

UNITED NATIONS DEVELOPMENT PROGRAMME
Global Environment Facility

PROJECT DOCUMENT

**GLOBAL ENVIRONMENTAL CITIZENSHIP
(GEC)**

LATIN AMERICA AND THE CARIBBEAN

NOVEMBER 2001

PROJECT DOCUMENT

1. IDENTIFIERS:

| | |
|----------------------------|---|
| Project Number: | |
| Project Name: | <i>Regional: Global Environmental Citizenship</i> |
| Duration: | 3 years |
| Implementing Agency: | United Nations Environment Programme |
| Executing Agency: | UNEP/ROLAC in its capacity as Secretary of the Forum of Ministers of Environment of Latin America and the Caribbean |
| Co-executing | UNDP/RBLAC and by PARLATINO, Consumers International (CI), International Union of Local Authorities (IULA), Latin America Council of Churches (CLAI), International Union for the Conservation of Nature (CEC-IUCN), World Association of Community Radio Broadcasters (AMARC). |
| Requesting Country: | Argentina, Chile, Costa Rica, Cuba, Ecuador, Mexico and Peru |
| Eligibility: | CBD Ratification – all countries have ratified |
| GEF Focal Area: | Multifocal |
| GEF Programming Framework: | All GEF Focal Areas |

2. SUMMARY:

The Global Environmental Citizenship Project (GEC) will generate greater public awareness, increase levels of understanding of global environmental issues and mobilise support in the countries of the region for the objectives of the GEF thematic areas and operational programmes. In the context of the GEF Operational Strategy, the GEC project will provide assistance for activities that build public awareness in order to ensure public participation, and more effective decision making and actions affecting the global environment. Project activities will be carried out through six well-established Latin American networks, consisting of parliamentarians (PARLATINO), consumer organizations (CI), local authorities (IULA), educators (CEC-IUCN), radio broadcasters (AMARC), and religious leaders (CLAI), together with the environmental authorities of the seven demonstration countries, due to their demonstrated leadership in the Forum of Ministers of the Environment; their expressed interest in developing demonstration activities aimed at establishing national strategies on environmental citizenship; and their leadership in subregional activities and initiatives. Additionally, the project will support a complete and thorough review of the national legislation dealing with GEF's focal issues and will prepare specific proposals to strengthen the legislative framework in the region on those same topics. In particular, the project will conduct demonstration activities in seven countries (Argentina, Chile, Costa Rica, Cuba, Ecuador, Mexico and Peru), selected because they host headquarters of the six selected networks and because of their importance to the region in relation to GEF issues.

3. PROJECT COSTS AND FINANCING (MILLION US\$):

| | | | |
|----------------------|--|-------|---------------------|
| GEF: | Project: | 2.977 | |
| | PDF B | 0.235 | |
| | <i>Subtotal GEF:</i> | | <i>3.212</i> |
| Co-financing: | | | |
| | UNEP (in kind) | 0.228 | |
| | UNEP (in cash) | 0.152 | |
| | UNDP (in kind) | 0.150 | |
| | <i>Subtotal UNEP/UNDP:</i> | | <i>0.530</i> |
| | Participating networks (in cash and in kind) | 0.980 | |
| | <i>Subtotal Participating Networks:</i> | | <i>0.800</i> |

Other donors:

| | |
|---|--------------|
| Participating governments (in cash and in kind) | |
| CONAMA of Chile (in-cash) | 0.210 |
| SEMARNAT of Mexico (in-cash) | 0.032 |
| SEMARNAT of Mexico (in-kind) | 0.095 |
| Secretary of Ecology of State of Mexico (in cash) | 0.450 |
| CITMA of Cuba (in-kind) | 0.159.8 |
| CONAM of Peru (in-kind) | 0.080 |
| MAE of Costa Rica (in-kind) | 0.080.12 |
| SDSyPA of Argentina (in-kind) | 0.114.68 |
| MA of Ecuador (in-kind) | 0.083.4 |
| Subtotal Participating Governments: | 1.305 |

| | |
|--|--------------|
| Other donors (in cash and in kind) | |
| IDB (in cash) | 0.150 |
| University of Cordoba, Argentina (in cash) | 0.100 |
| University of Cordoba, Argentina (in-kind) | 0.100 |
| Institute for the Development (in cash) | 0.180 |
| Subtotal other donors: | 0.530 |

Subtotal co-financing: **3.165**

Total project cost: **6.377**

4. OPERATIONAL FOCAL POINT ENDORSEMENT:

See Annex 10 for complete list of endorsements

5. GEF IMPLEMENTING AGENCY CONTACT:

Ahmed Djoghlaif

Executive Coordinator UNEP/GEF

GEF Coordination Unit

United Nations Environment Programme

Tel: (254) 262 4166

Fax: (254) 260 4041

Abbreviations and Acronyms

| | |
|-----------|---|
| AMARC | World Association of Community Radio Broadcasters (Asociación Mundial de Radios Comunitarias) |
| CBD | Convention on Biodiversity |
| CEC-IUCN | Communications and Education Commission – International Union for the Conservation of Nature (Unión Internacional para la Conservación de la Naturaleza - Comisión de Educación y Comunicaciones) |
| CI | Consumers International |
| CITMA | Ministry of Science, Technology and the Environment of Cuba (Ministerio de Ciencia, Tecnología y Medio Ambiente) |
| CLAI | Latin American Council of Churches (Consejo Latino Americano de Iglesias) |
| CONAM | National Council of Environment of Peru (Consejo Nacional del Ambiente) |
| CONAMA | National Commission of Environment of Chile (Comisión Nacional de Medio Ambiente) |
| FCCC | Framework Convention on Climate Change |
| GEC | Global Environmental Citizenship Project |
| GEF | Global Environment Facility (Fondo para el Medio Ambiente Mundial) |
| IULA | International Union of Local Authorities (Unión Internacional de Autoridades Locales) |
| MA | Ministry of Environment of Ecuador (Ministerio del Ambiente) |
| MAE | Ministry of Environment and Energy of Costa Rica (Ministerio del Ambiente y Energía) |
| OAS | Organization of American States (Organización de Estados Americanos, OEA) |
| PARLATINO | Latin American Parliament (Parlamento Latinoamericano) |
| PCU | Project Coordination Unit |
| SEMARNAP | Secretariat of the Environment, Natural Resources and Fisheries of Mexico (Secretaría de Medio Ambiente, Recursos Naturales y Pesca) |
| SERNADESU | Secretariat of Natural Resources and Sustainable Development of Argentina (Secretaría de Recursos Naturales y Desarrollo Sustentable) |
| SDSyPA | Secretariat of Sustainable Development and Environmental Policy (Secretaría de Desarrollo Sustentable y Política Ambiental) |
| UNEP | United Nations Environment Programme |
| UNDP | United Nations Development Programme |

Table of Contents

| | | |
|--------------|---|------------|
| I. | CONTEXT | 6 |
| A. | DESCRIPTION OF SUBSECTOR | 6 |
| B. | HOST REGION STRATEGY | 7 |
| C. | PRIOR OR ONGOING ASSISTANCE..... | 8 |
| II. | PROJECT JUSTIFICATION | 9 |
| A. | PROBLEM TO BE ADDRESSED AND THE PRESENT SITUATION | 9 |
| B. | EXPECTED END-OF-PROJECT SITUATION | 11 |
| C. | TARGET BENEFICIARIES..... | 12 |
| 1. | <i>Latin American Parliament (PARLATINO)</i> | 13 |
| 2. | <i>Consumers International (CI)</i> | 13 |
| 3. | <i>International Union of Local Authorities (IULA)</i> | 14 |
| 4. | <i>Commission on Education and Communication of the International Union for the Conservation of Nature (CEC-IUCN)</i> | 14 |
| 5. | <i>World Association of Community Radio Broadcasters (AMARC)</i> | 14 |
| 6. | <i>Latin American Council of Churches (CLAI)</i> | 15 |
| D. | PROJECT STRATEGY AND IMPLEMENTATION ARRANGEMENTS | 16 |
| 1. | <i>Project strategy</i> | 16 |
| 2. | <i>Implementation arrangements</i> | 16 |
| 3. | <i>Reasons for assistance from UNDP</i> | 14 |
| III. | DEVELOPMENT OBJECTIVES..... | 17 |
| IV. | IMPLEMENT STRATEGY, OUTPUTS AND ACTIVITIES..... | 18 |
| | PROJECT ACTIVITY CLUSTERS AND EXPECTED OUTPUTS..... | 213 |
| | <i>Activity 1. Adaptation and production of education/information materials</i> | 21 |
| | <i>Activity 2. Training and technical assistance</i> | 21 |
| | <i>Activity 3. Demonstration activities</i> | 23 |
| | <i>Activity 4. Dissemination of project results and lessons learned</i> | 25 |
| | <i>Activity 5. Monitoring and evaluation</i> | 25 |
| V. | INPUTS..... | 26 |
| VI. | RISKS..... | 27 |
| VII. | PRIOR OBLIGATIONS AND PREREQUISITES | 283 |
| VIII. | PROJECT REVIEW, REPORTING AND EVALUATION | 283 |
| IX. | LEGAL CONTEXT | 29 |
| A. | GENERAL LEGAL CONSIDERATIONS | 29 |
| B. | LEGAL AGREEMENTS REACHED WITH THE NETWORKS | 305 |
| C. | OPERATIONAL FOCAL POINT ENDORSEMENT..... | 305 |
| X. | INCREMENTAL COST ANALYSIS..... | 30 |
| XI. | BUDGET | 30 |
| XII. | ANNEXES..... | 338 |

I. Context

A. Description of subsector

1. This project responds to the GEF Operational Strategy objective of supporting “communication and outreach that promote better public understanding of the global environment, and that mobilize people and communities to protect the global environment...”. Currently there are a number of initiatives in environmental outreach, education and awareness in the region that focus primarily on the national context; however, very few cases relate to global environmental issues.

2. National-level environmental outreach, education and awareness initiatives, where they exist, represent a significant commitment on the part of national governments and, in some cases, of non-governmental organisations. Below are some notable examples from Latin America:

- **Mexico** has an important environmental education programme with an annual budget of approximately US\$ 2,000,000. The main activities that they carry out are related to environmental training and public awareness through publication of printed materials and electronic media. The government also has an important component devoted to citizen participation through the National Consultative Council for Sustainable Development. It organises seminars, public hearings and other important decentralised activities at a subregional level. There is also a special centre devoted to environmental training and education.
- **Chile**, through the National Commission of Environment, is investing US\$275,000 in environmental education. The main components are related to formal and non-formal education, awareness-raising through mass events, dissemination of information, seminars and workshops, training on environmental issues and other topics linked to sustainable development.
- **Cuba**, through the Ministry of Science, Technology and Environment, is investing approximately US\$ 300,000 in environmental education and public awareness through citizen campaigns, training workshops and seminars with participation of non-governmental organisations, as well as through printed material for broad public dissemination. Cuba has important radio and television outreach programmes and has also organised several workshops for media professionals.
- **Costa Rica** spends annually around US\$ 295,000 on programmes related to environmental education activities, mainly concerned with the protection of natural resources, biodiversity conservation, prevention and control of pollution, public awareness and training on several sustainable development topics. In the private sector, the National Institution of Biodiversity (INBio) has a substantial information outreach programme devoted to disseminating information on Costa Rica’s biodiversity and its potential contribution to sustainable development.

3. There are also a number of global and regional environmental outreach, education and awareness initiatives, including:

- The *Convention on Biological Diversity* has created a web-site with a clearinghouse mechanism Internet service. Among the national focal points, Mexico is the only country currently linked. In addition, the Convention on Biological Diversity included on the agenda of the Fourth Meeting of the Conference of the Parties (May, 1998) the topic of education and awareness as a consideration in measures for the implementation of Art. 13.
- The *Inter-American Biodiversity Information Network* (IABIN) for Latin America and the Caribbean (GRULAC) was established to promote the exchange and use of information on a regional continental basis related to the Convention on Biological Diversity. Other biodiversity information networks that are now in operation have been established for similar purposes, among them: (a) BINBr, Biodiversity Information Network, Brazil; (b) CBIN, Canadian Biodiversity Information Network; (c) Convention on Biological Diversity; (d) IBIN, Indigenous Peoples Biodiversity Information Network; and (e) MABNetAmericas.
- The *United Nations Framework Convention on Climate Change* has a web-site, which publishes the following information: (a) Beginner's Guide; (b) Climate Change Information Kit; (c) Climate Change Bulletin; (d) Press Releases; and (e) Second Assessment Report.
- Concerning the *Montreal Protocol*, there is a web-site created by the Secretariat of the United Nations Environment Programme. This site is a clearinghouse on information related to the protection of the ozone layer. Additionally, UNEP has carried out several specific training activities for Latin American countries concerning the Montreal Protocol. They took place in Venezuela (1992), Brazil (1995) and Colombia (1995 and 1996).

B. Host region strategy

4. The Ministers of Latin America and the Caribbean have made a formal commitment to support and promote meaningful citizen participation through a regional Citizen Forum on environmental management, which takes place back to back with the Biannual Ministerial Meetings.¹ Based on the recommendations of the Preparatory Meeting of Experts and their deliberations, the Ministers decided to address the following priority topics of the Forum of Ministers over the following four years:

- Integrated watershed management, including the environmental management of coastal and ocean zones and water resources.
- Biological diversity and protected areas, in the framework of the Convention on Biological Diversity, and the proposals presented as a result of the Consultation with Experts of National Parks and other Protected Areas in Latin America and the Caribbean and of other regional agreements.

¹ The last Citizen Forum took place in March 1998 at the Eleventh Meeting of Ministers of the Environment of Latin America and the Caribbean, held in Lima, Peru.

- Climate change in the context of the United Nations Framework Convention on Climate Change and the Kyoto Protocol, with a view to establishing bases for reaching a regional consensus regarding this topic.
- Institutional frameworks, policies and instruments for environmental management, which include, among other topics, environmental education and training, and citizen participation.

5. Additionally, the Ministers ratified a declaration and a set of resolutions strongly supporting the participation of civil society and particularly that of regional networks and key non-governmental organisations in the implementation of regional and global environmental priorities. They also granted full endorsement to the Global Environmental Citizenship project.

C. Prior or ongoing assistance

6. In addition to the ongoing biodiversity and climate change enabling activities, there are a large number of UNDP and World Bank programmes and projects in the region that have awareness-raising components. Although these projects include limited budgets for public awareness related to the country's convention commitments and are often site-focused, the experiences and lessons from these initiatives will be incorporated into the project. Additionally, to strengthen co-ordination with these initiatives, the managers of some of the following will be invited to participate in the GEC Regional Project Advisory Board:

- The ***UNEP/OAS/GEF*** project, *Inter-American Strategy for the Promotion of Public Participation in Decision-Making for Sustainable Development (ISP)*, seeks to give impetus to public participation in national and regional actions, focusing on practical institutional approaches to fostering public participation in decision-making. The information, awareness and understanding generated by the GEC project could be used effectively by the OAS initiative. Likewise, the OAS project provides the institutional framework needed for the participation of the six GEC networks in environmental decision-making. The GEC project will work jointly with this project in three countries (Argentina, Ecuador and Peru) and will share educational materials.
- The ***Programme for the Consolidation of the Mesoamerican Biological Corridor (MBC)*** funded by the GEF. GEC activities in Costa Rica and Mexico will support the objectives of the MBC project by providing necessary materials and involvement of the six networks. MBC activities will be more site-oriented while GEC focuses on particular social groups.
- The ***Earth Council*** is also developing important activities in Latin America related with this project, particularly within the context of the National Councils for Sustainable Development in close co-ordination with parliamentary organisations. In this regard, the Earth Council will be invited to participate in some of the activities related to the project, particularly those implemented jointly with parliamentarians.

7. Bilateral donors have also supported environmental awareness activities in the region through different government and other national agencies:

- **Germany**, with approximately 30 per cent of all ongoing financial and technical co-operation projects for conserving biodiversity in 18 countries of the region, applying a percentage to educational, training and awareness activities (BMZ and GTZ).
- **Norway**, which has a strategy for environmental protection assistance in low-income countries of Central America, providing expertise and training (NORAD).
- **Finland**, sharing around 8 per cent of its bilateral assistance in the region, addressing education and general environmental protection among its main priorities.
- Assistance from other *Nordic countries* and *the Netherlands*, with emphasis on environmental and natural resources protection projects that include media and educational programmes.

II. Project Justification

A. Problem to be addressed and the present situation

8. As a result of long negotiations in the last decade, the Governments of the world agreed and signed the following global accords related to the four focal areas of GEF:² the Montreal Protocol, Agenda 21, the Conventions on Biological Diversity and Climate Change, and, more recently, the Global Plan of Action on Land-based Sources of Marine Degradation. *Nevertheless, the vast majority of the people of Latin America and the Caribbean do not yet fully understand these global topics, are not aware of the commitments made by their governments and much less do they understand the local implications of their implementation, as well as the mechanisms by which they could effectively participate in achieving these global environmental goals.*

9. Addressing these pressing global environment issues requires the active involvement of civil society in general, a fact that is clearly recognised in the international conventions that deal with these topics.³ For the moment, however, only some government agencies and the environmental community have been fully exposed to these issues, and there is a need to generate higher levels of public awareness among other key social actors who are affected by or benefit from sound environmental management. In this context, the four focal areas of GEF can become the backbone of a new form of participation by citizens aware of and concerned about the global environment.

² Biodiversity, climate change, international waters and ozone layer depletion.

³ Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC). Article 13 of the Convention on Biological Diversity (CBD). Article 19 of the United Nations Convention to Combat Desertification. Annex II of the Vienna Convention on the Protection of the Ozone Layer. Article 9 of the Montreal Protocol. Article 8 of the Washington Declaration on the Protection of the Marine Environment from Land-based Activities.

10. Consistent with these international agreements, the GEF Operational Strategy states that GEF will provide assistance for activities that build public awareness in order to ensure public participation, and more effective decision-making and actions affecting the global environment. The GEF Operational Programmes also recognise the importance of awareness building and removal of information barriers to achieving these objectives. To that end, the GEC project will mobilise key constituencies, particularly outside the environmental community, to enable them to make informed decisions and support policy reform, market transformation and alternative approaches to the management of natural resources.

11. While there is scope in individual GEF projects for more funding of awareness generating activities that can help to improve their effectiveness, there is good justification for implementing a stand-alone awareness-raising project that addresses the broad goals of the GEF Operational Programmes. For example, it is more cost effective to train radio producers in all four areas of the GEF at one time than to do so in each individual focal area and country by country. This horizontal approach has the potential to provide more awareness to a greater segment of society at less cost to the GEF.

12. An activity conducted in 1997 by the PDF of the GEC project—a public survey carried out in four countries—showed that only 10 per cent of those surveyed were aware of global environment issues. The results also confirmed that what little knowledge there was of environmental issues of biodiversity, climate change, ozone layer depletion and international waters, was often incorrect. Knowledge levels are also low among decision-makers and opinion-leaders that play key roles in public policy, such as parliamentarians and local authorities. This finding emerged as a conclusion from a series of regional workshops that were held with the six networks that participated in the PDF activity. These low levels of awareness can be partially explained by the lack of media coverage and general outreach and the very slow, if any, incorporation of them into educational curricula. In essence, people do not relate to global environmental issues as they do to national and local environmental issues, and furthermore, they see little, if any, connection between their daily concerns and the global environmental issues. This lack of knowledge is an impediment to greater participation at all levels in actions to effectively address the problems of the global environment.

13. For this reason, the GEC project will target six key social actors⁴ and will focus on Latin America and the Caribbean because of existing GEF, UNDP and UNEP regional programmes. Reaching these constituencies is facilitated in Latin America by the presence of well-organised networks of key social groups and non-governmental organisations (NGOs) with global and regional reach that have wide political and social influence.

14. These groups offer the opportunity to generate increasingly broad support for actions to mitigate global environmental problems, given their delivery systems, which enable them to reach wide constituencies that are not often exposed to global issues. This, in turn, has helped them to provide specific and relevant information used to enrich their constituencies' environmental agendas and capacities for action.

⁴ The six target groups are: the Latin American Parliament (PARLATINO); Consumers International (CI); the International Union of Local Authorities (IULA); the Commission on Education and Communication of the International Union for the Conservation of Nature (CEC-IUCN); the World Association of Community Broadcasters (AMARC); and the Latin American Council of Churches (CLAI).

B. Expected end-of-project situation

15. The GEC project will target constituencies to promote decision-making regarding policies, investment choices, resource management and technology options within the GEF's Operational Programmes. It will address specific issues that call for public participation through consultations, involvement of local stakeholders, and strategic partnerships between relevant stakeholders. The project will create information products and services targeted by identifying and adapting relevant information and material from a variety of sources appropriate to the needs and target audiences of the six networks.

16. In a period of three years, the GEC project will strengthen the response capacity of six selected key regional social groups to four global environmental priority themes of GEF for the region. The project will also carry out medium term activities between the groups and their sub regional and national partners, with the focus of contributing to solution of global problems as manifested locally, at least in seven countries of the region. By the end of this period, the project will attain the following:

- Six implementing networks (social groups) organised and ready to participate, on a consensual and shared basis, in the undertaking of activities for a global citizenship.
- Environmental information tool-kits for the networks, which will reflect the optimum design, and the requirements of each network, their members and partners. Additionally, they will have an assortment of global environmental material, adapted to the specific needs of the six networks, as well as a web page developed for each one, to be disseminated among their users.
- An inventory of existing technical information in the four GEF focal areas. Applied models of regional legislation on biological diversity, ozone layer protection, climate change and sustainable management of international waters, all within an appropriate legal framework. Models and information on the experiences of municipal environmental plans and their legislation on these topics will be examined.
- The establishment of the capacity to produce monthly supplements for consumers on the global environmental impacts of products and services. The supplements will be published electronically, printed, and broadcast on the radio. Practical guides for teachers of primary levels will be prepared. There will also be practical guides to develop community-focused radio programmes on the four global environmental themes. Environmental liturgical guides and tool-kits for ecclesiastical leaders will be prepared.
- An increase in the membership of the six networks willing to work on resolution of global environmental problems. The capacity of the networks to obtain local outputs on those themes in the medium term will be established.
- The incorporation of the experiences and lessons learned from other, similar initiatives that have been undertaken in the region and complement this project (e.g., UNEP/OAS/GEF project).

- The adaptation of agendas, priorities and outputs of the six key groups and their members towards a civic responsibility incorporating the global environmental themes of GEF.
- Mechanisms to link national organisations such as the National Councils of Citizen Participation or similar entities through collaboration activities with the Earth Council.
- The consolidation of mechanisms for dialogue and interaction of the networks with the governmental authorities of the region through the citizen forums and through their participation in the Forums of the Ministers of the Environment of Latin America and the Caribbean.
- A regional programme of environmental citizenship, which allows the incorporation of new entities, such as industry, youth, women, etc.

C. Target Beneficiaries.

17. The networks that will be mobilised to achieve the objectives of the project represent actors, who are not well informed on global environmental matters, but who, in their daily responsibilities, are in contact with problems that require a better understanding of such matters. The six networks described below were carefully selected as a result of the PDF activity using the following criteria:

- Established organisations of long standing that are well-respected in their communities and have a reputation for achieving results.
- Representative of a cross-section of society.
- Organisations, which represent social actors able to mobilise values and public policy with significant impacts at regional, national and local levels.
- Membership with actual and potential influence on environmental policy and management.
- An organisation of global scale with a regional structure.
- Interest in expanding their terms of reference to include global environmental issues.
- Existing delivery mechanisms.

18. The direct beneficiaries of this project are the members affiliated with the regional networks listed below and which are widely distributed throughout Latin America and the Caribbean, as indicated in Table 1.

1. Latin American Parliament (PARLATINO)

19. Parliamentarians are the legitimate representatives democratically elected by the citizens with three fundamental responsibilities: approval of environmental legislation and ratification of international agreements; approval and supervision of public spending; and, in broader terms, representation of the legitimate interests that arise from the diverse sectors of society. In general, they feel excluded from the processes of negotiation of international conventions and deliberations in conferences of the parties to conventions. However, they are key actors when it comes to national implementation of such conventions. They are the ones that must develop and approve the legal instruments required to ensure the full incorporation of the content of the conventions in the national regulatory frameworks. They approve national budgetary allocations, including those for environmental activities, and they monitor and assess the actions taken by governments.

20. The Latin American Parliament (PARLATINO) is a well-known regional forum of parliamentarians, recognised through legal agreements with each national parliament in Latin America, which provides the necessary framework to execute project activities. It covers 24 countries and is formed by 924 parliamentarians. Their ongoing environmental activities include: 7 plenary sessions on regional environmental legislative frameworks; environmental impact assessment regulations and pollution control; a regional survey on environment; creation of a sub-commission on basin regulatory frameworks; and mechanisms for regional integration (Agenda 21 implementation). Current PARLATINO programmes are focused on energy, trade, health, agriculture, fisheries, municipalities, security, and environment. The annual budget amounts to US\$3.96 million.

2. Consumers International (CI)

21. Organised consumer groups exert significant influence on consumer preferences and in advocating for environmentally sound practices, such as energy efficiency and sustainable consumption, and against unsound practices and products that damage the environment.

22. Consumers International (CI) is a powerful network, operating through effective public campaigns on the responsibilities of consumers, interested in participating in this project to link consumer concerns with the four focal areas of GEF. There are 34 national organisations in the Consumers International network. The environmental activities include: certification and green labelling; a report on globalisation and the change of consumer patterns (Chile); a campaign for energy efficiency and conservation; and participation in the Seminar on CFCs and the "ecofrig revolution". Current Consumers International programmes are focused on health, food security, public services, energy, and water. The annual budget amounts to US\$1 million.

3. International Union of Local Authorities (IULA)

23. Local authorities are at the heart of where action affecting the global environment takes place. The majority of the projects to implement the focal areas of GEF take place at the municipal and local levels. They play a crucial role in municipal environmental management and need urgently to have the appropriate information to link global environmental priorities to local realities. The International Union of Local Authorities (IULA) is very interested in participating in this project in order to develop municipal environmental frameworks and build the capacity of the local authorities to, for example, manage protected areas, promote energy efficiency practices at the local level and be prepared to address transboundary issues related to international waters.

24. The International Union of Local Authorities (IULA) is a network of local municipal officials from 17 countries in Latin America. There are currently 205 municipalities in the IULA network. The environmental activities include local and national instruments (pollution control and protection of natural resources). IULA's current programmes are urban development; land-use planning; financial instruments; and municipal services. The annual budget amounts to US\$1.15 million.

4. Commission on Education and Communication of the International Union for the Conservation of Nature (CEC-IUCN)

25. Educators are key actors in improving environmental literacy. They mobilise knowledge, information and values and are social instigators of ecological awareness that can change the daily practices of families in relation to the environment. Primary school teachers are organised through the CEC-IUCN network and are quite receptive to improving their methods of teaching and their curricula to build understanding of the importance of global issues and engage students in a culture of voluntary actions in favour of the environment.

26. The Commission on Education and Communication of the International Union for the Conservation of Nature (CEC-IUCN) represents groups of educators, governmental experts on environmental education, school and university teachers, and grass-roots leaders on community education. The CEC-IUCN currently consists of 131 national organisations. The environmental activities include programmes through six specialised commissions, which are: environmental laws; world protected areas; natural ecosystems; policy and environmental planning; survival of species; and education and communication. Current CEC-IUCN programmes cover biodiversity and international waters. The annual budget amounts to US\$560,000.

5. World Association of Community Radio Broadcasters (AMARC)

27. Radio broadcasters are one of the most effective mass media mechanisms reaching, in a systematic way, a broad audience at the community level. The potential of promoting citizen participation around global environmental issues is one of their major interests. Radio is one of the most powerful mechanisms to communicate with citizens at all levels. The main challenge identified will be to produce dissemination materials on the four focal areas of GEF that will be attractive and relevant to a diverse audience at the community level.

28. The World Association of Community Radio Broadcasters (AMARC) has 390 members in Latin America. Their environmental activity is the dissemination of general information, including broadcasts through PULSAR (radio news and information service). The annual budget is US\$666,187.

