriate classroom electronic mediums. The project will produce educational materials for children on the two of the global conventions, Climate Change and Biodiversity. In addition, it will provide a reference directory to educators with the appropriate sources of materials identified by the project for the secondary and university levels of education. It will identify the needs for textbooks on global environmental issues for secondary and university levels.

### ***Religious and Ethical Groups***

Religious groups are increasingly becoming involved in the environmental debate through the reflection of ethical principles to forge a more equitable global alliance for caring of nature as a common concern and a universal responsibility. The concept of environmental citizenship involves the recognition of the peoples rights and responsibilities to an adequate environment for their health, well being and dignity. Religious groups are the principal purveyors of ethical values at all levels of society and thus are well grounded at the community level. The purpose of increasing their awareness in relation to the global environmental issues has the importance of promoting voluntary environmental actions at the community level and of promoting citizen responsibilities to enhance the global, national and regional environmental commitments of their nations

The project output will be to produce tool-kits which will relate the religious teachings to the ethics of preserving our planet and promote voluntary actions by the church communities.

The existing global networks are:

#### **KEY GROUP**

**Media** (Print)  
(Electronic)

**Parliamentarians**

#### **GLOBAL NETWORK**

Inter Press Service (IPS)  
Cable News Network (CNN)

Global Parliamentarians  
for the Betterment of the  
Environment (GLOBE)  
Parliamentarians for Global  
Action

	Latin America Parliament
<b>Local Authorities</b>	International Council for Local Environmental Initiatives International Union of Local Authorities
<b>Consumers</b>	Consumers International (CI)
<b>Educators and Universities</b>	Network of Primary Schools Teachers International Association of Universities Associations of Community Colleges
<b>Religious Groups</b>	World Council of Churches ECLAM and ALFALIT

### ***Scope of the Project***

The full-scale project will be of a global nature utilizing the global networks of the key groups. However, because the full-scale project will, by its nature, be complex in terms of implementation, phased sequential implementation should be considered. The first phase should be a pilot project, which could be undertaken globally but restricted to three key groups or undertaken regionally with all six key groups. Which of these options will be more cost effective in terms of identifying and resolving implementation problems, and in assessing the effectiveness of the delivery and project monitoring systems will be determined as part of the PDF B Grant activities. A pilot project would measurably increase the probability of success of the full-scale project. A plus in favor of a regional pilot project is that it would also identify areas of synergism between the key groups. An advantage of a global pilot project is that it would provide a more wide opportunity to exchange experiences and best practices on climate change, biodiversity and ozone layer depletion.

### ***Relationship with other GEF funded public awareness activities***

At the present time two other public awareness PDF projects have been proposed to GEF. One already approved is titled "Integrating Global Environmental Dimensions into Public Policy Making in Latin America", the other proposed for GEF funding is "Climate Action Program (CAP)".

Meetings have been held with the implementing agency of the first project (Fundacion Futuro Latinoamericano) to identify areas of cooperation. GEC has

agreed to utilize its methodology and delivery systems for the dissemination of their materials in the countries in which they will work. They in turn have agreed to act as liaison for GEC in the 5 countries they selected, with the national components particularly of two of the six key groups: parliamentarians and local authorities.

Through this project a higher level of coordination, collaboration and synergy will be implemented within the different units of UNEP. In particular with IUC, CAP, Industry and Environment and other programs of IPA. In meetings held with CAP, it has been proposed that their Climate Change education materials will be inputs to this project. GEC would contribute with the identification of the specific needs of information and tools of the 6 key groups. It is anticipated that during the development of the two PDF projects other areas of cooperation will be identified to increase the complementary nature of these projects.

### III. DESCRIPTION OF PROPOSED PDF ACTIVITIES

PDF resources will be used to undertake the following project preparatory activities:

#### 1. Identification of potential co-sponsors of the project.

The project will seek the collaboration of the key groups in the identification of potential sponsors from the public and private sectors and obtain their assistance in initiating communication with these entities.

To date, interest in co-sponsoring the project has been expressed by Canada. Others to be explored will be Sweden who has a special interest and experience in working with local authorities; Norway and Denmark who are interested in the relationship with consumers and Netherlands who has a special interest in working with educators. Japan has a special interest in the work of GLOBE as well as the European Union.

