



UNDP Project Document

UNDP-GEF Medium-Size Project (MSP)

Government of the Republic of Tajikistan

United Nations Development Programme

ENVIRONMENTAL LEARNING AND STAKEHOLDER INVOLVEMENT AS TOOLS FOR GLOBAL
ENVIRONMENTAL BENEFITS AND POVERTY REDUCTION
(PIMS 3514)

Brief description

The proposed CB-2 project aims to expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse stakeholders in addressing Rio Convention themes at national and local levels. The project will build capacity to use two key environmental management tools to implement the Rio Conventions and to reduce poverty. The first is "environmental learning" (EL) which, according to the Tajik Government's approach, includes both formal environmental education (EE) in schools and informal environmental learning (EL) for all sectors of society. The second is "stakeholder involvement" (SI) which includes public awareness, consultation and participation. The project strategy has three components: (1) Enhance the enabling environment for using EE/EL and SI through modifying legal, policy, institutional and strategic frameworks; (2) Improve organisational and individual capacity to implement EE/EL and SI programmes and to integrate environmental learning and involvement activities into other programmes and projects; and (3) Enhance local capacity to link local and global issues, and natural resources management (NRM) and poverty reduction, through action projects based on a model and techniques for "Community Environmental Learning" (CEL).

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ACRONYMS

ADB	Asian Development Bank
AKF	Aga Khan Foundation
CACILM	Central Asian Countries Initiative for Land Management
CAMP	Central Asian Mountain Partnership
CBD	(United Nations) Convention on Biological Diversity
CBO	Community Based Organization
CCD	(United Nations) Convention to Combat Desertification
CEL	Community Environmental Learning
CEPA	Communication, Education and Public Awareness (under the CBD)
CIS	Commonwealth of Independent States
CP	UNDP Communities Programme
CPAP	Country Programme Action Plan (UNDP)
EE	Environmental Education
EL	Environmental Learning
ENGO	Environmental Non-Governmental Organization
GBAO	Gorno Badakhshan Autonomous Oblast
GDP	Gross Domestic Product
GEF	Global Environment Facility
GNI	Gross National Income
INGO	International Non-Governmental Organization
JDC	Jamoat Development Committee (now referred as JRC)
JRC	Jamoat Resource and Advocacy Center (former JDC)
MEA	Multilateral Environmental Agreement
LFA	Logical Framework Analysis
MDG	Millennium Development Goals
MSDSP	Mountain Society Development and Support Programme
NAP	National Action Plan
NBSAP	National Biodiversity Strategy and Action Plan (under CBD)
NGO	Non-Governmental Organization
NRM	Natural Resource Management
PDF	Project Development Facility
PM	Project Manager
RF	Revolving Fund
PRA	Participatory Rural Appraisal
PRSP	Poverty Reduction Strategy Paper
PSC	Project Steering and Coordination Committee
SI	Stakeholder Involvement, also called “Public Involvement”
TJS	Tajik Somoni (currency)
UNDAF	UN Development Assistance Framework
UNDP	United Nations Development Programme
UNFCCC	UN Framework Convention on Climate Change

SECTION I: Elaboration of the Narrative

PART I: Situation Analysis

Tajikistan is a landlocked country in South-East Central Asia, with mountain systems covering about 93% of the land area and almost half the country above 3,000 m. Because of the varied topography and climatic regimes, the country has diverse natural environments and rich biodiversity, including 25 types of terrestrial and inland waters ecosystems and many unique local biotopes.

The country has a population of 6,438,000, with 40% under the age of 14 and over 70% of the population still rural. After the collapse of the Soviet Union and independence in 1991, the country experienced civil war through to 1996. The war, economic contraction, and the loss of social services led to a dramatic deterioration in living conditions, especially in rural areas. The country began recovery after a peace agreement in 1998 and has achieved considerable economic success. GDP growth has been steady over the last seven years, with an average rate of 10 percent for the past four years. Despite this, the country remains among the poorest and most fragile of the CIS¹ countries. Tajikistan was one of the poorest of the Soviet republics and is still considered “low-income”, with widespread poverty, especially in rural areas. It ranks 103rd among 174 states, using the UN Human Development Index. Gross national income per person is US\$280, the lowest in Eastern Europe and the CIS and one of the lowest globally. An increase in natural disasters, often exacerbated by human factors (deforestation, poor land management, building on slopes), has further impaired the country's infrastructure and productive capacity. Local people are highly dependent on natural resources for food, fuel and construction, imposing increasing pressure on forests, land, water and biological diversity for their livelihoods.

PART II: Strategy

The project strategy is three-fold:

- Improve the enabling environment to support the use of environmental learning and stakeholder involvement as tools to improve environmental and natural resource management

Any well-designed capacity development should aim to strengthen the “weak links” in this system that are creating barriers to a fully functioning system. This intervention involves strengthening the national legislative, policy, institutional and strategic frameworks to promote the use of EE/EL and SI as tools for convention implementation, the linking of global and local issues, and the integration of natural resource management and poverty issues. This will enable government, academia and non-government organisations to more effectively implement the numerous existing commitments and programmes on EE/EL and SI, which have been only weakly operationalised until now.

- Enhance the capacity of diverse government and non-government organisations to integrate state-of-the-art environmental learning and involvement programs into environmental and natural resource initiatives

Tajikistan is still in a transition period when the heavily subsidized Soviet system of education is no longer functioning and the new system is still being developed. This strategy involves diversifying the delivery mechanisms for EE/EL and SI in different sectors and involving multiple stakeholders in this delivery. This intervention will strengthen the institutional and individual capacity of national and

¹ Commonwealth of Independent States

local government agencies, academia, the media and civil society (NGOs, CBOs, local communities) to design and deliver EE/EL and SI. ENGOs, with their commitment and experience in the EE/EL field, will play an important role, while CBOs, including Jamoat Resource Centres, youth and women's organizations, with their local knowledge and networks, will also be involved. There will be a small component to build capacity of secondary school teachers to implement EE/EL programmes which will complement the Community Environmental Learning activities under Outcome 3. Global-local linkages will be integrated into all activities in order to broaden the base of support for Rio Convention implementation in the Tajik context.

- Enhance the capacity of local communities to improve environmental and natural resource management practices as part of sustainable development, for both global and local benefits.

In recent years, there has been considerable activity in the Tajikistan related to the Rio Convention themes of biodiversity conservation, land degradation and climate change, including public education and involvement components. However, much of this has taken place in the capital of Dushanbe, involved the central government bodies and city-based NGOs. This strategy will bring convention implementation activities to the local community level, which is crucial in a country where 70% of the people live in rural areas, most in very small settlements. Institutional and policy arrangements will be reformed, as needed to enable greater community involvement in environmental and natural resources management. Materials and training/learning activities community-based natural resource management will be designed based on a model of "Community Environmental Learning".

The project strategy will also draw on lessons learned in a review of the effectiveness of capacity-building activities done under the UNFCCC (Note by the Secretariat, UNFCCC Subsidiary Body for Implementation, 2004. FCCC/SBI/2004/9), as follows:

- Long-term learning by doing approaches that favour the development of partnership and networks and that integrate capacity building into wider sustainable development efforts have more chances of success.
- Ensuring national ownership and leadership as well as multi-stakeholder consultations at all stages of implementation creates a favourable environment for achieving results.
- The practice of adaptive management² and consideration of the dynamic nature of capacity-building considerably increases the likelihood of an initiative achieving its intended results.

During the project preparation it was also identified that there is a need to build capacity in "raising public awareness, incorporating climate change into national education systems" and the need to build the capacity of a wide range of stakeholders from government, NGOs, private sector, academia and local communities.

PART III : Management Arrangements

The project will be nationally executed in accordance with UNDP's NEX guidelines. The Committee on Environment Protection under the Government of Tajikistan will be the National Executing Agency (NEA). The NEA will be accountable to the Government of Tajikistan and the UNDP for the quality of project outcomes and the appropriate use of project resources, both when directly implementing project activities and when delegating others to do so. The NEA will ensure that project planning, review, monitoring, evaluation and reporting requirements are met; that coordination among participants is effective; and that decisions are implemented. The NEA is responsible for ensuring that outputs are produced on time and for translating outputs into outcomes. The NEA will manage the project budget, in

² Adaptive management encourages flexibility to account for changing circumstances surrounding a project.

very close consultations with UNDP, including components implemented by partner agencies and sub-contractors. Implementation arrangements with partner agencies will be set out in Terms of Reference, work plans and/or formal agreements, as needed. UNDP will provide support needed for project implementation through the Administrative and Finance Units.

The Committee on Environment Protection will assign the government Focal Point for the project. The Focal Point will be responsible for the smooth coordination of the relations with project team, UNDP and the government.

Several local organizations will be involved in project delivery, including Jamoat government authorities, Jamoat Resource and Advocacy Centers (JRCs), District Development Committees (DDCs), District and sub-district departments of the of Committee on Environmental Protection and the State Committee for Land Management.

A national Project Manager (PM) will be recruited to manage project implementation. The PM will report to UNDP and the Project Steering Committee and act under overall guidance from the UNDP Focal Point on Energy and Environment. The PM will be responsible for project coordination and implementation, consolidation of work plans and project papers, preparation of quarterly progress reports, reporting to the project supervisory bodies, and supervising the work of the project experts and staff. The PM will also coordinate project activities with the project Focal Point and relevant Government institutions. A part-time International Technical Advisor (ITA) will be recruited to support the PM and other project experts through advisory services and technical assistance. A National Project Expert (NPE) and an Administrative Assistant (AA) will also be recruited. The NPE will support the PM in all technical and operational aspects of project implementation and will act as the deputy Project Manager. The AA will be responsible for administration and finances.

National and international consultancy services will be called in as required for specific tasks, such as needs assessments, development of pilot projects, development of proposals for improved enabling frameworks for EL and EE, development of models of Community Environmental Learning, capacity building and training for key stakeholders, design of delivery models and financing mechanisms. Consulting services will be procured in accordance with applicable UNDP/GEF Guidelines.

A Project Steering Committee (PSC) will provide strategic direction and project management. Its composition will build on past or existing committees (e.g., PSC for the NCSA) to link with related initiatives. The PSC will be multi-disciplinary and multi-sectoral in fields related to capacity development for the Rio Conventions, especially the project topics (EE, EL, SI). The PSC will include representatives of relevant Government agencies, including, but not limited to the Committees on Environment Protection, Agency for Land Management, Geodesy and Cartography, Ministry of Education and District Authorities. Membership will also include UNDP Country Office, UNDP Communities Programme, academic institutions, NGOs and other civil society and donor organisations involved in this or related projects. The PSC will meet at least semi-annually to review project progress, provide direction and assist in project implementation. The UNDP CO will provide support services through the Administrative and Finance Units, as required. The following figure shows the proposed project management structure:



In order to accord proper acknowledgement to GEF for providing funding, a GEF should appear on all relevant GEF project publications, including among others, project hardware and vehicles purchased with GEF funds. Any citation on publications regarding projects funded by GEF should also accord proper acknowledgment to GEF. The UNDP logo should be more prominent -- and separated from the GEF logo if possible, as UN visibility is important for security purposes.

PART IV: Monitoring and Evaluation Plan and Budget

Project monitoring and evaluation will be conducted in accordance with established UNDP, GEF and government procedures. A Monitoring and Evaluation Plan will be developed during Project Inception, based on this section and the Logical Framework Matrix in Annex J of approved MSP. Its aims are: to improve project management and implementation; to help participants to adapt the project changing circumstances and incorporate lessons learned; and to promote replication of key project elements in other countries and regions. The Project Implementation Unit will be responsible for preparing project planning and progress reports²² for submission to the Project Steering Committee, to be comprised of representatives of key organisations.

The project will use a capacity development monitoring and evaluation scorecard to monitor the project capacity development processes (see scorecard in Annex K of approved MSP). This scorecard will track

²² Reports to be submitted: Annual Work Plan, Quarterly Progress Reports, Annual Progress Reports, Final Report. Annual Work Plans will be approved by the Project Steering Committee.

project CD processes along five capacity results. Indicators will be rated to quantify the change achieved and provide information needed for higher reporting purposes at programme level. So far, it is expected that the project capacity development activities will largely be monitored by six indicators (see Annex K of approved MSP– indicators 2, 3, 5, 6, 10 & 13), which are of direct relevance to strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction in Tajikistan. The success of the project will therefore be monitored against these indicators only. However, any indirect contribution to other capacity development indicators will also be documented in the project reports, as necessary.

This scorecard will be completed at inception - to establish the project baseline, at mid-point of project implementation and finally at the end of project implementation. The rating done at project inception will also provide a useful capacity review/assessment at the start of the project; including the current capacity areas of weaknesses and strengths. This capacity development monitoring tools will be used by the project implementation team to monitor project progress and also by the evaluators to conduct the MTE and the final evaluation.

PART V: Legal Context

This Project Document shall be the instrument referred to as such in Article I of the Standard Basic Assistance Agreement between the Government of Tajikistan and the United Nations Development Programme, signed by the parties on 1 October 1993. The host country implementing agency shall, for the purpose of the Standard Basic Assistance Agreement, refer to the government co-operating agency described in that Agreement.

The UNDP Resident Representative in Tajikistan is authorized to effect in writing the following types of revision to this Project Document, provided that he has verified the agreement thereto by the UNDP-GEF Unit and is assured that the other signatories to the Project Document have no objection to the proposed changes:

- a) Revision of, or addition to, any of the annexes to the Project Document;
- b) Revisions which do not involve significant changes in the immediate objectives, outputs or activities of the project, but are caused by the rearrangement of the inputs already agreed to or by cost increases due to inflation;
- c) Mandatory annual revisions which re-phase the delivery of agreed project inputs or increased expert or other costs due to inflation or take into account agency expenditure flexibility; and
- d) Inclusion of additional annexes and attachments only as set out here in this Project Document

SECTION II: STRATEGIC RESULTS FRAMEWORK

PART I: Logical Framework Analysis

See Annex J of approved [MSP proposal](#) in Section IV of the Project Document

SECTION III: Total Budget and Workplan

Award ID:	00045104
Project ID:	00053219
Award Title:	PIMS 3514 Tajikistan Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction
Business Unit:	TJK10
Project Title:	PIMS 3514 Tajikistan Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction
Implementing Partner (Executing Agency)	Ministry of Agriculture and Nature Protection

GEF Outcome/Atlas Activity	Responsible Party/ Implementing Partner	Fund ID	Donor Name	Atlas Budgetary Account Code	ATLAS Budget Description	Amount (USD) Year 1	Amount (USD) Year 2	Amount (USD) Year 3	Total (USD)	See Budget Note:	
OUTCOME 1: Legal, policy, institutional, strategic frameworks for environmental education/learning & stakeholder involvement	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$5,000	\$5,000	\$4,000	\$14,000		
		62000	GEF	71300	National consultants	\$5,000	\$10,000	\$6,000	\$21,000		
		62000	GEF	71600	Travel	\$4,000	\$4,000	\$4,000	\$12,000		
		62000	GEF	72100	Contractual Services - Companies	\$2,000	\$2,000	\$2,000	\$6,000		
		62000	GEF	72800	Equipment	\$2,000	\$3,000	\$0	\$5,000		
		62000	GEF	74500	Miscellaneous Expenses	\$1,000	\$1,000	\$1,000	\$3,000		
						Sub-total:	\$19,000	\$25,000	\$17,000	\$61,000	
						Total Outcome 1:	\$19,000	\$25,000	\$17,000	\$61,000	
OUTCOME 2: Improved capacity to integrate EE/EL and SI into NRM	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$6,000	\$7,000	\$7,000	\$20,000		
		62000	GEF	71300	National consultants	\$5,000	\$10,000	\$8,000	\$23,000		
		62000	GEF	71600	Travel	\$1,500	\$3,000	\$2,000	\$6,500		
		62000	GEF	72100	Contractual Services - Companies	\$15,000	\$20,000	\$20,000	\$55,000		
		62000	GEF	72800	Equipment	\$2,000	\$2,500	\$1,000	\$5,500		

		62000	GEF	74100	Professional Services	\$10,000	\$15,000	\$10,000	\$35,000		
		62000	GEF	74500	Miscellaneous Expenses	\$1,000	\$1,000	\$1,000	\$3,000		
					Sub-total:	\$40,500	\$58,500	\$49,000	\$148,000		
					Total Outcome 2:	\$40,500	\$58,500	\$49,000	\$148,000		
OUTCOME 3: Enhanced capacity to use community environmental learning	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$7,000	\$8,500	\$10,500	\$26,000		
		62000	GEF	71300	National consultants	\$6,000	\$10,000	\$9,000	\$25,000		
		62000	GEF	71600	Travel	\$2,500	\$3,000	\$3,000	\$8,500		
		62000	GEF	72100	Contractual Services - Companies	\$10,000	\$50,000	\$39,000	\$99,000		
		62000	GEF	72800	Equipment	\$4,000	\$2,000	\$0	\$6,000		
		62000	GEF	74100	Professional Services	\$2,000	\$5,000	\$5,000	\$12,000		
		62000	GEF	74500	Miscellaneous Expenses	\$1,500	\$1,500	\$1,500	\$4,500		
						GEF Sub-total:	\$33,000	\$80,000	\$68,000	\$181,000	
		00012	UNDP	72100	Contractual Services - Companies	\$0	\$20,000	\$20,000	\$40,000		
		00012	UNDP			UNDP Sub-total:	\$0	\$20,000	\$20,000	\$40,000	
						Total Outcome 3:	\$33,000	\$100,000	\$88,000	\$221,000	
MONITORING AND EVALUTATION	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$0	\$0	\$0	\$0		
		62000	GEF	71300	National consultants	\$2,000	\$5,000	\$4,000	\$11,000		
		62000	GEF	71600	Travel	\$1,500	\$3,000	\$3,000	\$7,500		
		62000	GEF	72100	Contractual Services - Companies	\$2,000	\$4,000	\$4,000	\$10,000		
		62000	GEF	74500	Miscellaneous Expenses	\$1,500	\$1,500	\$1,500	\$4,500		
						GEF Sub-total:	\$7,000	\$13,500	\$12,500	\$33,000	

					Total M&E	\$7,000	\$13,500	\$12,500	\$33,000	
PROJECT MANAGEMENT UNIT	Ministry of Agriculture and Nature Protection	62000	GEF	71400	Contractual Services - Individuals	\$12,000	\$14,000	\$14,000	\$40,000	
		62000	GEF	71600	Travel	\$1,500	\$2,000	\$1,500	\$5,000	
		62000	GEF	74500	Miscellaneous Expenses	\$500	\$1,000	\$500	\$2,000	
					GEF Sub-total:	\$14,000	\$17,000	\$16,000	\$47,000	
					Total Project Management Unit	\$14,000	\$17,000	\$16,000	\$47,000	
				GEF Total	\$114,000	\$194,500	\$161,500	\$470,000		
				Project Total	\$114,000	\$214,500	\$181,500	\$510,000		

**Summary of
Funds:³**

GEF		\$114,000	\$194,500	\$161,500	\$470,000	
UNDP (in-cash)		\$0	\$20,000	\$20,000	\$40,000	
UNDP (in-kind)		\$100,000	\$100,000	\$100,000	\$300,000	
Communities		\$0	\$10,000	\$10,000	\$20,000	
Government		30,000	40,000	40,000	110,000	
TOTAL		\$244,000	\$364,500	\$331,500	\$940,000	

³ Summary table should include all financing of all kinds: GEF financing, cofinancing, cash, in-kind, etc. etc

SECTION IV: ADDITIONAL INFORMATION

PART I: Approved MSP proposal

Attached in [Annex 1](#) below.

PART II: Organigram of the Project

See [Management Arrangements](#)

PART III: Terms of References for key project staff and main sub-contracts

Draft TOR for CTA

<u>Post:</u>	Chief Technical Advisor (Part-time)
<u>Duration:</u>	Three years (4 person-months in year one, 2.5 pm in year two, and 2 pm in year three)
<u>Duty Station:</u>	Dushanbe, with frequent travel to the project areas
<u>Reports to:</u>	UNDP Focal Point on Energy and Environment and Government Focal Point

Background: This project is a part of the overall GEF Central Asian Countries Initiative for Land Management (CACILM).

Within that context, the project goal is to contribute to “Expansion of Tajikistan’s capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes”

The project will build capacity to use two key environmental management tools to implement the Rio Conventions and to reduce poverty. The first is “environmental learning” (EL) which, according to the Tajik Government’s approach, includes both *formal* environmental education (EE) in schools and *informal* environmental learning (EL) for all sectors of society. The second is “stakeholder involvement” (SI) which includes *public awareness, consultation and participation*. The project strategy has three components: (1) Enhance the enabling environment for using EE/EL and SI through modifying legal, policy, institutional and strategic frameworks; (2) Improve organisational and individual capacity to implement EE/EL and SI programmes and to integrate environmental learning and involvement activities into other programmes and projects; and (3) Enhance local capacity to link local and global issues, and natural resources management (NRM) and poverty reduction, through action projects based on a model and techniques for “Community Environmental Learning” (CEL).

The project will be nationally executed in accordance with UNDP’s NEX guidelines. The State Committee for Environmental Protection and Forestry will be the National Executing Agency (NEA). The NEA will be accountable to the Government of Tajikistan and the UNDP for the quality of project outcomes and the appropriate use of project resources, both when directly implementing project activities and when delegating others to do so.

Tasks:

To provide technical support to the National Project Manager (PM) a part-time Chief Technical Advisor (CTA) will be recruited. The task of the CTA will be to provide overall project advisory services and technical assistance to the National Project Manager (PM), the National Project Experts (NPE) and the other project consultants. In essence, the responsibility of the CTA is to ensure that the overall technical direction of the project is maintained and flexibly adapted to the meet the practical challenges faced during implementation..

At the critical initial stages of project implementation the inputs of the CTA in Tajikistan will be on a semi-permanent basis, but will be gradually reduced once technical directions are firmly established and project implementation capacity is place. Nonetheless the role of the CTA will remain critical throughout the project as he/she will continue to have inputs on key technical decisions at strategic moments in the project implementation through field missions and remote communication (email).

The CTA will work closely with the PM, the project National Project Experts (NPE's) and international consultants. Specifically his/her tasks include but are not limited to:

Project Organization and Management

- Work closely with the PM in coordinating and facilitating inputs of government agencies, partner organizations, scientific and research institutes, subcontractors, and national and international experts in a timely and effective manner;
- Provide guidance and assistance to the PM and the NPE's to ensure that the project activities conform to the approved project document;
- Assist the PM, during the initial 2 months of the project, in the preparation of an "inception report" which will more concretely elaborate the project Logical Framework Matrix and planned project activities, the 1st year Annual Workplan and Budget, TOR's for key project staff, and an M&E plan.
- Assist the PM and the NPE's in development of relevant TOR's and recruitment / mobilization of qualified national and international external experts and organizations as needed to provide specific consultancy and engineering services;
- In close cooperation with the PM, the NPE's, UNDP's Focal Point on Energy and Environment, and in consultation with the project partner organizations and stakeholders, prepare Annual Project Work Plans to be agreed upon by the Project Steering and Coordination Committee (PSC);
- Provide "on job" technical guidance and mentoring to the PM and NPE's in order to build their capacity to effectively implement the technical aspects of the project.
- Support the PM in reporting to the PSC on the progress of project implementation and achievement of project results in accordance with the project's logical framework matrix;
- Support the PM and the NPE's in project-related meetings, as required;
- Review reports of national and international consultants, project budget revisions, and administrative arrangements as required by UNDP/GEF procedures;
- Prepare and submit to UNDP mission reports describing activities and outcomes of the work of the CTA;
- In cooperation with the PM and the NPE develop a suitable project exit strategy during the third year of the project, and present it for approval to the PSC;

Monitoring and Evaluation

- Assist the PM in the development of a concrete Monitoring and Evaluation Plan at the outset of the project (within inception report).
- Support the PM in preparing project progress reports, information releases, as well as monitoring and review reports in accordance with UNDP/GEF monitoring and evaluation rules and procedures;
- Support the PM in the preparation and implementation of mid term and final Independent Evaluation Missions (TOR's, identification and recruitment of appropriate candidates, organization of missions, joint field missions and discussion with evaluators, etc).
- Accompany leading UNDP CO staff on their annual monitoring visits to project sites;

Expected Outputs:

The primary expected project outputs are described in the project's logical framework matrix and in the background section of this TOR (see above).