6. Latin American Council of Churches (CLAI)

29. Religious groups have an outstanding responsibility in the generation of civic environmental awareness. They are increasingly becoming involved in the environmental debate as a reflection of ethical principles and the obligation to forge a more equitable global alliance to care for nature as a common concern and a universal responsibility. There is an urgent need to educate religious leaders about existing technical information on global environmental issues. During the PDF phase, this was a clear demand expressed by the Latin American Council of Churches.

30. Approximately 2.81 million members in Latin America and the Caribbean form part of this network. Their environmental activities include the dissemination of information on general issues through Sunday-school curricula, community activities and discussion groups. Conflict resolution and peace-building processes are the current programmes. The annual budget is US\$1.86 million.

Table 1. Geographic distribution of the membership of the selected networks.

| | CLAI (Individual members) | IUCN (National organization) | AMARC (Radios) | CI (National organization) | IULA (Municipalities) | PARLATINO (Individuals members) |
|---------------------|---------------------------------|------------------------------------|-------------------|----------------------------------|--------------------------|---------------------------------------|
| NETHERLAND ANTILLES | | | | 1 | | 43 |
| ARGENTINA | 500,000 | 27 | 46 | 3 | 22 | 43 |
| ARUBA | | | | | | 41 |
| BOLIVIA | 3,000 | 8 | 31 | 1 | 5 | 42 |
| BRAZIL | 2,000,000 | 18 | 24 | 4 | 25 | 44 |
| CHILE | 20,000 | 5 | 31 | 2 | 7 | 42 |
| COLOMBIA | 10,000 | 15 | 21 | 1 | 27 | 41 |
| COSTA RICA | 5,000 | | 4 | 1 | 9 | 42 |
| CUBA | 12,000 | 1 | 14 | 1 | 1 | 41 |
| CURAÇAO | | | | 1 | | |
| DOMINICA | | | 1 | | | |
| DOMINICAN REPUBLIC | 6,000 | | 6 | 1 | | 43 |
| ECUADOR | 5,000 | 19 | 23 | 1 | 38 | 41 |
| EL SALVADOR | 35,000 | | 14 | 2 | 1 | 41 |
| GUATEMALA | 6,000 | | 4 | 1 | | 41 |
| GUYANA | | | 2 | 1 | | 42 |
| HAITI | | | 6 | | | |

| | CLAI (Individual members) | IUCN (National organization) | AMARC (Radios) | CI (National organization) | IULA (Municipalities) | PARLATINO (Individuals members) |
|-------------------|---------------------------------|------------------------------------|-------------------|----------------------------------|--------------------------|---------------------------------------|
| HONDURAS | 4,000 | | 6 | 1 | 1 | 42 |
| JAMAICA | | | | 1 | | |
| MARTINIQUE | | | 1 | 1 | | |
| MEXICO | 40,000 | 14 | 38 | 2 | 5 | 42 |
| NICARAGUA | 8,000 | | 15 | 1 | 1 | 41 |
| PANAMA | 35,000 | | 3 | | 8 | 42 |
| PARAGUAY | 5,000 | 3 | 10 | | 12 | 42 |
| PERU | 5,000 | 9 | 58 | 1 | 19 | 42 |
| PUERTO RICO | 60,000 | | 1 | 1 | | |
| SURINAME | | | | | | 43 |
| TRINIDAD & TOBAGO | | | | 1 | | 42 |
| URUGUAY | 12,000 | 6 | 13 | 3 | 1 | 42 |
| VENEZUELA | 13,000 | 7 | 9 | 1 | 22 | 43 |
| OTHERS | | | | | | |
| TOTAL | 2,811,000 | 131 | 390 | 34 | 205 | 924 |

D. Project strategy and implementation arrangements

1. Project strategy

31. In 1997, PDF Block B funds were granted for the preparation of this project. PDF resources supported an extensive process of consultation based on a series of workshops with each of the selected networks. The purpose of the workshops was to assess their level of understanding of global environmental issues, gaps in their understanding, and the strengths of their organisation. Memoranda of Understanding were prepared, negotiated and signed with the six selected networks. In the process of project preparation, proponents confirmed that, by developing strategic alliances with committed non-governmental organisations, it is possible to develop a well-informed and action-prone citizenry on environmental issues at the local, national and regional levels.

32. The project will assist the six selected networks to incorporate global environmental concerns into their agendas and established programmes, and to channel their talents and energies on a continuing basis towards resolution of these issues. As part of project implementation, mechanisms will be consolidated to raise and sustain their level of achievement and involvement over the long term.

2. Implementation arrangements

33. The Project Executing Agency will be the United Nations Environment Programme, Regional Office for Latin America and the Caribbean (UNEP/ROLAC), with assistance from the United Nations Development Programme, Regional Bureau for Latin America and the Caribbean

(UNDP/RBLAC). The project will be implemented by the six regional NGO networks in each of the participating countries. A Project Co-ordination Unit (PCU) will be established at the UNEP Regional Office in Mexico City, under the responsibility of a Project Co-ordinator (task manager), who will oversee implementation of project activities.

34. The Project Co-ordinator will report directly to an Advisory Board consisting of the GEF Implementing Agency (UNEP); UNDP; the Forum of Ministers of the Environment of Latin America and the Caribbean; namely representatives of participating pilot countries and the participating regional networks. The principal role of the Board will be to review and approve project policies and strategies, the annual work plan and budget, and the annual reports. It will also help to maintain the project's focus by providing guidance and recommendations, as appropriate, as well as ensuring inter-agency and intergovernmental co-ordination.

35. Each of the six participating networks will assign a focal point to co-ordinate all project activities within their respective constituencies. These focal points will report on progress on a schedule to be determined during finalisation of the annual work plans. To maximise project impacts, close collaboration between the PCU and appropriate government agencies will be established and maintained throughout the implementation of the project. This collaboration will include participation in all project activities within their respective countries and substantive participation in the Regional Advisory Board. As part of direct support to project implementation, UNEP will be responsible for the preparation of educational materials and awareness-raising activities.

III. Project Objectives

36. The principal long-term goal of the project is the formation of a Latin American citizenry that is fully aware of its global environmental rights and responsibilities.

37. This project will generate public awareness, increased levels of understanding of global environmental issues and greater support in Latin American countries for the objectives of the GEF Operational Programmes. The results of this project will facilitate broad-based support for these objectives by relating them to the individual concerns of citizens, in order to foster a greater commitment to voluntary action needed to guarantee the sustainability of GEF-funded measures. A consciously pro-active citizenry will create an enabling environment for national decision-making and action around GEF focal areas.

38. The project seeks to improve the capacity of the networks to: a) develop and conduct information dissemination and awareness raising activities on global environmental issues; b) act as key intermediaries in reaching members of civil society in the region; c) propose and apply model legislation and guidelines on GEF focal areas; and d) support the implementation of GEF activities in the region. More specifically, the current activities (baseline) of the six networks will be supplemented to cover issues related to global environmental problems. A key goal is to internalise global environmental issues in the programmes of the networks in order to sustain awareness-raising efforts.

39. In particular, the project will conduct demonstration activities in seven countries: Argentina, Chile, Costa Rica, Cuba, Ecuador, Mexico and Peru, as a concerted and systematic

effort to improve awareness and mobilise effective action in support of the objectives of the GEF Operational Programmes. These countries were selected based on the following: they are countries where headquarters of the six networks are located; countries that have shown leadership in key activities of the Forum of Ministers of the Environment; that have explicitly expressed interest in developing and implementing demonstration activities aimed at establishing national strategies for environmental citizenship; and that play key roles in sub regional networks and processes.

IV. Implementation Strategy, Outputs and Activities

40. The project will be implemented using the following strategy:
 - I. The gap in the existing activities of the networks with regard to global environmental issues, and more specifically as they relate to the GEF Operational Programmes, will be identified;
 - II. The activities needed to fill this gap will be identified in the form of capacity-building needs, skills training, and preparation and production of "information kits" which address the global issues and the dissemination process;
 - III. Through implementation of these activities, the project will strengthen strategic partnerships and mobilize networks of major groups as a means of reaching decision-makers, community leaders and other important gate-keepers with information about GEF focal issues; and
 - IV. The project will adopt a participatory approach, which gives full consideration to the current interests, expertise and capabilities of the different members of civil society.

PROJECT ACTIVITY CLUSTERS AND EXPECTED OUTPUTS

41. To achieve these objectives, five interrelated and mutually reinforcing activity clusters are planned:
 - I. Identification, adaptation and production of educational materials on GEF focal areas and operational programmes;
 - II. Training and technical assistance in building capacity to effectively use these materials;
 - III. Demonstration campaigns in seven countries to apply communication skills and tools;
 - IV. Dissemination of lessons learned and results to sustain activities and promote replication; and
 - V. Monitoring and evaluation of impacts and outcomes.

42. The outreach materials will contain general information on global environmental issues, including the impact of global environmental problems on local communities, the benefits of global environmental protection, and new or enhanced products/services, which can result from alternative activities which are environmentally beneficial. The materials would also include more targeted guidance on such issues as the harmonisation of domestic legislation linked to the implementation of global environmental conventions. The emphasis will be on awareness-raising, to facilitate the networks' initiatives to foster changes in attitudes and actions of their members. Specific activities will be anchored in the objectives and outcomes of the GEF operational programmes, as demonstrated below:

OP 1 - Arid and semi-arid ecosystems

43. The project will seek to generate and enhance awareness about the uniqueness and benefits of protecting these less well-known ecosystems and sustainably harvesting products from them. Educational materials, community alert campaigns, and other information dissemination activities will educate the networks about the existence and fragility of these ecosystems and the kinds of productive activities (e.g. tourism) which can benefit communities living in or near the ecosystems.

OP 2 - Coastal, marine and freshwater ecosystems

44. Outreach activities will seek to highlight the goods (such as fish and other marine products harvested) and services (e.g. flood protection, minimizing coastal erosion) provided by these ecosystems. Issues covered will include the relationship between land tenure practices and conservation/sustainable management of resources; the designation of protected areas; efforts to increase native populations of flora and fauna; and improved soil and water management practices.

OP 3 - Forest ecosystems

45. Information and educational materials will explain the importance of both direct and indirect benefits of forest ecosystems. Direct benefits include the harvest of timber, medicinal plants, fruits and other foods, and recreation and tourism; indirect benefits include forests as carbon sinks, soil protection, and watershed services. The outreach materials would also address the impact of land tenure practices on forest ecosystems; the effects of environmental damage to forests; and efforts to protect fragile tropical and temperate forests.

OP 4 - Mountain ecosystems

46. The project will seek to raise awareness of the impact on mountain ecosystems of land degradation and erosion (resulting from, for example, the establishment of transportation/communication links and various agricultural practices) and the resulting effect on community economic activities. Information materials will also stress the linkages between mountain, forest, coastal, and marine ecosystems. Outreach activities will educate the networks on the need to conserve mountain resources; minimise environmental damage (through soil conservation, sustainable forest management practices, agro-ecology, etc.); gather fuelwood and sustainably harvest other mountain ecosystem products.

OP 5 - Removal of barriers to energy efficiency and energy conservation

47. The project will explain to the networks how energy resource savings (through, for example, energy efficiency technologies) enhance the reliability of power distribution, decrease urban pollution, and cut greenhouse gas emissions. Outreach efforts will identify the causes of energy waste and inefficiency; explain how and why cleaner industries could be established; and demonstrate the domestic benefits of energy conservation techniques and technologies.

OP 6 - Promoting the adoption of renewable energy by removing barriers and reducing implementation costs (Renewable Energy Technologies - RET)

48. The project would explain the linkage between the adoption of renewable energy technologies and the domestic/global benefits derived in reducing pollution (particularly in the numerous megacities of the region) and greenhouse gas emissions. Education and dissemination materials will explain incentives for using RET (lower costs, expanding market opportunities); promote the rational and efficient use of energy (e.g. alternative fuels), mainly in the transportation and industrial sectors; and, where applicable, explain how sustainably harvested forest resources can replace traditional fuels for domestic use.

OP 9 - Integrated land and water multiple focal area operational programme

49. Outreach activities will focus on the economic benefits, in particular to small islands and coastal communities throughout the region, of soil and water protection and the prevention and control of non-renewable resource pollution in international waterways. Educational and dissemination materials will help promote public involvement in developing institutions for managing international water resources; determining priority actions, in particular to minimise environmental damage to soil and water resources; and harvesting new and/or alternative products which are less damaging to these ecosystems.

OP 10 - Contaminant-based operational programme

50. Project activities will explain to the networks the linkage between the accumulation of harmful toxic chemicals in local waterbodies and the global accumulation of contaminants and how prevention and control efforts can provide economic (e.g. fisheries) and environmental (e.g. health) benefits. Materials would educate the networks about environmental damage resulting from contaminants; facilitate priority-setting; explain the benefits derived from using cleaner technologies, mainly in the transportation, agricultural, and industrial sectors; and explain how public involvement in policy-making and programmes can minimise contaminants.

51. Specific project activity components are described below.

Activity Cluster 1

Adaptation and production of educational materials on GEF focal areas and operational programmes

Output 1. Suite of education/information materials adapted to needs of six participating networks

Activity 1.1. Identification and adaptation of existing education/information materials. An inventory of current information sources and materials (e.g. printed and audio-visual) will be carried out to identify gaps in relation to the GEF Operational Programmes; those which meet the needs expressed by the six executing agencies, will be adapted and repackaged to be used by them. This adaptation will involve re-writing, editing, and translating existing material into Spanish and Portuguese. The project co-ordinator will be responsible for this activity in close co-ordination with the Convention Secretariats.

Activity 1.2. Production of information kits and guides. This activity will involve the design and production of 24 information kits on the four thematic issues tailored to the requirements of the six networks. Six guidebooks for the promotion and implementation of activities to support the four focal areas of GEF in their respective fields will also be produced. These materials will be produced under subcontract to an organization expressly hired for this purpose with support from the networks and the project.

Activity 1.3. Development of seven web-sites. One web-site for each network as well as a regional site with all the links to relevant existing electronic information centres on the global environmental issues will be designed and developed through this activity. Technical assistance to ensure the proper and effective interaction between the regional and network web-sites will also be provided to the networks. The project coordinator will coordinate the development of the regional site, and the focal points in the implementing networks will develop the specific sites for each network, under the supervision of UNEP.

Activity Cluster 2

Training and technical assistance in building capacity to effectively use these materials;

Output 2. Increased capacity of each network to understand the causes and effects of the four global environmental problems addressed by the GEF and the scope and objectives of the GEF Operational Strategy and Programmes, as well as augmented capacity for information dissemination on global environmental issues using the Operational Programmes as frameworks

Activity 2.1. Seven training workshops for consumer organisations. Two introductory workshops - one on each of the sub-regions to introduce all four focal themes of the GEF to the members - will be carried out at the beginning of the project. Four technical workshops to review progress, and one final workshop where the results, lessons learned and the network's long term plans will be evaluated. Conduct training for 160 information and programme staff and leaders of 34 national consumer organisations so that they can design campaigns, product and services testing related to the global environmental issues, with a particular focus on GEF Operational Programmes in biodiversity and renewable energy and energy efficiency. This will be executed jointly by Consumers International with technical assistance from UNEP and UNDP.

Activity 2.2. Seven training workshops for educators, teachers and community leaders. The basic methodology is the same as in the above activity. These workshops will be organized to train 156 educators, teachers and community leaders of 131 organizations on materials development (e.g. message formulation, adaptation etc.) using GEF focal areas so that they can integrate these into both curriculum and teaching methods, through workshops and internships. This will be executed jointly by CEC-IUCN with the technical assistance of UNEP and UNDP.

Activity 2.3. Seven training workshops for community radio producers. The basic methodology is the same as in the above activity. Organise regional training for 160 community radio producers of 24 countries in the production of interactive radio programmes and radio spots related to global environmental issues as well as adaptation of these programmes to national contexts and problems. Training will focus on the basic content of the GEF Operational Programmes and materials development (message development, integrating technical content into different programme formats etc.). This will be executed jointly by AMARC with the technical assistance of UNEP and the Tierramerica project.

Activity 2.4. Seven training workshops for church authorities. The basic methodology is the same as in the above activity. Workshops, electronic conferences and internships for 160 church authorities of 20 countries will be conducted to train them on materials development using the content of the GEF Operational Programmes, as well as on how to integrate global environmental issues into their on-going programmes and to develop demonstration activities using church-related documentation. This will be executed by CLAI with technical assistance of UNEP and UNDP.

Activity 2.5. Seven training workshops for local authorities. The basic methodology is the same as in the above activity. Workshops will be conducted to sensitise local authorities of 160 municipalities in 17 countries about global environmental issues with a special emphasis on their links to local needs and problems. Skills training will be provided in materials development, consultative and public participation mechanisms, and presentation, as well as basic content of GEF Operational Programmes. This will be executed by IULA with technical support from UNEP and UNDP.

Activity 2.6. Three regional workshops for parliamentarians. Held to train 75 parliamentarians from the 22 commissions of PARLATINO. The workshops will assess what has been done in the region to address global environmental problems, especially regarding the Climate Change and Biodiversity Conventions, what additional legislation is needed, and how these would relate to the primary mission of each commission. It will also include training related to the conduct of

public hearings and other related consultative forums and how to make more effective presentations of technical information. PARLATINO will execute this activity with technical assistance from UNDP and UNEP.

Activity 2.7. Four subregional seminars for parliamentarians. Held to train 84 parliamentarians from the four subregional parliaments to assist them in starting a legislative process to internalize the agreements of the United Nations Framework Convention on Climate Change and the United Nations Convention on Biological Diversity into the national legal frameworks. This will be implemented by PARLATINO with technical assistance from UNDP and UNEP.

Activity Cluster 3

Demonstration campaigns in seven countries to apply communication skills and tools

Output 3. Increased awareness of the target public of the six groups, through regional, subregional and national dissemination of information on selected global environmental topics.

Activity 3.1. Consumer demonstration activities. Design of market surveys to identify products and services with negative environmental impacts, and, from the results, select 8 products and 8 services. Campaigns will be organized within the context of specific GEF Operational Programmes, to educate consumers about the global environmental benefits and disadvantages of these products. These campaigns will be reinforced through a linked radio campaign using AMARC's network of community radio stations. Radio programs will broadcast the consumer reports. A campaign will also be carried out in each of the seven countries and afterwards a random survey will be carried out to evaluate the impact and the effectiveness of the campaigns in the selected countries. This activity will be executed by Consumers International with technical assistance from UNDP and AMARC.

Activity 3.2. Demonstration activities in school curricula. Demonstration activities with CEC-IUCN and educators will be developed and implemented to integrate global environmental issues into school curricula, as well as through independent activities such as poster and essay contests. Fifty-six such poster and essay contests, focusing specifically on the GEF focal areas, will be organized in the region (4 per year in seven countries). Schools in the target countries will be encouraged to use a thematic approach to integrating issues of the global environment into different parts of the school curriculum (such as language training, mathematics, social studies, in addition to science). This will be executed by CEC-IUCN with technical assistance from UNDP and UNEP through its Environmental Training Network for Latin America and the Caribbean.

Activity 3.3. Production and broadcasting of radio programmes. Community-based radio programmes and spots will be produced and broadcast on the four focal areas of GEF's Operational Strategy and Programmes. The programmes, spots, etc. will be disseminated at the regional level by PULSAR and complemented by local level activities in the seven selected countries such as call-in programs, community meetings or short stories. After the previous tasks have been developed, evaluations to measure changes in audience perception on the four focal

areas of GEF will be carried out. This activity will be executed by AMARC with technical assistance from UNEP and UNDP.

Activity 3.4. Educational materials for use by churches. Application of educational materials and instructive religious materials will be designed and tested to facilitate education about global environment issues, and disseminated through the churches and their communities in the seven selected countries. Working sessions will be undertaken with church authorities to enhance their capabilities to educate the community on global environmental issues and to produce a monthly bulletin updating the church community on issues connected to the four focal areas of GEF, including lessons learned through this project. This will be executed by CLAI with technical assistance from UNDP and UNEP.

Activity 3.5. Building environmental management capacity in selected municipalities. Local level campaigns will be developed and implemented that help draw attention to the linkage between GEF Operational Programmes and local environmental problems; an inventory of best practices in municipal environmental legislation will be prepared and disseminated; guidelines will be designed for planning at the municipal level to impact the global environment, as well as to provide assistance on the implementation of those guidelines into practical plans and programmes; develop demonstration projects in each municipality to contribute to energy efficiency measures, environmentally sound water management, integrated management of coastal areas, etc. Demonstration activities will take place in urban and rural and large and small municipalities. Guides and tools that local leaders can use to sensitise other municipal leaders to the varying impacts on the global environment of different actions at the local level will be developed. These actions will promote greater harmony between local measures and global environment issues. This activity will be executed by the co-ordinator of the project jointly with IULA, and in consultation with UNEP and UNDP.

Activity 3.6. Identify the best legislative frameworks and practices. This activity will strengthen national processes to make progress in the national debate and advance the implementation of the conventions related to GEF focal areas, especially of UNFCCC and the Kyoto Protocol, as well as the UNCBD and the Biosafety Protocol. This activity will be carried out by a contractor in close communication with PARLATINO and the project co-ordinator, with technical assistance from UNDP and UNEP through its Environmental Legal Programme at ROLAC.

Activity 3.7. Conduct seven public hearings with parliamentarians. Organise parliamentarian public hearings and debates with different sectors of society at the national level in the seven selected countries. This activity entails the organisation of a survey on national legislation to evaluate the degree of acceptance, ratification and observance of the CBD and UNFCCC, as well as holding seven public hearings, one in each selected country. Task forces will be established between the parliamentarians and the concerned sectoral ministries. The activity will be executed by PARLATINO, UNEP and UNDP.

Activity Cluster 4

Dissemination of results and lessons learned to sustain activities and promote replication throughout the LAC region

Output 4. A network of the six organisations in the region to facilitate co-operative programmes and exchange of experience through dissemination of project results and lessons learned and to sustain growth in awareness of global environmental issues in LAC

Activity 4.1. Identification and dissemination of best practices. Systematic identification of programme findings, products, information and best practices and dissemination through PULSAR (the radio networks of AMARC) and through Tierramerica. This will be executed by AMARC, Tierramerica and UNEP.

Activity 4.2. Compilation and distribution of best practices. The six groups will compile and distribute the best practices on concrete applications of the tools, skills and information obtained through the project. A draft of the Citizens Charter will be prepared for the networks with the rights and responsibilities each of them has towards the environment on the four global issues. The information will be shared among the six networks through their web-sites as well as via distribution of inserts to be posted in their periodical bulletins. The Citizens Charter will be signed by the networks during their final meetings. This information will also be shared with related groups in other regions in order to replicate results. This activity will be executed by the six networks under the supervision of the project co-ordinator.

Activity 4.3. Development of long-term plans. Development of long-term plans and scenarios for the continued involvement of the groups in activities related to global environmental issues, including financial sustainability and collaborative programmes among the networks. This activity will be executed by the six networks under the supervision of the project co-ordinator.

Activity Cluster 5

Monitoring and evaluation of the project.

Output 5. Series of reports detailing changes in awareness of target groups and their constituencies with analysis of strategies and methodologies

Activity 5.1. Conduct surveys to measure environmental awareness. Design and conduct public opinion polls on the four focal areas of GEF to evaluate the effectiveness, sustainability and replicability of the pilot activities and the campaigns. Four surveys on the four issues, aimed at the general public, will be prepared. The evaluation of the results will be measured by a cost-effective methodology.

Activity 5.2. Global Environment Citizen report card. Design a global environmental citizen report card on each of the four focal areas to allow the constituencies of the networks to evaluate and monitor the impact of the activities carried out through this project towards the objectives of the GEF Operational Programmes, in the selected countries. After reviewing it with the network and making the appropriate modifications, it will be a self-evaluation tool for the networks. This activity, aimed at the members of the networks, is under the responsibility of the project co-ordinator.

Activity 5.3. External evaluations. Two external evaluations will be carried out during the project and should contain assessment of the progress to date and recommendations for adjustments and improvement in the objectives or implementation of the project. Implementation of selective surveys and visits within the region among the client base to monitor programme effectiveness will be needed. The report of the evaluations will be distributed to the Advisory Board, UNDP, UNEP and the participating governments and networks. This activity will be carried out by the project co-ordinator with the support of the Project Co-ordination Unit.

Activity 5.4. Regional Project Advisory Board review mechanism. Three Advisory Board meetings will be carried out during the project to review the external evaluations and in this way to recommend adjustments or advise the Project Co-ordination Unit on how to best implement different aspects of the project. This activity will be conducted by the Project Co-ordination Unit.

V. Inputs

52. The inputs required for the implementation of the GEC project are summarized in the table below. More detailed information of inputs per activity can be found in the description of the activities (Annex 2), in the financing plan (Table 3 and Annex 3) and in the project budget (Table 4 and Annex 4).

Table 2. Summary of inputs required for project implementation.

| COMPONENT | ITEM | CONCEPT | COST |
|-----------|------|--|--------------------|
| 10 | | PERSONNEL | \$1,628,950 |
| | 1100 | 31 international experts for approximately 119 consultant-months | \$ 536,200 |
| | 1300 | 4 PCU consultants for 36 months each | \$ 390,000 |
| | 1500 | 123 international training, technical support and monitoring trips | \$ 390,100 |
| | 1600 | Up to 9 evaluation missions for the life of the project | \$ 8,100 |
| | 1700 | 47 local consultants for approximately 182 consultant-months | \$ 304,550 |
| 20 | | SUBCONTRACTS | \$2,353,750 |
| | 2100 | 31 contracts for 274 products | \$2,353,750 |
| 30 | | TRAINING | \$1,812,400 |
| | 3000 | 45 workshops, 28 national meetings and three board meetings for 1,503 participants | \$ 374,500 |
| | 3200 | 28 international, regional, subregional, and national training travel for 1,541 participants | \$1,437,900 |
| 40 | | EQUIPMENT & RENTALS | \$ 123,900 |
| | 4100 | Expendable equipment and supplies | \$ 15,000 |
| | 4200 | Non-expendable equipment and supplies | \$ 45,000 |
| | 4300 | Office rental | \$ 63,900 |
| 50 | | REPORTS AND MISCELLANEOUS | \$ 223,000 |
| | 5100 | Equipment maintenance & operations | \$ 12,000 |
| | 5200 | 45 reports | \$ 206,000 |
| | 5300 | Miscellaneous | \$ 5,000 |
| | | SUBTOTAL | \$6,142,000 |
| | | Project Preparation Cost (PDF B) | \$ 235,000 |
| | | TOTAL | \$6,377,000 |

VI. Risks

53. The risk of insufficient political support for increasing awareness and citizen participation for global environmental protection in Latin America and the Caribbean is limited. Through various commitments and declarations, the Ministers of the Environment of the region have indicated their effective support for the full integration and involvement of civil society and particularly of regional networks and organisations in the implementation of regional and global environmental priorities. This high level of political support will help to ensure that project results are sustainable.

54. The risk exists that voluntary action on the part of citizens for global environmental issues, will not be totally effective because other priorities or economic conditions will prevail. The project minimises this risk by mainstreaming these issues into the existing agendas of the six organisations and helping citizens to relate these issues to their own circumstances. In addition, once materials are developed and skills built the awareness that is generated will contribute to action over the long term, even if short-term economic conditions prevent full realisation of citizens' participation.

55. There is little risk that the six networks will cease to function, thus restricting the long-term impact of the project. These organisations were selected applying very stringent criteria. They have an excellent reputation for achieving results in areas related to their professional interests. The financial commitments that these organisations have made to fund global environmental issues bodes well for sustaining the efforts, once the necessary skills and information have been transferred and internalised by the organisations. They are also strongly committed to the initiative as evidenced in the memoranda of understanding signed, their participation in the workshops held with the members of each group during the preparatory phase of the project, and the Environmental Citizenship Meeting held in Mexico with regional networks of citizen groups of Latin America on 14-15 July 1997.

VII. Prior obligations and prerequisites

Not applicable.

VIII. Project Review, Reporting and Evaluation

56. Monitoring and Evaluation criteria are built in throughout the project, and one of the major activities of the project is to draw lessons learned and disseminate project results. The work plan includes a detailed list of project review and monitoring activities (see Annex 1). The Project Co-ordination Unit, with the support of the advisory board, will carry out the overall monitoring of the project. Financial monitoring will be carried out by UNEP, which will support the administration of the project.