#### 2. Preliminary meetings with the six selected groups.

Six separate meetings and workshops with each of the key groups will be necessary to identify their needs, concerns, levels of understanding information in the four focal areas of GEF (biodiversity, climate change, international waters and ozone layer depletion) and capacity for action. These meetings should analyze for each case, the best strategies for making these

issues relevant to the activities of their constituencies. As the key groups differ in terms of their constituencies, the public awareness materials and the means of communication will be different and should be tailor-made for the specific constituencies. For example, for the parliamentarians materials should be specifically designed to provide guidelines for the production of legal instruments at the national and local levels. In the case of local authorities the materials could be oriented towards the need to design fiscal policies to promote energy efficiency for example.

Recommendations on the focus, content, and format of the public awareness materials and public education activities will be produced in workshops with the key groups. These meetings should analyze the best strategies for making climate change, biodiversity and ozone layer depletion relevant to the activities of their constituencies. An important element of the workshops will be to prepare recommendations to enhance the participation of the six key groups in monitoring the effectivity of global programs at the local level.

3. Survey, identification and assessment of existing public awareness materials.

There is a wealth of existing public awareness material on the three focal areas produced by UNEP, UNDP, UN specialized agencies, The World Bank, GEF and other international organizations such as World Resources Institute, World Conservation Institute and the Wupperthal Institute, among others. In the case of UNEP, this project will coordinate closely with IUC, CAP and the office of Industry and Environment who have developed important materials for public awareness purposes, particularly to use the outputs of their Climate Action Program proposal as inputs for this project. These materials, which are available in print, video and electronic formats, will be identified and evaluated to determine the appropriateness of their content and presentation for the needs of the key groups. Where subject matter voids exist, the preliminary design of the needed material will be undertaken such as user friendly versions of important documents like the IPCC report and the Global Biodiversity Assessment which will be designed by IUC with the support of GEC.

Some of the networks of the six key groups have already undertaken important public awareness activities among their constituencies on global environmental problems. For example the International Council for Local Environmental Initiatives (ICLEI) has developed an important program on "Cities for Climate Protection" which links actions taken by municipalities to promote sustainable energy. This project will also design a strategy to identify these experiences and to promote an exchange of best practices among the six key groups.

4. Development of memorandums of understanding with the key groups

In order to ensure that the inputs, obligations and responsibilities of each of the key groups in respect of the project are clearly understood, a memorandum of understanding will be concluded with each of the key groups.

5. Design tool-kits on the four focal areas for the six selected groups

As each of the groups has different interests and capacities to influence decision-making processes and to take direct actions, special tool-kits will be designed with the PDF funds which reflect the needs and concerns expressed by the constituencies. These tool-kits should be designed jointly with the global networks and the planning process will be undertaken during the workshops. In the case of climate change, this activity will be coordinated with CAP and IUC.

6. Coordinate with the Tierramerica supplement to:

- a) Carry out a survey among the present readership of Tierramerica to identify the level of awareness of the general public in respect of the four focal areas of GEF.
- b) Prepare the groundwork for agreements with the relevant networks of newspapers to include in every supplement the relationship of the supplement theme to the four focal areas of GEF.
- c) Plan for the production of the Tierramerica supplement in English (at present it is only produced in Spanish and Portuguese) and design a strategy to enable its expansion to other regions.
- d) Analyze the feasibility of developing a similar supplement for distribution in Asia, Africa and Eastern Europe.

7. Prepare for the production of a childrens' version of two global conventions.

Design and make the appropriate contacts to produce and distribute a children's version on two of the global conventions, Climate Change and Biodiversity, in Spanish. These publications should be produced by children for children. It is necessary to make initial contacts with childrens organizations, with teachers networks and with indigenous peoples groups to involve children from native communities particularly in the Biodiversity theme.