Specific key outputs of the work of the Chief Technical Advisor include:

- Inception report and individual Mission reports (including concrete reviews of ongoing project activities and guidance on improving effectiveness).
- Technical Reports to the PSC

- TOR's for key national and International Project technical staff, contractors, and Evaluation Missions.
- Annual Project Work Plans and Annual Project Review Reports (APR/PIR's)
- Technical guidance notes on the implementation of key components of the project (awareness assessment and campaign, participatory natural resource use planning, demonstration activities and capacity development activities, best practices and lesson learned dissemination).
- Reviews and finalization of demonstration project reports
- Overall Project Best Practices and Lessons Learned Report.
- Best Practices and Lessons Learned Dissemination Plan
- Project Exit Strategy

Qualification/Experience:

- Postgraduate or other advanced university degree in environmental management, sustainable land management, natural resource management, agriculture, environmental management or related fields.
- At least 10 years of demonstrated working experience in areas relevant for Sustainable Land Use Management within arid environments.
- Prior knowledge and experience of the political, social and environmental factors and issues related to arid natural resource use and agricultural systems in Central Asia, preferably in Tajikistan.
- Prior experience in the use of local level, participatory approaches to natural resource management.
- At least 5 years practical field experience in a similar professional role (i.e. CTA, manager or equivalent, of a natural resource management project implementing practical activities in the field).
- Familiarity with the goals and procedures of international organizations, in particular those of the GEF and UNDP;
- Good interpersonal, facilitation and training skills; and
- Excellent skills in English language, knowledge of Russian and/or Tajik is an advantage.

Draft TOR

<u>Post:</u>	National Project Manager (Full-time)
<u>Duration:</u>	3 years
<u>Duty Station:</u>	Dushanbe, with regular travel to the project areas
<u>Reports to:</u>	UNDP Focal Point on Energy and Environment and Government Focal Point

Background: This project is a part of the overall GEF Central Asian Countries Initiative for Land Management (CACILM).

Within that context, the project goal is to contribute to “Expansion of Tajikistan’s capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes”

The project will build capacity to use two key environmental management tools to implement the Rio Conventions and to reduce poverty. The first is “environmental learning” (EL) which, according to the Tajik Government’s approach, includes both *formal* environmental education (EE) in schools and *informal* environmental learning (EL) for all sectors of society. The second is “stakeholder involvement” (SI) which includes *public awareness, consultation and participation*. The project strategy has three components: (1) Enhance the enabling environment for using EE/EL and SI through modifying legal, policy, institutional and strategic frameworks; (2) Improve organisational and individual capacity to implement EE/EL and SI programmes and to integrate environmental learning and involvement activities into other programmes and projects; and (3) Enhance local capacity to link local and global issues, and natural resources management (NRM) and poverty reduction, through action projects based on a model and techniques for “Community Environmental Learning” (CEL).

The project will be nationally executed in accordance with UNDP’s NEX guidelines. The State Committee for Environmental Protection and Forestry will be the National Executing Agency (NEA). The NEA will be accountable to the Government of Tajikistan and the UNDP for the quality of project outcomes and the appropriate use of project resources, both when directly implementing project activities and when delegating others to do so.

Tasks:

For the management of the project a National Project Manager (PM) will be recruited. The main task of the PM will be to lead a team of national and international staff towards the successful implementation of the project. The PM will have the overall responsibility for ensuring the Project and its staff functions effectively. The PM will be supported in his/her duties by the CTA (technical) and Deputy Project Manager (administrative).

The PM will work closely with the Chief Technical Advisor (CTA) to ensure the technical direction of the project is maintained and key outputs are achieved in a cost effective and timely manner. Specifically his/her tasks will include but are not limited to:

- Work closely with the CTA in coordinating and facilitating inputs of government agencies, partner organizations, scientific and research institutes, subcontractors, and national and international experts in a timely and effective manner;
- Develop (with assistance from the CTA) TOR’s for the project staff and National Consultants (NC) to undertake analysis and activities of different aspects covered by the project.

- Take the lead in recruiting and mobilizing qualified national and international external experts and organizations as needed to provide specific consultancy and engineering services;
- Provide overall supervision and leadership to the project team.
- In close cooperation with the CTA, the NPE's, UNDP's Focal Point on Energy and Environment and in consultation with the project partner organizations and stakeholders, prepare Annual Project Work Plans to be agreed upon by the Project Steering and Coordination Committee (PSC);
- Play the lead role in representing the project and reporting to the PSC on the progress of project implementation and achievement of project results in accordance with the project's logical framework matrix, and report back to participating agencies and individuals on the Committee's comments, recommendations and concerns;
- Prepare project progress reports, information releases, as well as monitoring and review reports in accordance with UNDP/GEF monitoring and evaluation rules and procedures;
- Prepare project budget revisions and administrative arrangements as required by UNDP/GEF procedures;
- Ensure, through periodic coordination meetings and clear work planning, the effective execution of work by the project staff.
- Ensure that all financial and procurement procedures, in accordance with UNDP rules and regulations, are undertaken in an efficient and timely manner.
- Accompany leading UNDP CO staff on their annual monitoring visits to selected project sites;
- In cooperation with the CTA and the NPE's develop a suitable project exit strategy during the third year of the project and leading experts, and present it for approval to the PSC;
- Ensure that the Project M&E plan is implemented and in particular that the Independent Evaluation Missions are carried out in an effective manner.
- Ensure, with the assistance of the CTA, that all annual reporting requirements for both UNDP and GEF are fully met.
- Provide direct supervision and guidance to the DPM to ensure administration of the project is carried out effectively.

Expected Outputs:

The primary expected project outputs are described in the project's logical framework matrix and in the background section of this TOR (see above):

Further key outputs of the work of the National Project Manager include:

- Progress reports in accordance with UNDP/GEF requirements and regulations
- Reports to the PSC and UNDP Quarterly Implementation reports
- Annual Project Work Plans and Annual Project Review Reports (APR/PIR's)
- Project Exit Strategy

Qualification/Experience:

- Undergraduate or Advanced degree in the field of natural resources management or appropriate other administrative fields.
- At least 10 years of working experience in the area of environment sector development and/or rural development
- Good knowledge and understanding of Tajikistan's agriculture sector, environment and development issues
- Demonstrated experience in capacity development initiatives in the country and/or region
- Knowledge of capacity development issues

- Good interpersonal, facilitation and training skills
- Fluency in Russian and English language; knowledge of Tajik is an advantage

Draft TOR

<u>Post:</u>	Project Assistant
<u>Duration:</u>	12 months with possible extension (Three years)
<u>Duty Station:</u>	Dushanbe
<u>Reports to:</u>	National Project Manager

Description of duties

The Project Assistant (PA) is responsible for the day-to-day management, coordination and supervision of the project implementation in accordance with UNDP rules and procedures. The PA will report to National Project Manager (NPM).

The incumbent's specific duties include:

Management:

- Assist in finalizing the detailed work plan for the project and have it approved by the NPM;
- Assist in developing work plans, briefs and concepts, subject to approval by the NPM and further on by Project Board on:
 - Coordination with other UNDP projects and programmes;
 - Resource mobilization
- Assist in finalizing the terms of reference, and handle the recruitment of national experts
- Assist in finalizing the terms of reference, identifying/contracting the subcontractors and individuals for provision of the following services: substantive, literary and style editing, translation; typesetting; printing; mailing and dissemination.
- providing support to the work to be done by the national experts and contracted companies;
- organizing the translation of the project related documents;
- controlling the quality of the translation and print out;
- preparing necessary requests for direct payments, recruitment and procurement.

Coordination:

- Organizing the work of the Project Board, including by:
 - Circulating the draft agenda and working papers in advance of each meeting;
 - Collecting views of the non-attending Project Board members on the agenda items, incorporating those views in the Meeting Records;
 - Keeping records of the Project Board meetings, circulating those records among all Project Board members;

Communication:

- Maintaining the project correspondence;
- Disseminating public information materials on the project;
- Arranging an electronic debate forum for the exchange of views on the project related documents between involved interlocutors

Public information:

- Assisting in distribution, promotion and follow-up discussions around project related publications
- Organizing the launch of the publications
- Provide media briefing materials for the launch and follow-up events and responds to queries from the media

Qualifications

- University degree in natural resource management, economics or other relevant areas;
- Excellent command and drafting skills in English, Russian and Tajik
- At least two years of previous experience in working for international organizations in related fields
- Excellent knowledge of the computer
- High sense of responsibility, willingness to take initiative, excellent communication skills, leadership and team spirit are important assets;
- Affinity with the mandate and role of the United Nations

Annex 1 to Project Document: Approved Medium-Sized Proposal



MEDIUM-SIZED PROJECT PROPOSAL
REQUEST FOR FUNDING UNDER THE GEF Trust Fund

GEFSEC PROJECT ID:

IA/ExA PROJECT ID: PIMS 3514, Project ID 00053219, Award ID 00045104

COUNTRY: Tajikistan

PROJECT TITLE: Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction

GEF IA/ExA: UNDP

OTHER PROJECT EXECUTING AGENCY(IES): Ministry of Agriculture and Nature Protection

DURATION: 36 months

GEF FOCAL AREA: Multi-focal area / other

GEF STRATEGIC OBJECTIVES: CB2 - Cross-cutting Capacity Building

GEF OPERATIONAL PROGRAM: Capacity Building

IA/ExA FEE: \$50,000

CONTRIBUTION TO KEY INDICATORS IDENTIFIED

IN THE FOCAL AREA STRATEGIES: The project contributes to the GEF Strategic Priority CB-2, enhancement of cross-cutting capacity for global environmental management by leveraging financial and technical resources to address Tajikistan's priorities for capacity development to better contribute global environmental benefits

FINANCING PLAN (\$)		
	PPG	Project*
GEF Total	\$ 30,000	\$ 470,000
Co-financing	(provide details in Section b: Co-financing)	
GEF IA/ExA		\$ 340,000
Government		\$ 130,000
Others		
Co-financing Total		\$ 470,000
Total		\$ 940,000
Financing for Associated Activities If Any:		

* If project is multi-focal, indicate agreed split between focal area allocations

FOR JOINT PARTNERSHIP**		
GEF PROJECT/COMPONENT (\$)		
(Agency Name)	(Share)	(Fee)
(Agency Name)	(Share)	(Fee)
(Agency Name)	(Share)	(Fee)

*** Projects that are jointly implemented by more than one IA or ExA

MILESTONES	DATES
PIF APPROVAL	N/A*
PPG APPROVAL	27 June 2005
MSP EFFECTIVENESS	April 2008
MSP START	June 2008
MSP CLOSING	June 2011
TE/PC REPORT	December 2011

* The project is a resubmission of technically cleared proposal in GEF-3. The resubmission is accordance with GEF-4 requirements that the proposal must be retrofitted to integrate framework for capacity building indicators.

Approved on behalf of the UNDP. This proposal has been prepared in accordance with GEF policies and procedures and meets the standards of the [Review Criteria for GEF Medium-sized Projects](#).

Mr. Yannick Glemarec
 Executive Coordinator
 UNDP/GE
 Date: March 19, 2008

Ms. Keti Chachibaia
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Acronyms

ADB	Asian Development Bank
AKF	Aga Khan Foundation
CACILM	Central Asian Countries Initiative for Land Management
CAMP	Central Asian Mountain Partnership
CBD	(United Nations) Convention on Biological Diversity
CBO	Community Based Organization
CCD	(United Nations) Convention to Combat Desertification
CEL	Community Environmental Learning
CEPA	Communication, Education and Public Awareness (under the CBD)
CIS	Commonwealth of Independent States
CP	UNDP Communities Programme
CPAP	Country Programme Action Plan (UNDP)
EE	Environmental Education
EL	Environmental Learning
ENGO	Environmental Non-Governmental Organization
GBAO	Gorno Badakhshan Autonomous Oblast
GDP	Gross Domestic Product
GEF	Global Environment Facility
GNI	Gross National Income
INGO	International Non-Governmental Organization
JDC	Jamoat Development Committee (now referred as JRC)
JRC	Jamoat Resource and Advocacy Center (former JDC)
MEA	Multilateral Environmental Agreement
LFA	Logical Framework Analysis
MDG	Millennium Development Goals
MSDSP	Mountain Society Development and Support Programme
NAP	National Action Plan
NBSAP	National Biodiversity Strategy and Action Plan (under CBD)
NGO	Non-Governmental Organization
NRM	Natural Resource Management
PDF	Project Development Facility
PM	Project Manager
RF	Revolving Fund
PRA	Participatory Rural Appraisal
PRSP	Poverty Reduction Strategy Paper
PSC	Project Steering and Coordination Committee
SI	Stakeholder Involvement, also called “Public Involvement”
TJS	Tajik Somoni (currency)
UNDAF	UN Development Assistance Framework
UNDP	United Nations Development Programme
UNFCCC	UN Framework Convention on Climate Change

Project Summary

1. Tajikistan is a landlocked country in South-East Central Asia, with mountain systems covering about 93% of the land area and almost half the country above 3,000 m. Because of the varied topography and climatic regimes, the country has diverse natural environments and rich biodiversity, including 25 types of terrestrial and inland waters ecosystems and many unique local biotopes.

2. The country has a population of 6,438,000, with 40% under the age of 14 and over 70% of the population still rural. After the collapse of the Soviet Union and independence in 1991, the country experienced civil war through to 1996. The war, economic contraction, and the loss of social services led to a dramatic deterioration in living conditions, especially in rural areas. The country began recovery after a peace agreement in 1998 and has achieved considerable economic success. GDP growth has been steady over the last seven years, with an average rate of 10 percent for the past four years. Despite this, the country remains among the poorest and most fragile of the CIS⁴ countries. Tajikistan was one of the poorest of the Soviet republics and is still considered “low-income”, with widespread poverty, especially in rural areas. It ranks 103rd among 174 states, using the UN Human Development Index. Gross national income per person is US\$280, the lowest in Eastern Europe and the CIS and one of the lowest globally. An increase in natural disasters, often exacerbated by human factors (deforestation, poor land management, building on slopes), has further impaired the country's infrastructure and productive capacity. Local people are highly dependent on natural resources for food, fuel and construction, imposing increasing pressure on forests, land, water and biological diversity for their livelihoods.

3. Tajikistan has ratified the Rio Conventions on biodiversity, climate change and land degradation (CBD, FCCC, CCD) and numerous other MEAs and has been active in convention work, including two Full-size GEF projects and six Medium-size projects/enabling activities planned or underway.

4. The proposed CB-2 project aims to expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse stakeholders in addressing Rio Convention themes at national and local levels. The project will build capacity to use two key environmental management tools to implement the Rio Conventions and to reduce poverty. The first is “environmental learning” (EL) which, according to the Tajik Government's approach, includes both *formal* environmental education (EE) in schools and *informal* environmental learning (EL) for all sectors of society. The second is “stakeholder involvement” (SI) which includes *public awareness*, *consultation* and *participation*. The project strategy has three components: (1) Enhance the enabling environment for using EE/EL and SI through modifying legal, policy, institutional and strategic frameworks; (2) Improve organisational and individual capacity to implement EE/EL and SI programmes and to integrate environmental learning and involvement activities into other programmes and projects; and (3) Enhance local capacity to link local and global issues, and natural resources management (NRM) and poverty reduction, through action projects based on a model and techniques for “Community Environmental Learning” (CEL).

5. There is a solid foundation for expanding current capacity to use EE, EL and SI as tools to increase global, national and local environmental benefits. The Government has shown commitment to using these tools through ratifying the Rio Conventions; integrating EE, EL and SI into the NCSA process; ratifying the Aarhus Convention (1998) on access to environmental information and public participation; and adopting a *State Programme on Environmental Education and Learning* for all sectors of society over a decade ago. Government agencies, NGOs, community-based organisations and academics have organized various environmental awareness and education activities, such as campaigns, contests, printed materials, and TV and radio programming. Community-based natural resource management approaches have been used in several initiatives to address poverty. The Government has also taken steps to improve legal

⁴ Commonwealth of Independent States

norms and procedures for public involvement and access to information in environmental matters.

6. However, most of the above EE/EL and SI efforts have been small-scale, sporadic and/or project-driven. Government EE/EL activities have been poorly integrated into environmental and sectoral policies and programmes, including poverty reduction. There are few opportunities for the various players to collaborate and share knowledge and experience. While some EE/EL activities incorporate state-of-the-art experiential and active learning methods, most use traditional didactic approaches. Public awareness activities do not always focus on key target groups and motivations for behavioral change. There are missed opportunities to integrate convention themes into EE/EL activities. The Rio Conventions have not been integrated into the *State Programme on EE and EL*, and have only been brought to public attention through occasional enabling activities. Government commitments to stakeholder (public) involvement have not been fully translated into policies, procedures and practices that are clear to all stakeholders.

7. The project design is based on the NCSA (2003-5), which analysed the cross-cutting capacity constraints preventing Tajikistan from making a greater contribution to global environmental management. The *Final Report and Action Plan* identified “Public involvement and participation, awareness and environmental education” as one of the five highest priority topics for capacity development. It also identified 12 key actions, five of which will be addressed by the project, including public awareness/environmental education; public participation; increased role for local governing bodies; integration of poverty reduction and environmental protection; and better inter-agency coordination.

8. The project directly addresses requirements for EE and SI under all three Rio Conventions and related COP decisions, and three of the four interim programming priorities for the GEF Strategic Priority CB-2 programme: (1) Improve national convention institutional structures and mechanisms; (2) Strengthen policy, legal and regulatory frameworks; and (3) Mainstream global environmental priorities into national policies and programmes. The project is consistent with key UN Country Programme objectives, including programming on environment, local governance and poverty alleviation.

9. Table 1 summarises the goal, objective and expected results of the project. The incremental reasoning is based on the need to mobilize stakeholders across Tajikistan to implement convention commitments and the lack of other initiatives to do this. A key strategy is to engage local communities in rural areas, which have rarely been involved in Rio Convention activities, despite links between convention themes and livelihood issues. The project will reach these communities through the successful *Jamoat Resource and Advocacy Centres*, which are CBOs, (first established by the UNDP Communities Programme), that work on local governance and community-driven development, including NRM. The project will also help to integrate Rio Convention objectives into numerous on-going donor and nationally funded projects. Without the CB-2 MSP, EE/EL and SI will proceed in a fragmented and uncoordinated manner and local-global links will rarely be made. A limited number of stakeholders will participate in convention implementation and opportunities for global benefits from local NRM activities will not be realized.

10. Several strategies will promote sustainability of results. The project will use multiple “entry points”, working at systemic, institutional and individual capacity levels to leverage global benefits. It will integrate convention themes into policies, programmes and projects at national and local levels to stimulate mutually reinforcing “top-down” and “bottom-up” actions. The project has strong potential for replication especially for other CIS and Central and Eastern European countries “in transition”. It will show how the Rio Conventions can be a catalyst for environmental learning for key sectors of society and how communities can link local and global issues. Materials and training developed for EE/EL and Community Environmental Learning activities could be adapted to audiences elsewhere.

11. The State Committee on Environmental Protection and Forestry will be the National Executing Agency. A Project Steering Committee with diverse stakeholders will oversee project planning, implementation and monitoring. A National Project Manager and Project Implementation Unit will undertake project management.

Table 1: Expected Results of Project		
Objective	Outcomes	Outputs
Goal: To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes		
Objective: To strengthen capacity to use environmental learning ⁵ and stakeholder involvement ⁶ as tools to address natural resource management issues as part of poverty reduction		
Outcome 1. Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education/learning and stakeholder involvement as natural resource management tools		1.1 The <i>State Programme for Environmental Education and Learning</i> 2000-2010 in all sectors is updated and extended, integrating Rio Conventions themes, and an Implementation and Evaluation Plan is prepared 1.2 Legal, policy, institutional and strategic frameworks are established to implement the <i>State Programmes on (1) Environmental Education and Learning</i> and <i>(2) Ecology</i> 1.3 Legal, policy, institutional and strategic frameworks are established to implement commitments to stakeholder involvement and access to information, as outlined in the Rio and Aarhus Conventions
Outcome 2. Improved capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects		2.1 Enhanced technical and managerial capacity of key Ministries and State Committees ⁷ to implement the <i>State Programmes on (1) Environmental Education and Learning</i> and <i>(2) Ecology</i> and to conduct stakeholder involvement 2.2 Models, guidelines, codes of good practice and checklists for environmental learning and stakeholder involvement are developed and disseminated through train-the-trainer, training and peer learning programmes 2.3 Training and materials on environmental learning and stakeholder involvement are integrated into civil service training and refresher courses 2.4 Training and materials on environmental education are integrated into teacher training and refresher courses for secondary school teachers
Outcome 3. Enhanced capacity of local government and community organisations to use community environmental learning and involvement as tools for natural resource management and poverty reduction		3.1 Enhanced institutional arrangements and strategies for community environmental learning and involvement in natural resource management at the Jamoat (sub-district) level 3.2 Training/learning activities on community environmental learning and involvement are delivered to local government and community organisations, with follow-up support 3.3 A Community Environmental Learning Action Kit ⁸ , with thematic modules linking global and local issues, is designed, tested in six pilot sub-districts (Jamoats) and disseminated to other communities 3.4 The network of Jamoat Resource and Advocacy Centres integrates community environmental learning and involvement into on-going community capacity-building, offering resources, training, peer learning and networking with partner organizations
Outcome 4. Effective, efficient, and adaptive project management, monitoring and evaluation		4.1 The project office is established and staff are hired 4.2 Project management processes are established and progress, evaluation and monitoring reports are produced according to GEF and UNDP standards 4.3 Lessons learned from the project are documented and disseminated within the country and region (Central Asia and CEE)

12. The project will be monitored and evaluated in accordance with established UNDP/GEF procedures

⁵ Environmental Learning in this proposal refers to both environmental education in schools *and* informal environmental education and awareness-raising for all sectors of society.

⁶ Stakeholder Involvement includes public awareness, consultation and participation.

⁷ A full list will be made during Project Inception, but will include the State Committee on Environmental Protection and Forestry, Ministry of Education, State Committee on Land Management and Institute of Civil Service Training.