57. Project activities will be evaluated using a combination of quantitative and qualitative indicators, measuring both process and impact. These include:

- Levels of accurate understanding of the objectives of the GEF Operational Programmes by the members of the six networks;
- Mobilisation of support by network members towards global environmental issues and increased support for actions to achieve the objectives of the GEF Operational Programmes;
- Frequency and use of the information products by the networks (such as number of hits on the web-site, articles and/or programmes on global environmental issues; numbers of meetings held and numbers of participants);
- Legislation introduced and adopted in parliaments of the region that supports implementation of the various conventions and the objectives of the GEF Operational Programmes;
- Capacity of the six networks to plan and implement information dissemination activities related to the GEF Operational Programmes, as measured by the quantity and quality of materials and campaigns that are developed;

- Level of awareness of consumers of products that do and do not benefit the global environment;
- Number and quality of information campaigns that are carried out by members of the network;
- Extent to which GEF issues are included in school curricula and other teaching activities;
- Training outcomes will be measured through pre-and post-test evaluations, as well as through the demonstration campaigns; and,
- Extent to which the objectives of the GEF Operational Programmes are internalised in the programmes of the organisations, and included in the regular budgets of these organisations.
- In-kind commitments provided in the form of staff time, infrastructure in order to carry out the workshops, communications support, materials, designers, material production or support for material distribution, will be monitored by both, the focal points of project networks and countries, as well as through regular supervision carried out by the executing agency. Terms of reference for external evaluators will include evaluation of government and other donor commitments. Monitoring of in-cash contributions would be included in the annual financial audits of the project.

58. In the second year of the project a mid-term review will be carried out to evaluate progress. The results of the mid-term review will be used to fine tune activities to meet project objectives. At the end of the project, a compilation of best practices will be made, and will serve to measure project outcomes. In addition random surveys and visits will be organised among the client base to monitor changes in knowledge and attitude generated as a result of the activities, and sustainability and replicability of the project. A GEC report card will be used to monitor changes in attitude within the focus countries. Finally, external evaluations will be conducted during different project phases to assess whether materials produced are compatible with demand for information, and are used efficiently.

IX. Legal Context

A. General legal considerations

59. The following types of revisions may be made to this project document with the signature of the UNEP Regional Director/ROLAC; provided he or she is assured that the other signatories of the project document have no objection to the proposed changes:

- a) revisions to any of the annexes of the project document;

XI. Budget

62. The total project cost is estimated at US\$6,377,000, of which US\$235,000 was provided by the GEF for project preparation (PDF grant), US\$ 2,977,000 will be provided by the GEF for project implementation activities, and an additional US\$3,165,000 will be provided by the participating networks and other funding agencies (see Table 3 below for more details). Table 4 presents an estimate of the project costs per output and activity. A detailed budget per line item can be found in Annex 4.

Table 3. Financing plan

| CATEGORY | AMOUNT (US\$) |
|-------------------------------|--------------------------|
| GEF Project | 2,977,000 |
| PDF | 235,000 |
| Sub-Total GEF | 3,212,000 |
| Co-financing by UNDP and UNEP | 350,000 |
| Participating networks | 980,000 |
| Participating governments | 1,305,000 |
| Other funding agencies | 530,000 |
| Sub Total Co-Financing | 3,165,000 |
| TOTAL | 6,377,000 |

Table 4. Estimated budget

| DESCRIPTION | TOTAL COST | GEF (Incremental Cost) | CO-FINANCING (Baseline Activities) |
|--|--------------------|------------------------------|--|
| 1 Adaptation and production of education/information materials | \$ 535,000 | \$ 147,500 | \$ 387,500 |
| 1.1. Adaptation of existing education/information materials | \$ 150,000 | \$ 40,500 | \$ 109,500 |
| 1.2 Production of education/information kits and guides | \$ 245,000 | \$ 57,200 | \$ 187,800 |
| 1.3 Development and implementation of seven web-sites | \$ 140,000 | \$ 49,800 | \$ 90,200 |
| 2 Training and technical assistance | \$1,472,000 | \$ 847,790 | \$ 624,210 |
| 2.1 Seven training workshops for consumer organizations | \$ 240,000 | \$ 130,690 | \$ 109,310 |
| 2.2 Seven training workshops for educators, teachers and community leaders | \$ 240,000 | \$ 131,700 | \$ 108,300 |
| 2.3 Seven training workshops with radio broadcasters | \$ 240,000 | \$ 143,400 | \$ 96,600 |
| 2.4 Seven training workshops for religious leaders | \$ 240,000 | \$ 146,500 | \$ 93,500 |
| 2.5 Seven workshops for local authorities | \$ 240,000 | \$ 139,500 | \$ 100,500 |
| 2.6 Three regional workshops for parliamentarians | \$ 152,000 | \$ 96,000 | \$ 56,000 |
| 2.7 Four sub regional seminars with parliamentarians | \$ 120,000 | \$ 60,000 | \$ 60,000 |
| 3 Demonstration activities | \$2,236,000 | \$ 943,110 | \$1,292,890 |
| 3.1 Consumer demonstration activities | \$ 300,000 | \$ 175,000 | \$ 125,000 |
| 3.2 School curricula and teaching methods project | \$ 255,000 | \$ 103,440 | \$ 151,560 |
| 3.3 Production and broadcasting of radio programmes | \$ 438,000 | \$ 182,000 | \$ 256,000 |
| 3.4 Educational materials for use by churches | \$ 274,000 | \$ 144,000 | \$ 130,000 |
| 3.5 Building environmental management capacity in selected municipalities | \$ 240,00 | \$ 85,500 | \$ 154,500 |
| 3.6 Identify the best legislative frameworks and practices | \$ 376,150 | \$ 95,000 | \$ 284,000 |
| 3.7 Conduct seven public hearings with parliamentarians | \$ 345,255 | \$ 158,170 | \$ 191,830 |
| 4 Dissemination of project results and lessons learned | \$ 707,000 | \$ 370,000 | \$ 337,000 |
| 4.1 Dissemination of best practices | \$ 300,000 | \$ 130,000 | \$ 170,000 |
| 4.2 Compilation and distribution of best practices | \$ 305,000 | \$ 190,000 | \$ 111,000 |
| 4.3 Development of long-term plans for networks | \$ 102,000 | \$ 50,000 | \$ 52,000 |
| 5 Monitoring and evaluation | \$ 652,000 | \$ 371,500 | \$ 280,500 |
| 5.1 Conduct surveys to measure environmental awareness | \$ 304,700 | \$ 184,000 | \$ 120,700 |
| 5.2 Global Environment Citizen report card | \$ 95,000 | \$ 61,200 | \$ 33,800 |
| 5.3 External evaluations | \$ 70,000 | \$ 45,000 | \$ 25,000 |
| 5.4 Regional Project Advisory Board | \$ 182,300 | \$ 81,300 | \$ 101,000 |
| 6 Project management and co-ordination | \$ 540,000 | \$ 297,100 | \$ 242,900 |
| 6.1 Personnel | \$ 421,100 | \$ 277,100 | \$ 144,000 |
| 6.2 Equipment and rentals | \$ 93,900 | \$ 10,000 | \$ 83,900 |
| 6.3 Report and miscellaneous | \$ 25,000 | \$ 10,000 | \$ 15,000 |
| SUBTOTAL | \$6,142,000 | \$2,977,000 | \$3,165,000 |
| Project design (PDF) | \$ 235,000 | \$ 235,000 | ----- |
| TOTAL | \$6,377,000 | \$3,212,000 | \$3,165,000 |

Annexes.

ANNEX 1. Work Plan

ANNEX 2. Description of project activities

ANNEX 3. Financing plan

ANNEX 4. Detailed budget

ANNEX 5. Terms of reference of the Project Co-ordination Unit

ANNEX 6. Incremental Cost Analysis

ANNEX 7. Logical Framework Matrix

ANNEX 8. Network Activities Listed by GEF Operational Programme

ANNEX 9. List of Documents Available upon Request

ANNEX 10.a Endorsement Letters

10.b Co-financing letters

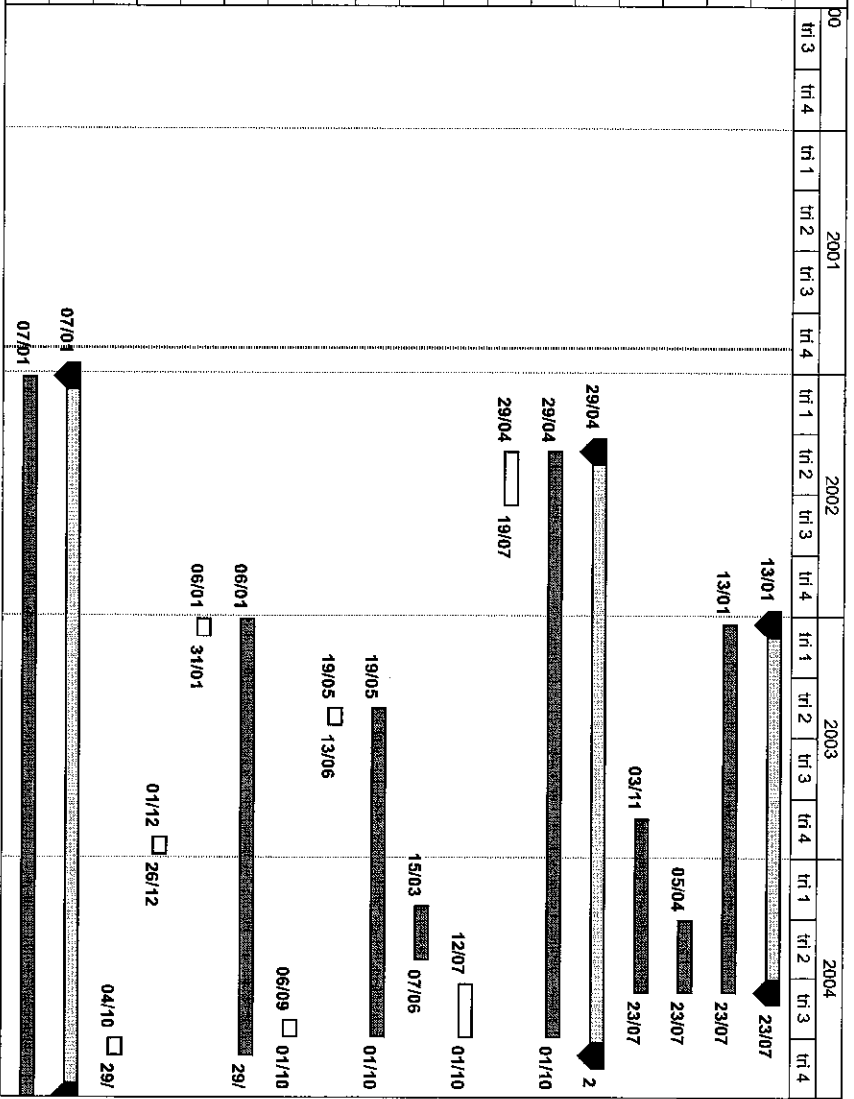
| Nombre de tarea | | 2002 | | | | | | | | | | | | 2003 | | | | 2 |
|--|----------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|---|
| Global Environment Citizenship Project | | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | tr 1 | tr 2 | | |
| 1 Adaptation and production of educational/information materials | | | | | | | | | | | | | | | | | | |
| 1.1 Adaptation of existing education/information materials | 120 sems | lu 07/01/02 | | | | | | | | | | | | | | | | |
| 1.2 Production of education/information kits and guides | 8 sems | lu 07/01/02 | | | | | | | | | | | | | | | | |
| 1.3 Development and implementation of seven web-sites | 104 sems | lu 29/04/02 | | | | | | | | | | | | | | | | |
| 2 Training and technical assistance | | | | | | | | | | | | | | | | | | |
| 2.1 Seven training workshops for consumer organizations | 129 sems | lu 29/04/02 | | | | | | | | | | | | | | | | |
| 2.1.1 Organize and hold workshop-South America/4 topics: Chile | 4 sems | lu 29/04/02 | | | | | | | | | | | | | | | | |
| 2.1.2 Organize and hold workshop-Mesoamerica/2 topics: Ecuador | 4 sems | lu 26/08/02 | | | | | | | | | | | | | | | | |
| 2.1.3 Organize and hold workshop-Mesoamerica/2 topics: Cuba | 4 sems | lu 13/01/03 | | | | | | | | | | | | | | | | |
| 2.1.4 Organize and hold workshop-South America/2 topics: Argentina | 4 sems | lu 14/04/03 | | | | | | | | | | | | | | | | |
| 2.1.5 Organize and hold workshop-Mesoamerica/2 topics: Costa Rica | 4 sems | lu 04/08/03 | | | | | | | | | | | | | | | | |
| 2.1.6 Organize and hold workshop-South America/2 topics: Peru | 4 sems | lu 15/03/04 | | | | | | | | | | | | | | | | |
| 2.1.7 Organize and hold workshop-Regional/4 topics: Mexico | 4 sems | lu 20/09/04 | | | | | | | | | | | | | | | | |
| 2.2 Seven training workshops for educators, teachers and community leaders | 127 sems | lu 13/05/02 | | | | | | | | | | | | | | | | |
| 2.2.1 Organize and hold workshop-Mesoamerica/4 topics: Cuba | 4 sems | lu 13/05/02 | | | | | | | | | | | | | | | | |
| 2.2.2 Organize and hold workshop-South America/4 topics: Ecuador | 4 sems | lu 23/09/02 | | | | | | | | | | | | | | | | |
| 2.2.3 Organize and hold workshop-Mesoamerica/2 topics: Costa Rica | 4 sems | lu 10/02/03 | | | | | | | | | | | | | | | | |
| 2.2.4 Organize and hold workshop-South America/2 topics: Argentina | 4 sems | lu 12/05/03 | | | | | | | | | | | | | | | | |
| 2.2.5 Organize and hold workshop-Mesoamerica/2 topics: Mexico | 4 sems | lu 01/09/03 | | | | | | | | | | | | | | | | |
| 2.2.6 Organize and hold workshop-South America/2 topics: Chile | 4 sems | lu 12/04/04 | | | | | | | | | | | | | | | | |
| 2.2.7 Organize and hold workshop-Regional/4 topics: Mexico | 4 sems | lu 20/09/04 | | | | | | | | | | | | | | | | |
| 2.3 Seven training workshops with radio broadcasters | 125 sems | lu 27/05/02 | | | | | | | | | | | | | | | | |
| 2.3.1 Organize and hold workshop-Mesoamerica/4 topics: Cuba | 4 sems | lu 27/05/02 | | | | | | | | | | | | | | | | |
| 2.3.2 Organize and hold workshop-South America/4 topics: Chile | 4 sems | lu 21/11/02 | | | | | | | | | | | | | | | | |
| 2.3.3 Organize and hold workshop-Mesoamerica/2 topics: Mexico | 4 sems | lu 10/03/03 | | | | | | | | | | | | | | | | |
| 2.3.4 Organize and hold workshop-South America/2 topics: Peru | 4 sems | lu 09/06/03 | | | | | | | | | | | | | | | | |
| 2.3.5 Organize and hold workshop-Mesoamerica/2 topics: Costa Rica | 4 sems | lu 27/10/03 | | | | | | | | | | | | | | | | |
| 2.3.6 Organize and hold workshop-South America/2 topics: Ecuador | 4 sems | lu 10/05/04 | | | | | | | | | | | | | | | | |
| 2.3.7 Organize and hold workshop-Regional/4 topics: Mexico | 4 sems | lu 20/09/04 | | | | | | | | | | | | | | | | |
| 2.4 Seven training workshops for religious leaders | 123 sems | lu 10/06/02 | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 | 07/01 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|

| Nombre de tarea | | | | Duración | | | | Comienzo | | | | Fin | | | | 2002 | | | | | | | | | | | | 2003 | | | | | | | | | | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|----------|--|--|--|-------------|--|--|--|-------------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | tr 4 | | | | tr 1 | | | | tr 2 | | | | tr 3 | | | | tr 4 | | | | tr 1 | | | | tr 2 | | | | tr 3 | | | | tr 4 | | | | tr 1 | | | | tr 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.1 Organize and hold workshop-Mesoamerica/4 topics, Costa Rica | | | | 4 sems | | | | lu 10/06/02 | | | | vi 05/07/02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Nombre de tarea | Duración | Comienzo | Fin | 2001 | | | | 2002 | | | | 2003 | | | | 2004 | | | |
|--|----------|-------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|--|
| | | | | tr 3 | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | | |
| 3.1.2.1 Design campaign | 8 sems | lu 25/11/02 | vi 17/01/03 | | | | | | | | | | | | | | | | |
| 3.1.2.2 Carry out campaign on global environmental impacts of tested products and services | 58 sems | lu 20/01/03 | vi 27/02/04 | | | | | | | | | | | | | | | | |
| 3.1.2.3 Evaluate campaign | 14 sems | lu 07/03/04 | vi 04/06/04 | | | | | | | | | | | | | | | | |
| 3.2 School curricula and teaching methods project | 112 sems | lu 29/04/02 | vi 18/06/04 | | | | | | | | | | | | | | | | |
| 3.2.1 Evaluate primary school curricula | 52 sems | lu 29/04/02 | vi 25/04/03 | | | | | | | | | | | | | | | | |
| 3.2.2 Prepare recommendations for national authorities | 12 sems | lu 28/04/03 | vi 18/07/03 | | | | | | | | | | | | | | | | |
| 3.2.3 Posters, essay contest | 102 sems | lu 08/07/02 | vi 18/06/04 | | | | | | | | | | | | | | | | |
| 3.3 Production and broadcasting of radio programmes | 102 sems | lu 08/07/02 | vi 18/06/04 | | | | | | | | | | | | | | | | |
| 3.3.1 Produce radio programmes and spots | 24 sems | lu 08/07/02 | vi 20/12/02 | | | | | | | | | | | | | | | | |
| 3.3.2 Broadcastings of radio programmes and spots | 78 sems | lu 23/12/02 | vi 18/06/04 | | | | | | | | | | | | | | | | |
| 3.3.2.1 National Meetings | 72 sems | lu 08/07/02 | vi 21/11/03 | | | | | | | | | | | | | | | | |
| 3.4 Educational materials for use by churches | 66 sems | lu 03/06/02 | vi 05/09/03 | | | | | | | | | | | | | | | | |
| 3.4.1 Design materials | 8 sems | lu 03/06/02 | vi 26/07/02 | | | | | | | | | | | | | | | | |
| 3.4.2 Produce materials | 8 sems | lu 29/07/02 | vi 20/09/02 | | | | | | | | | | | | | | | | |
| 3.4.3 Distribute materials | 43 sems | lu 11/11/02 | vi 05/09/03 | | | | | | | | | | | | | | | | |
| 3.5 Building environmental management capacity in selected municipalities | 99 sems | lu 07/10/02 | vi 27/08/04 | | | | | | | | | | | | | | | | |
| 3.5.1 Review of best practices in municipal environmental legislation | 16 sems | lu 07/10/02 | vi 24/01/03 | | | | | | | | | | | | | | | | |
| 3.5.2 Design guidelines for municipal environmental planning | 16 sems | lu 27/01/03 | vi 16/05/03 | | | | | | | | | | | | | | | | |
| 3.5.3 Provide technical assistance on the implementation of the guidelines | 52 sems | lu 02/06/03 | vi 28/05/04 | | | | | | | | | | | | | | | | |
| 3.5.4 Develop demonstration environmental projects in each municipality | 68 sems | lu 12/05/03 | vi 27/08/04 | | | | | | | | | | | | | | | | |
| 3.6 Identify the best legislative frameworks and practices | 72 sems | lu 03/06/02 | vi 17/10/03 | | | | | | | | | | | | | | | | |
| 3.6.1 Climate change legislative frameworks and practices | 16 sems | lu 03/06/02 | vi 20/09/02 | | | | | | | | | | | | | | | | |
| 3.6.2 Biodiversity legislative frameworks and practices | 16 sems | lu 30/05/03 | vi 17/10/03 | | | | | | | | | | | | | | | | |
| 3.7 Conduct seven public hearings with parliamentarians | 37 sems | lu 17/11/03 | vi 30/07/04 | | | | | | | | | | | | | | | | |
| 3.7.1 Organize and hold public hearing in Argentina | 4 sems | lu 08/12/03 | vi 02/01/04 | | | | | | | | | | | | | | | | |
| 3.7.2 Organize and hold a public hearing in Chile | 4 sems | lu 02/02/04 | vi 27/02/04 | | | | | | | | | | | | | | | | |
| 3.7.3 Organize and hold public hearing in Costa Rica | 4 sems | lu 01/03/04 | vi 26/03/04 | | | | | | | | | | | | | | | | |
| 3.7.4 Organize and hold public hearing in Cuba | 4 sems | lu 29/03/04 | vi 23/04/04 | | | | | | | | | | | | | | | | |
| 3.7.5 Organize and hold public hearing in Ecuador | 4 sems | lu 26/04/04 | vi 21/05/04 | | | | | | | | | | | | | | | | |
| 3.7.6 Organize and hold public hearing in Mexico | 4 sems | lu 24/05/04 | vi 18/06/04 | | | | | | | | | | | | | | | | |
| 3.7.7 Organize and hold public hearing in Peru | 4 sems | lu 21/06/04 | vi 16/07/04 | | | | | | | | | | | | | | | | |

| Nombre de tarea | Duración | Comienzo | Fin | 2000 | | | | | | | | | | | |
|--|----------|-------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | | | tr 3 | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | tr 1 | tr 2 | tr 3 | tr 4 | tr 1 | tr 2 |
| 4 Dissemination of project results and lessons learned | 80 sems | lu 13/01/03 | vi 23/07/04 | | | | | | | | | | | | |
| 4.1 Dissemination of best practices | 80 sems | lu 13/01/03 | vi 23/07/04 | | | | | | | | | | | | |
| 4.2 Compilation and distribution of best practices | 16 sems | lu 06/04/04 | vi 23/07/04 | | | | | | | | | | | | |
| 4.3 Development of long-term plans for networks | 38 sems | lu 03/11/03 | vi 23/07/04 | | | | | | | | | | | | |
| 5 Monitoring and evaluations | 131 sems | lu 29/04/02 | vi 29/10/04 | | | | | | | | | | | | |
| 5.1 Conduct surveys to measure environmental awareness | 127 sems | lu 29/04/02 | vi 01/10/04 | | | | | | | | | | | | |
| 5.1a Conduct surveys to measure environmental awareness. Initial | 12 sems | lu 29/04/02 | vi 19/07/02 | | | | | | | | | | | | |
| 5.1b Conduct surveys to measure environmental awareness. Final | 12 sems | lu 12/07/04 | vi 01/10/04 | | | | | | | | | | | | |
| 5.2 Global Environment Citizen report card | 12 sems | lu 15/03/04 | lu 07/06/04 | | | | | | | | | | | | |
| 5.3 External evaluations | 72 sems | lu 19/05/03 | vi 13/06/03 | | | | | | | | | | | | |
| 5.3.1 First external evaluations | 4 sems | lu 19/05/03 | vi 13/06/03 | | | | | | | | | | | | |
| 5.3.2 Second external evaluations | 4 sems | lu 06/09/04 | vi 01/10/04 | | | | | | | | | | | | |
| 5.4 Regional Project Advisory Board | 55 sems | lu 06/01/03 | vi 29/10/04 | | | | | | | | | | | | |
| 5.4.1 First board meeting, Cuba | 4 sems | lu 06/01/03 | vi 31/01/03 | | | | | | | | | | | | |
| 5.4.2 Second board meeting, Chile | 4 sems | lu 01/12/03 | vi 26/12/03 | | | | | | | | | | | | |
| 5.4.3 Third board meeting, Mexico | 4 sems | lu 04/10/04 | vi 29/10/04 | | | | | | | | | | | | |
| 6. Project management and coordination | 156 sems | lu 07/01/02 | vi 31/12/04 | | | | | | | | | | | | |
| 6.1 Project management activities | 156 sems | lu 07/01/02 | vi 31/12/04 | | | | | | | | | | | | |



| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|--|---|
| 1. Adaptation and production of education/information materials | | |
| 1.1. Adaptation of existing education/information materials | <ol style="list-style-type: none"> 1. Four international experts (one per focal area), for 1.5 months each. 2. Travel expenses for the international experts to visit the networks and the sites where the information is held. (Six days) 3. Contract for the adaptation of existing education / information materials. (4 information packages) 4. One workshop for 20 participants to be held in Mexico City, at UNEP-ROLAC's headquarters. 5. Travel expenses for the six networks' focal points to attend the workshop in Mexico City. (12 participants during 3 days) 6. Preparation of the workshop report. | <p>This activity will be implemented by UNEP. The task manager will be responsible for this activity in close coordination with the Convention Secretariats</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. An inventory of current information materials (e.g. printed and audio-visual) will be carried out to identify gaps in relation to the GEF Operational Programmes, and those which meet the needs expressed by the six executing agencies, will be adapted for use by the project. This adaptation will involve re-writing, editing, and translating existing material into Spanish and Portuguese. 2. Identify and select the most relevant (i) technical, (ii) educational and (iii) public awareness databases and sources of information on climate change, biodiversity, and international waters and ozone depletion. This task will be accomplished by the review of existing printed, video and electronic information produced by UNDP, UNEP, GEF, Convention Secretariats, World Bank, World Conservation Union, World Wildlife Fund, World Resources Institute, World Monitoring Centre, Conservation International, Nature Conservancy, Stockholm Environmental Institute, International Council of Local Environmental Initiatives, World Business Council for Sustainable Development, among others. 3. Prepare a review of the most relevant issues based on the requirements of the six networks, their interests and levels of understanding of global environmental issues, and their institutional capacity, as identified during the PDF phase. 4. Consult with each of the networks' focal points to receive feedback and confirm that the selected information is compatible with their information needs and capabilities to develop a programme of action for their respective networks. This task will involve in-country consultations with each network and a workshop with the participation of the networks' focal points where the type, quality and relevance of the information identified and selected will be reviewed. 5. Repackage the selected information of the four focal areas of GEF into accessible formats such as general diskettes, booklets, videos and posters, based on the conclusions of the consultations with the six participating networks. 6. Organize one regional workshop with the focal points of each network and members of their constituencies to discuss the content and lay-out of the thematic information packages (tool-kits) that will be produced, one for each of the GEF focal areas. It is expected that representatives of the organization or firm awarded the contract for the production of the information kits and guides (see Activity 1.2) will be present at this workshop. <p>Outputs:</p> |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|---|--|
| | | <ol style="list-style-type: none"> Four thematic information inventories that will include, inter alia, the following information material in printed, electronic and video media, as appropriate: (i) description of the four focal areas and their relevance to the networks' constituencies; (ii) description of actions that can be undertaken to mitigate the consequences of biodiversity loss, greenhouse and ozone depleting gases, and environmental damage of international waters and the resources they contain; (iii) directory of relevant Internet sites; (iv) directory of relevant organizations working on biodiversity, climate change, ozone depletion and international waters; (v) annotated reviews of the treaties and protocols related to the four focal areas. A report of the workshop's results with a detailed review of the draft thematic information packages presented to the six networks' focal points. |
| 1.2. Production of education/information kits and guides | <ol style="list-style-type: none"> Four international experts to develop and design the tool-educational kits (1.5 months). International travel by the experts involved (7 days for 4 consultants). Three local consultants to assist the six participating networks (two months). Twenty-four information kits and 6 environmental guide books. Two workshops (Mesoamerica: Costa Rica; South America: Chile). Cost of 20 participants. International training travel for 4 consultants for 3 days. Subregional training travel for the selected members of the networks (20 participants). Report (two workshops). | <p>This activity will be implemented by UNEP.</p> <p>The organization or firm awarded the contract will be capable of producing educational materials on environmental matters in English, Spanish and Portuguese.</p> <p>Tasks:</p> <ol style="list-style-type: none"> Production of network- and Operational Programme-specific "information kits" as supplements to existing material, where available. These kits will contain information needed both to acquire a basic understanding of the GEF focal issues and to relate their implications to the local constituencies. They will also include guides on how to operate the information, and will indicate sources for additional information. Twenty-four information kits (6 tailor-made for each network on the four GEF focal areas) . Design and develop 6 guide books, specific to each of the participating networks (i.e., parliamentarians, consumers, local authorities, primary school teachers, radio-broadcasters and ecumenical groups), for the implementation of the four focal areas of GEF in the field. Prepare the methodology for the participating networks to hold national-level consultations for the purpose of identifying the understanding, interests, expertise and capabilities of their respective members in each of the GEF focal areas. Each network will need to report on the findings at four subregional thematic workshops. Organize two workshops to field-test the training kits and the methodology. One for each subregion (Mesoamerica and South America) with selected members of the six networks and the participation of representatives from the Convention Secretariats of Biodiversity, Climate Change, Ozone (Montreal Protocol) and Land-Based Sources of Pollution. The organization or firm awarded this contract will participate in the workshop described in Activity 1.1, as the development of the training tool-kits will build on the results of that activity. <p>Outputs:</p> <ol style="list-style-type: none"> Design the methodology for effective interactive training with the six networks. |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|--|---|
| <p>1.3. Development and implementation of seven web-sites</p> | <ol style="list-style-type: none"> 1. International expert for 3 months. 2. International training travel for 15 days. 3. Six Local junior consultants (24 months of part time) 4. Working sessions with the technical staff of each network 5. Non-expendable equipment and supplies (for the 6 networks and UNDP) | <ol style="list-style-type: none"> 2. Twenty-four information kits that should include the basic technical information in language and with examples related to the everyday life of the networks' constituencies. 3. Six guidebooks for the use and application of the educational training tool-kits, tailor-made for each of the participating networks. 4. Reports on the findings of the two subregional workshops, that should include specific proposals for the design and implementation of an action plan for the use of the educational training tool-kits by each of the participating networks. <p>The task manager will develop the regional site, and the focal points in the executing agencies will develop the specific sites for each network, under the supervision of UNEP (100% co-financed). Each network will be responsible for the implementation and support of their respective web-sites</p> <p>Tasks (international expert):</p> <ol style="list-style-type: none"> 1. Develop seven individual web sites, one for each network, as well as a regional site, with all the links to relevant existing electronic information centres on the four focal areas of GEF. 2. Design the methodology to establish a solid electronic regional network and implement the Regional Environmental Citizenship web-site, which will be connected to each of the networks' web-sites, and which will include links to other relevant global and regional web-sites. 3. Provide the six networks with technical assistance in designing and developing their respective web-sites, ensuring proper and effective interaction between the regional web-sites and the networks' web-sites. <p>Tasks (networks):</p> <ol style="list-style-type: none"> 1. Design and/or complement their respective web-sites with information on biodiversity, climate change, international waters, and ozone depletion. 2. Develop a database with case studies derived from the experiences of this and other projects linked and related to the environment. 3. Keep their respective web-sites up to date and linked to the Regional Environmental Citizenship web-site. <p>Outputs:</p> <ol style="list-style-type: none"> 1. A regional electronic (internet-based) network for disseminating information and experiences between the networks on effective approaches in the four focal areas. 2. Six individual web-sites which will include relevant information for their constituencies on GEF's four focal areas. |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|--|--|
| 2. Training and technical assistance | | |
| <p>2.1 Seven training workshops for consumer organizations</p> <p>2.1.1 Organize and hold workshop – Mesoamerica/4 topics, Chile</p> <p>2.1.2 Organize and hold workshop – South America/4 topics, Ecuador</p> <p>2.1.3 Organize and hold workshop – Mesoamerica/2 topics, Cuba</p> <p>2.1.4 Organize and hold workshop – South America/2 topics, Argentina</p> <p>2.1.5 Organize and hold workshop – Mesoamerica/2 topics, Costa Rica</p> <p>2.1.6 Organize and hold workshop – South America/2 topics, Peru</p> <p>2.1.7 Organize and hold final workshop – Regional/4 topics, Mexico</p> | <p>1. Two introductory workshops, each with 20 participants from the organizing network, their national representatives and national environmental government representatives from within each subregion.</p> <p>2. Four technical workshops, each with 20 participants from the organizing network and their national representatives from within the subregion.</p> <p>3. One final workshop with 40 participants from the organizing network.</p> <p>4. International training travel (two participants for 3 days in 7 workshops).</p> <p>5. Regional training travel for all workshops participants (40 participants during 3 days).</p> <p>6. Six subregional travel expenses for all workshop participants (20 participants for 3 days).</p> <p>7. Report (3, one for each set of workshops).</p> | <p>The CI network will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>NOTE: The countries where all the workshops will take place will be decided on in consultation with the networks and UNEP during the first months of the project.</p> <p>Tasks (introductory workshops):</p> <p>1. Organize and conduct two introductory workshops (workshops 1 and 2), one in each of the subregions (Mesoamerica and South America). The purpose of these workshops is to introduce all four focal themes of the GEF (biodiversity, climate change, international waters and ozone depletion) to the members of this network.</p> <p>Tasks (technical workshops):</p> <p>2. Organize and conduct four technical workshops to review the progress of other components of the project and to exchange ideas and experiences. Workshops 3 and 5 will be held in Mesoamerica and will deal with two focal areas each: biodiversity and climate change, and international waters and ozone depletion, respectively. Workshops 4 and 6 will be held in South America and, as in the case of the Mesoamerican workshops, the first one will address biodiversity and climate change issues, and the second international waters and ozone-depletion issues.</p> <p>Tasks (final workshop):</p> <p>3. Organize and conduct a final workshop where the results of all project activities in the four focal areas of the GEF, the lessons learned from the project (see Activity 4.1), and the network's long-term plans (see Activity 4.2) will be reviewed and evaluated. Additionally, during this workshop, the charter of citizens' global environmental responsibility (see Activity 4.3) will be reviewed and signed by the workshop participants.</p> <p>Tasks (for all workshops):</p> <p>4. Prepare, in consultation with the Project Coordination Unit, the information material, programme and agenda for distribution to the participants.</p> <p>5. Send the invitation and information package to all participants prior to the event.</p> <p>6. Make all necessary logistical arrangements (i.e., travel, lodging) for all the participants and ensure that those whose participation is being funded by of project funds receive their airline tickets and per diem in time.</p> <p>7. Prepare the workshop report, which should include, inter alia, the purpose of the workshop, a description of how it was organized and carried out, the conclusions reached and the follow-up actions approved.</p> |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|---|--|
| <p>2.2 Seven training workshops for educators, teachers and community leaders</p> <p>2.2.1 Organize and hold workshop – Mesoamerica/4 topics. Cuba</p> <p>2.2.2 Organize and hold workshop – South America/4 topics. Ecuador</p> <p>2.2.3 Organize and hold workshop – Mesoamerica/2 topics. Costa Rica</p> <p>2.2.4 Organize and hold workshop – South America/2 topics. Argentina</p> <p>2.2.5 Organize and hold workshop – Mesoamerica/2 topics. Mexico</p> <p>2.2.6 Organize and hold workshop – South America/2 topics. Chile</p> <p>2.2.7 Organize and hold final workshop – Regional/4 topics. Mexico</p> | <p>1. Two introductory workshops, one with 21 participants (South America), and other with 21 participants (Mesoamerica) from the organizing network, their national representatives and national environmental government representatives, from the pilot countries.</p> <p>2. Four technical workshops, two with 21 participants (South America) and two with 21 participants (Mesoamerica) from the organizing network and their national representatives from pilot countries (3 days).</p> <p>3. One final workshop with 30 participants from the organizing network (3 days).</p> <p>4. International training travel. (2 participants in 7 workshops)</p> <p>5. Regional travel expenses for all workshop participants (34 participants, 3 days).</p> <p>6. Subregional training travel (21 participants in 6 workshops for 3 days)</p> <p>7. Report (3, one for each set of workshops).</p> | <p>Outputs:</p> <ol style="list-style-type: none"> 1. Workshop materials for distribution to the participants. 2. Final report of the workshop. 3. Signed charter of citizens' global environmental responsibility. <p>CEC-IUCN will be responsible of this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>NOTE: The countries where all the workshops will take place will be decided on in consultation with the networks and UNEP during the first months of the project.</p> <p>See Activity 2.1 for a detailed description of the terms of reference for organizing and holding the workshops.</p> |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|---|
| <p>2.3 Seven training workshops with radio broadcasters</p> <p>2.3.1 Organize and hold workshop – Mesoamerica/4 topics. Cuba</p> <p>2.3.2 Organize and hold workshop – South America/4 topics. Chile</p> <p>2.3.3 Organize and hold workshop – Mesoamerica/2 topics. Mexico</p> <p>2.3.4 Organize and hold workshop – South America/2 topics. Peru</p> <p>2.3.5 Organize and hold workshop – Mesoamerica/2 topics. Costa Rica</p> <p>2.3.6 Organize and hold workshop – South America/2 topics. Ecuador</p> <p>2.3.7 Organize and hold final workshop – Regional/4 topics. Mexico</p> | <p>1. Two introductory workshops, each with 20 participants from the organizing network, their national representatives and national environmental government representatives, from within each subregion.</p> <p>2. Four technical workshops, each with 20 participants from the organizing network and their national representatives from within the subregion.</p> <p>3. One final workshop with 40 participants from the organizing network.</p> <p>4. International training travel. (two participants for 3 days in 7 workshops)</p> <p>5. Regional training travel for all workshop participants (40 participants during 3 days)</p> <p>6. Subregional travel expenses for all workshop participants. (20 participants for 3 days)</p> <p>7. Report. (3, one for each set of workshops.)</p> | <p>AMARC will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>NOTE: The countries where all the workshops will take place will be decided on in consultation with the networks and UNEP during the first months of the project.</p> <p>See Activity 2.1 for a detailed description of the terms of reference for organizing and holding the workshops.</p> |
| <p>2.4 Seven training workshops for religious leaders</p> <p>2.4.1 Organize and hold workshop – Mesoamerica/4 topics. Costa Rica</p> | <p>1. Two introductory workshops, each with 20 participants from the organizing network, their national representatives and national environmental government representatives, from within each subregion.</p> | <p>CLAI will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>NOTE: The countries where all the workshops will take place will be decided on in consultation with the networks and UNEP during the first months of the project.</p> <p>See Activity 2.1 for a detailed description of the terms of reference for organizing and holding the workshops.</p> |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|--|
| 2.4.2 Organize and hold workshop – South America/4 topics. Argentina | 2. Four technical workshops, each with 20 participants from the organizing network and their national representatives from within the subregion. | |
| 2.4.3 Organize and hold workshop – Mesoamerica/2 topics. Mexico | 3. One final workshop with 40 participants from the organizing network. | |
| 2.4.4 Organize and hold workshop – South America/2 topics. Chile | 4. International training travel. (two participants for 3 days in 7 workshops) | |
| 2.4.5 Organize and hold workshop – Mesoamerica/2 topics. Cuba | 5. Regional training travel for all workshop participants (40 participants during 3 days) | |
| 2.4.6 Organize and hold workshop – South America/2 topics. Ecuador | 6. Subregional travel expenses for all workshop participants. (20 participants for 3 days) | |
| 2.4.7 Organize and hold final workshop – Regional/4 topics. Mexico | 7. Report. (3, one for each set of workshops. | |
| <p>2.5 Seven workshops for local authorities</p> <p>2.5.1 Organize and hold workshop – Mesoamerica/4 topics. Ecuador</p> <p>2.5.2 Organize and hold workshop – South America/4 topics. Costa Rica</p> <p>2.5.3 Organize and hold workshop – Mesoamerica/2 topics.</p> | <p>1. Two introductory workshops, each with 20 participants from the organizing network, their national representatives and national environmental government representatives, from within each subregion.</p> <p>2. Four technical workshops, each with 20 participants from the organizing network and their national representatives from within the subregion.</p> | <p>IULA will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>NOTE: The countries where all the workshops will take place will be decided on in consultation with the networks and UNEP during the first months of the project.</p> <p>See Activity 2.1 for a detailed description of the terms of reference for organizing and holding the workshops.</p> |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|---|--|
| <p>Peru</p> <p>2.5.4 Organize and hold workshop – South America/2 topics. Chile</p> <p>2.5.5 Organize and hold workshop – Mesosamerica/2 topics. Cuba</p> <p>2.5.6 Organize and hold workshop – South America/2 topics. Argentina</p> <p>2.5.7 Organize and hold final workshop – Regional/4 topics. Mexico</p> | <p>3. One final workshop with 40 participants from the organizing network.</p> <p>4. International training travel. (two participants for 3 days in 7 workshops)</p> <p>5. Regional training travel for all workshop participants (40 participants during 3 days)</p> <p>6. Subregional travel expenses for all workshop participants. (20 participants for 3 days)</p> <p>7. Report. (3, one for each set of workshops.)</p> | <p>PARLATINO will be responsible for and will execute this activity with technical assistance from UNEP.</p> |
| <p>2.6 Three regional workshops for parliamentarians</p> <p>2.6.1 Organize and hold regional workshop – Climate Change. Argentina</p> <p>2.6.2 Organize and hold regional workshop – Biodiversity. Cuba</p> <p>2.6.3 Organize and hold final regional workshop for parliamentarians. Mexico</p> | <p>1. Conference costs for three workshops of 25 participants each. International experts to prepare the documentation and facilitate the workshops.</p> <p>2. International travel and per diem for the international experts and the project coordinator. (3 days for each workshop).</p> <p>3. Regional training travel and per diem for 24 participants (not including the representative of the host country).</p> <p>4. Funding to prepare three reports.</p> | <p>Although the countries where the workshops will take place has been decided on in principle, the final venue will be decided on in consultation with PARLATINO and UNEP during the first months of the project.</p> <p>Tasks:</p> <p>1. Two regional workshops will be held to train 50 parliamentarians from the 22 commissions of Parlatino. The workshops will assess what has been done to address global environmental problems, what additional legislation is needed, and how these would relate to the primary mission of each commission. It will also include training related to holding public hearings and other related consultative forums and how to make more effective presentations of technical information.</p> <p>2. Organize and hold two regional workshops. Will be held back to back with relevant negotiations or technical meetings related to climate change and biodiversity, respectively.</p> <ul style="list-style-type: none"> • Prepare the basic information material needed for the two workshops. For the workshop on climate change and on biodiversity a special kit will be prepared on the outputs provided by activity 1.0. • Send the invitations and information packages to all participants prior to the event. • Make the necessary logistical arrangements (e.g. travel and lodging) for all participants and |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|---|---|
| | | <p>ensure that those whose participation is being funded out of project funds receive their airline tickets and per diem on time.</p> <ul style="list-style-type: none"> Organize small meetings between the invited parliamentarians and other experts attending the parallel meetings. Prepare the workshop report, which should include, inter alia, the purpose of the workshop, a description of how it was organized and carried out, the conclusions reached and recommendations of follow-up actions approved. <p>3. The final regional workshop with 25 participants will be held to review and evaluate the results of all project activities in the four focal areas of the GEF and the lessons learned from the project (see Activity 4.1). The network's long-term plans (see Activity 4.2) will be reviewed and evaluated. Additionally, during this workshop, the charter of citizens' global environmental responsibility (see Activity 4.3) will be reviewed and signed by the workshop participants. In the final regional workshop for parliamentarians all the networks will participate jointly.</p> <p>Tasks (for all workshops):</p> <ol style="list-style-type: none"> 1. Prepare, in consultation with the Project Coordination Unit, the information material, programme and agenda for distribution to the participants. 2. Send the invitation and information package to all participants prior to the event. 3. Make all necessary logistical arrangements (i.e., travel, lodging) for all the participants and ensure that those whose participation is being funded out of project funds receive their airline tickets and per diem in time. 4. Prepare the workshop report, which should include, inter alia, the purpose of the workshop, a description of how it was organized and carried out the conclusions reached and the follow-up actions approved. <p>Outputs:</p> <ol style="list-style-type: none"> 1. Workshop materials for distribution to the participants. 2. Final report of the workshop. 3. Public document on the workshops for wide dissemination with emphasis on the recommendations and conclusions. 4. Formal registration of PARLATINO as an observer organization in the United Nations Framework Convention on Climate Change and in the United Nations Convention on Biological Diversity. <p>This will be implemented by Parlatino with technical assistance from UNEP.</p> <p>1. Four regional seminars will be held with 84 parliamentarians from the four subregional parliaments to assist them with model legislation and other tools (e.g. town meetings) for promoting legislation at the national level to support the conventions on the four GEF focal areas.</p> |
| 2.7 Four subregional seminars with parliamentarians | 1. Conference costs of four seminars with 21 participants each and two international experts (one for each topic and one for each | |
| 2.7.1 Subregional seminar – | | |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|--|
| <p>Mesoamerica/Climate Change. Cuba</p> <p>2.7.2 Subregional seminar – South America/Climate Change. Chile</p> <p>2.7.3 Subregional seminar – Mesoamerica/Biodiversity. Costa Rica</p> <p>2.7.4 Subregional seminar – South America/Biodiversity. Peru</p> | <p>each topic and one for each subregion) to prepare the documents that will be the basis for the seminars.</p> <p>2. International travel and per diem for the international expert and the project coordinator.</p> <p>3. Subregional training travel and per diem for 84 participants.</p> <p>4. Funding to prepare one report on the seminars (biodiversity and climate change).</p> | <p>at the national level to support the conventions on the four GEF focal areas.</p> <p>2. The venue of the seminars will be decided on in consultations with PARLATINO and UNEP undertaken by the project coordinator.</p> <p>Tasks:</p> <p>1. The contractor will be the implementing organization in charge of activity 3.6 through which they will identify the best legislative frameworks and best legislative practices in relation to climate change and biodiversity.</p> <p>2. Based on these outputs, the contractor will prepare the information material for the seminars. This will consist of two sets of documents on climate change and biodiversity. They will contain a methodology and minimum criteria to start a legislative process in order to incorporate the basic agreements of UNFCCC and UNCBD into the national legal frameworks.</p> <p>3. The contractor, in consultation with PARLATINO, will invite parliamentarians from the Commissions on Energy and Environment of the seven selected countries of Mesoamerica and the Caribbean (Mexico, Costa Rica and Cuba) and of South America (Argentina, Chile, Ecuador and Peru) for the two subregional seminars.</p> <p>4. The contractor, in consultation with PARLATINO and the project coordinator, will send the invitation and the information packages to all the participants.</p> <p>5. The contractor will make all the logistical arrangements (i.e. travel and lodging) for all participants.</p> <p>6. The contractor will prepare the seminar report, which will consist of an improved methodology, and basic criteria to produce model legislation on selected issues related to climate change and biodiversity.</p> <p>Outputs:</p> <p>1. Seminar materials as described above.</p> <p>2. Final Report of the Seminars.</p> <p>3. A methodology and basic criteria to produce model legislation on issues related to climate change and biodiversity.</p> |
| 3. Demonstration activities | | |
| 3.1. Consumer demonstration activities | | |
| 3.1.1 Test and evaluate selected products and services | 1. Develop a market survey, assist in the selection criteria of the products/services and | CI will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks. |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|---|--|
| 3.1.1.1 Conduct market study of products and services. 3.1.1.2 Select laboratories for product analysis. 3.1.1.3 Product life cycle analysis and public/private services analysis. | produce sixteen consumer-oriented reports (one international expert). 2. Subcontract with laboratories and research organizations for product testing and services analysis. 3. Life-cycle analysis for 8 products and 8 public/private services assessments. 4. Design and production of the reports. | <p>Tasks:</p> <ol style="list-style-type: none"> Design market surveys to identify products and services that have environmental impact, primarily on biodiversity (e.g. pharmaceuticals and food products), greenhouse gas emissions (e.g., energy generation) and ozone depletion (e.g. refrigerators, air conditioners and propellants). Select, in consultation with the members of Consumers International, a set of 8 products and 8 services that will be analysed every three months by the network (one product and one service per month during two years). Identify and select laboratories and research facilities (private, public and academic) in the region with capacity for environmental testing of the selected products. Identify and select organizations with experience in the evaluation of household services from a cost-efficiency and environmental perspective, such as electricity or water supply, related to with global environmental impacts. Carry out product life-cycle analysis and public and private services assessments in relation to energy, water, ozone depletion and use of natural resources of global environmental importance. Produce reports every three months with the results of the tests of the products and the analyses of the services, which will include specific recommendations to guide consumer behaviour. <p>Outputs:</p> <ol style="list-style-type: none"> Market survey of relevant products and services, including an analysis of the environmental impact resulting from their life cycle. A conceptual report with a general environmental assessment of the selected products and services. Four technical reports with the results of the product testing. Four technical reports with the results of the evaluation of the services. Sixteen consumer oriented reports in user-friendly formats for wide dissemination. <p>This activity will be executed by Consumers International and AMARC, with technical assistance from UNEP.</p> <p>Tasks:</p> <ol style="list-style-type: none"> Repackage and disseminate the consumers' reports on selected products and services through radio programmes and printed media, including specific recommendations to influence consumers' choices and behaviour. Design 16 information packages (for 8 products and 8 services) by adapting the information and recommendations of the consumers' reports to the realities of each of the 7 selected countries. |
| 3.1.2 Design and carry out consumer awareness and radio broadcasting campaign 3.1.2.1 Design and carry out a campaign on global environmental impacts of tested products and services. | 1. International expert to design the printed inserts. 2. International expert to design and develop the radio programmes. 3. Production costs of the radio programmes and insert layout 4. Funding for the publication and dissemination of the | |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|--|
| 3.1.2.2 Evaluate campaign | and dissemination of the inserts and radio programmes. 5. Seven local experts on public campaigns to evaluate effectiveness of the citizen survey (One subcontract). | <ol style="list-style-type: none"> 3. Carry out one test campaign with the results of the testing of one product or service in each of the 7 countries. The selection will need to take into account the realities of the market and consumers' preferences in each of the countries. 4. Produce radio programmes with the format of debates on the products and services tested and evaluated. These campaigns will be reinforced through a linked radio campaign using AIMARC's network of community radio stations. Radio programmes will broadcast the consumer reports. 5. Carry out a random survey to evaluate the impact and effectiveness of the campaigns in the 7 selected countries in consumers' choices. <p>Outputs:</p> <ol style="list-style-type: none"> 1. Inserts to be included in existing magazines and newspapers. 2. Radio programmes. 3. Information materials for the consumer-awareness campaigns. 4. Results from a citizen survey. |
| 3.2 School curricula and teaching methods project 3.2.1. Design guidelines for school curricula assessment. 3.2.1. Implement strategies for curriculum development. 3.2.3. Posters, essay contests | Guidelines and training kits for curricula assessment <ol style="list-style-type: none"> 1. International expert that will design the methodology to assess school curricula. 2. International travel for the 2 experts (4 trips during 15 days each). 3. Collection of national primary school curricula. 4. 56 posters and essay contests 5. Working sessions with Ministries of Education and Ministries of Environment in the seven selected countries (National consultations). 6. Recommendations for a strategy to innovate school curricula | CEC-IUCN will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks. <p>Tasks:</p> <ol style="list-style-type: none"> 1. Prepare criteria and design a methodology, including specific guidelines to facilitate elementary school curricula assessment in order to evaluate the content and quality of global environmental issues such as biodiversity, climate change, international waters and ozone depletion in their programmes. 2. Participate with local experts in the collection of national primary school curricula in the seven selected countries. 3. Organize and design 56 posters and essay contests focusing especially on the GEF focal areas in the region (4 per year in seven countries). 4. Schools in the target countries will be encouraged to use a thematic approach to integrating issues of the global environment into different parts of the school curriculum (such as language training, mathematics and social studies, in addition to science). 5. Develop practical recommendations to facilitate new approaches in the teaching of biodiversity, climate change, international waters and ozone depletion. 6. Discuss the recommendations with education authorities and teachers. <p>Outputs:</p> <ol style="list-style-type: none"> 1. Collection of national primary school curricula. 2. Seven data collections on primary or elementary schools. One per pilot country. |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|--|--|
| 3.3. Production and broadcasting of radio programmes | | 3. Evaluation report with recommendations for innovating school curricula. |
| 3.3.1. Produce radio programmes and spots | <ol style="list-style-type: none"> 1. A contract for the production of the radio programmes and spots. 2. Design an strategy for the production of call-in programmes, local contests community meetings or short stories | <p>This activity will be executed by AMARC with technical assistance from UNEP.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Design community-based radio programmes on the four focal areas of GEF. 2. Produce 48 spots in two years (2 per month). 3. Produce 12 series of 5 radio programmes in two years. 4. National network members develop a strategy of local-level activities in the seven focus countries such as call-in programmes, local contests, community meetings or short stories. <p>Outputs:</p> <ol style="list-style-type: none"> 1. Series and programmes. 2. Radio spots. 3. Call-in programmes, local contests, community meetings or short stories |
| 3.3.2. Broadcasting of radio programmes 3.3.2.1. National meetings | <ol style="list-style-type: none"> 1. 7 local consultants for 4 months to conduct the national meetings with the Pulsar members. 2. Broadcasting through Pulsar Network (one subcontract) 3. Evaluate audience perception in the 7 countries. 4. 14 National meetings with AMARC/PULSAR members (20 participants in 7 countries during 1 ½ years). 5. International training travel (1 international expert in 14 | <p>AMARC will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Disseminate the spots and the radio programmes produced under Activity 3.3.1 through PULSAR. 2. Broadcast the radio programmes produced under Activity 3.3.1 through the 390 community radio members. 3. Evaluate changes in the audience perception of the four focal areas of GEF. <p>Outputs:</p> <ol style="list-style-type: none"> 1. 14 National meetings with AMARC/PULSAR members. 2. Dissemination of 12 programmes and 48 radio spots. 3. Evaluation of the audience perception. |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|---|--|
| | <p>6. National training travel (20 participants in 14 meetings for 2 days).</p> | |
| <p>3.4 Educational materials for use by churches</p> <p>3.4.1. Design materials</p> <p>3.4.2. Produce materials</p> <p>3.4.3. Distribute materials</p> <p>3.4.4. National meetings</p> | <p>1. 7 local junior consultants for three months to adapt the materials and the educational methodology to the local realities, including reports.</p> <p>2. Design, production and dissemination costs of the 12 posters.</p> <p>3. Design, production and dissemination costs of the 16 leaflets.</p> <p>4. National meetings (15 participants for 2 days in the 7 pilot countries/ 1 1/2 years)</p> <p>5. International training travel (international expert in the 14 meetings for 3 days)</p> <p>6. National training travel (14 meetings for 15 participants during 2 days)</p> | <p>CLAI will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Design instructive material to facilitate ecumenical education through the churches and their communities showing how the four focal areas of GEF are connected with everyday life in a community (rural and urban). 2. Design and produce 12 posters (one every two months during two years) to explain in common language the linkages between global environmental issues such as biodiversity, climate change and ozone depletion and local problems and the responsibilities of people to change their behaviour in order to help solve them. 3. Produce 16 instructive leaflets related to the four focal areas of GEF showing, for example, the importance of citizen action in protecting of natural resources, in consuming products that are environmentally friendly and in the sound use of energy and water. 4. Prepare a strategy for wide dissemination in 250 churches in the seven selected countries in two years. 5. Dissemination of the 12 posters and 16 leaflets. 6. Hold working sessions with the church authorities to enhance their capabilities to educate the community on global environmental issues. 7. Test the application of the materials through pilot projects in 10 church communities in each of the seven selected countries <p>Outputs:</p> <ol style="list-style-type: none"> 1. Instructive material. 2. 12 posters (one every two months) during two years. 3. A collection of 16 instructive leaflet collectibles, on community-action and ethical reflections. 4. Strategy for the dissemination of the instructive materials, posters and leaflets to 250 churches in the seven selected countries in two years. 5. 14 National working sessions with the church authorities. |
| <p>3.5. Building environmental</p> | | |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|--|
| environmental management capacity in selected municipalities | | |
| 3.5.1. Review of best practices in municipal environmental legislation | <ol style="list-style-type: none"> 1. Four international experts to review and assess existing municipal environmental legislation for 4 months. 2. International expert to review policies, experiences of decentralization of environmental management in the seven countries and an inventory of best practices and lessons learned for 4 months. 3. Production costs of two reports: the regional overview of best municipal environmental legislation; on policies and experiences of environmental management, including an inventory of best practices and lessons learned in the 7 countries. | <p>IULA will be responsible for this activity in the context of the co-implementation agreement between UNEP and the six participating networks.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Investigate and prepare an overview of the best municipal environmental legislation already in place in the region and best practices in its enforcement. 2. Review the policies and experiences in the decentralization of environmental management in the seven selected countries. 3. Prepare an inventory of best practices in the application of the project activities in the seven selected countries <p>Outputs:</p> <ol style="list-style-type: none"> 1. Report with an overview of best municipal environmental legislation and lessons learned and experiences in its enforcement. 2. Report with a review of the policies and experiences of environmental management decentralization in the seven selected countries, including an inventory of best practices and lessons learned in the application of the project activities in these countries. |
| 3.5.2. Design guidelines for municipal environmental planning in the GEF issues | <ol style="list-style-type: none"> 1. One contract to develop the 4 guidelines for municipal environmental planning on a worldwide basis, with emphasis on the application in Latin America. Extensive research on existing guidelines in countries where municipalities have developed a local Agenda 21 has to be carried out (e.g. Europe, Canada, Japan). The guidelines should include the methodology for their implementation in each | <p>This activity will be implemented by IULA in close coordination with PCU.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Design guidelines for municipal planning on natural sites of global importance, directly showing how to link conservation of biodiversity at the national and international level. 2. Design guidelines for municipal planning on energy efficiency and for the identification at the local level of renewable energy sources, showing links with the reduction of carbon emissions in the context of climate change. 3. Design guidelines for municipal planning of rivers and watersheds, particularly when shared with other geopolitical units, including directives for the prevention of land-based sources of water pollution and watershed degradation. 4. Design guidelines for integrated coastal zone management (ICZM) in the case of coastal municipalities, showing the links with the necessary cooperation to preserve the oceans in the |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|---|
| | of the selected municipalities in the region. | <p>context of the different agreements to protect international waters.</p> <p>Outputs:</p> <ol style="list-style-type: none"> Four sets of guidelines for municipal environmental management on the following specific fields: (a) conservation of biodiversity; (b) energy efficiency and renewable energy sources; (c) rivers and watersheds; (d) integrated coastal zone management. |
| 3.5.3. Provide technical assistance on the implementation of the guidelines | <ol style="list-style-type: none"> An international expert will be hired to prepare the criteria methodology for a fair selection, including the criteria, methodology for implementing the guidelines and the assessment of their adoption by each selected municipality (3 months). International travel (4 trips, 8 days each). Contract for assisting the municipalities in the implementation of the guidelines (7 countries), including reports. | <p>Tasks:</p> <ol style="list-style-type: none"> Selection of 7 pilot municipalities. Provide support to the municipalities in applying the guidelines in practical plans and programmes. <p>Outputs:</p> <ol style="list-style-type: none"> Criteria for the selection of the pilot municipalities, and an annotated list with the pilot municipalities selected. Methodology for the implementation of the guidelines for municipal environmental planning. Implementation of the guidelines in the seven selected municipalities. Report on the technical assistance provided to each municipality. Report on the status assessment of the adoption of the guidelines by each municipality. |
| 3.5.4. Develop demonstration environmental projects in each municipality | <ol style="list-style-type: none"> International travel (project coordinator) to the seven selected municipalities the first to contact the local organizations and the results. (4 trips, 8 days each). Seven experts of local organizations to work with the municipalities in the implementation of the pilot activities on guidelines and testing of the methodology to implement the guidelines in each of the selected municipalities. One contract for technical | <p>Tasks:</p> <ol style="list-style-type: none"> Each selected municipality will develop local-level campaign activities that take into account strategies and actions that contribute to: <ul style="list-style-type: none"> Energy efficiency applied to the public services in the municipality. Directives for household and industries to design and implement energy efficiency measures. Environmentally sound water management. Land-use planning to incorporate natural sites of global importance. Integrated management of coastal areas to ensure the compatibility of tourism, fisheries, industry and transport, among others. <p>Outputs:</p> <ol style="list-style-type: none"> Seven demonstration municipal projects that will take place in urban and rural and large and small local areas. They will develop guides, tools and arguments that local leaders can use to sensitize other municipal leaders to the varying impacts on the global environment of different actions at the local level. |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|---|--|
| <p>3.6 Identify the best legislative frameworks and practices</p> <p>3.6.1 Climate Change</p> <p>3.6.2 Biodiversity</p> | <p>assistance for the demonstration municipal projects.</p> <p>1. Four international experts (two per thematic area) for the equivalent of 4 months each.</p> <p>2. Regional travel for the international experts to identify the best legislation frameworks in selected countries. Two 5-day trips per consultant to visit selected countries in the region.</p> <p>3. Production cost of two legislative packages for the training workshops, including the methodology to carry out the legislative process at the national level.</p> <p>4. Support in the development of legislative frameworks (This will include the in-kind contribution of PARLATINO that involves their direct participation in providing secretariat infrastructure that involves communication with selected parliamentarians and facilitation of documentation pertinent to the exercise).</p> <p>5. Reports (two).</p> | <p>local level.</p> <p>A subcontract will be signed to develop these activities as previously agreed by PARLATINO in the context of the co-implementation agreement.</p> <p>Tasks:</p> <p>1. Develop an ideal legislative framework and national legislation models to advance in the implementation of UNFCCC and the Kyoto Protocol. This will require the preparation of guidelines, specific recommendations and criteria to develop national norms on the following themes: energy, forestry, and transport, among others.</p> <p>2. Develop an ideal legislative framework and legislation models to advance in the implementation of the UNCBD and the Biosafety Protocol. This will require the preparation of guidelines, specific recommendations and criteria to develop national norms on the following issues: wildlife conservation and management, in-situ and ex-situ conservation, sustainable use of biodiversity, fair and equitable sharing of the benefits derived from the utilization of biodiversity, among others, and access to genetic resources, transfer of technology and appropriate financing.</p> <p>Outputs:</p> <p>1. Two sets of legislation models on climate change and biodiversity, including appropriate guidelines, recommendations and criteria.</p> <p>2. A methodology to start the legislative process at the national level in selected countries.</p> <p>3. These sets of legislation models and the methodology will be important documents for the four subregional workshops with parliamentarians referred to in activity 2.7.</p> |
| <p>3.7 Conduct seven public hearings with parliamentarians</p> <p>3.7.1 Organize and hold a public hearing in Argentina</p> | <p>1. One international expert to carry out the survey in each selected country (equivalent to eight months).</p> | <p>A contractor will be hired in consultation with PARLATINO for the following subcontract tasks:</p> <p>1. Carry out a survey of the national legislation in the seven selected countries to evaluate the degree of acceptance, ratification and observance of the CBD and UNFCCC.</p> <p>2. Prepare seven documents reflecting the results of the surveys of item 1, as the basis for the public</p> |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|--|
| hearing in Argentina 3.7.2 Organize and hold a public hearing in Chile 3.7.3 Organize and hold a public hearing in Costa Rica 3.7.4 Organize and hold a public hearing in Cuba 3.7.5 Organize and hold a public hearing in Ecuador 3.7.6 Organize and hold a public hearing in Mexico 3.7.7 Organize and hold a public hearing in Peru | 2. Seven local experts that will adapt the information of the surveys for the public hearings and develop methodology to conduct the public hearings (one month per country) 3. International training travel (PCU coordinator for 2 days). 4. Regional training travel (two experts for 3 days at 7 hearings). 5. Dissemination costs and publicity in the seven pilot countries. 6. Production costs of the report. 7. Support for holding the public hearings (the local trips of parliamentarians, infrastructure, communications and secretariat support will be provided by PARLATINO). | hearings on biodiversity and climate change. 3. Design and develop a methodology for the public hearings, including the agenda, list of speakers and participants in the public hearing. 4. Prepare the seven reports of the public hearings, including a description of how they were organized and conducted. PARLATINO will be responsible for this activity in order to: 1. Organize and conduct 7 public hearings in the selected countries, including the invitations to the participants, the mailing of the information package and the logistical arrangements. Outputs: 1. Public hearing materials to be distributed to the participants. 2. Seven public hearings including the press clippings. 3. Report on the 7 public hearings. 4. The methodology for holding public hearings on biodiversity and climate change. |
| 4. Dissemination of project results and lessons learned | | |
| 4.1. Dissemination of best practices | 1. Dissemination of the project results (12 newspapers for 12 issues). 2. Support for networks' information distribution systems during 1.5 years. 3. Dissemination of the project results through the Pulsar network | UNEP, through the Tierramérica project and AMARC-PULSAR will carry out the following tasks: 1. Dissemination of the project results through the Pulsar network 2. Dissemination of the programme findings of the six networks through 12 newspapers in the region. 3. Report on products and best practices resulting from this project through 12 newspapers. A contract will be prepared for each of the six networks in order to develop the following tasks: |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|--|
| | | <ol style="list-style-type: none"> 1. Provide support to the participating networks for the development of their information distribution systems. 2. Produce inserts to be posted on their periodical bulletins. 3. Post information on their respective web sites. Conduct activities to exchange information and experiences, as well as to report on recent developments and agreements by governments on the four focal areas of GEF. |
| 4.2. Compilation and distribution of best practices | <ol style="list-style-type: none"> 1. Compilation of best practices (All networks) 2. International expert (4 months/part time). 3. International travels (3 trips for 5 days each). 4. Reports. | <p>UNEP, through the Tierramérica project will carry out the following tasks:</p> <p>A contract will be awarded for the following task:</p> <ol style="list-style-type: none"> 1. Compile the best practices on concrete applications of the tools, skills and information obtained through the project. <p>An international expert will be hired to assist the networks in carrying out the following tasks:</p> <ol style="list-style-type: none"> 1. Prepare a citizens' charter approved by networks with the responsibilities each has to the environment on the four global issues (to be signed at the end of the ceremony at the final meeting). <p>Outputs:</p> <ol style="list-style-type: none"> 1. Newspaper dissemination supplements. 2. Press releases in printed and radio formats produced by the participating networks. 3. Capacity of the participating networks to distribute relevant news information to their respective constituencies. 4. Compilation of best practices in the region. 5. Network bulletins. 6. Dissemination of best practices at six web sites. 7. A citizens' global environmental responsibility charter, one for each network. |
| 4.3. Development of long-term plans | <ol style="list-style-type: none"> 1. International expert (4 months). 2. International travels (6 trips during 10 days each). 3. Reports (One for each network). | <p>An international expert will be hired to assist the networks in carrying out the following tasks:</p> <ol style="list-style-type: none"> 1. Support the networks in the preparation of their long-term plans and scenarios for their involvement in activities on the four focal areas of GEF. 2. The expert will have to visit the networks in order to provide this advice and support. 3. Prepare a report with the long-term plans that the networks have committed themselves to carry |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|---|---|--|
| | network). | <p>out in the following months.</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. A report with the long-term plans, one for each of the six networks. |
| 5. Monitoring and evaluation | | |
| 5.1. Conduct surveys to measure environmental awareness | <ol style="list-style-type: none"> 1. One international expert on the design of public polls (2 months). 2. International travel (3 trips of 5 days each). 3. Seven local consultants to develop of the public opinion poll (4 months). 4. 2 subregional and 7 national surveys. 5. Two reports (one for both subregions and one for all countries). | <p>This contract will be awarded to an organization with experience in public opinion polls.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Design four public opinion polls on the four focal areas of GEF for the public of Latin America to evaluate the effectiveness of the pilot activities and the educational and awareness campaigns carried out by the networks through the project. 2. Prepare four basic questionnaires on biodiversity, climate change, ozone depletion and international waters, targeting the general public, to measure: <ul style="list-style-type: none"> • The level of understanding and awareness of these issues by different segments of the population. • The sources of information and consultation used by the different social actors in relation to these four issues • The willingness of people to participate in solving these global environmental issues and the understanding of their responsibilities. • The knowledge of people in relation to the global accords related to the four focal areas of GEF and in relation to the commitments of their governments. • Specific recommendations and feedback from the public to disseminate more effectively the global environmental agenda. • General information and knowledge of people about the work of the six selected networks. 3. Organize and conduct the public opinion poll in the seven selected countries with special emphasis on the effectiveness, sustainability and replicability of the programmes implemented by the networks. 4. Prepare a report on the results of the poll by country. <p>Outputs:</p> |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|---|---|
| <p>5.2. Global Environmental Citizen report card</p> | <ol style="list-style-type: none"> 1. An international expert to participate in designing the report card and in processing the results (3 months). 2. Seven local consultants for implementing and analysis. (3 months) 3. Mailing costs of the report cards from PCU to networks and vice versa (10 cities). 4. Production costs of the report cards. 5. Final Report of the discussions held in the final workshop and in the Advisory Board. | <ol style="list-style-type: none"> 1. Public opinion polls on the focal areas of GEF. 2. A report on the results of the public poll in each country. <p>Tasks:</p> <ol style="list-style-type: none"> 1. An international expert will design a global environmental citizen report card for each of the four focal areas of GEF that should present a set of user-friendly environmental indicators to allow the constituencies of the networks to evaluate and monitor the impact of the activities of this project. 2. The international expert will test the GEC report card with selected members of the networks 3. The PCU will produce and disseminate the GEC report card in user friendly formats to all the members of the networks in the region. 4. The members or constituencies of the networks will fill out the four report cards on biodiversity, climate change, international waters and ozone depletion and will evaluate the extent to which this project has influenced their behaviour and actions. 5. The PCU will receive the feedback from the members of the networks and an international expert will prepare a general evaluation to be sent to the networks as a tool for self-evaluation. 6. The results of the exercise will be discussed during the final workshop described in activities 2.1.7; 2.2.7; 2.3.7; 2.4.7; etc. with all the networks and will be presented to the Advisory Board at its last meeting. <p>Expected Outputs:</p> <ol style="list-style-type: none"> 1. Four report cards, one for each of the focal areas of GEF. 2. Evaluation report. |
| <p>5.3. External evaluations</p> <p>5.3.1 First external evaluation</p> <p>5.3.2 Second external evaluation</p> | <p>Inputs (for the two evaluations combined):</p> <ol style="list-style-type: none"> 1. Two international experts for one month each, for each evaluation. 2. International travel for two trips by the evaluation team to four countries per evaluation, and a total of 15 days per evaluation. 3. Preparation of the evaluation report for distribution to the Advisory Board, UNDP, UNEP and the participating | <p>This activity will be conducted under the coordination and with the support of the Project Coordination Unit.</p> <p>Tasks (for each of the two evaluations):</p> <ol style="list-style-type: none"> 1. Review the progress made in the project, based on the information provided by the Project Coordination Unit. This information will include, but will not be limited to, the annual work plans of all the participating organizations, a progress report, samples of specific outputs produced by organizations participating in the project, and a list of contacts in each of the pilot countries. 2. Visit at least four of the pilot countries, and contact at least three of the networks to obtain on-the-ground information about the implementation of the project. 3. Prepare a final report with the findings of the document review and the in-country evaluations. <p>Outputs (for each of the two evaluations):</p> <ol style="list-style-type: none"> 1. A consolidated report with the findings of the external evaluation team. This report should contain |