8. Determine the scope of a pilot phase:

In meetings with potential co-sponsors and with the six key groups, their views and recommendations in respect of the scope of a pilot phase will be solicited. The main objective of the pilot phase will be prove the effectivity of the methodology proposed. Once the scope of the pilot phase is determined, i.e. global or regional, project implementation will be designed and planned accordingly. A key component in the design of the project implementation will be the monitoring and evaluation mechanisms established to determine the effectiveness of using the existing delivery systems of global networks, and the ability of these networks to generate action at the national and local levels.

9. Preparation of the Full-Scale Project Document

#### IV. OUTPUTS

1. Financial commitments from the co-sponsors of the project.
2. Specific identification of available material relevant to the focal areas of GEF which can be used as inputs to the project and the identification of any material voids which may exist.
3. Workshops with the global networks of the key groups selected.

4. Signed memorandums of understanding with the key groups

In order to ensure that the inputs, obligations and responsibilities of each of the key groups in respect of the project are clearly understood, a memorandum of understanding will be concluded with each of the key groups.

5. Design of tool-kits in the three focal areas for the selected groups

These tool-kits should be designed jointly with the global networks during the workshops in close coordination with other units of UNEP such as IUC, CAP and Industry and Environment.

6. Signed agreements with the Tierramerica supplement on the understandings reached in respect of #6 of the PDF activities:

7. Commitments to produce and distribute a Spanish children version on two of the global conventions, Climate Change and Biodiversity.

8 Identification of the scope of the project.

Definition of the scope of the pilot project, i.e. global or regional, and the design of the implementation of the pilot

9. A Full-Scale Project Document

## V. ELIGIBILITY

All countries participating in this project have recognized, as parties to the Convention on Biological Diversity (CBD and, the Framework Convention on Climate Change (FCCC) the need for the promotion and development of public awareness programmes.

More specifically, art. 13 of the CBD states that Contracting Parties shall:

- a) Promote and encourage understanding of the importance of and the measures required for, the conservation of biological diversity, as well as its propagation through media, and the inclusion of these topics in educational programmes.
- b) Cooperate as appropriate, with other States and international organizations in developing educational and public awareness programmes, with respect to conservation and sustainable use of biological diversity.

Art. 17 of the CBD further states that "the Contracting Parties shall facilitate the exchange of information, from all publicly available sources, relevant to the conservation and sustainable use of biological diversity, taking into account the special needs of developing countries.

Art. 6(a) of the FCCC calls for "the development and implementation of educational and public awareness programmes on climate change and its effects." Art. 6 (B) calls for the cooperation in and promotion of, "at the international level, and where appropriate, using existing bodies the development and exchange of educational and public awareness material on climate change and its effects"

## VI. NATIONAL LEVEL SUPPORT (INCLUDING KEY STAKEHOLDERS, AND LEVEL AND NATURE OF

**CONSULTATIONS)**

- a) Included in the Block B grant activities is the obligation to establish communication with the selected countries to ensure that participation in the project has a high national priority.
- b) The key groups identified and Tierramerica have in principle agreed to participate in this project.

**VII. JUSTIFICATION FOR PDF GRANT**

The GEF Operational Strategy indicates support for activities designed to establish "...communications and outreach that promote better understanding of the global environment, mobilize people and communities to protect the global environment, and build support for GEF's objectives".

**VIII. ISSUES TO BE FINANCED:**

1. Preparation of the Full-Scale Project Document	15,000
2. Identification of potential co-sponsors of the project.	7,500
3. Survey, identification and assessment of existing public awareness materials.	25,000
4. Workshops with the key selected groups	60,000
5. Development of memorandums of understanding with the key groups	10,000
6. Design of tool-kits in the three focal areas for each selected group.	20,000
7. Identification of the scope of the project including initial contacts and planning of activities in countries selected for the pilot phase	30,000
8. Coordinate with the Tierramerica supplement to	
a) Carry out a survey among the present readership of Tierramerica on the four focal areas of GEF.	10,000
b) Prepare the groundwork for agreements with the relevant networks of newspapers	15,000
c) Produce the Tierramerica supplement in English	20,000
d) Analyze the feasibility of developing a similar supplement for distribution in Asia, Africa and Eastern Europe	25,000
9. Design and make the preliminary contacts for a Spanish children version on two of the global conventions, Climate Change and Biodiversity	35,000
<b>TOTAL</b>	<b>272,500</b>