⁸ Contents of CEA Kit will be determined through needs assessment, but might include audio-visual materials (maps, posters, laminated cards, 3-dimensional models, scientific instruments, CD-ROM, video, DVD).

and will be conducted by the project team and the UNDP Country Office with support from UNDP-GEF. The project management reports will be presented to the Project Steering Committee (PSC) for endorsement before they are distributed to the relevant stakeholders. A list of performance indicators (and their relevant targets) to measure project progress were identified. The project will use a capacity development monitoring and evaluation scorecard to monitor the project capacity development progress. It will monitor the relevant six capacity development indicators for this project, which are of direct relevance to strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction in Tajikistan (see table below). This scorecard will be completed to review/rate the relevant capacity development indicators at inception, at mid-point of project implementation and finally at the end of project implementation. This capacity development monitoring tools will be used by the project implementation team to monitor the project capacity development progress and also by the evaluators to conduct the MTE and the final evaluation.

Capacity Result / Indicator	Contribution to which Outcome
CR 1: Capacities for engagement	
Indicator 1 – Degree of legitimacy/mandate of lead environmental organizations	
Indicator 2 – Existence of operational co-management mechanisms	2
Indicator 3 – Existence of cooperation with stakeholder groups	3
CR 2: Capacities to generate, access and use information and knowledge	
Indicator 4 – Degree of environmental awareness of stakeholders	
Indicator 5 – Access and sharing of environmental information by stakeholders	1 3
Indicator 6 – Existence of environmental education programmes	1, 2, 3
Indicator 7 – Extend of the linkage between environmental research/science and policy development	
Indicator 8 – Extend of inclusion/use of traditional knowledge in environmental decision-making	
CR 3: Capacities for strategy, policy and legislation development	
Indicator 9 – Extend of the environmental planning and strategy development process	
Indicator 10 – Existence of an adequate environmental policy and regulatory frameworks	1, 2, 3
Indicator 11 – Adequacy of the environmental information available for decision-making	
CR 4: Capacities for management and implementation	
Indicator 12 – Existence and mobilization of resources	
Indicator 13 – Availability of required technical skills and technology transfer	2, 3
CR 5: Capacities to monitor and evaluate	
Indicator 14 – Adequacy of the project/programme monitoring process	
Indicator 15 – Adequacy of the project/programme evaluation process	

Country Ownership

Country Eligibility

13. Tajikistan has ratified the Rio Conventions and is eligible for assistance from the GEF and UNDP:

- UN Convention on Biological Diversity (ratified 1997);
- UN Convention to Combat Desertification (ratified 1997); and
- UN Framework Convention on Climate Change (ratified 1998).

How the Project is Country-driven

14. Tajikistan has demonstrated its commitment to become a full member of the world community through ratifying the following Multilateral Environmental Agreements (MEAs), in addition to the three Rio Conventions, and amending its legislation to comply with MEA obligations.

- Vienna Convention on Protection of Ozone Layer (ratified 1998),
- Montreal Protocol on Ozone Depleting Substances (ratified 1998),

- London and Copenhagen Amendments to Montreal Protocol (ratified 1998),
- Convention on the Protection of Migratory Wildlife Species (ratified 2000),
- Ramsar Convention on Wetlands and Convention SITEC (ratified 2000),
- Helsinki Agreement on Transboundary Water Bodies (ratified 2000), and
- Aarhus Convention on Access to Environmental Information (ratified 2002).

15. The country has GEF and convention focal points, participates in the three COPs, has reported to all conventions, has undertaken other enabling activities, and takes part in convention-related working groups and international projects in support of convention objectives.

NATIONAL CAPACITY SELF-ASSESSMENT, 2005 (UNDP-GEF FUNDING)

16. As part of the UNDP-GEF supported *National Capacity Self-Assessment*, carried out over 2003-5, national teams thoroughly analysed both thematic and cross-cutting capacity development needs for the Rio Conventions. They identified capacity issues and priorities, based on extensive consultations with key stakeholders and civil society. Activities included Thematic Assessments for each Rio Convention and a “cross-analysis” which identified common capacity development priorities and analyzed barriers and root causes. Findings are summarized in the NCSA *National Report and Action Plan*. <http://www.undp.tj>

17. NCSA stakeholder consultation included questionnaires, interviews, national and regional workshops, Round Tables, working group meetings, and sharing of experiences with other countries in the region. A press conference was held to raise public awareness of convention themes. This included a field trip, which led to media coverage of several convention issues. Children living near protected areas were made aware of convention issues at Ecological Camps. The proposed CB-2 will build on and expand on the extensive stakeholder networks created during the NCSA and incorporate its most innovative ideas.

18. The NCSA drew heavily on *National Action Plans* prepared for the three Rio Conventions. Prioritization of cross-cutting capacity needs was based on three criteria: (1) level of negative impacts and expected changes; (2) degree of risk; and (3) [potential contribution to] economic efficiency, poverty reduction and sustainable development. The analysis identified these capacity development objectives:

- To reduce the risk of negative environmental impacts and associated loss and damage;
- To increase adaptation capacity and reduce vulnerability of poor populations in rural areas; and
- To increase the adaptation capacity of economic sectors which depend on natural resources and environmental services.

19. The Tajikistan NCSA *Final Report and Action Plan* identifies 12 priority areas for cross-cutting capacity development, as listed below. Since several other GEF and other donor projects are addressing topics 6-12 to varying degrees, the Government proposed that the CB-2 project focus on the use of environmental learning (EL) and stakeholder involvement (SI) as tools to mobilize all sectors of society to work on convention-related themes. These tools will complement other natural resource management and environment initiatives underway in the country. The CB-2 project will *directly* address issues #1-#5 (highlighted below). It will also *indirectly* addresses Issues #6-8, since these issues that will provide the content for environmental learning and stakeholder involvement activities.

- 1. Public awareness and environmental education;**
- 2. Effective / active public participation;**
- 3. Increased role for local governing bodies;**
- 4. Integration of the issues of poverty and environmental protection;**
- 5. Development of mechanisms of inter-agency coordination;**
6. Improved forestry practices;
7. Improved land use and irrigation of arable lands;
8. Water economy and hydropower;

9. Development and promotion of legislation;
10. Improved monitoring and data collection;
11. Economic instruments and sustainable funding mechanisms; and
12. Application of scientific studies and research in developing environmental protection policies.

20. The Final NCSA Report also identified the five highest priority topics for capacity development in Tajikistan, as listed below. The proposed CB-2 project will directly address topics #4 and #5 (highlighted below) and indirectly address topics #1, #2, and #3, as these three topics will provide the content for EL activities, as noted above.

1. Effective management of water and energy resources;
2. Rational forest management and land use;
3. Prevention and mitigation of natural disasters (including land use);
4. **Coordination of actions across sectors and institutions, based on information exchange and monitoring;** and
5. **Public involvement and participation, awareness and environmental education.**

21. The Tajikistan Government formally adopted the *NCSA Action Plan* at the level of the President, is committed to implementation, and has created a monitoring framework. The CB-2 project follows directly from these efforts. It will build on the NCSA analysis and the collaborative networks established among government agencies, research institutions and civil society. It will support Tajikistan to further the objectives of the Rio Conventions in a more focused, effective and efficient manner through mobilizing key sectors of society to address convention objectives as part of poverty reduction.

22. The CB-2 project also responds to the following recommendations regarding capacity development for each Rio Convention, as identified in the *Thematic Assessments*.

CBD Thematic Assessment (2004, p. 7) and NCSA Report and Action Plan (2005, p. 30)

23. The CB-2 project will directly address the following priorities for capacity development to implement the CBD, as identified in the *CBD Thematic Assessment*:

- Improvement of NGO activity and public involvement in biodiversity decision-making;
- Increased public awareness and availability of information on biodiversity;
- Ecological education for local populations;
- Society's active participation in biodiversity conservation measures;
- Sustainable use of biological resources for poverty reduction and increased human well-being;
- Application of traditional knowledge and methods in conservation and sustainable use of biodiversity (this will occur through a Community Environmental Learning component); and
- Training resources, curriculum and methods.

24. A prioritization matrix in the *CBD Thematic Assessment* listed 12 key topics for biodiversity capacity development, including "*Training of local populations at the regional/local level*" (p. 8). This topic was rated as having "high" significance and "high" urgency, with a "high" possibility of adequate solutions. The CB-2 will address this need through an outcome on Community Environmental Learning, which includes materials and training on linking local and global issues. The assessment also identified barriers to individual capacity-building, including the loss over the last decade of "the system of permanently functioning courses on conservation biology and ecology" due to the lack of qualified personnel in academia and in the environmental field. The CB-2 will address this in part through strengthening the capacity of key government agencies to do environmental training for civil servants, and to work more closely with the academic community, NGOs and local communities to achieve environmental objectives.

CCD Thematic Assessment (2003) and NCSA Report and Action Plan (2005)

25. The CCD assessment identified several priorities for capacity development, including “community training”, as well as several actions which require community involvement to implement, including:

- Integration of new methods for using steep slopes and dryland farming;
- Reforestation;
- Improvement of the irrigation status of salinized, swampy and eroded lands; and
- Improved practices on pasturelands.

A core strategy of the CB-2 project will enhance the ability of government and non-government organisations involved in these technical programmes to include Community Environmental Learning as a tool and to involve appropriate stakeholders in changing their behaviors and practices.

26. The CB-2 project will address several capacity issues identified in the report. The CCD team concluded that among the “foremost root causes” underlying lack of attention to CCD issues, are “a lack of awareness-raising campaigns among local populations, poor knowledge of the main ideas of the UNCCD, and ignorance of traditional methods of combating desertification.” The report notes that:

“At the individual level, [a key objective is] to change prevailing opinions and models through education and training”, [also noting that] “Ministries and research institutions have information on desertification/land issues that should be made available to the public.”

The report also calls for more public and community workshops, suggesting that training conducted by NGOs often targets urban dwellers, donor agencies and academics, to the exclusion of community organizations. Finally, it notes that the Tajik Agrarian University and Polytechnic College touch on topics related to climate change when training agriculture specialists, but the level of knowledge is inadequate and graduates [including those working for government] have little chance to practice in the field.

UNFCCC Thematic Assessment (2003) and NCSA Report and Action Plan (2005, p. 25)

27. The UNFCCC assessment noted that *adaptation* to climate change is as important for Tajikistan as mitigation and GHG reduction. Thus, media coverage and other forms of public awareness were identified as “a powerful tools” to promote action in the areas of: (1) public health; (2) protection/rational use of forest, land and water resources; and (3) appropriate energy and green technologies and practices. The report also lists key methods for promoting environmentally friendly energy technologies, including “awareness-raising among politicians, experts, business and the community on climate change issues, including the assessment and transfer of technologies” (p. 9). It notes that public involvement, including private sector participation, is required to address the following technical priorities:

- Protection and rational use of forest resources, including alternative energy for rural populations (Tajikistan has submitted a proposed MSP on Renewable Energy under GEF-3; see Section 5.2);
- Protection and rational use of land;
- Rational use of water in agriculture;
- Health protection (especially water-related issues); and
- Training of local populations to avoid and respond to natural disasters, many of which result in part from anthropogenic factors.

Finally, similar to the other two convention reports, the report identified the need for specialist education and training in environmental fields, concluding that government staff expertise and resources are inadequate to address climate change. While the CB-2 project will not address all of these needs for professional training of civil servants, it does aim to strengthen the capacity of key environmental agencies to engage local communities, NGOs and other sectors of society in addressing convention issues.

OTHER RELEVANT PLANS AND STRATEGIES

28. In addition to the NCSA reports, the following national plans and strategies also identify the need for public awareness, education and involvement in convention-related issues.

29. The *National Biodiversity Strategy and Action Plan (NBSAP, 2003)* recommends actions under seven topics. The CB-2 project will address several of the actions listed under two of those topics (p. 129-30):

D. Training and Education of the Population

- Develop a programme on environmental education in biodiversity, including public education;
- Shoot videos and prepare newsletters, advertising, educational and visual aids on biodiversity and ecosystems of Tajikistan (including maps of biodiversity and protected natural areas);
- Prepare teaching, educational and popular scientific literature on biodiversity conservation; and
- Organize conferences and seminars on biodiversity conservation and sustainable development.

F. Providing Information, Coordination and Cooperation

- Provide exchange of, and access to information; and
- Improve the quality of information about biodiversity conservation.

30. A *National Biodiversity and Biosafety Center (NBBC)* was established in 2004 as the central body for implementation of CBD and NBSAP commitments. The Centre has collaborated with the Centers for the UNFCCC, CCD and the Aarhus Convention to deliver public awareness activities. The *Second National Report to the Convention on Biodiversity (2005)* reiterates the findings of the *First National Report (2003)* and the NBSAP. It notes that despite ratification of several MEAs requiring improved public access to environmental information, access is still limited and the public is rarely involved in environmental decision-making. It also identifies the need for improved environmental education and training on biodiversity for personnel in relevant ministries and for more interagency information-sharing.

31. The *National Action Plan on Climate Change Mitigation* identified among its priorities for improving UNFCCC implementation – better provision of environmental information and training of ministerial personnel on climate change issues. The *National Action Plan to Combat Desertification (2000-1)* identifies the need for increased efforts to attract public attention to desertification and to improve the knowledge of land management among rural people. It proposes to do this through round tables, practical seminars, debates, press conferences and public meetings, as well as more coordinated efforts among environmental NGOs and training specialists.

Program and Policy Conformity

Programme Designation and Conformity

UNDP-GEF GUIDELINES ON CAPACITY DEVELOPMENT UNDER THE CONVENTIONS

32. The project will address the overall objectives of the three GEF focal areas (biodiversity, climate change and sustainable land management) and respond specifically to GEF Strategic Priority CB-2, *Cross-cutting Capacity Development*. The CB-2 programme is one of four pathways to capacity development adopted by GEF in its [Strategic Approach to Enhance Capacity Building \(GEF/C.22/8\)](#). Cross-cutting capacity development projects are intended:

- As a cost effective means of addressing capacity building needs at a systemic or institutional level that are not unique to any one focal area, but will assist countries to manage global environmental issues in a more general way, and
- To create an enabling environment, including foundational work, to address global issues in the

long term.⁸

33. The project will incorporate three of the four CB-2 programming priorities agreed to by the GEF Secretariat and Implementing Agencies in the *Interim Guidelines for Financing Cross-Cutting Capacity Building Projects* (July 2005, p. 9):

- Improve national convention institutional structures and mechanisms;
- Strengthen policy, legal and regulative framework; and
- Mainstream global environmental priorities into national policies and programmes.

34. The project is also consistent with the following operational principles for CB-2 projects, as provided in the *Interim Guidelines*. These are based on recommendations from the Capacity Development Initiative (GEF/C.17/6/Rev. 1, May 2001, paragraph 102), as adopted in the *Strategic Approach*.

- *Demonstrate national ownership and leadership*. It builds directly on the results of the NCSA and other national development and environment policies and strategies, and is nationally executed.
- *Demonstrate cost-effectiveness*: It promotes synergies in Rio Convention implementation at the national and local levels and provides a cost-effective option for doing so. See Section 4.2.
- *Show how the timing of the intervention provides opportunities for action*: It takes advantage of the growing interest in poverty-environment links in the country and the numerous projects which are addressing convention themes to find useful “entry points” for expanding global benefits.
- *Promote mainstreaming/integration of environment and development*: It aims to integrate convention themes into efforts to reduce poverty through improved resource management.
- *Address cross-cutting needs involving more than one GEF focal area*: It is based on the NCSA Action Plan, as well as the cross-cutting analysis of the three Thematic Assessments.
- *Harmonize with other GEF support*: It will be directly integrated into five GEF MSPs and two upcoming FSPs in the country, and will complement other Enabling Activities.
- *Be consistent with Rio Convention guidance, especially on capacity building*: See Section 3.1.
- *Establish indicators for measuring outcomes*: See Section 3.2.3.
- *Identify co-financing*: See Section 4.3.
- *Show how the project will ensure sustainable results*: See Section 3.3.
- *Encourage replicability of results*: See Section 3.4.

35. The project is consistent with the UNDP-GEF model for capacity development, outlined in GEF-UNDP 2003. *Capacity Development Indicators, UNDP/GEF Resource Kit (No. 4)* and further elaborated in UNDP 2005, *Capacity Development: Practice Note*. UNDP has identified “Capacity to engage and build consensus among all stakeholders” as one of the five essential capacities for achieving sustainable development. This includes developing an enabling environment for civil society, private sector and participation. It involves mobilizing and motivating stakeholders, creating partnerships and raising public awareness. It also includes stakeholder identification and involvement, managing large group process,

⁸http://www.gefweb.org/Documents/Council_Documents/GEF_C22/C.22.8_Strategic_Approach_to_Capacity_Building_FINAL.pdf

including mediation of divergent interests, and establishing collaborative mechanisms. Table 2 shows how the project will address these capacities, while Table 3 shows how the project will address relevant thematic and cross-cutting convention requirements identified in the NCSA.

TABLE 2. HOW THE PROPOSED MSP ADDRESSES UNDP/GEF CAPACITY DEVELOPMENT INDICATORS				
1 = primary focus, 2 = secondary focus				
Key Capacities (UNDP-GEF, 2003)	Level of Intervention			Comments
	System	Organ- ization	Indivi- dual	The project will:
1. Capacity to conceptualize and formulate policy, legislation, strategies and programmes	2	2	2	Expand capacity to design strategies & programmes for environmental education and learning (EE/EL), and for stakeholder involvement (SI)
2. Capacity to implement policy, legislation, strategies and programmes	2	2	2	Expand capacity to design strategies & programmes for EE, EL and SI
3. Capacity to engage and build consensus among stakeholders	1	1	1	Focus directly on community participation/engagement and stakeholder involvement as tools for local and global env. management
4. Capacity to mobilize information and knowledge	2	2	2	Improve public access to information and promote community environmental learning and action on env. issues
5. Capacity to monitor, evaluate, report and learn	2	2	2	Build monitoring, evaluation, reporting and learning capacities as part of all project activities

Adapted from: UNDP-GEF 2006. *NCSA Resource Kit*, UNDP-GEF Global Support Programme

TABLE 3. CROSS-CUTTING RIO CONVENTION REQUIREMENTS TO BE ADDRESSED BY THE CB-2 MSP				
TOPIC	CBD	UNFCC	CCD	How CB-2 MSP will address
Assess obligations & implementation	Article 23	Articles 7.2, 10		All recent Tajikistan reports to the three COPs have identified the need for greater public awareness and involvement to better conform with convention obligations.
Reporting by Parties to COP	Article 26	Article 12	Article 26	As above
Legislation	Article 8 (k)	Preamble	Article 5 (e)	The project will recommend legal and/or procedural revisions to support for environmental education/learning and stakeholder involvement, if needed.
Public education	Article 13	Article 6	Article 5 (d), 19, 6	This is a core component of the project goal, objective and expected outcomes.
Public participation	Article 13	Article 6 (i) (a) (iii)	Articles 5 (d), 10.2(f), 19.3 (b)	This is a core component of the project goal, objective and expected outcomes.
Information exchange	Article 17	Articles 4.1 (h), 7.2 (b)	Article 16	The project will promote information exchange on Rio Convention themes among government and non-government stakeholders, including local communities.
Training	Article	Article 6	Article 19	Training on effective public education and

	12 (a)			involvement on will be part of all outcomes; target groups and topics will be identified during training needs assessments.
Environmental Impact Assessment (EIA)	Article 14	Article 4 (i) (d)		New legal and institutional arrangements for EIA will be developed during the period of the CB-2 project. The project will help to ensure that public awareness and stakeholder involvement are part of EIA requirements.
Personnel training and re-training	Article 12 (a)	Article 6	Article 19	There will training and upgrading activities for government and non-government stakeholders as part of each project outcome.
Clearinghouse for technical information		Article 18	Article 18	Output 3 includes developing a peer training network and database on environmental learning and stakeholder involvement.

36. The project also responds to the following COP decisions, among others:

- *UNFCCC COP 8/D11 New Delhi Work Program on Article 6 on education, training, public awareness, public participation, public access to information and international cooperation.* This decision calls for development of capacity to identify gaps and needs in these areas; determine target audiences; and identify opportunities for synergies with other conventions.
- *CBD COP Decision 5/D17 on Education and awareness* which “invites Parties, Governments, organizations and institutions to support capacity-building for education and communication in biological diversity as part of their NBSAPs, taking into account the global initiative on Communication, Education and Public Awareness (CEPA).”
- *CBD COP 6/D19 on Programme of Work for CEPA* recognizes that ... (d) Education and communication, as social instruments, work best when part of an instrument mix designed to formulate, implement and manage the national biodiversity strategy and action plans.

37. The project is also consistent with Tajikistan’s commitments under the *Aarhus Convention* on access to information, public participation in decision-making and access to justice in environmental matters (Aarhus, 1998). Annex E summarizes the public rights addressed by this Convention. The country has established the Aarhus Centre, with help from the convention body and the OSCE, to disseminate information on the convention and promotes its objectives in the country. (See Section 3.2.1, Baseline)

RELEVANCE TO THE UNDAF AND CPAP

38. The most recent *Poverty Reduction Strategy Paper 2002-2006* for Tajikistan states that environmental protection, production of sustainable energy and disaster prevention are integral parts of poverty reduction. It notes that rural people are highly dependent on natural resources for their livelihood and are most affected by environmental degradation and natural disasters. The PRSP emphasizes the role of civil society, including the importance of public awareness and education, in promoting more environmentally appropriate behavior, especially in relation to land and water management and disaster preparedness and adaptation. A PRSP for 2006-9 is being developed as of June 2006 and is expected to correspond to the first three years of the *National Development Strategy*, described below.

39. The project will contribute to meeting the stated objectives of the *UN Development Assistance Framework for Tajikistan 2005 – 2009*, as outlined in the *Country Programme Action Plan*. The CPAP incorporates priorities from the Poverty Reduction Strategy Paper (2002-6) and is organised around four priority programming areas, three of which are directly relevant to the proposed CB-2:

- *Overcoming Mountains.* This area focuses on natural disaster mitigation and environmental protection programmes. The former aims to increase public awareness and understanding of risk, vulnerability and disaster reduction measures, and to improve the

capacity of public authorities for disaster reduction. The latter focuses on capacity building to address climate change, biodiversity conservation and sustainable land management.

- *Redistributing Responsibilities*. Key programme objectives include strengthening local governance, improving participatory processes and ensuring public access to information. This programme also includes increasing advocacy and ownership of the MDGs.
- *Transforming Livelihoods*. This programme promotes a comprehensive, integrated approach to poverty alleviation, with a focus on water management and provision of safe drinking water, irrigation and sanitation to vulnerable communities.

In particular, the CB-2 project will build on the success of one of UNDP core on-going programmes, the *Communities Programme*, which is being continuously strengthened as a community-based mechanism to develop governance at the local level. The programme is further described in Section 3.2.1 Baseline.

MILLENNIUM DEVELOPMENT GOALS AND THE NATIONAL DEVELOPMENT STRATEGY 2006

40. The Government of Tajikistan signed the *UN Millennium Declaration* in 2000 and was chosen as one of eight pilot countries (and the only one in the former Soviet Union) for in-depth needs assessment related to MDG implementation. In 2003, the Government and a UN country team produced a joint report on *Progress Towards the Millennium Development Goals* (MDGs). This report identified ten root causes that are slowing progress towards achieving #7: Ensure Environmental Sustainability, three of which will be addressed by the project, namely:

- Insufficient public participation in defining priorities and selecting practical solutions to address environmental challenges;
- Poor public access to environmental information; and
- Low awareness of environmental issues among the population.