| OUTPUTS AND ACTIVITIES | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|--|--|---|
| 5.4. Regional Project Advisory Board 5.4.1 First board meeting. Cuba 5.4.2 Second board meeting. Chile 5.4.3 Third board meeting. Mexico | Inputs (for the three meetings combined): 1. International travel for 20 Advisory Board members to three meetings with duration of 3 days per meeting. 2. Three workshops (board meetings) to be held in different countries, selected by the project coordinator in consultation with the Advisory Board members 3. Three reports with the conclusions and recommendations of the Board meetings. | This activity will be conducted under the coordination and with the support of the Project Coordination Unit. Tasks (for each of the three meetings): 1. Review the evaluation report prepared BY the external evaluation team. 2. Recommend adjustments to the project objectives and activities 3. Advise the Project Coordination Unit on how to best implement different aspects of the project. Outputs (for each of the three meetings): 1. A report with the conclusions and recommendations of the Advisory Board. |
| 6.0 Project management and coordination 6.1 Project management activities. | 1. Full-time project coordinator for three years. 2. Full-time technical expert for three years. 3. Full-time project administrator for three years. 4. Full-time secretary for three years. 5. International travel estimated at four 3-day trips per year. 6. Mission costs – evaluations (4 trips on an average of 3 days per year) 7. Expendable equipment and supplies. 8. Non-expendable equipment and supplies (computers). | The Project Coordination Unit will be established at UNEP's regional offices in Mexico City. Tasks: 1. Manage and control the project, using the MS Project as a main tool. 2. Develop with UNEP and each of the networks a detailed annual work plan for their respective activities. 3. Coordinate project implementation, both in financial and programmatic terms, and ensure that the timetables are being met and costs are being kept within the budget. 4. Coordinate technical assistance in the implementation of the different aspects of the project and the production of its expected outputs. 5. Participate in the coordination and technical events designed in the project. 6. Monitor at least every six months the performance of UNEP and the six networks with respect to their specifically assigned responsibilities. Collaborate with the external valutors of the project. 7. Prepare annual reports, which should include programmatic and financial information, the results of the external evaluations, and the conclusions and recommendations of the Advisory Board meetings. 8. Prepare the annual Advisory Board meetings. |

| OUTPUTS AND ACTIVITIES | | INPUTS | DESCRIPTION OF THE ACTIVITIES |
|------------------------|--|---|--|
| | | and supplies (3 computers, one colour printer, LCD display unit, one fax, telephone line) | 9. Report to the PCU Advisory Board on a quarterly basis. 10. Prepare a draft project for the next stage of the Global Environmental Citizenship Programme. |
| | | 9. Premises (Office rental) | Outputs: |
| | | 10. Equipment maintenance and operations for 3 years. | 1. Quarterly programmatic and financial reports. |
| | | 11. Three annual reports and a final report. | 2. Annual reports, which should include programmatic and financial information, the results of the external evaluations, and the conclusions and recommendations of the Advisory Board meetings. |

| Line | Description | Total cost | GEF | UNDP | UNEP | PARLATINO | Co-financing | | | | | | CI | Donors |
|------|---|---------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|
| | | | | | | | IULA | CIAT | CEC-IJCN | AMARC | | | | |
| | 1 Adaptation and production of education / information materials | \$ 535,000 | \$ 147,500 | - | \$ 22,500 | \$ 17,000 | \$ 17,000 | \$ 16,000 | \$ 16,000 | \$ 16,000 | \$ 16,000 | \$ 16,000 | \$ 16,000 | \$ 267,000 |
| | 1.1 Adaptation of existing education/information materials | \$ 150,000 | \$ 40,500 | - | \$ 2,500 | - | - | - | - | - | - | - | - | \$ 107,000 |
| 1101 | 1.1.0 - International expert | \$ 15,000 | \$ - | - | \$ - | - | - | - | - | - | - | - | - | \$ - |
| 1501 | 1.1.0 - International travel | \$ 12,000 | \$ 12,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ 15,000 |
| 2101 | 1.1.0 - Thematic information packages | \$ 91,000 | \$ 1,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ 90,000 |
| 3001 | 1.1.0 - Workshop | \$ 10,000 | \$ 8,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ 2,000 |
| 3201 | 1.1.0 - Regional training travel | \$ 17,000 | \$ 17,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ - |
| 5201 | 1.1.0 - Reports | \$ 5,000 | \$ 2,500 | - | \$ 2,500 | - | - | - | - | - | - | - | - | \$ - |
| | 1.2 Production of education/information kits and guides | \$ 245,000 | \$ 57,200 | - | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 156,000 |
| 1102 | 1.2.0 - International expert | \$ 15,000 | \$ - | - | \$ - | - | - | - | - | - | - | - | - | \$ 15,000 |
| 1502 | 1.2.0 - International travel | \$ 10,000 | \$ 10,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ - |
| 1701 | 1.2.0 - Local consultant | \$ 15,000 | \$ 1,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ 14,000 |
| 2102 | 1.2.0 - Educational tool kits | \$ 60,000 | \$ - | - | \$ - | - | - | - | - | - | - | - | - | \$ 60,000 |
| 2103 | 1.2.0 - Targeted educational guide books | \$ 71,600 | \$ 15,800 | - | \$ - | - | - | - | - | - | - | - | - | \$ 55,800 |
| 3002 | 1.2.0 - Workshops | \$ 20,000 | \$ - | - | \$ - | 2,000 | 2,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | \$ 12,000 |
| 3202 | 1.2.0 - International training travel | \$ 10,400 | \$ 10,400 | - | \$ - | - | - | - | - | - | - | - | - | \$ - |
| 3203 | 1.2.0 - Subregional training travel | \$ 33,000 | \$ 15,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ - |
| 5202 | 1.2.0 - Reports | \$ 10,000 | \$ 5,000 | - | \$ 5,000 | - | - | - | - | - | - | - | - | \$ - |
| | 1.3 Development and implementation of seven web-sites | \$ 140,000 | \$ 49,800 | - | \$ 15,000 | \$ 12,000 | \$ 12,000 | \$ 12,000 | \$ 12,000 | \$ 12,000 | \$ 12,000 | \$ 12,000 | \$ 12,000 | \$ 3,200 |
| 1103 | 1.3.0 - International expert | \$ 15,000 | \$ - | - | \$ 15,000 | - | - | - | - | - | - | - | - | \$ - |
| 1503 | 1.3.0 - International travel | \$ 5,000 | \$ 5,000 | - | \$ - | - | - | - | - | - | - | - | - | \$ - |
| 1702 | 1.3.0 - Local junior consultant | \$ 90,000 | \$ 44,800 | - | \$ - | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 | \$ 3,200 |
| 4201 | 1.3.0 - Non-expendable equipment and supplies | \$ 30,000 | \$ - | - | \$ - | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | \$ - |
| | 2 Training and technical assistance | \$ 1,472,000 | \$ 847,790 | \$ 55,960 | \$ 20,570 | \$ 63,200 | \$ 38,000 | \$ 35,000 | \$ 31,860 | \$ 34,480 | \$ 33,560 | \$ 33,560 | \$ 311,580 | \$ 64,190 |
| | 2.1 Seven training workshops for consumer organizations | \$ 240,000 | \$ 130,690 | \$ 11,560 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 33,560 | \$ 14,000 |
| 3003 | 2.1.0 - Workshops | \$ 39,600 | \$ 10,040 | - | \$ - | - | - | - | - | - | - | - | \$ 15,560 | \$ 6,440 |
| 3204 | 2.1.0 - International training travel | \$ 29,400 | \$ 11,400 | \$ 11,560 | \$ - | - | - | - | - | - | - | - | \$ - | \$ - |
| 3205 | 2.1.0 - Regional training travel | \$ 48,000 | \$ 48,000 | \$ - | \$ - | - | - | - | - | - | - | - | \$ - | \$ 6,000 |
| 3206 | 2.1.0 - Subregional training travel | \$ 111,000 | \$ 61,250 | \$ - | \$ - | - | - | - | - | - | - | - | \$ - | \$ 43,750 |
| 5203 | 2.1.0 - Reports | \$ 12,000 | \$ - | - | \$ - | - | - | - | - | - | - | - | \$ 12,000 | \$ - |
| | 2.2 Seven training workshops for educators, teachers and community leaders | \$ 240,000 | \$ 131,700 | \$ 18,000 | \$ 6,000 | \$ - | \$ - | \$ - | \$ 31,860 | \$ - | \$ - | \$ - | \$ 52,440 | \$ 14,000 |
| 3004 | 2.2.0 - Workshop | \$ 39,600 | \$ 10,040 | \$ - | \$ - | - | - | - | \$ 15,560 | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3207 | 2.2.0 - International training travel | \$ 29,400 | \$ 11,400 | \$ 18,000 | \$ - | - | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3208 | 2.2.0 - Regional training travel | \$ 48,000 | \$ 48,000 | \$ - | \$ - | - | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3209 | 2.2.0 - Subregional training travel | \$ 111,000 | \$ 56,280 | \$ - | \$ - | - | - | - | \$ 16,300 | \$ - | \$ - | \$ - | \$ - | \$ 36,440 |
| 5204 | 2.2.0 - Reports | \$ 12,000 | \$ 6,000 | \$ - | \$ 6,000 | - | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | 2.3 Seven training workshops with radio broadcasters | \$ 240,000 | \$ 143,400 | \$ 8,000 | \$ 2,570 | \$ - | \$ - | \$ - | \$ - | \$ 34,480 | \$ - | \$ - | \$ 51,550 | \$ 21,500 |
| 3005 | 2.3.0 - Workshop | \$ 39,600 | \$ 6,000 | \$ - | \$ - | - | - | - | \$ 12,000 | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3210 | 2.3.0 - International training travel | \$ 29,400 | \$ 21,400 | \$ 8,000 | \$ - | - | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3211 | 2.3.0 - Regional training travel | \$ 48,000 | \$ 48,000 | \$ - | \$ - | - | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3212 | 2.3.0 - Subregional training travel | \$ 111,000 | \$ 66,000 | \$ - | \$ - | - | - | - | \$ 16,000 | \$ - | \$ - | \$ - | \$ - | \$ 29,000 |
| 5205 | 2.3.0 - Reports | \$ 12,000 | \$ 2,000 | \$ - | \$ 2,570 | - | - | - | \$ 6,480 | \$ - | \$ - | \$ - | \$ - | \$ 950 |
| | 2.4 Seven training workshops for religious leaders | \$ 240,000 | \$ 146,500 | \$ 5,000 | \$ 6,000 | \$ - | \$ - | \$ 35,000 | \$ - | \$ - | \$ - | \$ - | \$ 47,500 | \$ 19,000 |
| 3006 | 2.4.0 - Workshop | \$ 39,600 | \$ 11,000 | \$ - | \$ - | - | - | \$ 9,600 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3213 | 2.4.0 - International training travel | \$ 29,400 | \$ 23,400 | \$ - | \$ - | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3214 | 2.4.0 - Regional training travel | \$ 48,000 | \$ 43,000 | \$ 5,000 | \$ - | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3215 | 2.4.0 - Subregional training travel | \$ 111,000 | \$ 57,100 | \$ - | \$ - | - | - | \$ 26,400 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 26,500 |
| 5206 | 2.4.0 - Reports | \$ 12,000 | \$ 6,000 | \$ - | \$ 6,000 | - | - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

| Line | Description | Total cost | GEF | Co-financing | | | | | | | | | | Donors |
|-------|---|--------------|------------|--------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|--|--------|
| | | | | UNDP | UNEP | PARLATINO | IOLA | CLAI | CEC-IUCN | AMARC | CI | | | |
| 3007 | 2.5 Seven workshops for local authorities | \$ 240,000 | \$ 139,500 | \$ 9,400 | - | - | \$ 36,000 | - | - | - | - | \$ 53,100 | | |
| 3216 | 2.5.0 - Workshop | \$ 39,500 | \$ 6,600 | - | - | - | \$ 14,000 | - | - | - | - | \$ 19,000 | | |
| 3217 | 2.5.0 - International training travel | \$ 29,400 | \$ 20,000 | \$ 9,400 | - | - | - | - | - | - | - | - | | |
| 3217 | 2.5.0 - Regional training travel | \$ 48,000 | \$ 48,000 | - | - | - | - | - | - | - | - | - | | |
| 3218 | 2.5.0 - Subregional training travel | \$ 111,000 | \$ 64,900 | - | - | - | \$ 12,000 | - | - | - | - | \$ 34,100 | | |
| 5207 | 2.5.0 - Reports | \$ 12,000 | \$ - | - | - | - | \$ 12,000 | - | - | - | - | - | | |
| 3008 | 2.6 Three regional workshops for parliamentarians | \$ 152,000 | \$ 96,000 | - | \$ 6,000 | \$ 31,000 | - | - | - | - | - | \$ 19,000 | | |
| 3219 | 2.6.0 - Workshop | \$ 22,500 | \$ 8,500 | - | - | - | - | - | - | - | - | \$ 14,000 | | |
| 3220 | 2.6.0 - International training travel | \$ 14,600 | \$ 14,600 | - | - | - | - | - | - | - | - | - | | |
| 5208 | 2.6.0 - Regional training travel | \$ 102,900 | \$ 66,900 | - | - | \$ 31,000 | - | - | - | - | - | \$ 5,000 | | |
| 5208 | 2.6.0 - Reports | \$ 12,000 | \$ 6,000 | - | \$ 6,000 | - | - | - | - | - | - | - | | |
| 3009 | 2.7 Four subregional seminars with parliamentarians | \$ 120,000 | \$ 60,000 | \$ 4,000 | - | - | \$ 32,200 | - | - | - | - | \$ 23,800 | | |
| 3221 | 2.7.0 - Seminars | \$ 24,000 | \$ 6,000 | - | - | - | - | - | - | - | - | \$ 18,000 | | |
| 3222 | 2.7.0 - International training travel | \$ 20,800 | \$ 3,800 | \$ 4,000 | - | - | \$ 13,000 | - | - | - | - | - | | |
| 5209 | 2.7.0 - Subregional training travel | \$ 67,200 | \$ 50,200 | - | - | \$ 11,200 | - | - | - | - | - | \$ 5,800 | | |
| 5209 | 2.7.0 - Reports | \$ 8,000 | \$ - | - | - | \$ 8,000 | - | - | - | - | - | - | | |
| 3 | Demonstration activities | \$ 2,236,000 | \$ 943,110 | \$ 55,300 | \$ 88,630 | \$ 120,500 | \$ 49,000 | \$ 36,000 | \$ 33,000 | \$ 15,000 | \$ 35,000 | \$ 860,460 | | |
| 3 | Consumer demonstration activities | \$ 300,000 | \$ 175,000 | - | - | - | - | - | - | - | \$ 35,000 | \$ 90,000 | | |
| 3.1 | Test and evaluate selected products and services | \$ 170,000 | \$ 120,000 | - | - | - | - | - | - | - | \$ 15,000 | \$ 35,000 | | |
| 2104 | 3.1.1 - Products and services market study | \$ 80,000 | \$ 70,000 | - | - | - | - | - | - | - | - | \$ 10,000 | | |
| 2105 | 3.1.1 - Selection of laboratories and firms | \$ 10,000 | \$ 5,000 | - | - | - | - | - | - | - | \$ 5,000 | - | | |
| 2106 | 3.1.1 - Product life cycle analysis and reporting | \$ 40,000 | \$ 15,000 | - | - | - | - | - | - | - | \$ 10,000 | \$ 15,000 | | |
| 2107 | 3.1.1 - Public/private services analysis and reporting | \$ 40,000 | \$ 30,000 | - | - | - | - | - | - | - | - | \$ 10,000 | | |
| 3.1.2 | Design and carry out public awareness and radio broadcasting campaign | \$ 130,000 | \$ 55,000 | - | - | - | - | - | - | - | \$ 20,000 | \$ 55,000 | | |
| 2108 | 3.1.2 - Design and carry out consumer awareness campaign | \$ 96,000 | \$ 35,000 | - | - | - | - | - | - | - | \$ 20,000 | \$ 41,000 | | |
| 2109 | 3.1.2 - Evaluate effectiveness of consumer awareness campaign | \$ 34,000 | \$ 20,000 | - | - | - | - | - | - | - | - | \$ 14,000 | | |
| 3.2 | School curricula and teaching methods project | \$ 255,000 | \$ 103,440 | - | \$ 15,000 | - | - | - | \$ 33,000 | - | - | \$ 103,560 | | |
| 1104 | 3.2.0 - International expert | \$ 75,000 | \$ 37,000 | - | \$ 12,500 | - | - | - | - | - | - | \$ 25,500 | | |
| 1504 | 3.2.0 - International travel | \$ 60,000 | \$ 34,000 | - | - | - | - | - | \$ 9,000 | - | - | \$ 17,000 | | |
| 2110 | 3.2.0 - Collection of national primary school curricula | \$ 21,000 | \$ 7,000 | - | - | - | - | - | \$ 5,000 | - | - | \$ 9,000 | | |
| 2111 | 3.2.0 - Contest, posters | \$ 50,000 | \$ 7,940 | - | - | - | - | - | \$ 4,000 | - | - | \$ 38,060 | | |
| 2112 | 3.2.0 - National consultation | \$ 44,000 | \$ 15,000 | - | - | - | - | - | \$ 15,000 | - | - | \$ 14,000 | | |
| 5210 | 3.2.0 - Report | \$ 5,000 | \$ 2,500 | - | \$ 2,500 | - | - | - | - | - | - | - | | |
| 3.3 | Production and broadcasting of radio programmes | \$ 438,000 | \$ 182,000 | \$ 26,000 | \$ 20,000 | - | - | - | - | \$ 15,000 | - | \$ 195,000 | | |
| 3.3.1 | Produce radio programmes and spots | \$ 108,000 | \$ 90,000 | - | - | - | - | - | - | - | \$ 18,000 | \$ 18,000 | | |
| 2113 | 3.3.1 - Radio programmes and spots | \$ 108,000 | \$ 90,000 | - | - | - | - | - | - | - | - | \$ 18,000 | | |
| 3.3.2 | Broadcasting of radio programmes and spots | \$ 330,000 | \$ 92,000 | \$ 26,000 | \$ 20,000 | - | - | - | - | \$ 15,000 | - | \$ 177,000 | | |
| 1703 | 3.3.2 - Local consultant | \$ 70,000 | \$ 11,000 | - | \$ 14,000 | - | - | - | - | - | - | \$ 45,000 | | |
| 2114 | 3.3.2 - Broadcasting through Pulse Network | \$ 100,000 | \$ 75,000 | - | - | - | - | - | - | \$ 15,000 | - | \$ 10,000 | | |
| 2115 | 3.3.2 - Evaluate audience perception | \$ 39,600 | \$ 6,000 | - | - | - | - | - | - | - | - | \$ 33,600 | | |
| 3010 | 3.3.2 - National meetings | \$ 28,000 | \$ - | - | - | - | - | - | - | - | - | \$ 28,000 | | |
| 3223 | 3.3.2 - International training travel | \$ 36,400 | \$ - | \$ 20,000 | - | - | - | - | - | - | - | \$ 16,400 | | |
| 3224 | 3.3.2 - National training travel | \$ 56,000 | \$ - | \$ 6,000 | \$ 6,000 | - | - | - | - | - | - | \$ 44,000 | | |
| 3.4 | Educational materials for use by churches | \$ 274,000 | \$ 144,000 | \$ 14,000 | - | - | - | \$ 36,000 | - | - | \$ 80,000 | \$ 80,000 | | |
| 1704 | 3.4.0 - Local junior consultant | \$ 26,250 | \$ 16,250 | - | - | - | - | - | - | - | - | \$ 10,000 | | |
| 2116 | 3.4.0 - Design and production of posters | \$ 64,000 | \$ 26,000 | - | - | - | - | \$ 10,000 | - | - | - | \$ 28,000 | | |
| 2117 | 3.4.0 - Design and production of instructive leaflets | \$ 63,350 | \$ 27,000 | - | - | - | - | \$ 7,050 | - | - | - | \$ 29,300 | | |
| 3011 | 3.4.0 - National meetings | \$ 42,000 | \$ - | \$ 14,000 | - | - | - | \$ 17,000 | - | - | - | \$ 11,000 | | |
| 3225 | 3.4.0 - International training travel | \$ 36,400 | \$ 36,400 | - | - | - | - | - | - | - | - | - | | |
| 3226 | 3.4.0 - National training travel | \$ 42,000 | \$ 38,350 | - | - | - | - | \$ 1,950 | - | - | - | \$ 1,700 | | |

| Line | Description | Total cost | GEF | Co-financing | | | | | | | | | | Donors |
|---|--|------------|------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------|------------|
| | | | | UNDP | UNEP | PARLATINO | IULA | GLAI | CEC-IUCN | AMARC | CI | | | |
| 3.5 Building environmental management capacity in selected municipalities | | | | | | | | | | | | | | |
| | | \$ 240,000 | \$ 85,500 | \$ 10,000 | \$ 4,500 | \$ - | \$ 49,000 | | | | | | | \$ 91,000 |
| 3.5.1 Select pilot municipalities | | | | | | | | | | | | | | |
| 1105 | 3.5.1 - International expert | \$ 51,200 | \$ 36,700 | \$ 10,000 | \$ 4,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5211 | 3.5.1 - Reports | \$ 42,200 | \$ 32,200 | \$ 10,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3.5.2 Review of best practices in municipal environmental legislation | | | | | | | | | | | | | | |
| 2118 | 3.5.2 - Guidelines for municipal environmental planning | \$ 50,000 | \$ 20,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 30,000 |
| 3.5.3 Design guidelines for municipal environmental planning | | | | | | | | | | | | | | |
| 1106 | 3.5.3 - International expert | \$ 47,400 | \$ 14,400 | \$ - | \$ - | \$ - | \$ 21,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 12,000 |
| 1505 | 3.5.3 - International travel | \$ 12,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2119 | 3.5.3 - Technical support for municipal environmental planning | \$ 14,400 | \$ 14,400 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3.5.4 Provide technical assistance on the implementation of the guidelines | | | | | | | | | | | | | | |
| 1506 | 3.5.4 - International travel | \$ 91,400 | \$ 14,400 | \$ - | \$ - | \$ - | \$ 28,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 49,000 |
| 2120 | 3.5.4 - Demonstration municipal projects | \$ 14,400 | \$ 14,400 | \$ - | \$ - | \$ - | \$ 14,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2121 | 3.5.4 - Technical assistance for the demonstration municipal | \$ 49,000 | \$ - | \$ - | \$ - | \$ - | \$ 14,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 35,000 |
| 3.6 Identify the best legislative frameworks and practices | | | | | | | | | | | | | | |
| 1107 | 3.6.0 - International expert | \$ 240,000 | \$ 63,300 | \$ - | \$ 39,130 | \$ 60,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 174,570 |
| 1507 | 3.6.0 - International travel | \$ 32,000 | \$ 26,700 | \$ 5,300 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 77,570 |
| 2122 | 3.6.0 - Legislative training package | \$ 27,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 27,000 |
| 2123 | 3.6.0 - Support in the development of legislative frameworks | \$ 70,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 70,000 |
| 5212 | 3.6.0 - Reports | \$ 10,000 | \$ 5,000 | \$ - | \$ 5,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3.7 Conduct seven public hearings with parliamentarians | | | | | | | | | | | | | | |
| 1108 | 3.7.0 - International expert | \$ 350,000 | \$ 158,170 | \$ - | \$ 5,000 | \$ 60,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 126,336 |
| 1705 | 3.7.0 - Local consultant | \$ 40,000 | \$ 20,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 20,000 |
| 2124 | 3.7.0 - Dissemination and publicity | \$ 20,800 | \$ 17,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,300 |
| 2125 | 3.7.0 - Support for holding the public hearings | \$ 70,000 | \$ 35,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 35,000 |
| 3227 | 3.7.0 - International training travel | \$ 150,000 | \$ 41,470 | \$ - | \$ - | \$ 60,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 48,030 |
| 3228 | 3.7.0 - Regional training travel | \$ 26,800 | \$ 16,800 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,000 |
| 5213 | 3.7.0 - Reports | \$ 32,400 | \$ 22,400 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 10,000 |
| 4 Dissemination of project results and lessons learned | | | | | | | | | | | | | | |
| | | \$ 707,000 | \$ 370,000 | \$ 33,740 | \$ 3,000 | \$ 18,000 | \$ 27,400 | \$ 23,000 | \$ 23,000 | \$ 38,000 | \$ 13,000 | \$ - | \$ - | \$ 157,860 |
| 4.1 Dissemination of best practices | | | | | | | | | | | | | | |
| 2126 | 4.1.0 - Dissemination of the project results through Pulsar | \$ 300,000 | \$ 130,000 | \$ 8,740 | \$ - | \$ 15,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 30,000 | \$ 10,000 | \$ - | \$ - | \$ 46,260 |
| 2127 | 4.1.0 - Support for network information distribution systems | \$ 150,000 | \$ 65,000 | \$ 8,740 | \$ - | \$ 5,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 25,000 | \$ 5,000 | \$ 5,000 | \$ - | \$ 6,260 |
| 4.2 Compilation and distribution of best practices | | | | | | | | | | | | | | |
| 2128 | 4.1.0 - Compilation of best practices | \$ 305,000 | \$ 190,000 | \$ 10,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 105,000 |
| 4.3 Development of long-term plans for networks and draft and sign a charter of citizens' global environmental responsibility | | | | | | | | | | | | | | |
| 1109 | 4.2.0 - International expert | \$ 102,000 | \$ 50,000 | \$ 15,000 | \$ 3,000 | \$ 3,000 | \$ 7,400 | \$ 3,000 | \$ 3,000 | \$ 8,000 | \$ 3,000 | \$ 3,000 | \$ - | \$ 6,600 |
| 1508 | 4.2.0 - International expert | \$ 30,000 | \$ 9,000 | \$ 10,000 | \$ - | \$ - | \$ 4,400 | \$ - | \$ - | \$ 5,000 | \$ - | \$ - | \$ - | \$ 1,600 |
| 5214 | 4.2.0 - Reports | \$ 33,000 | \$ 28,000 | \$ 5,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5301 | 4.3.0 - Miscellaneous | \$ 34,000 | \$ 8,000 | \$ - | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ - | \$ 5,000 |

| Line | Description | Total cost | GEF | Co-financing | | | | | | | | CI | Donors |
|---|--|--------------|--------------|--------------|------------|------------|------------|------------|------------|------------|------------|--------------|------------|
| | | | | UNDP | UNEP | PARLATINO | IOTA | CIAT | CEC-IUCN | AMARC | | | |
| 5 | Monitoring and evaluation | \$ 652,000 | \$ 371,500 | \$ 5,000 | \$ 24,300 | \$ 3,000 | \$ 3,000 | \$ 8,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 228,200 |
| 5.1 | Conduct surveys to measure environmental awareness | \$ 304,700 | \$ 184,000 | - | \$ 5,000 | - | - | - | - | - | - | - | \$ 115,700 |
| 1110 | 5.1.0 - International expert | \$ 10,000 | \$ 10,000 | - | - | - | - | - | - | - | - | - | \$ - |
| 1509 | 5.1.0 - International travel | \$ 9,000 | \$ 9,000 | - | - | - | - | - | - | - | - | - | \$ - |
| 1706 | 5.1.0 - Local consultant | \$ 52,500 | \$ 20,000 | - | - | - | - | - | - | - | - | - | \$ 32,500 |
| 2129 | 5.1.0 - Subregional and national surveys | \$ 223,200 | \$ 140,000 | - | - | - | - | - | - | - | - | - | \$ 83,200 |
| 5215 | 5.1.0 - Reports | \$ 10,000 | \$ 5,000 | - | \$ 5,000 | - | - | - | - | - | - | - | \$ - |
| 5.2 | Global Environmental Citizen report card | \$ 95,000 | \$ 61,200 | - | \$ 6,800 | - | - | - | - | - | - | - | \$ 27,000 |
| 1111 | 5.2.0 - International expert | \$ 12,000 | \$ 12,000 | - | - | - | - | - | - | - | - | - | \$ - |
| 1707 | 5.2.0 - Local consultant | \$ 30,000 | \$ 22,000 | - | \$ 4,000 | - | - | - | - | - | - | - | \$ 4,000 |
| 2130 | 5.2.0 - Mailing of report cards | \$ 18,000 | \$ 10,000 | - | - | - | - | - | - | - | - | - | \$ 8,000 |
| 2131 | 5.2.0 - Printing of report cards | \$ 30,000 | \$ 15,000 | - | - | - | - | - | - | - | - | - | \$ 15,000 |
| 5216 | 5.2.0 - Reports | \$ 5,000 | \$ 2,200 | - | \$ 2,800 | - | - | - | - | - | - | - | \$ - |
| 5.3 | External evaluations | \$ 70,000 | \$ 45,000 | \$ 5,000 | \$ 10,000 | - | - | - | - | - | - | - | \$ 10,000 |
| 1112 | 5.3.0 - International expert | \$ 30,000 | \$ 15,000 | - | \$ 5,000 | - | - | - | - | - | - | - | \$ 10,000 |
| 1510 | 5.3.0 - International travel | \$ 30,000 | \$ 25,000 | \$ 5,000 | - | - | - | - | - | - | - | - | \$ - |
| 5217 | 5.3.0 - Reports | \$ 10,000 | \$ 5,000 | - | \$ 5,000 | - | - | - | - | - | - | - | \$ - |
| 5.4 | Regional Project Advisory Board | \$ 182,300 | \$ 81,300 | - | \$ 2,500 | \$ 3,000 | \$ 3,000 | \$ 8,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 75,500 |
| 1511 | 5.4.0 - International travel | \$ 147,300 | \$ 59,300 | - | - | \$ 3,000 | \$ 3,000 | \$ 8,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 65,000 |
| 3012 | 5.4.0 - Board meetings | \$ 30,000 | \$ 19,500 | - | - | - | - | - | - | - | - | - | \$ 10,500 |
| 5218 | 5.4.0-Reports | \$ 5,000 | \$ 2,500 | - | \$ 2,500 | - | - | - | - | - | - | - | \$ - |
| 6 | Project management and coordination | \$ 540,000 | \$ 297,100 | - | \$ 221,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 9,900 |
| 1301 | 6.0.0 - Project coordinator | \$ 162,000 | \$ 144,000 | - | \$ 18,000 | - | - | - | - | - | - | - | \$ - |
| 1302 | 6.0.0 - Technical expert | \$ 90,000 | \$ 90,000 | - | - | - | - | - | - | - | - | - | \$ - |
| 1303 | 6.0.0 - Project administrator | \$ 90,000 | \$ - | - | \$ 90,000 | - | - | - | - | - | - | - | \$ - |
| 1304 | 6.0.0 - Secretary | \$ 48,000 | \$ 20,000 | - | \$ 28,000 | - | - | - | - | - | - | - | \$ - |
| 1512 | 6.0.0 - International travel | \$ 23,000 | \$ 15,000 | - | \$ 8,000 | - | - | - | - | - | - | - | \$ - |
| 1601 | 6.0.0 - Mission costs - Evaluations | \$ 8,100 | \$ 8,100 | - | - | - | - | - | - | - | - | - | \$ - |
| 4101 | 6.0.0 - Expendable equipment and supplies | \$ 15,000 | \$ 7,000 | - | \$ 8,000 | - | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ - |
| 4202 | 6.0.0 - Non-expendable equipment and supplies | \$ 63,800 | \$ 3,000 | - | - | - | - | - | - | - | - | - | \$ 9,900 |
| 4301 | 6.0.0 - Premises | \$ 12,000 | \$ 5,000 | - | \$ 7,000 | - | - | - | - | - | - | - | \$ - |
| 5219 | 6.0.0 - Equipment maint. & ops. | \$ 13,000 | \$ 5,000 | - | \$ 8,000 | - | - | - | - | - | - | - | \$ - |
| SUBTOTAL | | \$ 6,142,000 | \$ 2,977,000 | \$ 150,000 | \$ 380,000 | \$ 223,700 | \$ 136,400 | \$ 120,000 | \$ 108,860 | \$ 108,480 | \$ 102,560 | \$ 1,835,000 | |
| 3% Administrative Expenses | | \$ 6,142,000 | \$ 2,977,000 | - | \$ - | - | \$ - | - | \$ - | \$ - | \$ - | \$ - | |
| Project design and preliminary activities (PDF) | | \$ 235,000 | \$ 235,000 | - | \$ - | - | \$ - | - | \$ - | \$ - | \$ - | \$ - | |
| TOTAL | | \$ 6,377,000 | \$ 3,212,000 | \$ 150,000 | \$ 380,000 | \$ 223,700 | \$ 136,400 | \$ 120,000 | \$ 109,860 | \$ 108,480 | \$ 102,560 | \$ 1,835,000 | |

| Component | Line | Description | Total cost | GEF | Co-financing |
|-----------|------|---|--------------|--------------|--------------|
| 10 | | Project personnel | \$ 1,628,950 | \$ 845,950 | \$ 783,000 |
| 1100 | | Experts | \$ 536,200 | \$ 198,500 | \$ 337,700 |
| | 1101 | 1.1.0 - International expert | \$ 15,000 | \$ - | \$ 15,000 |
| | 1102 | 1.2.0 - International expert | \$ 15,000 | \$ - | \$ 15,000 |
| | 1103 | 1.3.0 - International expert | \$ 15,000 | \$ - | \$ 15,000 |
| | 1104 | 3.2.0 - International expert | \$ 75,000 | \$ 37,000 | \$ 38,000 |
| | 1105 | 3.5.1 - International expert | \$ 42,200 | \$ 32,200 | \$ 10,000 |
| | 1106 | 3.5.3 - International expert | \$ 12,000 | \$ - | \$ 12,000 |
| | 1107 | 3.6.0 - International expert | \$ 240,000 | \$ 63,300 | \$ 176,700 |
| | 1108 | 3.7.0 - International expert | \$ 40,000 | \$ 20,000 | \$ 20,000 |
| | 1109 | 4.3.0 - International expert | \$ 30,000 | \$ 9,000 | \$ 21,000 |
| | 1110 | 5.1.0 - International expert | \$ 10,000 | \$ 10,000 | \$ - |
| | 1111 | 5.2.0 - International expert | \$ 12,000 | \$ 12,000 | \$ - |
| | 1112 | 5.3.0 - International expert | \$ 30,000 | \$ 15,000 | \$ 15,000 |
| 1300 | | Administrative support personnel | \$ 390,000 | \$ 254,000 | \$ 136,000 |
| | 1301 | 6.0.0 - Project coordinator | \$ 162,000 | \$ 144,000 | \$ 18,000 |
| | 1302 | 6.0.0 - Technical expert | \$ 90,000 | \$ 90,000 | \$ - |
| | 1303 | 6.0.0 - Project administrator | \$ 90,000 | \$ - | \$ 90,000 |
| | 1304 | 6.0.0 - Secretary | \$ 48,000 | \$ 20,000 | \$ 28,000 |
| 1500 | | Duty travel | \$ 390,100 | \$ 252,800 | \$ 137,300 |
| | 1501 | 1.1.0 - International travel | \$ 12,000 | \$ 12,000 | \$ - |
| | 1502 | 1.2.0 - International travel | \$ 10,000 | \$ 10,000 | \$ - |
| | 1503 | 1.3.0 - International travel | \$ 5,000 | \$ 5,000 | \$ - |
| | 1504 | 3.2.0 - International travel | \$ 60,000 | \$ 34,000 | \$ 26,000 |
| | 1505 | 3.5.3 - International travel | \$ 14,400 | \$ 14,400 | \$ - |
| | 1506 | 3.5.4 - International travel | \$ 14,400 | \$ 14,400 | \$ - |
| | 1507 | 3.6.0 - International travel | \$ 32,000 | \$ 26,700 | \$ 5,300 |
| | 1508 | 4.3.0 - International travel | \$ 33,000 | \$ 28,000 | \$ 5,000 |
| | 1509 | 5.1.0 - International travel | \$ 9,000 | \$ 9,000 | \$ - |
| | 1510 | 5.3.0 - International travel | \$ 30,000 | \$ 25,000 | \$ 5,000 |
| | 1511 | 5.4.0 - International travel | \$ 147,300 | \$ 59,300 | \$ 88,000 |
| | 1512 | 6.0.0 - International travel | \$ 23,000 | \$ 15,000 | \$ 8,000 |
| 1600 | | Mission costs | \$ 8,100 | \$ 8,100 | \$ - |
| | 1601 | 6.0.0 - Mission costs - Evaluations | \$ 8,100 | \$ 8,100 | \$ - |
| 1700 | | Local consultants | \$ 304,550 | \$ 132,550 | \$ 172,000 |
| | 1701 | 1.2.0 - Local consultant | \$ 15,000 | \$ 1,000 | \$ 14,000 |
| | 1702 | 1.3.0 - Local junior consultant | \$ 90,000 | \$ 44,800 | \$ 45,200 |
| | 1703 | 3.3.2 - Local consultant | \$ 70,000 | \$ 11,000 | \$ 59,000 |
| | 1704 | 3.4.0 - Local junior consultant | \$ 26,250 | \$ 16,250 | \$ 10,000 |
| | 1705 | 3.7.0 - Local consultant | \$ 20,800 | \$ 17,500 | \$ 3,300 |
| | 1706 | 5.1.0 - Local consultant | \$ 52,500 | \$ 20,000 | \$ 32,500 |
| | 1707 | 5.2.0 - Local consultant | \$ 30,000 | \$ 22,000 | \$ 8,000 |
| 20 | | Subcontracts | \$ 2,353,750 | \$ 1,027,210 | \$ 1,326,540 |
| | 2101 | 1.1.0 - Thematic information packages | \$ 91,000 | \$ 1,000 | \$ 90,000 |
| | 2102 | 1.2.0 - Educational tool kits | \$ 60,000 | \$ - | \$ 60,000 |
| | 2103 | 1.2.0 - Targeted educational guide books | \$ 71,600 | \$ 15,800 | \$ 55,800 |
| | 2104 | 3.1.1 - Product and services market study | \$ 80,000 | \$ 70,000 | \$ 10,000 |
| | 2105 | 3.1.1 - Selection of laboratories and firms | \$ 10,000 | \$ 5,000 | \$ 5,000 |
| | 2106 | 3.1.1 - Product life cycle analysis and reporting | \$ 40,000 | \$ 15,000 | \$ 25,000 |
| | 2107 | 3.1.1 - Public/private services analysis and reporting | \$ 40,000 | \$ 30,000 | \$ 10,000 |
| | 2108 | 3.1.2 - Design and carry out consumer awareness campaign | \$ 96,000 | \$ 35,000 | \$ 61,000 |
| | 2109 | 3.1.2 - Evaluate effectiveness of consumer awareness campaign | \$ 34,000 | \$ 20,000 | \$ 14,000 |
| | 2110 | 3.2.0 - Collection of national primary school curricula | \$ 21,000 | \$ 7,000 | \$ 14,000 |
| | 2111 | 3.2.0 - Contest, posters | \$ 50,000 | \$ 7,940 | \$ 42,060 |
| | 2112 | 3.2.0 - National consultation | \$ 44,000 | \$ 15,000 | \$ 29,000 |
| | 2113 | 3.3.1 - Radio programmes and spots | \$ 108,000 | \$ 90,000 | \$ 18,000 |
| | 2114 | 3.3.2 - Broadcasting through Pulsar Network | \$ 100,000 | \$ 75,000 | \$ 25,000 |
| | 2115 | 3.3.2 - Evaluate audience perception | \$ 39,600 | \$ 6,000 | \$ 33,600 |
| | 2116 | 3.4.0 - Design and production of posters | \$ 64,000 | \$ 26,000 | \$ 38,000 |
| | 2117 | 3.4.0 - Design and production of instructive leaflets | \$ 63,350 | \$ 27,000 | \$ 36,350 |
| | 2118 | 3.5.2 - Guidelines for municipal environmental planning | \$ 50,000 | \$ 20,000 | \$ 30,000 |
| | 2119 | 3.5.3 - Technical support for municipal environmental planning | \$ 21,000 | \$ - | \$ 21,000 |
| | 2120 | 3.5.4 - Demonstration municipal projects | \$ 49,000 | \$ - | \$ 49,000 |
| | 2121 | 3.5.4 - Technical assistance for the demonstration municipal projects | \$ 28,000 | \$ - | \$ 28,000 |
| | 2122 | 3.6.0 - Legislative training package | \$ 27,000 | \$ - | \$ 27,000 |
| | 2123 | 3.6.0 - Support in the development of legislative frameworks | \$ 70,000 | \$ - | \$ 70,000 |
| | 2124 | 3.7.0 - Dissemination and publicity | \$ 70,000 | \$ 35,000 | \$ 35,000 |
| | 2125 | 3.7.0 - Support for holding the public hearings | \$ 150,000 | \$ 41,470 | \$ 108,530 |
| | 2126 | 4.1.0 - Dissemination of the project results through Pulsar | \$ 150,000 | \$ 65,000 | \$ 85,000 |
| | 2127 | 4.1.0 - Support for network information distribution systems | \$ 150,000 | \$ 65,000 | \$ 85,000 |
| | 2128 | 4.1.0 - Compilation of best practices | \$ 305,000 | \$ 190,000 | \$ 115,000 |
| | 2129 | 5.1.0 - Subregional and national surveys | \$ 223,200 | \$ 140,000 | \$ 83,200 |
| | 2130 | 5.2.0 - Mailing of report cards | \$ 18,000 | \$ 10,000 | \$ 8,000 |
| | 2131 | 5.2.0 - Printing of report cards | \$ 30,000 | \$ 15,000 | \$ 15,000 |