41. The progress report was followed up in May 2005 with *Investing in Sustainable Development: MDG Needs Assessment, Tajikistan* http://www.undp.tj/home/MDG_NA_Full_Eng.pdf, one of the first MDG needs assessments in the world. This report outlines the reforms and investments needed for the country to reach the MDGs by 2015. In the sectoral needs assessment for MDG #7, the importance of public awareness, education and involvement was strongly reinforced. Under “Environment”, two of six key recommendations are:

- Conduct public awareness campaigns and educational programmes for local communities and schools on the environment and sustainable development; and
- Conduct public awareness campaigns on energy efficiency, and promote and the use of clean fuels to reduce the risks of deforestation and air pollution.

The report also recommends public awareness and advocacy programmes on several issues related to the Rio Conventions, including:

- Addressing climate change: aimed at environmental policy-makers, industry and civil society;
- Environmentally sound practices for waste and landfill management: aimed at local governments, service providers and the public;
- Disaster prevention, including the role of unsustainable agricultural, forestry and industrial practices: aimed at the public; and
- Hygiene and rational use of water and development of water users’ associations (countrywide).

The CB-2 project will build the capacity of government, local communities, NGOs and academia to design and deliver these advocacy programmes through providing training, materials and networking.

42. The *National Development Strategy 2006-2015* (NDS, June 2006) is based on the *MDG Needs Assessment* (UNDP 2006) noted above as well as the *Poverty Reduction Strategy Paper 2003-6*. To support the MDG implementation, UNDP is working with the Tajik Government to develop a ten-year NDS that aims to meet MDG commitments through sustainable growth, financing of social infrastructure and pro-poor policy reforms. The process involved the Prime Minister, UN Resident Coordinator and the country's main financial and technical partners (World Bank, IMF and ADB). Section 2.14 of the NDS analyses the state of environmental education and public involvement in the country and provides an 17 recommendations, an action plan and budget for 2006-2010, as summarized in Annex D. The CB-2 project directly addresses all five recommendations on "capacity development", as listed below. Further analysis during Project Inception may identify additional recommendations that could also be addressed by the CB-2 project:

1. Amendments to the *State Programme on Environmental Education and Learning* on the basis of the international conventions and new laws on nature protection;
2. Development of an initial interdepartmental strategy and concepts for environmental education (EE) and revision of the strategy on the basis of experience in the first four years;
3. Departmental and interdepartmental plans for public education on environmental questions, including advocating ecological values and ecologically correct behavior;
4. Improved design and management of the EE system for the public; and
5. Training to strengthen EE capacity of school teachers and personnel, civil servants, environmental organizations working with the public, NGO staff, etc.

Project Design

Project Context and Baseline

Country and Environmental Context

43. Tajikistan is a landlocked country in South-East Central Asia with a land area of 143,100 km². It is bordered on the north by Kyrgyzstan (630 km in length), to the east by China (430 km), to the south by Afghanistan (1,030 km), and to the north and west by Uzbekistan (910 km). It is a mountainous country with 72 peaks above 6,000 m. and the Tian Shan, Gissar-Alay and Pamir mountain systems covering about 93% of the land area. Elevations range from 300 to 7,495 m, with half the country above 3,000 m.

44. Tajikistan has diverse natural environments, with climatic zones changing drastically with elevation, and including continental, sub-tropical, semi-arid and desert. The sub-tropical southwestern corner experiences the highest temperatures, averaging 35° to 42° C in the summer. At lower elevations, average temperatures range from 25° to 30° C in July and -1° to 3°C in January. The climate is particularly severe in the eastern Pamir Mountains, where the average temperature ranges from -1 to -6°C. Tajikistan has over 1,000 lakes, 80% of which are above 3,000 m. The rivers that flow from the massive glaciers and permanent snow are important sources of fresh water within the country and for the Aral Sea basin, where it is used for cotton growing, aluminum production and hydropower.

45. The combination of diverse topography and climatic regimes are associated with a very rich biodiversity, including 25 types of terrestrial and inland waters ecosystems and many unique local biotopes. Extensive differences in elevation, relief, soil and climatic conditions determine the diversity and distribution of flora. Tajikistan has rich forests and bushlands, 90% of which are mountain forests. More than 30% of the country consists of lowland, mid-mountain and high-mountain pastures. Vegetation in the lowlands includes drought-resistant grasses and low shrubs while mountain slopes are covered with dense forests of conifers, such as spruce. There are 9,771 recorded species of flora, including 5000

species of vascular plants, more than 600 endemics and over 400 species of medical, 90 tannic, 115 dyeing and 175 decorative species Deer, wolves, foxes and badgers live on the steppes and brown bears, lynxes, wolves and wild boar inhabit lower mountain regions. Rare and endangered species include the Tajik markhur, Siberian horned goat, Marco Polo argali mountain sheep, Urial sheep, Bukhara red deer and the snow leopard. Many species are increasingly threatened by unsustainable human activities.

Socio-economic and Political Context

46. Tajikistan has a population of 6,438,000, with an average population density of 44.9 persons per km² and over 40% of the population under the age of 14. The national language is Tajik, with Russian being the language of international communication. Population distribution is highly irregular, with the greatest concentrations in valleys and foothills and the lowest in river valleys and mountainous areas. There are compact pockets of small and medium-size settlements in foothills, mountain slopes and gorges, often widely separated by steep mountain ridges and unpopulated areas. Settlement size and character are influenced by natural conditions, with valley “oases” supporting villages of 200-700 households and high mountain villages having 15-20 households. Besides the capital of Dushanbe (600,000), other important cities include Khudjand, Khulyab, Kurgan-Tube and Qurghonteppa.

47. Tajikistan was the least urbanized republic of the former Soviet Union and over 70% of Tajikistan’s population still lives in rural areas. In contrast to most countries, this percentage has risen in recent years. These rural residents rely directly on natural resources, as they depend largely on agriculture and forestry for their livelihoods and derive water, food, fuel and shelter directly from the environment. High poverty levels, as determined by levels of income and consumption and access to education, health care, water, energy and transportation affects firstly the most vulnerable groups, especially in rural areas.

48. After independence in 1991, the country descended into a civil war that lasted through to 1996. Up to 50,000 lives were lost, over 800,000 people were displaced, and there was widespread physical damage estimated at US\$7 billion. The war, economic contraction following the collapse of the Soviet Union, and the loss of social services led to a dramatic deterioration in living conditions, especially in rural areas. It is estimated that GNP in 1996 was only 40 % of what it was in 1991. The economy began to recover after a peace agreement in 1998, allowing the Government to focus on reconstruction and social and economic development reforms. Tajikistan is among the few post-conflict countries that moved quickly from war to internal stability, with a functioning government. Economic recovery was slow at first, but the country has recently achieved considerable economic success after rebuilding and economic reforms. GDP growth has been steady during the past seven years, with an average annual growth of 10 percent for the past four years.

49. Despite these achievement, the country remains among the poorest and most fragile of the CIS⁹ countries. Tajikistan was one of the poorest of the Soviet republics and is still considered a low-income country, with widespread poverty especially in rural areas. The country ranks 103rd among 174 states, using the UN Human Development Index. Gross national income per person is US\$280 (World Bank Atlas method), the lowest in Eastern Europe and the CIS and one of the lowest globally. The World Bank’s *Tajikistan Poverty Assessment Update* (2003 data) states that over 80% of the population have a total per capita consumption level less than the “rational norm”, with an estimated 64% living below the poverty line. A period of increasing natural disasters, often exacerbated by human factors (deforestation, poor land management, building on slopes), has further impaired the country's infrastructure and productive capacity. Local people are highly dependent on natural resources for food, fuel and construction, imposing increasing pressure on forests, land, water and biological diversity for their livelihoods.

50. The starting point for capacity building in Tajikistan was lower than for other Soviet republics. The break up of the Soviet Union, the civil war, and subsequent emigration further undermined capacity. An

⁹ Commonwealth of Independent States

estimated 600,000 Tajiks live outside the country (as labor migrants) and up to 400,000 Russians left the country after 1988. Hence, capacity to manage the economy, enterprises, run government, provide infrastructure and protect natural resources is low relative to other countries in the region and globally.

51. Agriculture dominates the economy, providing the basis for food and fiber production industry, especially cotton fiber, canned goods and meat products. Hydropower production is an important sector, along with non-ferrous metallurgy industry, including production of aluminum, gold, silver, lead, zinc, molybdenum, tungsten, mercury and antimony.

52. Based on a Presidential governance model, Tajikistan has three branches of state power: legislative, executive and judicial. The legislative body is made up of a two-chambered Parliament. The first multiparty elections after the civil war were held in 2000, helping to consolidate the peace process and additional parliamentary elections were held in 2005. Below the republic (national) level, *Oblasts* (provinces), of which there are 3 in Tajikistan, *Rayon* (districts) and cities each have their own elected assemblies (*Majlis*). The President appoints local government authorities at the Oblast, Rayon and *Jamoat*/sub-district levels. Many central government ministries also have offices at the province and district levels. For example the State Committee on Environmental Protection and Forestry has equivalent Oblast and Rayon Environment Committees.

Baseline for Environmental Education and Learning

ENVIRONMENTAL EDUCATION GLOBALLY

53. Internationally accepted principles and practices for Environmental Education (EE), now sometimes called Education for Sustainable Development (ESD), are based on global agreements such as *Tbilisi Declaration* (UNESCO-UNEP, 1977), *Salonic Declaration* (UNESCO, 1977) and *Belgrade Charter* (UNESCO-UNEP, 1975). These accords are referenced in *Agenda 21*, approved at the Rio Summit in 1992, and the important role of EE/ESD in sustainable development has been reconfirmed in numerous subsequent international initiatives. The UN has declared 2005 – 2014 as the *Decade of Education for Sustainable Development* and is producing related events and materials. The CB-2 project will use these international agreements and resources as key references to guide EE/EL programming in Tajikistan. Annex B further describes the *Decade for SD* and lists globally adopted aims and principles for EE/ESD which the CB-2 project will integrate into Tajikistan's goals for poverty reduction and sustainable livelihoods.

ENVIRONMENTAL EDUCATION AND LEARNING IN TAJIKISTAN

54. Immediately after independence and the civil war, Tajikistan's main national development priorities were maintaining peace and stability and subsequently, economic growth and poverty reduction. However, as most of the population, especially in rural areas, depends directly on natural resources for their livelihood, the country quickly realised the key role of sound natural resources management in sustainable development. Thus, steps were taken over the last decade to strengthen the national legislation, policies and institutional framework for natural resources and environmental protection.

55. In early 2004, the Ministry of Nature Protection and the Ministry of Forestry were transformed into the State Committee for Environmental Protection and Forestry (SCEPF). The Committee has broad powers for environmental protection, sustainable resource use, forestry and hydrometeorology. It implements its responsibilities through a comprehensive array of legal instruments, ranging from the Constitution through Laws, Codes, Presidential Decrees and Administrative Programmes. Another key role is to promote inter-agency coordination in the above areas. The SCEPF has decentralized offices at the Oblast level called District Committees for Environmental Protection and Forestry (DCEP) as well as Local CEPs at the sub-district level.

56. With Tajikistan's upheaval in the 1990's from civil strife, transition to a market economy and economic decline came the collapse of the education system, including university, technical institutions

and schools. While the level of government and public attention to environmental education was low relative to other issues, the Government managed to launch two major Administrative Programmes, which have the force of policy in the Tajik context. In 1996, the *State Programme on Environmental Education and Learning* (SPEEL) was adopted in 1996, under the *Law on Nature Protection*. It established the basis for continuous and comprehensive system of EE and EL in Tajikistan for the period “to 1996, with long-term perspective to 2010”.

57. The SPEEL proposes a continuous and comprehensive EE and EL system from pre-school through to professional training and upgrading. This includes EE for pre-schools and schools; training of environmental specialists in secondary and higher educational institutions; training for teachers and officials; and awareness-raising among mass media, business, and the public. The *State Programme on Ecology* (SPE) aims to harmonize economic activities with environmental priorities in Tajikistan. It complements the SPEEL by calling for environmental awareness-raising and learning as tools to help civil servants integrate environment across all government ministries, sectors and programmes. This was to be done in part through public service training.

58. The SPEEL and SPE provided a strong starting point for using EI/EE and SI as environmental management tools. The SCEPF (and its predecessor, the Ministry of Nature Protection) is responsible for the programmes, along with the Ministry of Education. Unfortunately, scarce resources and weak institutional and individual capacity have severely limited programme implementation. The SPEEL had no implementation strategy nor were institutions restructured to deliver results. The programme is poorly known outside of a handful of government staff, academics and NGOs. The document has not been easily available either in Russian or English for use by researchers and donors in designing projects. State budget allocation for the SPEEL has been very limited. In the early 2000s, education spending was around 15.9-16.5% of total spending and 2.3-2.6% of GDP. However, since the Government was focused on improving the general education system, donors and NGOs have followed suit, with only minimal attention to EE/EL.

59. There have been recent institutional and policy reforms to better deliver the *State Programme for Ecology*. Over 2003-5, a new “Centre for Environmental Information and Policy” was created within the SCEPF, in part to better deliver this programme. This was done as part of an ADB project for “Institutional Development for Improved Environment Strategic Planning and Policy” (Finland financing). The project aimed to better integrate environmental considerations into the economic mainstream and to promote increased internal, interagency and donor coordination on environmental matters. While some progress has been made, there has still been only very limited training of officials in priority topics such as land, water and waste management, pollution prevention and environmental economics.

60. Similar institutional and procedural reforms have not yet taken place to address the weak implementation of the SPEEL’s provisions for environmental education and learning for all sectors of society. However, in the last two years, there has been considerable recognition of these shortcomings by the Government, NGOs and donors, who have provided detailed recommendations to update the SPEEL and improve its implementation through better legal, policy, institutional and strategic frameworks. These are provided in various documents, including:

- *Tajikistan: National Development Strategy (NDS)*, Draft, June 2006. This sets out the Government’s re-commitment to the SPEEL and takes a positive step towards better implementation by providing recommendations, an *Action Plan* for 2006-2010, and a budget. The recommendations include revisions to the SPEEL to better ensure consistency with MEAs.
- *National Environmental Action Plan (NEAP)*, June 2006. Annex D summarises Section 2.14 of the NEAP on Environmental Education, which further elaborates on the NDS, providing a detailed situation analysis and Action Plan for Environmental Education.
- *Tajikistan: Environmental Performance Review*, 2004. UN Economic Commission for Europe. This includes a detailed situation analysis regarding environmental education, public awareness

and stakeholder involvement, most of which was reconfirmed during research for the CB-2 proposal, as well as recommendations, some of which are addressed in this proposal.

- *NCSA Report and Action Plan, 2005*. As noted above, the NCSA analyses the current situation on “Public Involvement, Awareness and Environmental Education”, makes recommendations (p. 53-57, p. 65-66, p. 71-72 and Action Plan, p. 100-102) and identifies this topic as one of five priorities for capacity building.

61. The CB-2 project will directly address many of the recommendations in these reports by improving the enabling environment for EE/EL and expanding the capacity of relevant agencies to deliver the SPEEL and SPE programmes. Since both of these programmes are silent on the Rio themes of climate change, biodiversity and land degradation, the project will also ensure that all programme revisions and institutional reforms incorporate Rio Convention themes and global-local linkages.

62. Although official EE/EL programmes have not been systematically implemented, various government and non-government organizations have undertaken a diverse range of education and awareness-raising activities. The former Ministry of Nature Protection, now SCEPF, published a newspaper (Navruzi Vatan "New Dawn of the Motherland") in the early 2000's; Several oblast and local environmental authorities are delivering TV and radio shows and organizing courses at technical colleges and teacher training institutes (e.g., Sughd oblast). Government agencies have organised seminars for journalists and/or NGOs on specific topics, including the Rio Conventions, run environmental competitions for pre-schoolers and students and held training seminars for educators. However, these activities have sporadic and *ad hoc* and/or funded by donor projects. They are poorly integrated into Ministry programmes and have not incorporated the latest scientific research and state of the art techniques on how to target and motivate specific behavioral change.¹⁰ Although many donor projects include a public awareness or education component, these are usually poorly integrated with other project objectives.

63. Limited steps have been taken to introduce EE into formal education. Since 1997, secondary education includes mandatory subjects on ecology and nature protection. Curricula on ecology, chemistry and ecology, geography and nature protection were introduced in several institutes of higher education.¹¹ In 2002, the Ministry of Education introduced ecology into the 8th grade curriculum and a manual was prepared (adapted from Kazakhstan) but has not been published due to a lack of funds. The Ministry is interested in collaborating as a partner for EE activities targeted at teachers and strengthening its capacity.

64. The environmental NGO sector in Tajikistan is small and young, but growing. A small but energetic group of nationally based NGOs and CBOs have undertaken numerous small-scale environmental awareness and education activities. These include environmental campaigns, publications, websites/list serves, community projects and youth events, e.g., Youth Ecology Centres in Dushanbe and Khujand; youth camps and youth Green Patrols. There are some 90 officially registered environmental NGOs, although only about 30 are active and many of these also address other development topics. Most ENGOs are centred in Dushanbe but several are active in other parts of the country. Some of the most active ones are included in the list of project stakeholders in Annex I. Several Tajik NGOs are active in the UNESCO-funded Central Asian Regional Environmental Centre (CAREC)¹² and helped organize a

¹⁰ See, for example, Byers, Bruce A., 2000. *Understanding and Influencing Behaviors in Conservation and Natural Resources Management*, Biodiversity Support Programme (www.worldwildlife.org) or GreenCOM 2001, *Environmental Education and Communication for Behavior Change*, USAID/Bolivia www.usaid/environment/greencom

¹¹ Tajik State University, Tajik Technical University, Tajik Pedagogical University and Universities of Khujand, Khulyab and Khorog

¹² CAREC was established as part of the Aarhus Convention activities, with a mandate is to promote cooperation among stakeholders in addressing environmental issues through information exchange, NGO support, increased public participation in decision-making, and the development of democratic institutions in Central Asia.

regional seminar on EE in Dushanbe in 2002. Some international NGOs with Tajikistan offices have also undertaken community-based EE/EL activities as part of projects; several of these INGOs have extensive experience in community-based natural resource management and have done some community training.

65. Aside from government and NGOs, the mass media, including TV, radio and the press, are the major mechanisms for raising public awareness and promoting environmentally sound behavior in Tajikistan. TV is the major information source in cities, showing both news reports and special environmental programming (e.g., "Nature and Us") but is rarely available to more isolated rural populations with poor access to electricity, technology and media. While Internet use is growing rapidly, it is still very limited and almost nonexistent outside cities. Only 0.05% of the population had access in 2002 but this figure is expected to change rapidly due to the profusion of new Internet and Cellular phone companies. In any case, few governmental agencies have websites and those that exist are often part of donor projects. This too will doubtless change due to current initiatives to link government and academic institutions with the Internet. This situation will evolve considerably over the life of the CB-2 project, thus opening up possibilities to harness these expanding information channels.

COMMUNITY ENVIRONMENTAL LEARNING AND INVOLVEMENT: UNDP COMMUNITIES PROGRAMME

66. The community environmental learning outputs of the CB-2 project will build on the success of the *UNDP Communities Programme (CP)*. The CP built on the six-year experience of the post-war *Rehabilitation, Reconstruction and Development Programme*, initiated in 1996. The CP aims to build capacity for local governance as part of Tajikistan's efforts to reduce poverty and build democratic institutions. CP supported the formation of *Jamoat Development Committees (JDCs)* and *District (Rayon) Development Committees (DDCs)* to design and deliver community-based programmes at the local and district government levels, respectively. The committees also facilitate collaboration between local government bodies (Rayon and Jamoat) and community members in addressing infrastructure, income generation and natural resources management issues. For example, they have supported information exchange on topics such as water and land management and animal husbandry. This network of JDCs (now called JRC's – see next paragraph) has already expanded to 86 and will reach about 100 by the end of 2006, with coverage in most of the regions of Tajikistan (with the exception of the GBAO in the remote Eastern region). Several evaluations have concluded that the JDC network has contributed significantly to improving the quality of life for many Tajik households and communities.

67. In recent years, the mandate of the JDCs has been broadened to include community outreach and learning and they have been renamed as *Jamoat Resource and Advocacy Centres (JRCs)*. *Jamoat Resource and Advocacy Councils* are formally registered NGOs, consisting of representatives elected from among local residents. The aims of JRCs are to promote local economic development, poverty reduction, transparent and accountable local governance and civic education. They use inclusive participatory decision-making that is open to all community members. Annex G summarizes the JRC Terms of Reference. The CP also aims to increase the governance capacity of *Jamoat local government bodies* through promoting cooperation among government, private sector and civil society organisations.

68. Due to the extensive experience of JRCs in community mobilization, the JRC network will be used as the main vehicle for design and delivery of the *Community Environmental Learning* component of the project. JRCs already work in several sectors which are linked to *Rio Convention* themes;- over half of their list of sectoral priorities are relevant to the CB-2 project to some degree, including: environmental protection, agriculture production and water supply, drinking water, electricity generation and supply, public health and waste management. JRCs have strong potential to increase stakeholder involvement in environmental issues as they already support the formation of local interest and advocacy groups such as farmers associations, water users, parent-teachers associations, women and environmental groups. Six pilot JRCs will be used during the project to test the idea of using JRCs as centres for *Community Environmental Learning* by providing facilities, training and materials which link natural resources

management to poverty reduction, and link local actions to global issues. JRCs also provide a effective vehicle for sustaining project results over time through incorporating community environmental learning into their on-going programmes and provides related training and resources to communities.

69. UNDP has also established Microfinance Revolving Funds for all JRCs, which allow community members to apply for small-scale community improvement loans. UNDP is open to the possibility of revising the criteria for microfinance loans to encourage projects proposed by communities as part of the CB-2 project. Criteria could be developed to encourage community projects that link local and global issues and integrate poverty and natural resource management.

Baseline for Stakeholder Involvement and Public Access to Information

70. Tajikistan is obliged to promote stakeholder involvement and public access to information through the relevant provisions of the Rio Conventions (See Table X). It has reinforced these commitments through ratifying the *Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters* (Aarhus Convention) in July 2001. This convention was translated into Tajik and Government established a national implementation programme and working group with members from the Majlisi Oli (Parliament), government, research institutions, local authorities, NGOs and mass media.

71. The Aarhus Resource Centre was opened in Dushanbe in 2003, answerable to the SCEPF. Its purpose is outreach to the public, NGOs, researchers and officials on public involvement topics. The Centre has a website, database and information newsletter and has taken steps to establish a media group and a library on environmental law. In collaboration with several NGOs, the SCEPF has organized national and regional workshops to inform the public about the Convention and relevant national initiatives. The Centre plans to prepare guidebooks for the public, based on international experience in the public involvement field. These activities are entirely supported by donors and have not been fully institutionalized into government laws, policies or procedures. Thus, the sustainability of the Resource Center and related activities has been questioned.

72. Tajikistan has in place several laws that provide a legal basis for stakeholder involvement, including *Laws On Nature Protection, On Environmental Expertise, On Public Organisations and On Informatization. The Law on Nature Protection* contains several relevant sections, as follows (*NCSA Report and Action Plan*, p. 65):

- Article 13: The right of citizens to making environmentally important decisions and exercise control over their implementation;
- Article 37: Public environmental expertise;
- Article 68: Public environmental control;
- Section XI: Community participation in environmental protection; and
- Article 69: Forms of community participation in environmental protection.