| Component | Line | Description | Total cost | GEF | Co-financing |
|-----------|---|--|---------------------|---------------------|-------------------|
| 30 | | Training and fellowships | \$ 1,812,400 | \$ 1,011,640 | \$ 800,760 |
| 3000 | | Workshops | \$ 374,500 | \$ 85,680 | \$ 288,820 |
| 3001 | 1.1.0 - Workshop | | \$ 10,000 | \$ 8,000 | \$ 2,000 |
| 3002 | 1.2.0 - Workshops | | \$ 20,000 | - | \$ 20,000 |
| 3003 | 2.1.0 - Workshops | | \$ 39,600 | \$ 10,040 | \$ 29,560 |
| 3004 | 2.2.0 - Workshop | | \$ 39,600 | \$ 10,040 | \$ 29,560 |
| 3005 | 2.3.0 - Workshop | | \$ 39,600 | \$ 6,000 | \$ 33,600 |
| 3006 | 2.4.0 - Workshop | | \$ 39,600 | \$ 11,000 | \$ 28,600 |
| 3007 | 2.5.0 - Workshop | | \$ 39,600 | \$ 6,600 | \$ 33,000 |
| 3008 | 2.6.0 - Workshop | | \$ 22,500 | \$ 8,500 | \$ 14,000 |
| 3009 | 2.7.0 - Seminars | | \$ 24,000 | \$ 6,000 | \$ 18,000 |
| 3010 | 3.3.2 - National meetings | | \$ 28,000 | - | \$ 28,000 |
| 3011 | 3.4.0 - National meetings | | \$ 42,000 | - | \$ 42,000 |
| 3012 | 5.4.0 - Board meetings | | \$ 30,000 | \$ 19,500 | \$ 10,500 |
| 3200 | | Training travel | \$ 1,437,900 | \$ 925,960 | \$ 511,940 |
| 3201 | 1.1.0 - Regional training travel | | \$ 17,000 | \$ 17,000 | - |
| 3202 | 1.2.0 - International training travel | | \$ 10,400 | \$ 10,400 | - |
| 3203 | 1.2.0 - Subregional training travel | | \$ 33,000 | \$ 15,000 | \$ 18,000 |
| 3204 | 2.1.0 - International training travel | | \$ 29,400 | \$ 11,400 | \$ 18,000 |
| 3205 | 2.1.0 - Regional training travel | | \$ 48,000 | \$ 48,000 | - |
| 3206 | 2.1.0 - Subregional training travel | | \$ 111,000 | \$ 61,250 | \$ 49,750 |
| 3207 | 2.2.0 - International training travel | | \$ 29,400 | \$ 11,400 | \$ 18,000 |
| 3208 | 2.2.0 - Regional training travel | | \$ 48,000 | \$ 48,000 | - |
| 3209 | 2.2.0 - Subregional training travel | | \$ 111,000 | \$ 56,260 | \$ 54,740 |
| 3210 | 2.3.0 - International training travel | | \$ 29,400 | \$ 21,400 | \$ 8,000 |
| 3211 | 2.3.0 - Regional training travel | | \$ 48,000 | \$ 48,000 | - |
| 3212 | 2.3.0 - Subregional training travel | | \$ 111,000 | \$ 66,000 | \$ 45,000 |
| 3213 | 2.4.0 - International training travel | | \$ 29,400 | \$ 29,400 | - |
| 3214 | 2.4.0 - Regional training travel | | \$ 48,000 | \$ 43,000 | \$ 5,000 |
| 3215 | 2.4.0 - Subregional training travel | | \$ 111,000 | \$ 57,100 | \$ 53,900 |
| 3216 | 2.5.0 - International training travel | | \$ 29,400 | \$ 20,000 | \$ 9,400 |
| 3217 | 2.5.0 - Regional training travel | | \$ 48,000 | \$ 48,000 | - |
| 3218 | 2.5.0 - Subregional training travel | | \$ 111,000 | \$ 64,900 | \$ 46,100 |
| 3219 | 2.6.0 - International training travel | | \$ 14,600 | \$ 14,600 | - |
| 3220 | 2.6.0 - Regional training travel | | \$ 102,900 | \$ 66,900 | \$ 36,000 |
| 3221 | 2.7.0 - International training travel | | \$ 20,800 | \$ 3,800 | \$ 17,000 |
| 3222 | 2.7.0 - Subregional training travel | | \$ 67,200 | \$ 50,200 | \$ 17,000 |
| 3223 | 3.3.2 - International training travel | | \$ 36,400 | - | \$ 36,400 |
| 3224 | 3.3.2 - National training travel | | \$ 56,000 | - | \$ 56,000 |
| 3225 | 3.4.0 - International training travel | | \$ 36,400 | \$ 36,400 | - |
| 3226 | 3.4.0 - National training travel | | \$ 42,000 | \$ 38,350 | \$ 3,650 |
| 3227 | 3.7.0 - International training travel | | \$ 26,800 | \$ 16,800 | \$ 10,000 |
| 3228 | 3.7.0 - Regional training travel | | \$ 32,400 | \$ 22,400 | \$ 10,000 |
| 40 | | Equipment | \$ 123,900 | \$ 10,000 | \$ 113,900 |
| 41 | | Expendable equipment and supplies | \$ 15,000 | \$ 7,000 | \$ 8,000 |
| 4101 | 6.0.0 - Expendable equipment and supplies | | \$ 15,000 | \$ 7,000 | \$ 8,000 |
| 42 | | Non-expendable equipment | \$ 45,000 | \$ 3,000 | \$ 42,000 |
| 4201 | 1.3.0 - Non-expendable equipment and supplies | | \$ 30,000 | - | \$ 30,000 |
| 4202 | 6.0.0 - Non-expendable equipment and supplies | | \$ 15,000 | \$ 3,000 | \$ 12,000 |
| 43 | | Office rental | \$ 63,900 | \$ - | \$ 63,900 |
| 4301 | 6.0.0 - Premises | | \$ 63,900 | - | \$ 63,900 |
| 50 | | Miscellaneous | \$ 223,000 | \$ 82,200 | \$ 140,800 |
| 51 | | Operations and maintenance of equipment | \$ 12,000 | \$ 5,000 | \$ 7,000 |
| 5101 | 6.0.0 - Equipment maint. & ops. | | \$ 12,000 | \$ 5,000 | \$ 7,000 |
| 52 | | Reporting costs | \$ 206,000 | \$ 72,200 | \$ 133,800 |
| 5201 | 1.1.0 - Reports | | \$ 5,000 | \$ 2,500 | \$ 2,500 |
| 5202 | 1.2.0 - Reports | | \$ 10,000 | \$ 5,000 | \$ 5,000 |
| 5203 | 2.1.0 - Reports | | \$ 12,000 | - | \$ 12,000 |
| 5204 | 2.2.0 - Reports | | \$ 12,000 | \$ 6,000 | \$ 6,000 |
| 5205 | 2.3.0 - Reports | | \$ 12,000 | \$ 2,000 | \$ 10,000 |
| 5206 | 2.4.0 - Reports | | \$ 12,000 | \$ 6,000 | \$ 6,000 |
| 5207 | 2.5.0 - Reports | | \$ 12,000 | - | \$ 12,000 |
| 5208 | 2.6.0 - Reports | | \$ 12,000 | \$ 6,000 | \$ 6,000 |
| 5209 | 2.7.0 - Reports | | \$ 8,000 | - | \$ 8,000 |
| 5210 | 3.2.0 - Reports | | \$ 5,000 | \$ 2,500 | \$ 2,500 |
| 5211 | 3.5.1 - Reports | | \$ 9,000 | \$ 4,500 | \$ 4,500 |
| 5212 | 3.6.0 - Reports | | \$ 10,000 | \$ 5,000 | \$ 5,000 |
| 5213 | 3.7.0 - Reports | | \$ 10,000 | \$ 5,000 | \$ 5,000 |
| 5214 | 4.3.0 - Reports | | \$ 34,000 | \$ 8,000 | \$ 26,000 |
| 5215 | 5.1.0 - Reports | | \$ 10,000 | \$ 5,000 | \$ 5,000 |
| 5216 | 5.2.0 - Reports | | \$ 5,000 | \$ 2,200 | \$ 2,800 |
| 5217 | 5.3.0 - Reports | | \$ 10,000 | \$ 5,000 | \$ 5,000 |
| 5218 | 5.4.0 - Reports | | \$ 5,000 | \$ 2,500 | \$ 2,500 |
| 5219 | 6.0.0 - Reports | | \$ 13,000 | \$ 5,000 | \$ 8,000 |

| Component | Line | Description | Total cost | GEF | Co-financing |
|-----------|------|-----------------------|---------------------|---------------------|---------------------|
| 53 | | Sundries | \$ 5,000 | \$ 5,000 | \$ - |
| | 5301 | 4.3.0 - Miscellaneous | \$ 5,000 | \$ 5,000 | \$ - |
| | | SUBTOTAL | \$ 6,142,000 | \$ 2,977,000 | \$ 3,165,000 |
| | | PDF Block B | \$ 235,000 | \$ 235,000 | |
| | | TOTAL | \$ 6,377,000 | \$ 3,212,000 | \$ 3,165,000 |

Project Coordination Unit

Terms of reference

Project Coordinator

Term: 36 months

Functions:

1. Manage and control the project, using the MS Project as a main tool.
2. Develop with UNEP, the participating governments and each of the networks a detailed annual work plan for their respective activities.
3. Coordinate the project implementation, both in financial and programmatic terms, and ensure that the timetables are being met and costs are being kept within the budget.
4. Coordinate the technical assistance in the implementation of the different aspects of the project and the production of its expected outputs.
5. Participate in the coordination and technical events designed in the project.
6. Monitor at least every six months the performance of UNEP, the participating governments and the six networks with respect to their specifically assigned responsibilities. Collaborate with the external evaluators of the project.
7. Prepare annual reports which should include programmatic and financial information, the results of the external evaluations, and the conclusions and recommendations of the Advisory Board meetings.
8. Prepare the annual Advisory Board meetings.
9. Report to the PCU Advisory Board on a quarterly basis.
10. Prepare a draft project for the next stage of the Global Environmental Citizenship Programme.

Technical expert

Term: 36 months

Functions:

1. Prepare detailed terms of reference for each of the activities, consultants and subcontracts required for the successful implementation of the project.
2. Organize and participate in the technical activities of the project.
3. Provide technical assistance to the six networks in the implementation of the project activities and the production of its expected outputs.
4. Monitor technically the activities of UNEP, the participating governments and the six networks with respect to their specifically assigned responsibilities.
5. Prepare monthly technical reports for the coordinator of the project.
6. Keep-the information documents and the web-site of the project up to date.
7. Assist in the preparation of visual presentations of the project.

Project administrator

Term: 36 months

Functions:

1. Administrate the project, according to UNEP'S rules and the MS Project.
2. Prepare all contracts and, where appropriate, carry out all transfers of funds to UNEP, the participating governments and the six networks, as well as the contracting firms and consultants.
3. Ensure the cash flow for the programmed timetables of the project activities.
4. Monitor the expenditures assigned to the networks and any other participant in the project.
5. Prepare quarterly programmatic and financial reports.
6. Report to the coordinator of the project on a monthly basis.

Secretary

Term: 36 months

Functions:

1. Provide clerical and computerized secretarial support, and perform all secretarial functions of the project in English and Spanish.
2. Support the management and administration of the project. Prepare initial drafts of other, more complex and sensitive correspondence.
3. Make all travel arrangements for the coordinator and other professional office staff.
4. Prepare coordination documents and reports.
5. Keep the files and archives of the project up to date.
6. Provide support for communications with the participating agencies and networks.
7. Report to the coordinator of the project..

Incremental Cost Analysis

1. Broad Development Goals

The Environment Ministers of Latin America and the Caribbean have committed themselves to stimulating and developing meaningful citizen participation through a regional citizen forum on environmental management, which takes place back to back with the biannual ministerial meetings. The first forum took place in November 1996 at the Tenth Meeting of Ministers of the Environment of Latin America and the Caribbean, held in Buenos Aires, Argentina. On that occasion, the Ministers adopted a declaration and a set of decisions that strongly support the full integration and involvement of civil society and particularly of regional networks and organizations of key political and social influence for the implementation of the regional and global environmental priorities. There are several proposed and ongoing initiatives in the region, which have environmental outreach, education and awareness as one of their project components, although the focus of this outreach is largely in the context of national or local environmental issues. In Latin America, there are also well-organized networks of key social groups and NGOs that have broad national and regional reach, and wide political and social influence.

The UNEP Global Environmental Citizenship Project (GEC) is of particular relevance to the current proposal in terms of scope and scale. It is based on the Joint Declaration of both Programmes, signed on 28 October 1997 in Mexico, and has the full endorsement of the Ministers of the region. Through this project, UNEP have already developed strategic alliances with these networks in order to integrate environmental issues as an area of interest and use their established delivery systems to disseminate public awareness materials, and work towards changing attitudes. Both as a catalyst and facilitator, this project has helped to provide specific and relevant information that has been used to empower these networks' environmental agendas and capacity for action. The collaboration with these networks has produced important results on issues such as chemicals, trade and environment, local Agendas 21, and biosafety, among others. The regional strategy also includes the publication of *Tierramerica*, which is a bimonthly supplement that is distributed simultaneously through 12 of the most important newspapers in the region, reaching an influential readership of 2 million people.

The current activities and programmes of the networks and initiatives in the region do not, however, accord sufficient importance to the issues of the global environment. Furthermore, up to now, it is only the government representatives and the environmental community that have been exposed to these issues, and the other sectors of society are often not fully aware of global environmental problems or involved in addressing them.

2. Global Environmental Objective

These groups offer an opportunity to add on global environmental issues, by benefiting from existing delivery systems to reach a wide constituency that is not often exposed to the GEF focal areas.

The global environmental objective of this project is to generate public awareness and increase levels of accurate understanding of the global environmental issues, specifically as it relates to the focal areas of biodiversity, climate change and international waters, in the seven countries selected within Latin America and the Caribbean region. Specifically the global environmental objective of the project will be achieved through capacity building, skills enhancement and the production of information kits anchored in the Operational Programmes, followed by the dissemination and outreach of these products to the target audience associated with the six

selected networks. The outreach would have the potential to bring about significant changes in attitude and behaviour development among the target audience of the networks in the seven countries. This expanded outreach should also foster a greater commitment to voluntary action and promote informed decision-making at all levels of society in relation to global environmental concerns.

3. Baseline

Six networks which conduct a range of environmental outreach activities were selected on the basis of the specific criteria described in the project document. Currently these networks focus largely on local and national environmental and non-environmental issues, but collectively they target a wide range of traditional and non-traditional environmental actors. The six networks are: parliamentarians, consumer groups, local authorities, educators, community radio broadcasters, and religious leaders.

More specifically, in the baseline scenario, this project would undertake the following activities: the Tierramerica supplement, promotion of Mission Planet Earth; activities with consumer organizations on trade, chemicals and biosafety; support to parliamentarians for the promotion of environmental impact assessment legislation and the organization of the Regional Citizen Forum back to back with the Meetings of the Ministers of the Environment of LAC. The primary emphasis of the project is on the development of "information tool kits" on national environmental issues such as chemicals, industry, biosafety, natural resource management, and trade and environment. The focus of the current efforts has been on developing communications material and their dissemination, and less on the necessary technical assistance needed to mount concerted information and education campaigns. Moreover, coverage of biodiversity, climate change, international waters, and ozone depletion has been tangential. To the extent that global environmental issues are addressed, they do not receive the same emphasis and attention as local environmental needs. As a result, global environmental issues are of lower priority for these networks, and therefore for public policy and opinion in the region. There is little public understanding of the local implications of global environmental problems, limited support for public and private actions to address them (with national budgetary implications), and a lack of awareness of information and tools available to those interested in global environmental issues.

The costs of the baseline under this project is around US\$3.165 million, which includes funding through in-kind and in cash contributions from UNDP, UNEP, the participating networks, the participating governments, and in cash contributions from others donors as IDB, University of Cordoba, Argentina and the Institute for the Development. The UNDP/UNEP contribution draws from a budget of US\$350,000 for their regular projects. All the networks' and Latin American pilot countries have allocated in-kind and in cash contributions. All the networks contributions are from their established budgets, some of which have environmental components.

4. The GEF Alternative

Under the GEF alternative, the current projects of the six selected networks would be supplemented to cover issues related to the global environment, so as to enhance the awareness of their target audiences through the removal of information barriers. The objective is to include global environmental concerns in their current agendas and use the existing delivery mechanisms for the distribution of public awareness materials specifically designed to meet the needs and interests of the groups' membership. The multiplier effect that comes from developing partnerships and mobilizing groups can provide support for several operational programmes at the same time.

The GEF alternative project would complement the baseline activity by providing information, technical support and training to the six networks to internalize global environmental issues in their actions. The identified gaps would be anchored in the GEF operational programmes. The project would develop a critical mass of informed, articulate, and organized citizens, with the necessary skills to synthesize global environmental issues for local actions. The networks will undertake these activities in the specific operational programmes based on their comparative advantage.

Under GEF support, the project will be able to, in addition to the baseline, undertake activities under five components: (1) adaptation and production of educational materials on GEF focal areas; (2) training and technical assistance to build capacity to effectively use these materials; (3) demonstration campaigns in seven countries to apply communication skills and tools; (4) dissemination of lessons learned and results to sustain activities, and promote replication; and (5) monitoring and evaluation. While components 1, 2 and 3 will be fully anchored in the Operational Programmes, component 4 and 5 might be more broad-based in their approach; that is, by focal area. The details of each component are described in Section 3 and in the Logical Framework Matrix, which appears in Annex 7.

The total cost of the GEF alternative, which complements the baseline, is around US\$6,377,000.

5. Incremental Costs

The proposed project is a complementary activity that adds to the baseline without changing it, and is therefore subject to the streamlined incremental cost analysis procedures. These costs are reflected in the Table on Component Financing which provides a summary of the main components associated with the baseline (co-funded) and the GEF increment. The total cost of the GEF alternative was US\$6,377,000, with the baseline costs of US\$3,165,000. The agreed incremental costs for which GEF support is requested in order to achieve the global environmental benefits are estimated at US\$3,212,000. The baseline costs will be co-funded by the bilateral donors (IDB, University of Cordoba, Argentina and the Institute for the Development), UNDP / UNEP, and in-kind and in cash contributions of the networks and pilot countries.

All activities that relate to the ozone focal area would be fully co-financed. The level of cost sharing between GEF and co-financing in each component is based on the extent to which incremental efforts are needed to integrate global environmental issues into those activities of the networks.

This project will contribute to generating public awareness, increasing levels of understanding of global environmental issues and mobilizing support in Latin American countries for objectives in the GEF operational programmes.

The result will facilitate broad-based support for these objectives by relating them to the individual concerns of citizens, in order to foster a greater commitment to voluntary action that would be needed to guarantee the sustainability of GEF-funded measures within those programmes. This will create an enabling environment for national decision-making and action on GEF focal areas.

Project Coordination Unit

Terms of reference

Project Coordinator

Term: 36 months

Functions:

1. Manage and control the project, using the MS Project as a main tool.
2. Develop with UNEP, UNDP and each of the networks a detailed annual work plan for their respective activities.
3. Coordinate the project implementation, both in financial and programmatic terms, and ensure that the timetables are being met and costs are being kept within the budget.
4. Coordinate the technical assistance in the implementation of the different aspects of the project and the production of its expected outputs.
5. Participate in the coordination and technical events designed in the project.
6. Monitor at least every six months the performance of UNEP, UNDP and the six networks with respect to their specifically assigned responsibilities. Collaborate with the external evaluators of the project.
7. Prepare annual reports which should include programmatic and financial information, the results of the external evaluations, and the conclusions and recommendations of the Advisory Board meetings.
8. Prepare the annual Advisory Board meetings.
9. Report to the PCU Advisory Board on a quarterly basis.
10. Prepare a draft project for the next stage of the Global Environmental Citizenship Programme.

Logical Framework Matrix

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|--|---|--|--|
| <p>The development objective of the project is to contribute to the formation of a Latin American citizenship that is aware of its global environmental rights and responsibilities. The project will target, through six regional networks, some of the key social actors in order to enable them to internalize global environmental priorities by removing information barriers and facilitating sound environmental decision-making at the national level.</p> | <ul style="list-style-type: none"> The membership of the participating key social groups, willing to work jointly on the GEF themes: AMARC/390 radio stations; CI/34 national organizations; CEC-IUCN/131 members, both governmental and non-governmental; CLAV/2.8 million members in the region; PARLATINO/924 parliamentarians organized in 22 commissions; IULA/205 local authorities members. Increased awareness and information developed by the social groups to apply effective environmental management instruments (such as legislation and municipal guidelines) Contributions of the social groups to local products in the medium and long term on these issues. Increased governmental, private and social budgets or inputs related to global environmental topics. A regional programme of environmental citizenship which allows for the incorporation of new entities, such as industry, youth, women, etc. | <ul style="list-style-type: none"> Surveys and visits within the region among the client base to monitor programme effectiveness. A Global Environmental Citizen report card to measure changes in levels of accurate understanding and attitudes towards the objectives of the GEF Operational Programmes in the selected countries. Reports of the Regional Project Advisory Board. Annual evaluation reports. | <ul style="list-style-type: none"> There is the risk that voluntary action on the part of citizens for global environment issues will not be totally effective because other priorities or economic conditions will prevail. There is the risk that external social or economic factors may be obstacles, or that the needs of the networks might suddenly shift. The six networks are well-established and have significant political influence and large memberships. Global environment issues match well with their priorities as evidenced by the budgets they are willing to allocate. Staff will apply the training they receive. There is a risk of staff turnover. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|---|--|---|---|
| Immediate Objective 1 - The preparation of information material on global environmental issues destined to create public awareness. | | | |
| OUTPUT 1 | | | |
| Adaptation and production of <u>education/information materials</u> . Adapting and, where necessary, developing new information products and services that are tailored to the specific target audiences of the six participating networks, including technical support in the development of such material. | <ul style="list-style-type: none"> An assortment of global environmental material, adapted to the specific needs of the six networks, as well as a web page developed for each one and disseminated among their users. Information data produced by the six networks and distributed to their national members. Accuracy and frequency. Supplements published electronically and printed, as well as announced on the radio. Municipal guidelines and legislation that support implementation of GEF's conventions. Practical guides elaborated for teachers of primary levels Elaboration of practical guides to develop radio programmes with a community focus on the four global environmental themes. Environmental liturgical guides and tool-kits for ecclesiastical leaders related to the global topics. | <ul style="list-style-type: none"> Periodic reports on inventories of global environmental materials. Periodic surveys, as well as through a mechanism known as the GEC report card. Periodic consultation with members of the network. Project Coordination Unit review with six network focal points of the materials prepared. Collecting a set of six concrete guidelines internalized global environmental issues in the parliamentarians, consumers, local authorities, religious groups, educators, and radio broadcasters. | <ul style="list-style-type: none"> Once information is repackaged to meet the needs of each network, and delivered through a credible channel, people will identify with it, and develop positive attitudes towards these issues. It is assumed that networks will budget for some of these activities, but their revenues may not permit it. That the networks' expressed needs for materials can be met, and that these needs will remain constant. The inventory of existing technical information has to show a level of pertinence and representativeness of different schools of thought in relation to the four focal areas. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|---|--|---|--|
| <p>Activity 1.1</p> <p>Adaptation of existing education/information materials.</p> | <ul style="list-style-type: none"> Materials produced in different formats and languages (printed and audio visual materials). The adaptation involving re-writing, editing, and translating existing material into Spanish and Portuguese. Frequency and use of the information products by the networks Number and quality of information campaigns that are carried out by members of the networks, relevant to the GEF OPs. | <ul style="list-style-type: none"> Reports submitted to the Project Co-ordination Unit. | <ul style="list-style-type: none"> That networks expressed needs for materials that can be met, and that these needs will remain constant. Assumption that countries that have been selected for the demonstration campaigns will be able to integrate these activities, and that results can be transferable to other countries in the region |
| <p>Activity 1.2</p> <p>Production of information kits and guides.</p> | <ul style="list-style-type: none"> Tool-kits of environmental information that reflects the optimum design and the requirements of each participant network, their members and partners Guide books for the implementation of the four focal areas of GEF in their respective fields. | <ul style="list-style-type: none"> Collection of 24 information kits on the four thematic issues tailored to the requirements of the six networks. | <ul style="list-style-type: none"> Information can be obtained readily without having to refer to primary sources There will be active participation from the network members. |
| <p>Activity 1.3</p> <p>Development of seven web-sites.</p> | <ul style="list-style-type: none"> Develop one web site for each network as well as a regional site with all the links to relevant existing electronic information centers on the global environmental issues. Proper and effective interaction between the regional and the networks' web-sites. | <ul style="list-style-type: none"> Reports on frequency use by the members and audiences of the networks. | <ul style="list-style-type: none"> The information has to be updated periodically by the networks' personnel. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|---|---|--|--|
| Immediate Objective 2 - Improvement of the knowledge of the networks on the operational strategy of GEF, as well as on the latter's capacity to disseminate information on global environmental issues in relation to concrete operational programmes. | | | |
| OUTPUT 2 | | | |
| Training and technical assistance. Capacity building for the effective use of the materials will be undertaken through this activity. The project will conduct training in skills building, specifically related to the GEF Operational Programmes, in the development of communication strategies, materials development and dissemination, in interpersonal communication techniques and in consultative and outreach methodologies related to environmental policy development for key members of the networks; presentation skills related to awareness raising efforts, and in communication project design for key members of the organizations. | <ul style="list-style-type: none"> Number of staff trained. Application of the training and training materials produced to support the networks' initiatives to foster changes in attitudes and actions of their members. Skills building specifically related to the GEF Operational Programmes: development of communication strategies, materials development and dissemination; interpersonal communication techniques and consultative and outreach methodologies related to environmental policy development for key members of the networks. Skills related to awareness raising efforts, and in communication project design for key members of the organizations. | <ul style="list-style-type: none"> Number of training activities programmed by the networks related to the global environmental issues. Reports of the regional and subregional workshops with the six networks. Report on participants and methodology followed for the public hearings. Training outcomes measured through pre- and post-test evaluations, as well as through the demonstration campaigns. | <ul style="list-style-type: none"> Appropriate staff should be selected for training and to guarantee the application of their new skills in the organizations. |
| Activity 2.1 Seven training workshops for consumer organizations. | <ul style="list-style-type: none"> Level of attendance and results derived from the workshops organized at the regional and subregional levels. Pre- and post-test scores of knowledge or skills gained. Training staff and leaders of 50 national consumer organizations, so they can design campaigns, product and services testing related to the global environmental issues, with a particular focus on GEF Operational Programmes in biodiversity and renewable energy efficiency. | <ul style="list-style-type: none"> Reports on accurate understanding of the objectives of the GEF Operational Programmes by the members of the network. Mobilization of support by network members towards global environmental issues and increased support for actions to achieve the objectives of the GEF Operational Programmes. | <ul style="list-style-type: none"> There will be active participation from the network members. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|---|--|--|--|
| Activity 2.2 Seven training workshops for educators, teachers and community leaders on materials development. | <ul style="list-style-type: none"> • Training 160 educators, teachers and community leaders of 131 organizations. • Level of attendance and results derived from the workshops organized at the regional and subregional levels: • Pre- and post-test scores of knowledge or skills gained. | <ul style="list-style-type: none"> • Reports on accurate understanding of the objectives of the GEF Operational Programmes by the members of the network. • Mobilization of support by network members towards global environmental issues and increased support for actions to achieve the objectives of the GEF Operational Programmes. | <ul style="list-style-type: none"> • There will be active participation from the network members. |
| Activity 2.3 Seven training workshops for community radio producers. | <ul style="list-style-type: none"> • Training of 160 members of the community radio producers. • Level of attendance and results derived from the workshops organized at the regional and subregional levels: • Pre- and post-test scores of knowledge or skills gained. | <ul style="list-style-type: none"> • Reports on accurate understanding of the objectives of the GEF Operational Programmes by the members of the six networks. • Mobilization of support by network members towards global environmental issues and increased support for actions to achieve the objectives of the GEF Operational Programmes. | <ul style="list-style-type: none"> • There will be active participation from the network members. |
| Activity 2.4 Seven training workshops for church authorities. | <ul style="list-style-type: none"> • Training 160 church authorities. • Level of attendance and results derived from the workshops organized at the regional and subregional levels: • Pre- and post-test scores of knowledge or skills gained. | <ul style="list-style-type: none"> • Reports on accurate understanding of the objectives of the GEF Operational Programmes by the members of the six networks. • Mobilization of support by network members towards global environmental issues and increased support for actions to achieve the objectives of the GEF Operational Programmes. | <ul style="list-style-type: none"> • There will be active participation from the network members. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|--|--|--|--|
| Activity 2.5 Seven training workshops for local authorities. | <ul style="list-style-type: none"> Sensitize 160 local authorities on global environmental issues with a special emphasis on their links to local needs and problems. Level of attendance and results derived from the workshops organized at the regional and subregional levels: Pre- and post-test scores of knowledge or skills gained. | <ul style="list-style-type: none"> Reports on accurate understanding of the objectives of the GEF Operational Programmes by the members of the six networks. Mobilization of support by network members towards global environmental issues and increased support for actions to achieve the objectives of the GEF Operational Programmes. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 2.6 Three regional workshops for parliamentarians. | <ul style="list-style-type: none"> Training 75 parliamentarians from the 22 commissions of Parlamento. Level of attendance and results derived from the workshops organized at the regional and subregional levels: Pre- and post-test scores of knowledge or skills gained. | <ul style="list-style-type: none"> Reports on accurate understanding of the objectives of the GEF Operational Programmes by the members of the six networks. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 2.7 Four subregional seminars for parliamentarians. | <ul style="list-style-type: none"> Preparation of 84 parliamentarians from the four subregional parliaments. | <ul style="list-style-type: none"> Reports on accurate understanding of the objectives of the GEF Operational Programmes by the members of the six networks. | <ul style="list-style-type: none"> There will be active participation from the network members. |

Immediate Objective 3 - Increase the awareness of the target public of the six groups, through the regional, subregional and national dissemination of information on global environmental topics.