The *Law on Informatization* (2001) provides for public access to information held by government. The *Law on Ecological Expertise* addresses public participation in environmental decision-making, with a focus on environmental assessment. But in practice, the public has limited access to information and few opportunities to participate in decision-making. The laws set out commitments and principles but there are few of the by-laws and decrees which are needed to implement Tajik laws, nor are there transparent procedures for the public to follow. For example, the laws do not set deadlines for making information available or for refusing it. As well, the law allows for the possibility of considering “public ecological expertise” in parallel with the “State ecological expertise” when reviewing projects with environmental implications, but procedural and practical factors limit implementation. Also, this provision does not allow for a public critique of “State expertise”. Annex F is a preliminary review of core environmental laws in the country and assesses how well they address public involvement and access to information.

73. Despite the above national laws and efforts under the Aarhus Convention, the legal, policy and institutional framework for public involvement in environmental matters is fragmented, uncoordinated and inconsistent. The activities of the Aarhus Centre represent a promising beginning, but are dependent on donor funding. The CB-2 project will help to identify opportunities for fully integrating the provision for public involvement contained in the Rio and Aarhus Conventions into the national legal, policy and institutional framework. It will also identify options for a sustainable strategy to ensure that public rights to participate and access to information are protected at national and local levels, and that procedures are established to actively engage stakeholders in environmental decision-making.

Key Barriers to Convention Implementation

74. The NCSA concluded that one of the key barriers to convention implementation was the *lack of linkages between global environmental management and poverty reduction within national and sectoral policies and strategies*. This is due in part to ignorance of these linkages among key government and civil society stakeholders at national and community levels. The NCSA analysis was firmly rooted in the country's development priorities, which are poverty reduction and enhancement of local community welfare. It identified many linkages between the Rio Conventions and the country's development priorities, highlighting the three: (1) sustainable management of land resources; (2) effective management of water and energy resources; and (3) disaster preparedness and adaptive management. While there are many initiatives underway to address the technical aspects of these issues, complementary efforts to mobilise stakeholders across sectors are often weak. These stakeholders are both affected by these issues and will need to be involved in sustainable solutions (See priority #10 below). The NCSA identified the need for more effective and targeted awareness, education and involvement programmes as key entry points to overcome the perverse linkages of poverty and environment at the community level and to engage all relevant stakeholders in addressing global environmental priorities.

75. Another barrier is the *lack of involvement of local communities in Tajikistan efforts for global environmental management*. To date, most convention-related activities have been limited to national level of government and a few national academic institutions and NGOs. The NCSA highlighted the need for involving local governments and community organisations in improving natural resource management in a country where 70% of the population is rural. These findings are supported by the PRSP 2003-6, the Millennium Development Needs Assessment and the National Development Strategy.

76. Another barrier is the *lack of systematic, state of the art approaches to EE/EL and stakeholder involvement*. Current efforts by government, academia and civil society organizations are dispersed and poorly coordinated, with few mechanisms for sharing best practices or placing these efforts in a broader policy and strategic framework. Many of the EE/EL techniques employed are relatively traditional, relying on print-based, text-heavy materials and "one-way", teacher-centered didactic and pedagogical models, e.g., lectures. These techniques are not appropriate for effective EE/EL, which aims to motivate behavioral change and thus depends for its success on experiential and active learning techniques, as described in Annex B. Despite the many recommendations within national and sectoral plans to increase the use of EE/EL, stakeholder involvement and public awareness activities as part of addressing environmental issues in Tajikistan (Section 2.2), and the inclusion of these tools in GEF and other donor projects in the country (Section 5.2), there have been no significant donor projects with explicit objectives to build capacity in these areas. This is the niche that the CB-2 project will fill.

77. As can be seen from the analysis of the context and baseline, there are significant gaps related to implementation of Rio Convention provisions for environmental education and learning, public awareness and stakeholder involvement. The CB-2 project addresses 4 of the 14 priorities for capacity development, as related to the above that emerged from the NCSA cross-analysis, as highlighted in Table 4.

**TABLE 4: PRIORITIES FOR CROSS-CUTTING CAPACITY DEVELOPMENT
(ADAPTED FROM NCSA, 2005)**

Note: Highlighted priorities will be addressed by the CB-2 project.

Priorities for Capacity Development	Climate Change	Desertification	Bio-diversity
1. Increased inter-agency and inter-institutional coordination	+	+	+
2. <i>Effective use of knowledge, information and data (on climate change, biodiversity, land degradation)</i>	+	+	+
3. Convention and environmental monitoring mechanisms	+	+	+
4. Promulgation of relevant legislation	+	+	+
5. Improved forestry, including harvesting operations, reforestation and forest restoration	+	+	+
6. Reduced use of biomass as an energy source, especially of wood fuel, through the development of alternative energy sources	+	+	+
7. Planning rational land use	+	+	+
8. <i>Public participation, sharing information with partners, environmental education</i>	+	+	+
9. <i>Effective use of traditional knowledge and experience</i>	+	+	+
10. <i>Integration of global environmental commitments into poverty reduction activities</i>	+	+	+
11. Use of market incentives, i.e. tariffs, subsidies and other economic instruments	+	+	+
12. Low levels of and/or unstable funding	+	+	+
13. Lack of attention and support on part of international community and bilateral development agencies/organizations	+	+	+
14. Influence of local, national, and international economic factors	+	-	-

GEF Alternative

Project Rationale and Strategy

78. Considering the analysis of the current legal, policy, institutional and context and baseline, including the results of the NCSA, the rationale for the CB-2 project is as follows.

79. The Government of Tajikistan has demonstrated its commitments to global sustainable development through ratifying 14 MEAs, including the Rio Conventions, and undertaking related projects and activities. The Rio Conventions require that signatories implement capacity development, environmental education/learning and public awareness related to convention themes, as well as stakeholder involvement in convention implementation. Over 2003-5, the country conducted an NCSA to assess capacity needs, with the support of UNDP-GEF, and adopted the Final Report and Action Plan at the level of the President. The country has also prepared an NBSAP and National Plans for the Rio Conventions as well as one or two National Reports/Communications for each convention, with two more in preparation.

80. Changes have been made to the institutional arrangements for convention management and implementation. There are numerous regional and national projects underway or in the pipeline to address Rio Convention themes, especially land degradation, natural disaster management, renewable energy and biodiversity conservation. These include five GEF-funded MSPs and two regional FSPs. Tajikistan has also agreed to a 10-year, \$US 75 M. Investment Programme, with multiple projects and donors, as part of the Central Asian Countries Initiative for Land Management (CACILM). These initiatives provide excellent opportunities for creating synergies with a focused cross-cutting capacity-building project which

aims to integrate EE/EL and stakeholder involvement into environment and natural resource management projects and programmes.

81. Tajikistan has committed itself to national sustainable development as its model for poverty reduction and development. The Government's main aim is poverty reduction and it recognizes the importance of environmental sustainability in addressing this aim. It recognizes the links between poverty reduction and management of land, water and biodiversity resources, especially in the vulnerable mountain ecosystems of rural Tajikistan. It has a wide range of laws, policies and programmes in the environmental and natural resource fields and has been reforming its institutional structures to better implement these commitments.

82. The Government is aware of the importance of education in general and environmental education and learning in particular for tackling natural resource management-poverty connections. In 1996, it adopted the *State Programme on Environmental Education and Learning*, prescribing EE/EL for all sectors of society, with a time horizon to 2010. The *State Programme on Ecology 1999-2008* is a complementary programme which aims to harmonize economic activities with environmental priorities in Tajikistan. Both programmes include provision for environmental training for civil servants.

83. Government efforts have been complemented through numerous small-scale activities undertaken by NGOs, CBOs and INGOs at the community level. This experience, while limited, provides a solid foundation of capacity and experience upon which to build. As well, demand for the knowledge and skills to design and deliver effective EE/EL and SI is increasing. These tools are increasingly seen as complementary to the more technical tools used in environmental management, especially at the community level. This trend is demonstrated by growing attention to EE /EL and SI in both national plans and donor projects. Thus, there are timely opportunities to integrate Rio Convention themes through EE/EL initiatives underway at national and local levels.

84. Tajikistan has a well-developed network of sub-national Ministry offices; provincial, district and sub-district governments and community-based organisations that can be harnessed to help implement Rio Convention commitments as part of local natural resource management and poverty reduction initiatives. There are rich opportunities to build on the success of the Jamoat Resource and Advocacy Centres (established through the UNDP Communities Programme) in their efforts to improve local governance and natural resource management at the community level. This network of centres provides a well-established social infrastructure of community-based organisations which are already focused on natural resource issues (among others) and work closely with local governments and other NGO partners. The centres are currently expanding their role in community learning and advocacy, providing training, resources and technical support for community projects. They also operate a successful Revolving Fund to provide micro-finance for community loans that has become self-sustaining. The JRCs provide a useful existing mechanism for working at the local community level during the project and for sustaining project results after the project life.

85. As note earlier, the project has been designed to address 1 of 5 priority themes, 4 of 12 priority issues, and 4 of 14 cross-cutting capacity development priorities identified in the NCSA. It has also incorporated many of the numerous recent recommendations regarding strengthening of EE, EL and SI as part of environmental management, as noted in Section 2.2.

86. The project strategy is three-fold:

IMPROVE THE ENABLING ENVIRONMENT TO SUPPORT THE USE OF ENVIRONMENTAL LEARNING AND STAKEHOLDER INVOLVEMENT AS TOOLS TO IMPROVE ENVIRONMENTAL AND NATURAL RESOURCE MANAGEMENT

87. Table 5 provides a representative list of tools and mechanisms that form part of any national environmental management system. Any well-designed capacity development should aim to strengthen

the “weak links” in this system that are creating barriers to a fully functioning system. The NCSA and other recent strategic documents for the country have consistently identified the need for improved capacity to use tools #1, #4 and #5, as highlighted in the table below. This intervention involves strengthening the national legislative, policy, institutional and strategic frameworks to promote the use of EE/EL and SI as tools for convention implementation, the linking of global and local issues, and the integration of natural resource management and poverty issues. This will enable government, academia and non-government organisations to more effectively implement the numerous existing commitments and programmes on EE/EL and SI, which have been only weakly operationalised until now.

TABLE 5. ENVIRONMENTAL MANAGEMENT TOOLS AND MECHANISMS

1. ***Environmental Governance: rule of law, accountability, transparency, access to information***
2. Institutional Arrangements
 - Multilateral Environmental Agreements (MEAs)¹³
 - Laws / legislation: may include regulations and annexes
 - Policies
 - Plans, Strategies and Programmes
 - Regulations and Rules
 - Technical Norms, Standards and Objectives
 - Approval and Permitting Processes
 - Guidelines and Codes of Practice
 - Enforcement and Compliance Mechanisms
3. ***Information and Research***
4. ***Environmental Education and Learning***
5. ***Stakeholder / Public Involvement, including awareness, consultation, participation***
6. Human Resources Development
7. Infrastructure (buildings, offices, vehicles, computers)
8. Direct Investment (government or private)
9. Environmental Economics (economic instruments such as tax incentives and subsidies)
10. International Environmental Standards and Certifications

ENHANCE THE CAPACITY OF DIVERSE GOVERNMENT AND NON-GOVERNMENT ORGANISATIONS TO INTEGRATE STATE- OF-THE-ART ENVIRONMENTAL LEARNING AND INVOLVEMENT PROGRAMS INTO ENVIRONMENTAL AND NATURAL RESOURCE INITIATIVES

88. Tajikistan is still in a transition period when the heavily subsidized Soviet system of education is no longer functioning and the new system is still being developed. This strategy involves diversifying the delivery mechanisms for EE/EL and SI in different sectors and involving multiple stakeholders in this delivery. This intervention will strengthen the institutional and individual capacity of national and local government agencies, academia, the media and civil society (NGOs, CBOs, local communities) to design and deliver EE/EL and SI. ENGOs, with their commitment and experience in the EE/EL field, will play an important role, while CBOs, including Jamoat Resource Centres, youth and women’s organizations, with their local knowledge and networks, will also be involved. There will be a small component to build capacity of secondary school teachers to implement EE/EL programmes which will complement the Community Environmental Learning activities under Outcome 3. Global-local linkages will be integrated into all activities in order to broaden the base of support for Rio Convention implementation in the Tajik context.

89. Table 6 shows the capacity development strategies, techniques and methods to be used during the

¹³ Conventions, treaties, protocols, etc.

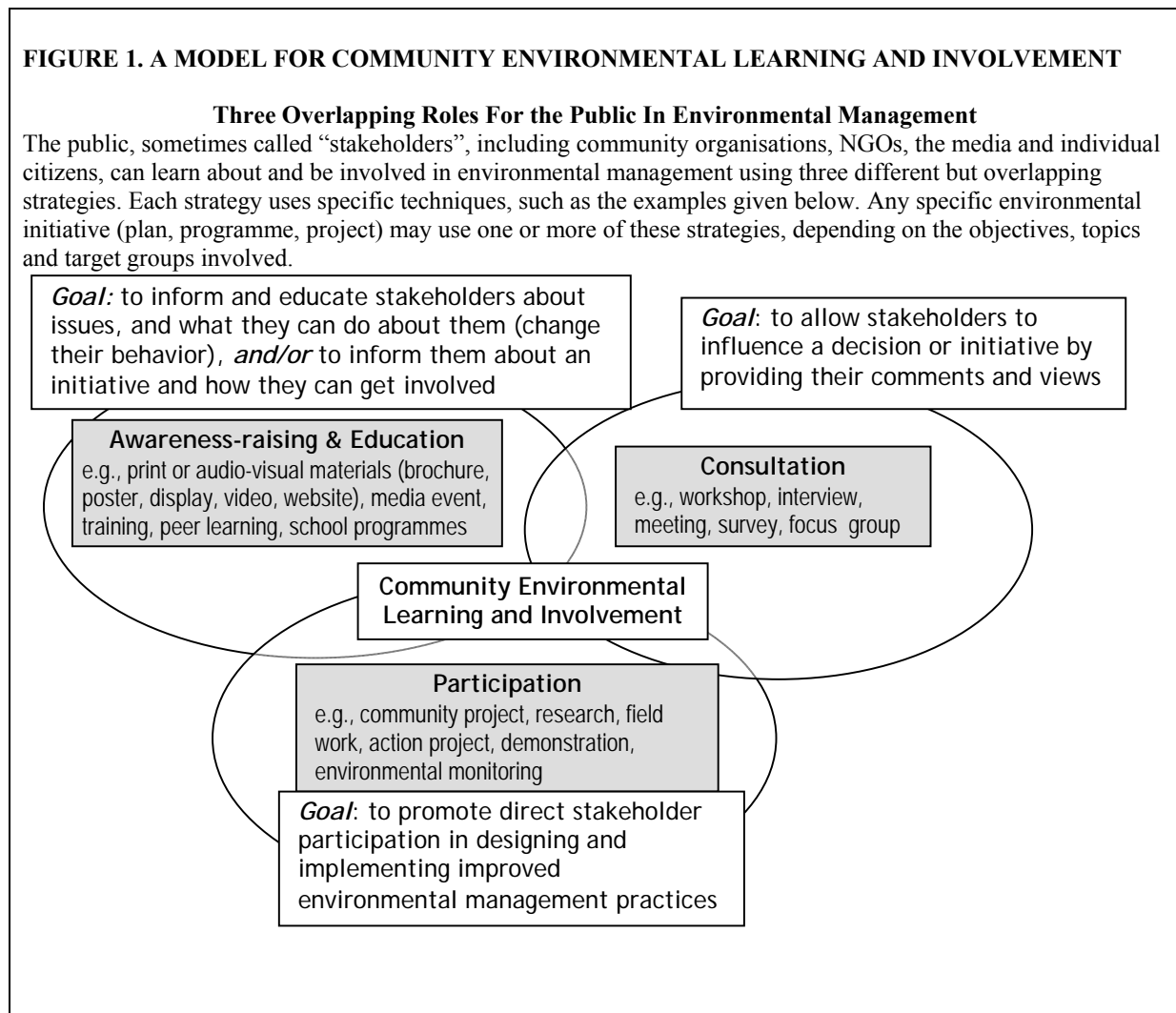
CB-2 project, listed under each of the five core capacities needed to implement the conventions. (UNDP-GEF 2003. *Capacity Development Indicators: UNDP-GEF Resource Kit #4*). While the focus of the projects is on EE/EL and SI, the capacities developed will be fully transferable to other environmental and resource management initiatives.

TABLE 6: CAPACITY DEVELOPMENT STRATEGIES, TOOLS AND METHODS			
Capacity to be built	Strategies to be used	Techniques/skills to develop	Methods to be used
1. Conceptualize and formulate policies, normative documents, strategies and programmes	<ul style="list-style-type: none"> • Revisions to current programmes to incorporate conventions • Legal, policy and institutional reform, including new procedures, as needed for EE, EL and SI 	<ul style="list-style-type: none"> • Legal and institutional review • Policy analysis • Programme evaluation 	<ul style="list-style-type: none"> • Technical assistance • Training • Peer learning
2. Implement policies, plans, strategies and normative documents	<ul style="list-style-type: none"> • Strengthen & apply EE, EL and SI tools • Strengthen & apply programme & project management and implementation tools 	<ul style="list-style-type: none"> • Programme design and implementation • Design of EE and EL • Design of Community Environmental Learning and Involvement models and techniques 	<ul style="list-style-type: none"> • Technical assistance • Training • Peer learning • Materials • Train-the-trainer
3. Engage and build consensus among stakeholders	<ul style="list-style-type: none"> • Inter-ministerial collaboration • Promotion of public awareness, consultation and participation • Media Relations • Community Environmental Learning at local level 	<ul style="list-style-type: none"> • Public/stakeholder awareness • Stakeholder consultation • Stakeholder participation • Community-based resource management 	<ul style="list-style-type: none"> • Technical assistance • Training • Peer learning • Materials • Train-the-trainer
4. Mobilize information and knowledge	<ul style="list-style-type: none"> • Environmental Education and Learning programmes • Environmental Governance: strengthen transparency, access to environmental information and justice 	<ul style="list-style-type: none"> • Using information in awareness, education/learning and involvement programmes • Community Environmental Learning and Involvement 	<ul style="list-style-type: none"> • Technical assistance • Training • Peer learning • Teacher training
5. Monitor, assess, report and learn	<ul style="list-style-type: none"> • Design and test EE and EL materials and training/learning programmes, and revise, as needed • Disseminate lessons learned within the country and region 	<ul style="list-style-type: none"> • Evaluation • Peer training and networking 	<ul style="list-style-type: none"> • Technical assistance • Training • Peer learning • Train-the-trainer

ENHANCE THE CAPACITY OF LOCAL COMMUNITIES TO IMPROVE ENVIRONMENTAL AND NATURAL RESOURCE MANAGEMENT PRACTICES AS PART OF SUSTAINABLE DEVELOPMENT, FOR BOTH GLOBAL AND LOCAL BENEFITS

90. In recent years, there has been considerable activity in the Tajikistan related to the Rio Convention themes of biodiversity conservation, land degradation and climate change, including public education and involvement components. However, much of this has taken place in the capital of Dushanbe, involved the central government bodies and city-based NGOs. This strategy will bring convention implementation activities to the local community level, which is crucial in a country where 70% of the people live in rural areas, most in very small settlements. Institutional and policy arrangements will be reformed, as needed to enable greater community involvement in environmental and natural resources management. Materials and training/learning activities community-based natural resource management will be designed based on a model of “Community Environmental Learning”. Figure 1 provides a working model, which can be further refined in consultation with community stakeholders. All materials and training will be designed based on a participatory assessment of community needs (i.e., involving the beneficiaries in self-assessment) and will be co-designed and tested in collaboration with the national and sub-national

government offices, JRCs, local governments, and other NGOs and CBOs.



91. The project strategy will also draw on lessons learned in a review of the effectiveness of capacity-building activities done under the UNFCC (Note by the Secretariat, UNFCC Subsidiary Body for Implementation, 2004. FCCC/SBI/2004/9), as follows:

- Long-term *learning by doing approaches* that favour the development of partnership and networks and that integrate capacity building into wider sustainable development efforts have more chances of success.
- Ensuring national ownership and leadership as well as *multi-stakeholder consultations* at all stages of implementation creates a favourable environment for achieving results.
- The practice of *adaptive management*¹⁴ and consideration of the dynamic nature of capacity-building considerably increases the likelihood of an initiative achieving its intended results (p. 6).

This study also identified the need to build capacity in “*raising public awareness, incorporating climate change into national education systems*” and the need to *build the capacity of a wide range of stakeholders* from government, NGOs, private sector, academia and local communities (p. 12).

¹⁴ Adaptive management encourages flexibility to account for changing circumstances surrounding a project.

Expected Results of the Project

Goal (Project Impact): To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes

Objective: To strengthen capacity to use environmental learning¹⁵ and stakeholder involvement¹⁶ as tools to address natural resource management issues as part of poverty reduction

Outcome 1. Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education/learning and stakeholder involvement as natural resource management tools

92. This intervention aims to ensure sustainable, long-term results for the CB-2 project by making changes to the enabling environment for environmental education/learning and stakeholder involvement. Government commitments to EL/EE and SI within the Rio Conventions and other MEAs will be institutionalized more effectively through revisions to legislation, policies and strategies, as needed. Institutional arrangements will be restructured to better implement these tools.

Output 1.1 The *State Programme for Environmental Education and Learning* to 2010 is updated and extended, integrating the Rio Conventions themes, and an Implementation and Evaluation Plan is prepared

93. This output will ensure that the core national policy and programme document for EE/EL is revised and updated to incorporate Rio Convention themes and to link natural resource management and poverty issues. Proposed activities include:

- Identify EE/EL stakeholders inside and outside government and make a plan to involve them in outputs 1-4 through desk studies, SWOT analysis,¹⁷ interviews, focus groups and workshops.
- Analysis should analyse the effectiveness of the *State Programme on EE and EL* 2000-2010 and recommend any necessary revisions to government to strengthen the programme and integrate recommendations from the NDS, NEAP and MDG Needs Assessment. The SPEEL should also be integrated with the PRSP 2006-9 as it is developed.
- Towards the end of the project, prepare an EE/EL Strategy for 2010-2015, including an Implementation and Evaluation Plan, involving stakeholders in design and delivery, and submit it to government for approval

Output 1.2 Legal, policy, institutional and strategic frameworks are established to implement the *State Programmes on (1) Environmental Education and Learning* and (2) *Ecology*.

94. This output will analyse strengths and weaknesses to implementation of these two core programmes and propose a more robust approach for the future. Proposed activities include:

¹⁵ Environmental Learning in this proposal refers to both environmental education in schools and informal environmental education and awareness-raising for all sectors of society.

¹⁶ Stakeholder Involvement refers to public awareness, consultation and participation.

¹⁷ SWOT: Analysis of strengths, weaknesses/constraints, opportunities, threats or modified SWOT: strengths, constraints, needs and suggested capacity development actions

- Conduct a situation analysis regarding EE/EL in the country, including strengths, constraints, capacity development needs and best practices that can be built upon, e.g., health, disaster prevention (build on the NCSA analysis and other references). This should:
 - Assess the effectiveness of past and current EE/EL programmes and activities; and
 - Evaluate the need for legal amendments to the *Law on Nature Protection* and *Law on Education* and recommend changes to laws and normative documents (e.g., regulations, orders, decrees); policies and programmes; institutional arrangements; and plans and strategies, if needed to better support EE/EL across all sectors and stakeholders.