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|--|--|---|---|
| OUTPUT 3 <u>Demonstration activities</u> Demonstration activities in seven countries to apply communication skills and tools in support of the GEF Operational Programmes. To encourage learning by doing, through demonstration campaigns focusing specifically on the GEF Operational Programmes, in Argentina, Chile, Costa Rica, Cuba, Ecuador, Mexico and Peru, with each of the six partners. | <ul style="list-style-type: none"> Information campaigns to bring about significant changes in attitude and behaviour development, as they relate to the GEF Operational Programmes, among citizens in the seven countries. Changes in teaching methods and school curricula. Number and quality of information campaigns carried out by members of the networks. | <ul style="list-style-type: none"> Documents and materials prepared. Reports submitted to the Project Coordination Unit. | <ul style="list-style-type: none"> Countries that have been selected for the demonstration campaigns will be able to organize these activities, and that results can be transferable to other countries in the region. |
| Activity 3.1 Consumer demonstration activities. | <ul style="list-style-type: none"> Products and services that have environmental impact identified through a market survey. Results of 8 selected products and 8 services to be tested every three months during two years. Radio programmes and spots, as well as printed media produced and adapted. Results of campaigns, organized within the context of specific GEF Operational Programmes, to educate consumers about the benefits and disadvantages of these products. | <ul style="list-style-type: none"> Results of a test campaign carried out in each of the seven countries, and afterwards a random survey to evaluate the impact and the effectiveness of the campaigns in the selected countries. A bi-monthly consumer report. | <ul style="list-style-type: none"> There will be active participation from the network members. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|---|---|---|--|
| <p>Activity 3.2</p> <p>School curricula and teaching methods project.</p> | <ul style="list-style-type: none"> Positive results of an assessment on school curricula in seven selected countries. Production of four sets with practical methods to facilitate new approaches in the teaching of the four global issues of GEF. Number of posters and essay contest. School-guides and proposals to use a thematic approach to integrate issues of the global environment into different parts of the school curricula in the seven target countries. | <ul style="list-style-type: none"> Expert report. Collecting samples of the sets and guides produced. Posters and essay contest conducted. Change in teaching methods among teachers exposed to the guidelines in the selected countries. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| <p>Activity 3.3</p> <p>Production and broadcasting of radio programmes</p> | <ul style="list-style-type: none"> Community-based radio programmes and spots on the four focal areas of GEF's operational strategy and programmes. Dissemination at the regional level by PULSAR and complemented by local-level activities in the seven selected countries such as call-in programmes, community meetings or short stories. An evaluation to measure changes in the audience perception of the four focal areas of GEF. | <ul style="list-style-type: none"> Reports on increments of radio audience and levels of interaction with radio stations on the four global environmental issues. | <ul style="list-style-type: none"> There will be active participation from the network members. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|---|--|---|--|
| <p>Activity 3.4</p> <p>Educational materials for use by churches.</p> | <ul style="list-style-type: none"> Educational materials and instructive religious materials to facilitate education about global environment issues through the churches and their communities in the seven selected countries. Working sessions with the church authorities to enhance their capabilities to educate the community on global environmental issues. A monthly bulletin updating the church community on issues connected to the four focal areas of GEF, including lessons learned through this project. | <ul style="list-style-type: none"> Reports on change in liturgy education methods among churches that applied the guides in the selected countries. Collecting samples of bulletins at the Project Coordination Unit. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| <p>Activity 3.5</p> <p>Building environmental management capacity in selected municipalities</p> | <ul style="list-style-type: none"> An inventory of best practices in municipal environmental legislation. Guidelines for municipal environmental planning. Implementation of the guidelines into practical municipal plans and programmes. Results on demonstration environmental projects in urban and rural municipalities to contribute to energy efficiency measures environmentally sound water management, integrated management of coastal areas, etc. | <ul style="list-style-type: none"> Inventories of best practices and planning guidelines. Reports submitted to Project Coordination Unit. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| <p>Activity 3.6</p> <p>Identify the best legislative frameworks and practices.</p> | <ul style="list-style-type: none"> The application of best legislation frameworks and practices in national processes to make progress in the national debate and advance the implementation of the conventions related to GEF focal areas, especially of UNFCCC and the Kyoto Protocol, as well as the UNCBD and the Biosafety Protocol. | <ul style="list-style-type: none"> Legislation introduced and adopted in parliaments of the region that supports implementation of the various conventions and the objectives of the GEF Operational Programmes. | <ul style="list-style-type: none"> There will be active participation from the network members. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|--|---|---|---|
| <p>Activity 3.7</p> <p>Conduct seven public hearings with parliamentarians</p> | <ul style="list-style-type: none"> Number of participants in the parliamentarians' public hearings and debates with different sectors of society at the national level in the seven selected countries. | <ul style="list-style-type: none"> Reports of the public hearings. Random surveys among selected participants of the hearings. The organization of a survey of the national legislation to evaluate the degree of acceptance, ratification and observance of the CBD and UNFCCC. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| <p>Immediate Objective 4 - Project results, lessons learned and best practices disseminated, and a network of the six organizations established in the region that will facilitate cooperative programs, experience exchange and help sustain awareness creation for GEF focal issues in Latin America.</p> | | | |
| <p>OUTPUT 4</p> <p>Disseminate project results and lessons learned.</p> <p>Sustain public awareness activities in the region, through the dissemination of lessons learned and project results, promoting replication and achieving the internalization of the global issues into priority activities for the networks.</p> | <ul style="list-style-type: none"> Outreach programs in the Internet and radio, and through newsletters produced by the six networks. Applicability of models at the national and local levels done through identification of best practices on legislative processes at least in the selected countries. | <ul style="list-style-type: none"> Reports on interactive radio programme methods; consumers campaign methodologies; guidelines for municipalities on local planning. Specific experiences on public hearings reported, as well as the consumers reports produced and the radio programmes broadcast in the region. | <ul style="list-style-type: none"> The scope of delivery and cost incurred should show an effectiveness ratio. |

| Summary | Objectively Verifiable Indicators | Means of verification | Critical assumptions and risks |
|---|---|---|---|
| Activity 4.1 Dissemination of best practices. | <ul style="list-style-type: none"> Concrete applications of the tools, skills and information obtained through the project. Number of programmes, spots and supplements through PULSAR (the radio networks of AMARC) and Tierramerica on programme findings, products and information produced by each of the networks and on experiences gained in the project. Replicate results with related groups in other regions. | <ul style="list-style-type: none"> Radio programmes and publications produced. Reports on products and best practices resulting from this project through 12 newspapers. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 4.2 Compilation and distribution of best practices | <ul style="list-style-type: none"> Use of the web-sites as well as distribution of inserts posted on the periodical bulletins of the six networks. Citizens' charter for the networks containing the responsibilities that each one has towards the environment on the four global issues. | <ul style="list-style-type: none"> Postings of best practices in the networks' web sites. Press releases in printed and radio formats produced by the participating networks. Citizen's charter produced and approved. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 4.3 Development of long-term plans. | <ul style="list-style-type: none"> Plans and scenarios for the continued involvement of the groups in activities related to global environment issues, including financial sustainability, and collaborative programmes among the networks. | <ul style="list-style-type: none"> Long-term plans for the selected municipalities. | <ul style="list-style-type: none"> There will be active participation from the network members and the selected municipalities |

Immediate Objective 5 – Monitoring and evaluation of the project.

| OUTPUT 5 | | | | |
|--|--|--|--|--|
| <u>Monitoring and evaluation.</u> Assess outcomes and changes in the baseline course of action. | | <ul style="list-style-type: none"> Extent to which GEF issues are internalized in the programmes of the organizations. The annual programmes should show a clear priority given to the Global Environmental Issues. Extent to which the objectives of the GEF Operational Programmes are internalized in the programmes of the organizations, and included in their regular budgets. | <ul style="list-style-type: none"> Monitoring and evaluation reports. Annual reports from the networks. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 5.1 Conduct surveys to measure environmental awareness. | | <ul style="list-style-type: none"> Results of four public opinion polls on the four focal areas of GEF to evaluate the effectiveness, sustainability and replicability of the pilot activities and the campaigns. Results of four basic questionnaires on the four issues measured from a cost-effective methodology. | <ul style="list-style-type: none"> Survey reports. Analysis of questionnaires. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 5.2 Global Environmental Citizen report card | | <ul style="list-style-type: none"> A global environmental citizen report card on each of the four focal areas to allow the constituencies of the networks to evaluate and monitor the impact of the activities towards the objectives of the GEF Operational Programmes in the selected countries, and as a self-evaluation tool for the networks. | <ul style="list-style-type: none"> The published report card. | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 5.3 External evaluations. | | <ul style="list-style-type: none"> Results of two external evaluations containing assessment of the progress to date and recommendations for adjustments and improvement in the objectives or implementation of the project. | <ul style="list-style-type: none"> Surveys and visits within the region among the client base to monitor programme effectiveness. The reports of the evaluations distributed to the Advisory Board, UNDP, UNEP and the participating networks. | <ul style="list-style-type: none"> There will be active participation from the network members. |

| | | | | |
|--|--|---|--|--|
| Activity 5.4 | Regional Project Advisory Board review mechanism | <ul style="list-style-type: none"> Results of the Advisory Board meetings to review the external evaluations and in this way to recommend adjustments or advise the Project Coordination Unit on how to best implement different aspects of the project. | <ul style="list-style-type: none"> Meeting minutes prepared by the Project Coordination Unit. | <ul style="list-style-type: none"> Active participation of the Advisory Board members. |
| Immediate Objective 6 - Project management and coordination | | | | |
| OUTPUT 6 | <u>Project management and coordination</u> Test the effectiveness, reached objectives, possible failures of the project, monitoring and assessment of the activities. | <ul style="list-style-type: none"> Project execution on time and on schedule. | <ul style="list-style-type: none"> Programmatic and financial reports. | <ul style="list-style-type: none"> Project Coordination Unit established and well-staffed. |
| Activity 6.1 | Project preparation activities. | <ul style="list-style-type: none"> Detailed first year work plans with UNEP, and the six networks, including the terms of reference for personnel, inputs required and cost per activity for the successful implementation of the project. | <ul style="list-style-type: none"> Annual work plans | <ul style="list-style-type: none"> There will be active participation from the network members. |
| Activity 6.2 | Project monitoring. | <ul style="list-style-type: none"> Periodic financial and programmatic implementation reviews of the project to ensure that timetables and costs are being met. Monitor the performance of UNEP, UNDP and the six networks every six months in respect of their specifically assigned responsibility. | <ul style="list-style-type: none"> Reports about the monitoring and evaluation. | <ul style="list-style-type: none"> There will be active participation from the network members. |

Network Activities Listed by GEF Operational Programme

| OPERATIONAL PROGRAMMES | LEGISLATORS | LOCAL AUTHORITIES | CONSUMERS | EDUCATORS | RADIO | RELIGIOUS ORGANIZATIONS |
|--|--|--|---|---|--|--|
| 1. Arid and Semi-arid Zone Ecosystems - <i>The project will seek to generate and enhance awareness about the uniqueness and benefits of protecting these less well-known ecosystems and sustainably harvesting products from them.</i> | - Provide education/information materials to assist legislators in harmonizing legislation and fostering local laws, regulations, and technical norms which promote the sustainable use and conservation of biological resources in arid and semi-arid zone systems; protect these ecosystems, and regulate productive activities. | - Develop education materials to promote the establishment and management of protected natural areas in arid and semi-arid ecosystems and micro-regions, including the development of congruent productive activities; - Provide technical assistance to get scientific information on environmental impacts, combating erosion, etc. in these ecosystems. | - Conduct campaigns to alert communities on the importance of arid and semi-arid ecosystems and the risk resulting from the improper management of such resources; - Develop education materials to promote the rational use and fair prices of products from the ecosystems. | - Develop education materials and training programmes to increase knowledge about the ecosystems, and promote environmentally sustainable activities and services; - Provide technical assistance to support information/data systems. | - Disseminate information on these ecosystems, the impact of environmental damage on the ecosystems, and guidance on their protection and sustainable management; disseminate information on activities undertaken by the other networks. | - Develop education materials and organize campaigns to promote awareness on the protection and management of the ecosystems; - Disseminate information to promote community involvement in protecting ecosystem resources. |
| 2. Coastal, Marine, and Freshwater Ecosystems - <i>Project activities would seek to highlight the goods and services provided by these ecosystems. Issues covered will include the relationship between land tenure practices and conservation/ sustainable management of resources; the designation of protected areas; efforts to increase native flora/ fauna populations; and improved soil & water management practices.</i> | - Provide education/information materials to assist legislators in harmonizing legislation related to the sustainable use and conservation of biological resources in coastal, marine, and freshwater ecosystems and land tenure in transition zones. | - Develop education and training materials to promote conservation and sustainable resource policies in locations with similar ecosystems; - Develop education and training materials to encourage the increase of native populations of flora and fauna in these ecosystems, promote natural protected areas; develop programmes to manage soil and water resources; and prepare environmental impact assessments. | - Develop education materials to promote the rational use and fair pricing of products derived from these ecosystems; - Disseminate information on the importance of these ecosystems, the benefits of products derived from the ecosystems, and the measures required to protect the resources. | - Disseminate data on these ecosystems; - Develop education programmes on these ecosystems; - Conduct training programmes on the sustainable management of the ecosystems and use of resources derived from them. | - Disseminate information on these ecosystems, the environmental problems affecting them, and ways in which local communities can participate to sustainably manage the ecosystems' resources; disseminate information on activities undertaken by other networks. | - Disseminate information on the importance of the ecosystems and the benefits of the sustainable use of products derived from the ecosystems; disseminate information on the activities of other networks and entities (e.g. media) |

| OPERATIONAL PROGRAMMES | LEGISLATORS | LOCAL AUTHORITIES | CONSUMERS | EDUCATORS | RADIO | RELIGIOUS ORGANIZATIONS |
|--|--|--|--|--|---|---|
| 3. Forest Ecosystems - <i>Information and educational materials would explain the importance of both direct and indirect benefits of forests. Materials would also address the impact of land tenure practices on forest ecosystems; the effects on forests of environmental damage; and efforts to protect fragile tropical and temperate forests.</i> | - Provide education/information materials to assist in harmonizing normative frameworks for the conservation and sustainable use of biological resources and land tenure practices which minimize risks to and pressures on the ecosystems. | - Develop education/training materials to: promote conservation, in particular in tropical and fragile temperate areas and in priority areas stipulated by the national biodiversity strategy and other plans; encourage the development of forest corridors wide enough to protect endemic and endangered species; and promote natural protected areas systems, including productive activities and sustainable criteria. | - Conduct campaigns to protect forest ecosystems; - Develop educational materials to guide communities on the rational and sustainable use of forest resources. | - Develop educational programmes to promote the conservation and sustainable use of the ecosystems' resources; - Develop training programs to manage forest ecosystem resources; - Provide technical assistance to assist in researching areas with a high number of endemic species, migratory species, high productivity, and/or cultural, scientific, and social value, etc.; and develop information/data systems. | - Conduct campaigns to promote the care and protection of these ecosystems; - Prepare educational materials on the impact of environmental damage to these ecosystems; - Disseminate information on work undertaken by the other networks. | - Conduct public awareness campaigns on the protection, conservation, and rehabilitation of deteriorated forest areas; - Disseminate information on the activities undertaken by the other networks; |
| 4. Mountain Ecosystems - <i>The project will seek to raise awareness on the impact on mountain ecosystems of land degradation and erosion and the resulting effect on community economic activities.</i> | - Provide education/training materials to assist in revising local frameworks to strengthen norms dealing with the conservation and sustainable use of biological resources in mountain ecosystems, especially in the Andes and Mesoamerican region. | - Provide education/training materials to: promote the sustainable management of fragile mountain ecosystems; identify activities to minimize impacts produced by deforestation, tourism, and transportation/communication routes and to combat erosion; foster efforts towards ground and species conservation, including productive activities; and promote energy activities which protect vegetation. | - Disseminate information on the value of species and genetic material from these ecosystems. | - Develop education materials on these ecosystems; - Conduct training activities to promote the conservation of soil, forest use, agro-ecology, etc.; according to local priorities; - Provide technical assistance/ disseminate information to other networks. | - Disseminate information on the importance of these ecosystems and on the work undertaken by other networks to protect them; - Develop education materials to assist communities in making better use of the resources from these ecosystems. | - Disseminate information on the fragility of these ecosystems and the benefits they can provide; disseminate of information regarding the activities undertaken by the other networks. |

| OPERATIONAL PROGRAMMES | LEGISLATORS | LOCAL AUTHORITIES | CONSUMERS | EDUCATORS | RADIO | RELIGIOUS ORGANIZATIONS |
|---|--|---|--|--|--|--|
| <p>5. Removal of Barriers to Energy Efficiency and Energy Conservation</p> <p><i>- The project will explain to the networks how energy resource savings decrease urban pollution and cut greenhouse gas emissions.</i></p> | <p>- Develop education materials to assist in: establishing a consensus on a normative framework for developing cleaner industries; providing incentives for laws and regulations which promote energy efficiency; identifying causes of energy inefficiency and waste; developing regulatory and other frameworks to promote energy efficiency.</p> | <p>- Develop education / training materials to: promote the development and use of efficient energy technologies; promote audits or environmental revisions in enterprises, with emphasis on energy consumption; assist energy producers and governments in agreeing on the kind of services to be offered to the public; and develop incentives for entities which conserve, including through various economic instruments; - Conduct campaigns to promote energy saving programs</p> | <p>- Disseminate information to consumers on products with high energy costs, including comparative analyses, and on efforts to conserve energy at home, the work place, and other public areas;</p> <p>- Conduct campaigns to promote the labeling of "green" products, taking into consideration the energy factors;</p> <p>- Provide technical assistance to evaluate energy services, such as fuels, electricity, etc. and to develop information centres, with the support of the other networks.</p> | <p>- Disseminate information about: greenhouse gas problems and their solutions; energy saving barriers; successful experiences;</p> <p>- Conduct training programmes on energy and saving, mainly among private sector enterprises;</p> <p>- Provide technical assistance to prepare or consolidate directories of energy sector institutions, organizations, specialized professionals, branches, etc.</p> | <p>- Conduct campaigns on energy conservation;</p> <p>- Disseminate information on: the risks of greenhouse gases and their causes; unfavourable environmental conditions caused by the inefficient and improper use of fuels and ways in which they can be avoided.</p> | <p>- Conduct campaigns to: avoid wasting energy; support energy saving activities; and orient members towards the rational use of energy;</p> <p>- Disseminate information on the benefits of energy saving and activities undertaken by other networks.</p> |
| <p>6. Promoting the Adoption of Renewable Energy by Removing Barriers and Reducing Implementation Costs (Renewable Energy Technologies - RET)</p> <p><i>- The project would explain the linkage between the adoption of renewable energy technologies and the domestic/global benefits of reducing pollution and green house gas emissions.</i></p> | <p>- Develop education materials to: assist in promoting renewable energy sources, including incentives for their use; foster the establishment of adequate legal frameworks for promoting and using forest resources for energy purposes, in conditions of low environmental impact.</p> | <p>- Develop education/training material to: promote policies on the rational and efficient use of energy, mainly in the transportation and industrial sectors, including use of alternative fuels; foster pilot activities with RET; promote private sector investment in RET; -Disseminate successful experiences, etc.</p> | <p>- Conduct campaigns to promote the advantages of RET use, including decreasing costs and market expansion.</p> | <p>- Provide training on and disseminate of information about RET (including travelling exhibitions), emphasizing the medium- and long-term environmental benefits; information on efforts undertaken by other networks to promote RET;</p> <p>- Develop educational materials to foster the incorporation of RET in formal study plans and programmes.</p> | <p>- Disseminate information on applications and advantages of RET and public response to them; information sharing with other networks.</p> | <p>- Conduct campaigns to generate public awareness on the advantages of RET, on medium- and long-term basis.</p> |

| OPERATIONAL PROGRAMMES | LEGISLATORS | LOCAL AUTHORITIES | CONSUMERS | EDUCATORS | RADIO | RELIGIOUS ORGANIZATIONS |
|---|---|--|--|--|--|--|
| <p>9. Integrated Land and Water Multiple Focal Area Operational Programme</p> <p><i>- Outreach activities would focus on the economic benefits, in particular to small islands and coastal communities throughout the region, of soil and water protection and the prevention and control of non-renewable resource pollution in international waterways.</i></p> | <p>- Develop education materials to protect these ecosystems.</p> | <p>- Develop educational materials to: foster the elaboration of agreements and of micro-regional infrastructures to develop policies in complex and long-term projects; create a consensus of regional priorities and promote the elaboration of relevant studies and diagnoses; recommend policies and programmes on adequate management, including the utilization of financial, information, and technological instruments; and promote the protection of the soil and water resources of small islands.</p> | <p>- Develop education materials to: foster the participation of service-providers in micro-regions, incorporating sustainable production and consumption criteria; propose the use of alternative products which are less damaging to these ecosystems.</p> | <p>- Disseminate information on relevant environmental issues; organize workshops on lessons learned;</p> <p>- Provide technical assistance to integrate regional data banks, in which experts participating in assessment and training activities can anchor their analyses;</p> <p>- Develop educational materials to foster activities which take into account computer-simulated models, for example in the marine areas, soil degradation, drought-stricken areas, etc.</p> | <p>- Disseminate information on complex problems of the ecosystem and action programmes of other networks.</p> | <p>- Conduct a campaign to promote a public commitment to the prevention and control of non-renewable resource pollution;</p> <p>- Disseminate information on activities undertaken by other networks.</p> |
| <p>10. Contaminant-Based Operational Programme</p> <p><i>- Project activities would explain to the networks the linkage between the accumulation of harmful toxic chemicals in local waterbodies and the global accumulation of contaminants and how prevention and control efforts can provide economic and environmental benefits.</i></p> | <p>- Develop educational materials to: promote legislation on the minimization and control of toxic substances in the soil and water; create a consensus of regional priority areas with a view to developing harmonized legislation.</p> | <p>- Develop educational materials to: promote the incorporation of this issue into local development plans; foster activities aimed at linking international waters with persistent organic pollutants (POPs); promote inventories of toxic emissions and transfer of contaminants, as well as proposing policies for their control; promote the integration of thematic environmental projects in the micro-regions; and promote policies on the prevention and control and sea vessel emissions.</p> | <p>- Disseminate information on quality testing and public participation activities aimed at preventing and controlling the use of POPs; alert communities on the risks and inadequate management of products which contain these substances.</p> | <p>- Disseminate information on: the management of substances that affect water and soil; in the long term; promote the use of cleaner technologies, mainly in the transportation and industrial sectors; public awareness about contaminants, in particular among water users; activities undertaken by other networks;</p> <p>- Provide technical assistance to foster studies which identify critical areas in the region and provide expertise.</p> | <p>- Disseminate information on the most relevant causes of soil and water pollution resulting from POPs; and efforts to eliminate the barriers which obstruct public participation in efforts to minimize contaminants.</p> | <p>- Disseminate information on the risks resulting from the improper or negligent use of products with POPs, and on activities undertaken by other networks.</p> |

List of Documents Available upon Request

1. PARLATINO

- Memorandum of Understanding
- Project Proposal
- Brochure of PARLATINO
- Preliminary Tool-kit
- General Balance 1995, 1996 and Financial Report
- Document: What is the Latin-American Parliament
- Document: Latin-American Parliament
- Document: Rules and Statutes of the Latin-American Parliament

2. IULA. INTERNATIONAL UNION OF LOCAL AUTHORITIES

- Memorandum of Understanding
- Project Proposal
- Brochures (2) of IULA
- Preliminary Tool-kit
- List of Participants in the Third Hemispheric Mayors Conference
- Latin America and the Caribbean Local Authorities Declaration
- Activities Report 1996

3. CLAI. LATIN AMERICAN COUNCIL OF CHURCHES

- Memorandum of Understanding
- Project Proposal
- Brochure of CLAI
- Preliminary Tool-kit
- Bulletin: Life Signals (Second Era No. 2, November 1996)
- Study Document: Climate Change
- Liturgy: Environment
- Document: Integral and Community Health
- Document: Environment and Future
- Report of the Third General Assembly of CLAI, 25 January-1 February 1995, Concepción, Chile
- Final Report of the Third General Assembly of CLAI
- Tri-annual Plan 1996-1998

4. C.I. CONSUMERS INTERNATIONAL

- Memorandum of Understanding
- Project Proposal
- Brochure of Consumers International
- Preliminary Tool-kit
- Financial Statements at Dec. 31, 1996
- Bulletins (Year XII-1 y 2)
- Booklet: Consumers and the Environment

- Overview Workplan 1997
- A format of a diploma

5. AMARC. WORLD ASSOCIATION OF COMMUNITY RADIO BROADCASTERS.

- Memorandum of Understanding
- Project Proposal
- Brochures (2) of AMARC
- Preliminary Tool-kit
- Bulletin: InteRadio (Volume 8, Number 1, 1996)
- Activities Program 1997
- General Balance 1996 and Financial Report
- Communication Networks of Latin America and the Caribbean
- A format of a diploma
- Brochure of the Corporation of "El Canelo de Nos"

6. IUCN. INTERNATIONAL UNION FOR THE CONSERVATION OF NATURE

- Memorandum of Understanding
- Project Proposal
- Brochure of the Communication and Education Commission
- Pocket Guide 1996/1997
- Resolutions and Recommendations of the World Congress, Montreal, Canadá, 13-23 October, 1996
- Report of working board 7 in the Second Iberoamerican Congress of Environmental Education, Guadalajara, México, 2-4 June, 1997
- Preliminary Tool-kit
- Membership Directory
- General Balance 1996 and Financial Report