Output 1.3 Legal, policy, institutional and strategic frameworks are established to implement commitments to stakeholder involvement and access to information, as outlined in the Rio and Aarhus Conventions

95. This output will ensure that the enabling framework for implementing SI is in place and sustained beyond the life of current donor projects that support SI activities. Proposed activities include:

- Conduct a situation analysis regarding SI in the country, including strengths, constraints, capacity development needs and best practices that can be built upon, e.g., health, disaster prevention (build on the NCSA and other references). This should:
 - Assess the effectiveness of SI aims and activities taking place under the Rio and Aarhus Conventions, including the Aarhus Convention Action Plan and national and regional (Khujand) Aarhus Convention Centres and provide recommendations for integrating these aims and activities in national policy, institutional and strategic frameworks; and
 - Evaluate the need for legal amendments to the *Law on Nature Protection* and other relevant normative documents (e.g., *State Programme on Ecology*) to better support SI, and recommend amendments, if needed.
- Develop strategies for sustainability of SI activities under the Rio and Aarhus Conventions and expansion to all regions and districts, through integration into on-going capacity building for local governments, CBOs and NGOs, e.g., civil service training, Jamoat Resource Centres.

Outcome 2. Improved capacity of government and civil society to integrate environmental learning and involvement into programmes and projects

96. This intervention will build organisational and individual capacity to conduct effective EE/EL and SI programmes. It aims to ensure that diverse organisations inside and outside government have state-of-the-art knowledge and skills for integrating EE/EL and SI into on-going programmes and projects.

Output 2.1 Enhanced technical and managerial capacity of key Ministries and State Committees¹⁸ to implement the *State Programmes on (1) Environmental Education and Learning* and *(2) Ecology* and to conduct stakeholder involvement

97. This output will ensure that the government agencies responsible for convention implementation have the technical and managerial capacity to manage the enabling frameworks and core programmes for EE, EL and SI. Proposed activities include:

- Assess the technical and managerial strengths and weaknesses of responsible agencies regarding implementation of these State Programmes and recommend steps to increase their capacity.
- Support responsible agencies to prepare or revise implementation plans for these programmes and

¹⁸ A full list will be made during Project Inception, but will include the State Committee on Environmental Protection and Forestry, State Committee on Land Management and Ministry of Education.

to implement several priority actions to address (e.g., inter-ministerial coordination mechanisms; amended legislation, policies and procedures; and training/peer learning).

- In collaboration with media representatives, train key government ministries on how to work with the media to achieve environmental objectives, e.g., how to prepare a media kit, organize media events. Support them in conducting media events to engage stakeholders in the CB-2 project and other GEF projects, for example, involvement in the community environmental learning projects, in order to reinforce their capacity to conduct this type of activities.

Output 2.2 Models, guidelines, codes of good practice and checklists for environmental learning and stakeholder involvement are developed and disseminated through train-the-trainer, training and peer learning programmes

98. This output will build sustainable institutional and individual capacity to design and deliver modern EE programmes that incorporate international experience in experiential and active learning approaches. The materials developed will also incorporate links between global and local issues, and between natural resource management and poverty issues. These EE/EL and SI training/learning materials and activities should be coordinated with capacity development for community environmental learning under Outcome 3. Proposed activities under this output include:

- Conduct a participatory needs assessment¹⁹ to specify key target groups for capacity development in EE/EL and SI among government, NGOs and academia; outline their needs; and identify resources and best practices in the country and region that can be built upon, e.g., health, disaster prevention. (Build on NCSA and other references, e.g., UN ECE 2004, *Environmental Review*).
- Based on the needs assessment, design (or adapt from elsewhere) practical EE/EL and SI tools, such as models, guidelines, codes of good practice and checklists. Complement print materials with audio-visual materials, e.g., maps, air photos, CD-ROM and videos, if possible.
- Design a range of delivery mechanisms to disseminate the above tools through diverse train-the-trainer, training and peer learning programmes. These should incorporate interdisciplinary approaches and experiential, active learning methods, such as seminars, workshops, discussions, field trips and demonstrations. Programmes should incorporate innovative training approaches such as Internet-based learning, peer learning, games, drama and the arts, as possible.
- Identify opportunities for integrating training/learning into existing programmes and projects being run by government, NGOs, INGOs and CBOs, including the JRC network.

Output 2.3 Training and materials on environmental learning and stakeholder involvement are integrated into civil service training and refresher courses

99. This output will ensure that capacity building for environmental learning and stakeholder involvement is available across government sectors and agencies on an on-going basis. Proposed activities include:

- Conduct a participatory needs assessment to identify current levels of awareness, knowledge and skills of decision-makers and civil servants in key government agencies on EE/EL and SI. Identify which agencies and staff need to build their capacity and how these capacities can be built. (The needs assessment could be done as part of Output 2.2).
- Integrate modules on EE/EL and SI that link global and local issues, and environment and natural resource management with poverty reduction into courses offered through the Institute of and Institute of Civil Service Training.

¹⁹ A participatory needs assessment involved the target groups in assessing their own needs, thus building their capacity to do needs assessments in future.

Output 2.4 Training and materials on environmental education are integrated into teacher training and refresher courses for secondary school teachers

100. This output will ensure that capacity building for school-based environmental education is available to secondary school teachers on an on-going basis. Teachers were identified as a key target for EE/EL capacity development in the NCSA, NDS, NEAP and the *State Programme for EE and EL, inter alia*.²⁰ This output is included because of the importance of secondary school teachers as leaders and persons of influence in small communities, where they can help to mobilize local people for community-based natural resource management. Also, 40% of population is under 14 years of age, with the 15-18 year group also significant. Thus, young people represent a large proportion of "the local community" which can be reached through their teachers, partnering with NGOs and CBOs working at the local level.

101. Activities under this output will complement community environmental learning (CEL) activities under Outcome 3. For example, it is proposed that, initially, only teachers working in the communities involved in CEL pilot projects under Output 2.3 will be trained. These teachers and students will be encouraged to participate in CEL projects. As with the CEL materials, EE materials and training will global and local issues, and natural resource management and poverty issues. They will be pilot tested with this small group of teachers and then revised and integrated into on-going teacher training, in collaboration with the Ministry of Education and the Academy of Pedagogical Sciences/ Teacher Training Institute. Proposed activities include:

- Conduct a participatory needs assessment to identify teachers' needs for environmental education materials focused on global-local linkages; assess existing related EE programmes and resources, and identify appropriate content and formats for EE materials and training programmes.
- Identify lessons learned from similar training-the-trainer programmes used for teacher upgrading (e.g., *Save the Children* and *Aga Khan Foundation* experience in training teachers).
- Develop a sustainable mentoring system, including both expert and peer support for teachers, tied in with the peer learning and networking available through the JRCs (See Output 2.5).
- Identify EE capacity development needs in the Ministry of Education and the Academy of Pedagogical Sciences/ Teacher Training Institute, and provide train-the-trainer programmes, as needed to support the above activities.

Outcome 3. Enhanced capacity of local government and community organisations to use community environmental learning and involvement as tools for natural resource management and poverty reduction

102. This intervention will work at the local community level, building capacities and mechanisms for community environmental learning and involvement, as presented in Figure 1. The aim of this output is to help local governments and communities make local-global environmental connections in their efforts to address natural resource management and poverty reduction.

Output 3.1 Enhanced institutional arrangements and strategies for community environmental learning and involvement in natural resource management at the Jamoat (sub-district) level

103. This output will be implemented in concert with the activities under Outcome 1. It will focus on revising current institutional arrangements and strategies to enable sub-national offices of government agencies (district and sub-district) to work more closely with local governments, NGOs and CBOs to improve natural resource management at the community level. Proposed activities include:

²⁰ While these documents prescribe training for elementary, secondary and post-secondary teachers, academics and students, including universities and colleges, the CB-2 project will not be addressing all of these needs.

- Identify legislation, policies and/or programmes of the State Committee for Environmental Protection and Forestry and State Committee for Land that could be implemented at least in part through increased activities at the sub-national offices (and are not presently).
- Prepare normative documents, if needed, to decentralize appropriate responsibilities to these levels and allow for increased partnerships between these offices and local governments, academia, NGOs, and CBOs to achieve improvements in local natural resource management.
- Set up formal partnership agreements between the appropriate government offices, local governments and JRCs to implement the six community environmental learning pilot projects described in Output 3.3.

Output 3.2 Training/learning activities on community environmental learning and involvement are delivered to local government and community organisations, with follow-up support

104. This output will build organisational and individual capacity to develop models and techniques for effective community environmental learning and involvement and to implement them. The model in Figure 1 may be used as a starting point, but CEL will draw on established techniques such as community-based natural resource management (CBNRM), participatory rural appraisal (PRA) and Audodidactic Learning for Sustainability (ALS).²¹ The CEL model and techniques will link explicitly local and global issues, and natural resources and poverty issues. Proposed activities include:

- Organize a “Community Environmental Learning Working Group” to advise on activities under outputs 3.2, 3.3 and 3.4. Membership could come from JRCs, local governments (*Mahalla* and neighbourhood councils, *Jamoat*, *Khukumat*); Local Environment Committees of national ministries (regional and district levels); and other relevant CBOs, NGOs and INGOs.
- Conduct a participatory needs assessment to identify the knowledge, skills and resources needed by the above organisations to implement CEL, including key target groups, capacity development needs, existing resources and best practices.
- Based on the above, develop methods and training/learning programmes for key target groups, with follow-up support. (See ideas on techniques and delivery under Output 2.2).
- Identify opportunities for integrating training/learning into existing programmes and projects being run by government, NGOs, INGOs and CBOs, including the JRC network. For example, training could employ ICT (computer-based technology) when it is introduced into JRCs by through the UNDP Community Programme.

Output 3.3 A Community Environmental Learning Action Kit²², with thematic modules linking global and local issues, is designed, tested by JRCs in six pilot sub-districts (*Jamoats*) and disseminated to other communities

105. The output will build the capacity of local communities to work with other stakeholders (government, NGOs, CBOs) to address natural resource management as part of poverty reduction. Activities will build on the needs assessment, model, techniques, materials and training developed under output 3.2, but these will be packaged as a user-friendly, practical kit for use by CBOs to address local natural resource management issues. The kit will be tested through pilot projects in six districts and then revised and distributed to other communities.

106. A feasibility study will be done to determine how the existing Revolving Funds (RF), established

²¹ ALS was developed by the Centre for Development and Environment (CDE), supported by the Swiss Agency for Development and Environment, and is currently being used for community training in Tajikistan by CAMP: the Central Asian Mountain Partnership Programme.

²² Contents of CEA Kit will be determined through needs assessment, but might include audio-visual materials (maps, posters, laminated cards, 3-dimensional models, scientific instruments, CD-ROM, video, DVD).

through the UNDP Communities Programme, and managed by JRCs for several years, could be adapted to finance CEL action projects.²³ The CB-2 project would use the existing administrative structure, but add funds to the existing RF that would be specifically ear-marked for CEL action projects. The pilot projects would likely be funded partly by small grants, provided through the UNDP contribution to the project, and partly by micro-loans. In the final stages of the project, the Revolving Funds could be re-structured to encourage more CEL and Action projects that would be fully funded through micro-loans. For example, current guidelines specifying which project topics will be considered for micro-financing could be revised to include CEL action projects. Qualifying criteria could be developed based on lessons learned during the pilot phase.

107. Proposed activities include:

- In collaboration with JRCs and other users and beneficiaries (the CEL Working Group, if established), prepare a draft Community Environmental Learning Action Kit. Possible modules (based on the NCSA and MSP research) include (a) overviews on key environmental issues²⁴. (b) involvement techniques (awareness, consultation and participation); and (c) community-based natural resource management methods.
- Conduct a feasibility study on the use of JRC Revolving Funds for pilot and future projects and make administrative and financial arrangement needed to do this, if feasible.
- Choose pilot districts for testing the CEL Action Kit, based on transparent criteria, including geographical distribution, clear relationship of the local issue to Rio convention themes and existence of other GEF projects in the district (see Section 5.2).
- Deliver training/learning programmes on using the Community Learning Kit, including process training on *active learning* and *facilitation* for core project participants (Build on active learning/facilitation techniques used by the INGO *Save the Children*.)
- Support the six pilot communities choose a priority local natural resource management issue and use the CEL Action Kit to design and deliver a project to address it.
- Use the Revolving Funds for the implementation of the pilot projects on CEL in the six pilot communities (UNDP's contribution will be used for this).
- Monitor and evaluate the projects, including mid-project peer exchange among participating communities, and revise the kit, based on lessons learned.

Output 3.4 The network of Jamoat Resource and Advocacy Centres integrates community environmental learning into on-going community capacity-building, offering resources, training, mentoring and networking with partner organizations

108. This output will ensure that there is on-going support for communities to use community environmental learning and involvement to address global and local issues. Proposed activities include:

- Based on project experience, expand the pilot CEL programme into the network of JRCs and their on-going JRC community capacity-building activities.
- Deliver regional train-the-trainers workshops for community leaders in six provinces, using participants in pilot projects as resource people and possibly trainers.
- Design sustainable mentoring/follow-up programmes to support use of the CEL Action Kit through sharing of experiences and materials, including community exchanges and visits.

²³ The RFs have been one of the key successes of the UN Communities Programme and have proven to be self-sustaining, as shown by the growth in portfolio (e.g. UNDP invested about \$US 2.4 mln. and the portfolio is currently valued at \$US 2.8 mln., which of which came from the interest on RF loans.

²⁴ Topics will be determined based on community needs assessment, but might include the priority topics identified in the NCSA, e.g., water management, land management, forest management, natural disasters, community-based natural resource management, health, micro-financing natural resource management.

- Identify and evaluate other examples of peer networks and on-going mentoring programmes to derive lessons learned and set up such a network to support CEL over time.
- Identify possible funding mechanisms, e.g., fee for services/training workshops, to ensure sustainability.

Outcome 4. Effective, efficient and adaptive project management, monitoring and evaluation

109. This outcome includes establishing the project management office, the project steering committee and the project progress and impact monitoring framework. This also includes regular monitoring and reporting of project progress, stakeholder consultations and periodic evaluations to identify recommends changes to the project strategy, activities and work plan, as needed. The activities under all of the outputs within this outcome are described in section 5.3 Implementation Arrangements.

Output 4.1 The project office is established and staff are hired

Output 4.2 Project management processes are established and progress, evaluation and monitoring reports are produced to GEF standards

Output 4.3 Lessons learned from the project are documented and disseminated within the country and region (Central Asia and CEE)

Risks and Assumptions

110. Specific assumptions are provided in the right hand column of Annex J, Logical Framework Matrix. The following summarises several key general assumptions:

- The project can build on the accumulated experience and networks from the comprehensive NCSA process (over 3 years in the making), ensuring continuity of the “corporate memory”. There is a need to mobilize quickly to re-engage NCSA participants.
- Politicians and senior government are genuinely committed to improved environmental governance, including community learning and stakeholder involvement in convention-related matters and other environmental initiative, including access to information.
- Ministries and their staff are willing to collaborate and improve integration of environmental education horizontal and vertical linkages at national, regional and local levels, thus overcoming competition and conflicts.

111. There are also several risks to project success, as follows, along with strategies to reduce risk.

112. ***Inability or unwillingness of stakeholders to cooperate:*** There are only a limited number of a government and NGO organizations involved in design and delivery of EE/EL programmes. While the possible benefits of partnership and collaboration are many (primarily better use of scarce resources), the NCSA identified a history of unwillingness of some stakeholders to cooperate with others. While this is the case in many countries, it is worse in a country like Tajikistan where funds and resources for environmental work have been scarce and where many NGOs have been formed by one individual or a small group of individuals.

The project must provide mechanisms that encourage cooperation, such as opportunities for multi-stakeholder training and collaboration among stakeholders in assessing needs and developing materials. This should be coupled with incentives for collaboration, such as sub-contracting opportunities that include “partnership” as a key criterion.

113. *Key organisations and individuals are “spread too thin” / very busy:* There has been considerable activity related to the Rio Conventions in recent years, with a series of enabling activities, the NCSA (3 years) and at least 7-8 regional and national GEF projects. Numerous other donors have chosen to work on environmental and natural resource issues, especially sustainable land management. There is also a lot of activity in the education sector, as the country continues to rebuild its education system. Thus, there are heavy demands on the organisations and individuals involved in these topics.

The project should complement other initiatives, building on and enhancing current activities and ensuring that they are well integrate, and not an additional burden on key stakeholders.

Sustainability

114. The project design incorporates the following three strategies for ensuring that capacity development will be sustainable over time.

USE MULTIPLE “ENTRY POINTS” AND INVOLVE MULTIPLE STAKEHOLDERS TO ENSURE LONG-TERM RESULTS

115. The project will work at the systemic, institutional and individual levels of capacity, providing multiple leverage points to further global environmental goals. It will use strategies that work at the policy, planning, programme and community implementation levels. It will work at both national and local levels, to stimulate mutually reinforcing “top-down” and “bottom-up” activities. Interventions at the national level will improve the enabling environment for implementing EE, EL and SI convention obligations and increase the knowledge and skills of government and non-government organisations. Interventions at the local level will motivate sub-national government offices and civil society to address pressing natural resource management issues that have both global and local implications.

IDENTIFY AND STRENGTHEN INCENTIVES TO USE CAPACITY

116. Recent work by UNDP on Capacity Development (*CD Note*, UNDP December 2005) notes that “capacity does not automatically translate into improved performance and better development results ... [rather] appropriate incentives are needed to put [capacity] in motion towards the desired development destination.” This project will reinforce two kinds of incentives for improved NRM: (a) legal/moral incentives and (b) practical incentives. Changes to legal and institutional frameworks will reinforce the message that Tajikistan has legal obligations under the global Conventions. Strengthening of technical capacity at the national and local levels and its practical application in pilot projects will show that addressing convention themes can link to real and practical solutions for poverty and quality of life issues.

STIMULATE LOCAL BENEFITS FROM GLOBAL INITIATIVES

117. The project will aim to demonstrate to civil servants and civil society that convention-related activities that generate global environmental benefits can also have local benefits. By supporting the practical application of sound NRM, the project can demonstrate this in a more powerful way than by training people about the conventions *per se*. This approach is supported by recent GEF research (*GEF - Office of Monitoring and Evaluation*, October 2005) on “The Role of Local Benefits in Global Environmental Programs”, to which the GEF Council responded with these recommendations, *inter alia*:

1. Where local benefits are an essential means to achieve and sustain global benefits, the GEF portfolio should integrate them more strongly into its programming”, and
2. Integration of local benefits should be more systematically carried forward into all stages of the project cycle.

118. In addition to the above overall strategies, the following actions will be taken to ensure *institutional / legislative/ policy sustainability*.

- Develop a communication strategy to build long-term commitment among public stakeholders;
- Reinforce linkages of project activities to on-going national plans, strategies and programmes;
- Provide institutional stability by clearly designating personnel with relevant responsibilities;
- Identify “champions” at all levels (national, regional, local) who will follow up on the project;
- Involve senior government officials in the project, e.g., by having them participate in the Project Steering Committee, as well as project activities, such as community and media events.
- Create partnerships among Government departments, ministries and agencies; among different levels of government; and with civil society and the private sector; and
- Make the project part of on-going convention management and implementation by working closely with GEF and Rio Convention Focal Points and Convention Centres.

119. The following actions will be taken to ensure *financial sustainability*:

- Secure on-going commitment from recurrent national and sub-national centralized budgets and extra-budgetary funds (e.g., human resources, project co-financing, institutional facilities);
- Make linkages to other donors, including other GEF projects and enabling activities; explore how revenue from taxes, fines and tariffs can be better used to implement environmental learning and stakeholder involvement programmes; and
- The feasibility of revising the guidelines and criteria for JRC Revolving Funds to support on-going micro-financing for community environmental learning action projects will be actively pursued and tested during the project.

120. The following actions will be taken to ensure that *individual capacity* is sustained:

- Peer training/learning network which will continue after the project as part of the JRC network;
- Contact list/ database of experts, resources and experiences; and
- Training materials, train-the-trainer programmes and on-the-job learning, with reinforcement.

Replicability

121. By showing how environmental learning and stakeholder involvement can be effective and cost-efficient tools to complement all environmental management tools, the project will have strong demonstration character with high potential of replication within the country at national and local levels, and across the region (CIS and CEE). While terminology varies, all NCSAs in the Central Asian region noted gaps in awareness, knowledge and involvement skills on the part of the public vis-à-vis Rio Convention issues. Lessons learned can be used by other countries in transition to a market economy, especially other CIS and Eastern Europe countries with similar economic, environmental and social challenges. The following measures will be taken to promote the exchange of information during the project and capture lessons learned that could be replicated within and outside the country:

- Train-the-trainer programmes, with broad outreach to a full range of stakeholders in government, NGOs, CBOs and research and education institutions to build capacity across sectors and in diverse parts of the country;
- National and regional seminars and workshops and networking, including invitations to join the proposed peer learning network and database on Integrated Resource Management;
- An adaptive approach, based on needs assessment, testing and monitoring, will be adopted for the project and results will be carefully documented for application in other contexts; and
- Communication/media strategy, with a systematic approach to public and media outreach, tailored to help achieve project outcomes through reaching electronic, radio and print media with national and regional “success stories”.

Stakeholder Involvement

STAKEHOLDER INVOLVEMENT DURING PROJECT DESIGN

122. The proposed CB-2 project is based in large part on the results of the NCSA process, which included extensive consultation with stakeholders at each stage. The final CB-2 proposal was fully endorsed by the GEF Focal Point, as per the letter in Annex A. A workshop was held with to discuss early version of the project Logical Framework Analysis (LFA) and several senior managers attended a focus group to present the results of the PDF-A feasibility analysis and provide final input on the LFA. Annex I (1st table) provides a list of stakeholders consulted during preparation of the MSP proposal.

STAKEHOLDER INVOLVEMENT IN PROJECT IMPLEMENTATION

123. The main beneficiaries of the project will be government agencies with responsibilities for environment and natural resource management and education (State Committee on Environmental Protection and Forestry, State Committee for Land, Ministry of Education, and their district and local departments); local authorities (Khukumats and Jamoats), local communities, academic institutions, mass media, NGOs and CBOs, in particular, the Jamoat Resource and Advocacy Centres (JRC), established with support of UNDP's Communities Programme. The implementation of the CEL pilot projects will be done through the JRCs that will be selected in accordance with explicit criteria, to be developed during the CEL needs assessment. Table 8 provides a preliminary assessment of the key target groups for capacity development, i.e, project beneficiaries and topics to be covered for each. Annex I (2nd table) provides a list of stakeholders that will be involved in the project. The project will also draw on the extensive experience and networks of several international NGOs who have a long established experience working with communities and/or schools.

TABLE 7. PRELIMINARY ASSESSMENT OF TARGET GROUPS AND TOPICS TO BE COVERED BY THE PROJECT

1 = direct target group, 2 = indirect target group; blank = not addressed in this project

Possible Target Groups for Capacity Development	Environmental Management Tools			
	Stakeholder Involvement			Environ. Education & Learning
	Public Awareness	Public Consultation	Public Participation	
Environment & Land Agencies: national and sub-national offices	1	1	1	1
Other Line Ministries	2	2	2	2
Ministry of Education				1
Civil Service Training Institute				1
Academy of Pedagogical Sciences/ Teacher Training Institute				1
Provincial/Oblast Government	2	2	2	2
District (Oblast) and Sub-district (Jamoat) Governments	1	1	1	1
Universities	1	1	1	1
Scientific and Research Institutes	2	2	2	2
Technical and Vocational Schools				
Teachers				1
Media: TV, Radio, Press, websites	1	1		
National ENGOs & NGOs	1	1	1	2
Jamoat Resource and Advocacy Centres and possibly equivalent in GBAO (e.g., SUDVO)	1	1	1	1
Other Local NGOs and CBOs	2	2	2	
Secondary school students				2
Elementary school students				2
Individual citizens	2	2	2	2

124. Although there is only limited EE/EL activity underway within donor projects, there are two relevant projects that may present opportunities for collaboration. A Canadian International Development Agency (CIDA) project on “Community Development Through Integrated Water Resources Management” (approx. \$US 1 M.) is being implemented by OSCE and ACTED, a French NGO, as executing agencies. A sub-contract was given to the Tajikistan office of CAREC (Central Asia Regional Environment Center), which has set up the Centre for Environmental Education and Education for Sustainable Development (Centre for EE and ESD). Planned EE, EL and PI activities include:

- Developing a *Centre for Environmental Education And Education For Sustainable Development*, targeting high schools and higher education, NGOs and community organisations;
- Preparing EE methods and manuals, including adaptation of materials from other countries;
- Promoting implementation of the Aarhus Convention through enhanced public participation in decision-making at national and district levels, promoting environmental rights among Tajik youth, and strengthening the capacity of environmental NGOs;
- Establishing *Environmental Protection Networks* of farmers groups / water users, who will be the target of, and delivery agent for, community education on watershed issues, such as disaster management, sustainable resource use, land/soil conservation and biodiversity; and
- Working with lawyers and journalists public participation and access to information.

As of June 2006, these EE activities are under review as progress appears to have been slow, but this project should be monitored and useful developments should be built upon (project ends in early 2007).

125. The Tajik office of CAREC was founded in Dushanbe by the Tajik government, UNDP and European Commission (See: *Situation Analysis of Education for Development in the Central Asian sub-region*, UNESCO 2005). The Centre for EE and ESD is of interest, but presently exists only as a project activity. Organizers of the Centre (CAREC) are currently seeking NGO status in order to pursue a more sustainable presence in Tajikistan. They hope to be able to self-finance through becoming a professional development and environmental training centre for government and business, authorised by government through a certification and fee-paying system. The time frame is uncertain.

126. Another relevant project is being implemented Mountain Societies Development Support Programme (MSDSP), with support from the Aga Khan Foundation (AKF). MSDSP is an international NGO with a Tajik office and a long history of natural resources-related projects and community training in the remote eastern regions of the Pamir Mountains of the GBAO (Gorno Badakhshan Autonomous Oblast). Their “Community Agricultural Watershed Management Project” has a small component on community training in sustainable land management over a 3-year period, including training materials and workshops that could be complementary to the CB-2 activities. They are ready and willing to collaborate.

127. The AKF *Education Programme* works closely with teachers, students and educational institutions. Its Humanities Programme for Central Asia (AKHP), based in Dushanbe and funded by the Aga Khan Trust for Culture, provides teacher training for and is developing new curricula for humanities education in schools and universities. The AKF is also finalizing a project aimed at helping the government to improve the education system in GBAO (Pamir) through policy reform, decentralized administration supporting community participation in school affairs and develop curricula, materials, teaching and assessment methods. The AKF is a potential partner for expansion of the CB-2 programming into the GBAO. UNICEF, in collaboration with the Ministry of Education, also implements a number of projects on improving conditions in schools and might be a good resource for reaching teachers. Other NGOs with relevant experience in community learning are listed in Annex I.

Monitoring and Evaluation

128. Project monitoring and evaluation will be conducted in accordance with established UNDP, GEF and government procedures. A Monitoring and Evaluation Plan will be developed during Project Inception, based on this section and the Logical Framework Matrix in Annex J. Its aims are: to improve project management and implementation; to help participants to adapt the project changing circumstances and incorporate lessons learned; and to promote replication of key project elements in other countries and regions. The Project Implementation Unit will be responsible for preparing project planning and progress reports²² for submission to the Project Steering Committee, to be comprised of representatives of key organisations.

129. The project will use a capacity development monitoring and evaluation scorecard to monitor the project capacity development processes (see scorecard in Annex K). This scorecard will track project CD processes along five capacity results. Indicators will be rated to quantify the change achieved and provide information needed for higher reporting purposes at programme level. So far, it is expected that the project capacity development activities will largely be monitored by six indicators (see Annex K – indicators 2, 3, 5, 6, 10 & 13), which are of direct relevance to strengthen capacity to use environmental learning and stakeholder involvement as tools to address natural resource management issues as part of poverty reduction in Tajikistan. The success of the project will therefore be monitored against these indicators only. However, any indirect contribution to other capacity development indicators will also be documented in the project reports, as necessary.

130. This scorecard will be completed at inception - to establish the project baseline, at mid-point of project implementation and finally at the end of project implementation. The rating done at project inception will also provide a useful capacity review/assessment at the start of the project; including the current capacity areas of weaknesses and strengths. This capacity development monitoring tools will be used by the project implementation team to monitor project progress and also by the evaluators to conduct the MTE and the final evaluation.

131. The project monitoring system will include the following elements:

- *Performance Management Framework (PMF)*: Annex J, Logical Framework Matrix, provides an initial PMF, with indicators for each expected result, along with a baseline, target and sources of verification; including the CD monitoring indicators included in the scorecard (see Annex K). This will be refined during Project Inception as the basis for project monitoring and evaluation, including the choice of final performance indicators and collection of additional baseline information, if needed. The baseline described in Section 3.2.1 provides a reference for assessing project impacts, along with information in the NCSA and other environmental reviews.
- *On-going Project Monitoring*: The Project Implementation Unit and implementing partners will monitor implementation using the LFM framework. A progress report will be presented for approval by the Project Steering Committee semi-annually. It will assess progress in implementing the work plan and achieving stated targets for outcomes and outputs and will make recommendations for revisions to the work plan as part of an adaptive management approach.
- *Mid-term Review*: This will be conducted after 1.5 years to evaluate progress in achieving expected results. The review will assess monitoring data for each indicator, using standard evaluation techniques such as document review, interviews, surveys, focus groups and stakeholder workshops, as indicated in the LFM; including the update of the CD monitoring scorecard. The TOR for the review will be agreed between UNDP and the Project Steering Committee and the evaluator will not be associated with project design or implementation. Results will be used to fine-tune project design and management. The review will recommend

²² Reports to be submitted: Annual Work Plan, Quarterly Progress Reports, Annual Progress Reports, Final Report. Annual Work Plans will be approved by the Project Steering Committee.

actions to ensure project sustainability to promote replication.

- *Mid-term Lessons Learned Workshop*: Following the mid-term review, a national workshop will be organized by the PIU, UNDP-Tajikistan and the UNDP Regional Centre to gather feedback from project participants and stakeholders, disseminate best practices and lessons learned from the first 1.5 years, and gather ideas for project refinement.
- *Final Evaluation*: An independent contractor will conduct this within six months of project completion to assess project achievements against expected results and provide suggestions for promoting sustainability and replicability. It will include the update of the CD monitoring scorecard. Results of the evaluation will be disseminated directly to other countries in the region and through the GEF Learning Network.

Financing and Cost-effectiveness

Financing Plan

132. The total project budget is US\$ 970,000 including PDF-A funding of US\$ 30,000 and co-financing of US\$ 470,000. The GEF incremental cost is budgeted at US\$ 470,000. Additional associated financing of US\$ 15,753,000 was identified (Section 4.3). The following table provides budget breakdown by outcome output and funding sources, while Annex L provides a budget breakdown by output and year. The ratio of the GEF financial contribution to co-financing is 1:1

ESTIMATED/ACTUAL PROJECT COST

Project Components/Outcomes	Co-financing (\$)	GEF (\$)	Total (\$)
1. Legal, policy, institutional, strategic frameworks for environmental education/ learning & stakeholder involvement	80,000	61,000	141,000
2. Improved capacity to integrate EE/EL and SI into NRM	125,000	148,000	273,000
3. Enhanced capacity to use community environmental learning	205,000	181,000	386,000
4. Monitoring and Evaluation	10,000	33,000	43,000
5. Project management budget/cost*	50,000	47,000	97,000
Total project costs	470,000	470,000	940,000

* This item is the aggregate cost of project management; breakdown of the aggregate amount should be presented in the table below:

ESTIMATED PROJECT MANAGEMENT BUDGET/COST (estimated cost for the entire project)

Component	Estimated Staff weeks	GEF(\$)	Other Sources (\$)	Project Total (\$)
Locally recruited personnel*			50,000	50,000
Local Consultants	450	40,000		40,000
Internationally recruited consultants*	0	0	0	0
Office facilities, equipment, vehicles and communications			20,000	20,000
Travel		5,000	10,000	15,000
Miscellaneous		2,000	15,000	17,000
Total project management cost		47,000	95,000*	142,000

* This is in kind contribution

CONSULTANTS WORKING FOR TECHNICAL ASSISTANCE COMPONENTS (estimated for entire project)

Component	Estimated Staff weeks	GEF(\$)	Other Sources (\$)	Project Total (\$)
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Personnel	0	0	0	0
Local consultants	450	80,000	30,000	110,000
International consultants	17	60,000	0	60,000
Total		140,000	30,000	170,000

Incremental Reasoning and Cost-Effectiveness

133. A full incremental cost analysis is not required for CB-2 MSPs, but incremental reasoning can help to demonstrate the project's cost-effectiveness, which is one of the ten operational principles for Cross-cutting Capacity Building Projects (*GEF Operational Strategy*). It can be shown that the proposed project is the most cost-effective option by analyzing various alternatives to achieve the project goal and objective. As the project is intended to have a catalytic role in developing capacities and changing the enabling environment, benefits and cost-effectiveness cannot be quantified meaningfully in monetary terms. Instead, incremental reasoning is used below to show how the stand-alone capacity building project emerges as the most cost-effective among options.

134. The NCSA identified "public involvement and participation, public awareness and environmental education" as one of five priority cross-cutting needs. Measures to address these topics are clearly required under all the Rio Conventions, as stated in the convention text and subsequent COP guidance, which has emphasized the importance of these tools to engage all stakeholders in learning about and acting on climate change, biodiversity and land issues. These tools are increasingly seen as complementary to technically focused environmental projects and programmes. These tools can improve project results and greatly increase the chance of project sustainability by promoting country ownership.

135. The incremental reasoning for the project is based on the need to rationalize national frameworks for EE/EL and SI and to integrate international obligations and standards into these frameworks. Some elements are in place but they need to be developed into a coherent legal, policy and institutional framework with clear implementation strategies. Also, diverse stakeholders need to develop the capacity to deliver EE, EL and SI programmes to reach diverse sectors. There are EE/EL and SI activities underway; however without the GEF MSP, those will proceed in an *ad hoc*, fragmented and uncoordinated manner. There will also be missed opportunities for integrating convention commitments and themes into projects and programmes with EE/EL components. Opportunities to achieve global benefits through mobilizing multiple sectors of society will not be realized. It is also likely that only a few stakeholders in the capital will be continue to be involved in convention implementation. Given that Tajikistan is 70% rural, it is important to encourage community environmental learning and involvement.

136. The proposed CB-2 project was identified as the most cost-effective way to achieve the above goals, compared to the following alternatives:

- *No project*: Tajikistan has committed itself to EE/EL and SI under each convention and to seek synergies in convention implementation. During the NCSA, stakeholders agreed that these topics are of high priority for linking convention themes and poverty reduction. The option of "no project" would result in missed opportunities to strengthen the enabling environment to promote these tools and to build sustainable capacity that can be immediately applied in government and civil society, and especially through the network of Jamoat Resource and Advocacy Centres.
- *Outcomes and outputs proposed in this project to be addressed/ funded by other initiatives*: The alternative of "no project" would prevent Tajikistan from addressing its obligations. The country would miss the timely opportunities to build capacity in modern approaches to EE, EL and SI, which can be applied to many current projects. No other national or donor funded projects are focused on this particular "bundle" of cross-cutting convention capacity needs. At the same time, the project was carefully designed to complement and enhance other current initiatives.
- *A similar project, but with a different scope and focus*: Many alternative project designs were considered before arriving at the final project shape. Instead of working with multiple entry

points, the project scope could focus on only one or two of the chosen outcomes. However, this approach would fail to address the needs that was clearly identified in the NCSA another national documents and would neglect to use the integrated model of environmental education AND learning, which is reflected in the Tajik “State Programme for EE and EL” targeting all sectors.

137. The proposed scope, strategic positioning and timing of this project make it the best alternative to respond to the priority capacity needs identified during the NCSA. It is also the most cost-effective way to meet these needs. The project will take an experimental and adaptive approach, using needs assessment, pilot projects and testing of all materials to ensure a good fit with national and local community needs. The project will involve diverse government and non-government stakeholders in a catalytic rather than implementation and operational role, thus building in sustainability and replicability.

Co-financing

138. Co-financing comes from contributions by government and local communities which will be in-kind and include office space, communication costs, seconded staff and staff time. UNDP Tajikistan will provide US\$ 40,000 in cash and US\$ 300,000 in in-kind co-financing through on-going activities of its Communities Programme. Annex H provides supporting letters. This amounts to a 1:1 co-financing ratio.

Name of Co-financier (source)	Classification	Type	Amount	
			Confirmed (\$)	Unconfirmed (\$)
State Committee on Environmental Protection and Forestry	Government	In kind	110,000	0
Local communities involved in pilot projects	Beneficiaries	In kind		20,000
UNDP (through Communities Programme)	UNDP	In kind	300,000	0
UNDP	TRAC	cash	40,000	0
Total Co-financing			450,000	20,000

139. Tajikistan has several GEF Full and Medium-size projects, as well as Enabling Activities either underway or in the pipeline for implementation during the CB-2 project period (2007-9). These are described in Section 5.1 and listed in the table below. Virtually all of them involve EE/EL and SI-related activities. Thus, in addition to the co-financing described above, the project will benefit from associated financing, gained through linkages with these projects. This collaboration will be facilitated by the fact that they are all GEF projects, that UNDP is the Implementing Agency for several of the projects, and that the World Bank will implement others. The results of the CB-2 project will be enhanced and sustained through synergies created through collaboration among project teams. Current and anticipated project staff for these were contacted during preparation of this proposal. Formal cooperative mechanisms will be established during the project Inception Phase.

Associated Financing from other Programmes and Projects				
Source	Programmes and Projects	Classification	Amount (US\$ million)	Status
GEF-UNDP GEF-UNDP MSP	1. Demonstrating new approaches to Protected Areas and Biodiversity Management in the Gissar Mountains	Related activities	1.745	Approved
GEF-UNDP	2. Demonstrating Local Responses to Combating Land	Related	1.2	Pending

Associated Financing from other Programmes and Projects				
Source	Programmes and Projects	Classification	Amount (US\$ million)	Status
MSP	Degradation and Improving Sustainable Land Management in SW Tajikistan	activities		
GEF-UNDP MSP	3. Promotion of Renewable Energy Use for Development of Rural Communities	Related activities	1.2	Pending
GEF-UNDP MSP	4. Support to Sustainable Transport Management in Dushanbe	Related activities	1.1	Pending
GEF Enabling Activity: FCCC	5. Preparation of the Second National Report on UNFCCC	Related activities	0.45	Pending
UNDP Small Grants Programme	6. As of July 2006, UNDP/GEF Global SGP considering an SGP for Tajikistan; Evaluation Mission is expected in September 2006.	Related activities	0.05	Pending
GEF-World Bank (FSP)	7. Community Agriculture and Watershed Management: <i>UNDP Communities Programme</i> contracted to implement part of project in Rasht Valley (US\$1.5 M.)	Related activities	10.8	Approved
GEF-World Bank (MSP)	8. Dashtidzhum Biodiversity Conservation Project	Related activities	0.973	Approved
GEF-World Bank (FSP)	9. Natural resources management and poverty reduction (Component 3: Specially protected areas management and conservation of biodiversity)	Related activities	3.48	Approved
TOTAL			15.753	

Institutional Coordination and Support

Core Commitments and Linkages

LINKAGE TO REST OF UNDP/GEF PORTFOLIO IN THE COUNTRY

140. Many recent reviews of Tajikistan's development challenges have noted the interconnections between natural resource degradation, health, poverty and quality of life. Thus UNDP's entry point for environment has been identified as ... The UNDP/GEF portfolio in Tajikistan consists of the following projects. The CB-2 project will be designed to complement these projects through strengthen public awareness, education consultation and involvement activities for all of these projects.

141. *MSP: Demonstrating new approaches to Protected Areas and Biodiversity Management in the Gissar Mountains* as a model for strengthening the national Tajikistan Protected Areas System. The project started in January 2006. Its main objective is to strengthen management effectiveness and sustainability of three protected areas, representing the three different categories of PAs that constitute 99% of the coverage of the PA system. (, thus providing models and best practices replicable throughout the national PA system. The demonstration areas on the southern slopes of the Gissar Mountains include a National Park, a Strict Nature Reserve (Zapovednik) and a State Nature Reserve (Zakaznik).

142. *PDF-A: Demonstrating Local Responses to Combating Land Degradation and Improving Sustainable Land Management in SW Tajikistan*. The project is expected to start shortly. It aims to demonstrate the potential to implement replicable Sustainable Land Management initiatives at the local level in Tajikistan and to build the capacity of local structures and land users to do this. Expected outcomes are: (1) local government and civil society structures have the capacity and awareness to regulate, plan and monitor sustainable management of irrigated land; and (2) appropriate and viable local initiatives for improving sustainable land and water management are tested and available for replication.

143. *PDF-A: Promotion of Renewable Energy Use for Development of Rural Communities.* The project should start in the latter half of 2006. Its objective is to significantly reduce the life-cycle cost of electricity supply in remote rural areas by developing affordable and sustainable delivery models and financing mechanisms to support small-scale renewable energy projects. This is intended to improve social infrastructure and generate additional income. Key elements include developing viable end-use applications of renewable energy and local institution-strengthening and capacity building on this topic.

144. *PDF-A: Support to Sustainable Transport Management in Dushanbe.* The project, which should start in the second half of 2006, aims to reduce the growth rate of energy consumption within the transportation sector and facilitate market development to enhance mobility of the people in the country and particularly in the capital. This will be done by (1) improving land use and other urban planning measures; (2) maintaining or increase the modal share for sustainable public transport while reducing the use of private cars and other low capacity motorized transport for daily commuting; and (3) increase the share of non-motorized (e.g. bicycles) and non-polluting (e.g. trolleybuses) transport modes.

145. *NBSAP Phase II.* The objectives of this second phase enabling activity is to further evaluate biodiversity capacity needs, define country specific priorities, analyze functional capabilities and identify mechanisms to protect national biodiversity in accordance with the NBSAP recommendation, NCSA findings and GEF and COP/CBD guidelines.

146. *Preparation of the Second National Report on UNFCCC:* The preparatory stage has begun for the development of this report, with the involvement of government and academic partners.

147. *Small Grants Programme (SGP).* As of July 2006, the UNDP/GEF Global SGP is considering starting up activities in Tajikistan. If approved, the focus of the SGP in Tajikistan will be on the Rio conventions and their implementation through community-based organizations, with a focus on rural areas where the 70% of the population is located. The criteria for the small grants could be written to encourage projects which use the outputs of the CB-2 project, i.e., Community Learning Kits and Environmental Education Resource Kits.

148. *UNDP Communities Programme.* As noted in Section 3.1, this is a key element of UNDP support to Tajikistan. It is financed by UNDP, the World Bank and bilateral donors, including DFID, European Union (ECHO and TACIS), Canadian International Development Agency, Swiss International Development Agency, Government of Finland. By working closely with the Communities Programme, the project will be firmly integrated into and coordinated with the UNDP programme and all UNDAF activities in Tajikistan. The project will also build on the extensive knowledge and networks of communal structures, local governments and national institutions that have been developed in past and current UNDP projects. It will use the tools for public awareness and community mobilisation that have been found to be successful in these programmes.

Coordination among Implementing Agencies, Executing Agencies, and GEF Secretariat

149. As the following additional GEF supported projects have activities and objectives which relate to the CB-2 project, integration and coordination linkages will be developed during the Inception phase.

150. *World Bank "Community Agriculture and Watershed Management Project":* The development objective of this GEF-SLM project is to reduce rural poverty and improve livelihoods of rural communities in selected watersheds. This will be done by supporting productive activities aimed at increasing incomes in a sustainable manner, while reducing pressure on the environment and ensuring preservation of fragile mountain lands and ecosystems. The global environmental objective is to prevent land degradation and desertification and to promote conservation of mountain ecosystem biodiversity. This will be done through mainstreaming natural resources conservation into agricultural practices and implementation of community-based biodiversity conservation. UNDP's Community Programme was

contracted by the World Bank to implement the project in Rasht Valley (total budget of over US\$1.5 m.).

151. *World Bank “Dashtidzhum Biodiversity Conservation Project”*. This project will supporting in-situ conservation in protected areas, focusing on the globally significant biodiversity of the Dashtidzhumskiy Zakaznik (National Park) and community-based management of natural resources in the areas around it.

152. *World Bank “Natural resources management and poverty reduction project”* (Component 3 “Specially protected areas management and conservation of biodiversity” (GEF 3.48 million USD): This project aims to strengthen cross-border cooperation in biodiversity monitoring and management of strictly protected areas.

153. *Central Asian Countries Initiative for Land Management (CACILM)*: This is a 10 year \$US 75 million regional investment programme which started in 2006, with support from multiple donors (UNDP, IFAD, SCEPF, DFID, ADB). Through coordinated projects, it aims to reverse the decline in land productivity and degradation of land ecosystems, especially in the last 15 years.

Implementation Arrangements

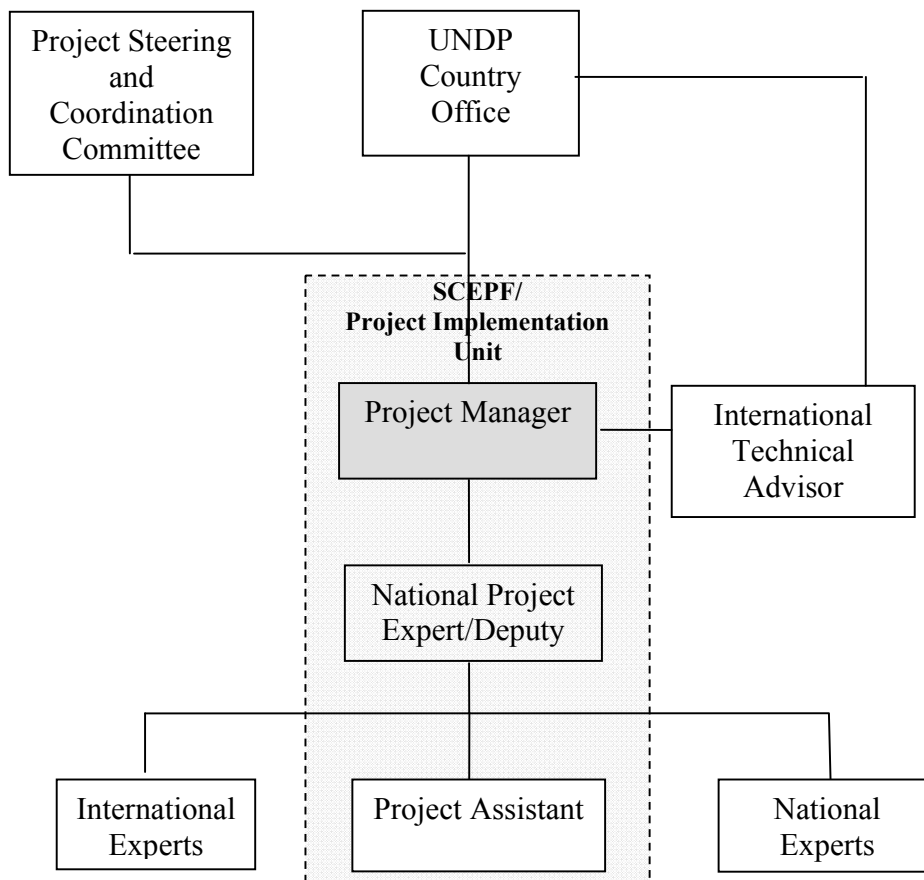
154. The project will be nationally executed in accordance with UNDP’s NEX guidelines. The State Committee for Environmental Protection and Forestry will be the National Executing Agency (NEA). The NEA will be accountable to the Government of Tajikistan and the UNDP for the quality of project outcomes and the appropriate use of project resources, both when directly implementing project activities and when delegating others to do so. The NEA will ensure that project planning, review, monitoring, evaluation and reporting requirements are met; that coordination among participants is effective; and that decisions are implemented. The NEA is responsible for ensuring that outputs are produced on time and for translating outputs into outcomes. The NEA will rely on its own assessments as well as those made by project partners. The NEA will manage the project budget, including components implemented by partner agencies and sub-contractors. Implementation arrangements with partner agencies will be set out in Terms of Reference, work plans and/or formal agreements, as needed. UNDP will provide support needed for project implementation through the Administrative and Finance Units.

155. Several local organizations will be involved in project delivery, including Jamoat government authorities, Jamoat Resource and Advocacy Centers (JRCs), District Development Committees (DDCs), District and sub-district departments of the of State Committee for Environmental Protection and Forestry and the State Committee for Land Management.

156. A national Project Manager (PM) will be recruited to manage project implementation. The PM will report to the Project Steering Committee and act under overall guidance from the UNDP Focal Point on Energy and Environment. The PM will be responsible for project coordination and implementation, consolidation of work plans and project papers, preparation of quarterly progress reports, reporting to the project supervisory bodies, and supervising the work of the project experts and staff. The PM will also coordinate project activities with relevant Government institutions. A part-time International Technical Advisor (ITA) will be recruited to support the PM and other project experts through advisory services and technical assistance. A National Project Expert (NPE) and an Administrative Assistant (AA) will be recruited. The NPE will support the PM in all technical and operational aspects of project implementation and will act as the deputy Project Manager. The AA will be responsible for administration and finances.

157. National and international consultancy services will be called in as required for specific tasks, such as needs assessments, development of pilot projects, development of proposals for improved enabling frameworks for EL and EE, development of models of Community Environmental Learning, capacity building and training for key stakeholders, design of delivery models and financing mechanisms. Consulting services will be procured in accordance with applicable UNDP/GEF Guidelines.

158. A Project Steering Committee (PSC) will provide strategic direction and project management. Its composition will build on past or existing committees (e.g., PSC for the NCSA) to link with related initiatives. The PSC will be multi-disciplinary and multi-sectoral in fields related to capacity development for the Rio Conventions, especially the project topics (EE, EL, SI). The PSC will include representatives of relevant Government agencies, including, but not limited to the State Committees for Environmental Protection and Forestry, State Committee for Land, Ministry of Education and District Authorities. Membership will also include UNDP Country Office, UNDP Communities Programme, academic institutions, NGOs and other civil society and donor organisations involved in this or related projects. The PSC will meet at least semi-annual to review project progress, provide direction and assist in project implementation. The UNDP CO will provide support services through the Administrative and Finance Units, as required. The following figure shows the proposed project management structure.



Annex A. Letter of Endorsement – GEF Focal Point

ҶУМҲУРИИ ТОҶИКИСТОН

КУМИТАИ ДАВЛАТИИ
ХИФЗИ МУҲИТИ ЗИСТ ВА
ХОҶАГИИ ҶАНГАЛ



РЕСПУБЛИКА ТАДЖИКИСТАН

ГОСУДАРСТВЕННЫЙ КОМИТЕТ
ОХРАНЫ ОКРУЖАЮЩЕЙ СРЕДЫ
И ЛЕСНОГО ХОЗЯЙСТВА

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№ 923/1-9
"19" / 09 2006

Заместителю Постоянного
Представителя офиса ПРООН
Г-ну Боск И.

Уважаемый г-н Игорь Боск,

Госкомитет свидетельствует свое уважение офису ПРООН и имеет честь сообщить, что не имеет замечаний и предложений и одобряет реализацию среднесрочного проекта «Экологическое обучение и участие заинтересованных сторон, как методы глобального экологического воздействия и снижения бедности».

Одновременно подтверждаем, что готовы представить 110,000 долл. США в качестве натурального вклада от текущей деятельности Госкомитета.

Госкомитет выражает свое высокое признание офису ПРООН и надеется на плодотворное совместное сотрудничество.

Председатель

А. Каримов

Исп: К. Богуров
Тел: 2211839; 2345497

Unofficial translation

State Committee for Environmental Protection and Forestry

19 September 2006
Ref.: No. 923/1-9

To: Mr. Igor Bosc
Deputy Resident Representative
UNDP in Tajikistan

Dear Mr. Igor Bosc,

The State Committee for Environmental Protection and Forestry presents its compliments to the UNDP Office in Tajikistan and informs you that upon consideration of the Medium-Sized Project "Environmental learning and stakeholder involvement as tools for global environmental benefits and poverty reduction", we have no comments and endorse the implementation of the project.

At the same time the State Committee for Environmental Protection and Forestry herewith confirms its commitment on co-financing for the Project as an in-kind contribution in the amount of 110.000 \$ (one hundred and ten thousand US dollars), as part of an on-going activity of the State Committee for Environmental Protection and Forestry.

The State Committee for Environmental Protection and Forestry avails itself of this opportunity to renew to the UNDP Tajikistan the assurances of its highest consideration of and hope for further productive collaboration.

Sincerely,

A. Karimov
Chairman/
GEF Focal Point for Tajikistan

Annex B. Global Context for Environmental Education and Learning

(Including “Environmental Education” [EE] and “Education for Sustainable Development” [ESD])

In 2002, the UN General Assembly proclaimed the 2005 – 2014 to be the *Decade of Education for Sustainable Development*. Most of the following information is summarized from the UNESCO website

for that programme: [http://portal.unesco.org/education/en/ev.php-](http://portal.unesco.org/education/en/ev.php-URL_ID=23292&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[URL_ID=23292&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=23292&URL_DO=DO_TOPIC&URL_SECTION=201.html). Education was addressed in

Chapter 36 of the *Rio Agenda 21*, and reaffirmed as the foundation of sustainable development at the Johannesburg World Summit on Sustainable Development (WSSD). The WSSD Implementation Plan links the Millennium Development Goals on universal primary education and the *Dakar Framework for Action on Education for All* with the aims of EE and ESD. Gender-sensitive education systems of diverse types – formal, non-formal and informal - are seen as the foundation of ESD. ESD was recognized in the WSSD Plan as a tool to address poverty and environment linkages in fields such as rural development, health care, community involvement, HIV/AIDS, environmental management and human rights.

A statement of the aims of EE from the Tbilisi Declaration (UNESCO-UNEP, 1977), has stood the test of time and is relevant to the Tajikistan CB-2 project:

- To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas;
- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; and
- To create new patterns of behavior among individuals, groups and society as a whole towards the environment.

There is no universal EE/ESD model. Rather, key concepts are interpreted, based on specific country and local contexts, priorities and culturally appropriate approaches. The underlying values of EE are:

- Respect for the dignity and human rights of all people and commitment to social and economic justice for all;
- Respect for the human rights of future generations and a commitment to intergenerational responsibility;
- Respect and care for the greater community of life in all its diversity, which involves the protection and restoration of the Earth’s ecosystems; and
- Respect for cultural diversity and a commitment to build locally and globally a culture of tolerance, non-violence and peace.

ESD / EE has the following characteristics:

- Interdisciplinary and holistic: embedded in the whole curriculum, not as a separate subject;
- Values-driven: assumed norms and shared values and principles underpinning sustainable development must be made explicit so that that can be examined, debated, tested and applied;
- Critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development;
- Multidisciplinary, using various learning techniques: word, art, drama, debate, experience;
- Teaching that is geared to transmitting knowledge should be transformed into an approach where teachers and learners cooperate in acquiring knowledge to help shape their schools and communities;
- Participatory decision-making: learners participate in decisions on how they are to learn;
- Applicability: learning experiences offered are integrated in daily personal and professional life.
- Locally relevant: addresses local and global issues and uses the learners’ language(s). Concepts of sustainable development must be carefully expressed in other languages.

Annex C. State Programme on Environmental Education and Learning

This programme was passed through a Decision of Government (March 23, 1995 №225), in accordance with Articles 73-74 of the *Law on Nature Protection*. The planning horizon was defined as running to the year 2000 “with Long-Term Prospects until 2010.” The programme identifies environmental education as a “necessary part of environmentally sound, sustainable socio-economic development for Tajikistan.”

The programme aims to develop over the long term a comprehensive system of ecological learning and to support “the transition to a qualitatively new level of expert training, in line with international standards.” Its objective is to “teach every person in the home and workplace to make ecologically competent decisions in the field of rational nature use.” This is to be achieved through establishing a continuous environmental education and learning system, including:

- Pre-school education, secondary education and vocational training;
- Training of highly skilled engineering staff and technicians;
- Training of environmental specialists within secondary special and higher education;
- Training nature protection experts within other trades;
- Skills upgrading and refresher training for decision-makers, managers and teaching staff within post-diploma training; and
- Training of high caliber researchers and scientists.

The programme also addresses awareness and education for “wide layers of population”, so that “the public will take active participation in the process of addressing problems associated with nature protection and rational use of nature in an open and democratic manner, through discussion of the solutions.” Objectives in this area included:

- a. To strengthen the role of the public, to impart a love of nature and its careful protection;
- b. To raise ecological education and learning of the public;
- c. To reorganize education and learning on a basis of resource conservation at all stages of production and consumption; and
- d. To bring the legislation of Republic of Tajikistan in conformity with key international legal acts in the field of nature protection and in the training of experts.

The programme has an extensive list of components related to public education/learning, including:

- Protection of rights of Tajik citizens to safe and healthy environment;
- Public involvement in nature protection practices;
- Scientific research and surveys in the field of public education and learning.
- [Regulation of] state ecological expertise;
- Prevention of ecological emergencies; and
- Resolution of environmental disputes.

Annex D. National Environmental Action Plan: Environmental Education

National Environmental Action Plan for Tajikistan, June 2006, State Committee for Environmental Protection and Forestry, National Centre for Biodiversity and Biosafety and State Committee for Land Management, with support from the World Bank and UNDP

Section 2.14 Ecological education (can also be translated as “Environmental education”)

In 1996 the Government of Tajikistan ratified the *State Program on Environmental Education* and the *Law on Nature Protection* has special articles regulating questions of ecological education. The *State Program* prescribes pre-school and school curriculums for education and training of environmental experts in secondary and higher educational institutions; training of civil servants; and education programs for mass media and the general population.

Ecological learning in Tajikistan is carried out mainly by mass media and in schools. Television programs about a nature-related issues are rather popular and may consist of interviews of researchers and officials. At the oblast\ regional level, local government authorities actively advocate ecological education and learning. For example, in Sughd oblast, the Local Committee For Nature Protection (local office of the State Committee) produced training materials for an ecology course which is delivered in a technical training college. Committee staff also provide training for school teachers on environmental themes. Several higher educational institutions in Dushanbe, Khujand, Kulob and Khorog have incorporated ad hoc programs on ecology, chemistry, geography and nature protection into their curriculums.

Unfortunately, these ecological education efforts have not been extended to the business sector. Local ecological committees have begun to work with industrial enterprises responsible for pollution on issues related to the obligations of these enterprises concerning environment protection and safety. But the dialogue between business and government on observing ecological requirements related to economic motivation and performance has not gone far.

Until now the public does not have sufficient environmental information. Mass media programs as a source of ecological information are not enough. There are few analytical materials on ecological matters that which could be used for the formation of public opinion and public learning and awareness on ecological aspects of the community and nation. Thus, the public does not play a significant role in discussing and making decision on ecological questions, e.g., water quality and nature protection.

In 1998 Tajikistan ratified the Aarhus Convention on access to information, public participation in decision-making processes and access to justice in ecological questions. The Aarhus Centre was created with the support of the State Committee for Environment Protection and Forestry (SCEPF). This Centre is a potential source of reliable information for Tajik citizens on ecological matters but the public has insufficient information about its activity. Lack of public awareness and participation is considered as one of the reasons for a high level of infringements of the *Law About Nature (environment)*. Similar infringements are common among residents of settlements within buffer zones of protected areas and near forests, and also among many business owners, which have appeared during the transition to market economy. The annual growth of infringements of the Law About Nature can be seen as an indicator of the neglect of environmental problems. For example, the penalties charged for similar infringements in 2004 increased by 274 thousand Tajik somoni (approx. \$US 80,000) compared to 2003.

There is no system in the country for ensuring capacity building on environmental education and learning. Elements of capacity should include:

- General inter-departmental planning to achieve educational tasks, including joint planning of training sessions on protection and sustainable use of natural resources;
- Training of trainers;

- Public access to widespread and understandable \ simple information on environmental problems and policies;
- Research on the main ecological problems, such as a biodiversity, correlating these themes with the real interests of the population; and
- Monitoring of public knowledge, values and expected behavior on environmental issues.

Most of the Tajikistan population lives in rural towns and settlements, yet this these are the areas/groups most requiring ecological learning. As many rural inhabitants have neither TV nor radio, circulation of print materials could improve ecological knowledge, behavior and practices. This includes hand-outs, booklets, posters, newspaper and journal articles, school materials and other information messaging.

THE AIMS AND APPROACHES OF ECOLOGICAL EDUCATION

The objective of the NDP in the sphere of ecological education is the development and advocacy of a national strategy on public awareness and values concerning ecological questions and increased actions of citizens and organizations to protect natural resources and preserve the environmental quality. Planned actions to achieve these tasks include:

- Development and advocacy of an inter-departmental strategy on ecological education and learning;
- Working on effective ecological education initiatives with business sector;
- Revision of existing programs to include key international conventions and laws on nature protection;
- Strengthening capacity of ecological learning\awareness of school teachers, civil servants and NGO's;
- Creation of information systems aimed at on-going improvement of the strategy and the allocation of resources to ensure optimum effectiveness in areas where EE is most needed; and
- Support of mass media, especially print, which can distribute information in rural areas.

Table 8 outlines the key proposed actions on environmental education.

Table 8. National Action Plan on Environmental Education				
№	Actions	Focal points	Time frame	Cost, US\$
1	Development of initial interdepartmental strategy and concepts of ecological education (EE) and gradual revision of strategy on the basis of the gained experience of implementation for the next 4 years.	MoE (Ministry of Education), SCEPF, NGOs, Academy of Science	2006-2010	20,000
2	As it is noted in the national strategy ... improvement of design and management of system of public EE .	MoE, SCEPF, NGOs, MOF	2006-2008	15,000
3	Within the framework of the national strategic concept, making up departmental and interdepartmental plans on public education on ecological questions for advocacy of ecological values and ecologically correct behavior.	MoE, SCEPF, NGOs, MOF	2006-2007	20,000
4	Making amendments in the State Program of ecological education on the basis of the international conventions and new laws on nature protection	Tajik government , MoE, SCEPF, NGOs, MOF, Academy of Science	2006-2007	10,000
5	Training directed on strengthening of EE capacity of school teachers, school personnel, civil servants of ecological organizations working with the population, and NGO staff etc.	MoE, SCEPF, NGOs, Academy of Science	2006-2010	50,000

Table 8. National Action Plan on Environmental Education

№	Actions	Focal points	Time frame	Cost, US\$
6	Creation of monitoring system in rural and urban areas for assessment of the current situation and development of public EE.	MoE, SCEPF, NGOs, Academy of Science	2006-2010	50,000
7	Carrying out a baseline research of the public attitude to environment with use of questionnaires to learn the relation of respondents and environment, ecological values, to evaluate knowledge on various ecological aspects and intentions, which can affect the quality of environment. Use of results of research for development of new materials for EE programs	MoE, SCEPF, NGOs, Academy of Science	2007-2008	25,000
8	Development and introduction of the EE program in pre-schools, schools and colleges	MoE, SCEPF, NGOs, Academy of Science	2007-2010	30,000
9	Involvement and education of rural and urban communities on techniques of protection of nature and forests for delivery of effective training courses for the workers of nature protection territories, that this person could train other population.	MoE, SCEPF, NGOs, Academy of Science	2006-2010	20,000
10	Development of educational materials (book, manuals, posters, booklets).	MoE, SCEPF, NGOs, Academy of Science	2006-2007	30,000
11	Support of village and urban networks and ecological centers, including governmental and not governmental organizations (NGOs).	MoE, SCEPF, NGOs, Academy of Science	2007-2009	28,000
13	Strengthening a material base of the ecological centers.	MoE, SCEPF, NGOs, Academy of Science	2007-2009	
14	Creation of classes equipped with computers with the necessary soft wares and information for training youth and population on a wide range of ecology matters, in particular policy of Tajikistan in sphere of nature protection and international environment policy	MoE, SCEPF, NGOs	2008-2010	40,000
15	Creation of the central office for the publication of EE materials for schools and EE advocacy	MoE, SCEPF, NGOs, Academy of Science	2008-2010	23,000
16	Production of a special magazine <i>Man and Nature</i> " and appropriate TV program.	SCEPF, MoE, SCEPF, NGOs, Academy of Science	2006-2010	55,000
17	Training of trainers and delivery of public seminars directed towards the growth of public knowledge and awareness on EE.	MoE, SCEPF, NGOs, Academy of Science	2006-2010	60,000

Annex E. The Aarhus Convention - Summary

The Aarhus *Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters* <http://www.unece.org/env/pp/welcome.html>

The Aarhus convention was adopted on 25 June 1998 in the Danish city of Aarhus (Århus) at the Fourth Ministerial Conference of the UN Economic Commission for Europe (UNECE). It entered into force in late 2001 and, as of 2005, had been signed by 40 (mostly European) countries and ratified by 37, as well as the European Union. The Convention grants the public (both individuals and organisations) rights regarding access to information and public participation and access to justice. Convention Parties are required to ensure that authorities at national, regional and local levels take steps to protect these rights, including:

- **Access to environmental information:** The right to receive environmental information held by public authorities. This includes information on the state of the environment and related policies or measures, as well as the state of human health and safety, as affected by the environment. Applicants are entitled to obtain this information within one month of a request, without having to say why they require it. Authorities are also obliged to actively disseminate environmental information in their possession.
- **Public participation in environmental decision-making:** The right to participate in environmental decision-making. Public authorities should enable the public to comment on proposed projects plans and programmes affecting the environment. These comments should be taken into due account in decision-making, and information should be provided on the final decisions and the reasons for it.
- **Access to justice:** The right to review procedures in order to challenge decisions that have been made without respecting the two aforementioned rights or environmental law in general.

The Aarhus Convention is considered by UN Secretary-General Kofi Annan as directly relevant to the Rio Conventions. He said:

Although regional in scope, the significance of the Aarhus Convention is global. It is by far the most impressive elaboration of principle 10 of the Rio Declaration, which stresses the need for citizen's participation in environmental issues and for access to information on the environment held by public authorities. As such it is the most ambitious venture in the area of environmental democracy so far undertaken under the auspices of the United Nations. <http://www.unece.org/env/pp/welcome.html>

The *Kiev Protocol on Pollutant Release and Transfer Registers* for the Aarhus Convention was adopted in May 2003. 36 States and the European Union signed the Protocol. PRTRs are inventories of pollution from industrial sites and other sources such as agriculture and transport. The objective of the Protocol is "to enhance public access to information through the establishment of coherent, nationwide pollutant release and transfer registers (PRTRs)..." The Protocol places indirect obligations on private enterprises to report annually to their national governments on their releases and transfers of pollutants.

An amendment to the Aarhus Convention on "Public Participation in Decisions on Deliberate Release into the Environment and Placing on the Market of Genetically Modified Organisms" was adopted in May 2005, in Almaty, Kazakhstan. The GMO amendment will enter into force 90 days after at least three-quarters of the Parties to the Aarhus Convention ratify it.

Annex F. Environmental Laws: Public Awareness and Involvement Gaps

Adapted from *PDF-A: Mainstreaming the conservation of globally significant agricultural biodiversity into rural development in Tajikistan*, Draft June 2006

<i>Legislation/Policy</i>	<i>Overview</i>	<i>Gaps</i>
<p>State Programme on Ecology</p> <p>Adopted by the Decree of the Government #344 August 4, 1997</p>	<p>This is the main state document that defines sustainable development for the country in economic and environmental terms, and addresses the nature-human balance; and means to address environmental issues.</p> <p>It also calls for environmental education for all sectors of society, including public awareness- raising on environmental issues.</p>	<p>There has been only occasional environmental awareness-raising and environmental education activities since the law was passed, but no systematic programmes.</p>
<p>Law “On Nature Protection”</p> <p>Adopted by Supreme Soviet of the Republic of Tajikistan #903A December 27, 1993</p> <p>Changes and additions by Majlisi Milli and Majlisi Oli #30 May 10, 2002 #75 December 2, 2002</p>	<p>The law regulates the interaction of humans and nature to conserve the natural richness and human habitat, rational use of natural resources, prevention of harmful impacts of economic activities, health and improved quality of environment, strengthening legislation, with regard to current and future generations. It includes sections on:</p> <ul style="list-style-type: none"> • Rights of individuals and non-government organizations to environmental information; • Socio-economic assessment of natural resources; and • Conduct of environmental awareness-raising; and (“propaganda”) education and ecologic education. 	<p>Absence of convention references:</p> <p>The Law has not been adapted to address commitments within international conventions;</p> <p>These by-laws have not been developed:</p> <p>Decree on forms of public participation in nature conservation and on public access to information</p>
<p>Land Code</p> <p>Adopted by Majlisi Oli #326 December 13, 1996</p>	<p>The law regulates land relations and is directed to establish conditions for rational use and conservation of land; protection of soil productivity; and the conservation and improvement of the environment.</p>	<p>Absence of references:</p> <p>Decree on forms and roles of public participation in conducting nature conservation activities.</p>
<p>Water Code and Law on Adoption of “Water Code”</p> <p>Adopted by Majlisi Namoyandagon Majlisi Oli of the Republic of Tajikistan #148 October 20, 2002</p>	<p>Present code regulates water relations for rational use of water for people, enterprises and the environment, including the rights and responsibilities of water users and the conduct of water conservation activities.</p>	<p>Absence of references:</p> <ul style="list-style-type: none"> • Article on the formation of associations of water consumers for more rational use and water protection by dekhkans (farming) economy. • Participation of community organizations in implementation of water management and conservation activities. <p>These by-laws are not developed:</p> <ul style="list-style-type: none"> • Decree on associations and enterprises of water-users. • Decree on forms of participation of public organization and population in water-conservative activities and water management.
<p>Law “On protection and use of flora”</p> <p>Adopted by Majlisi Milli</p>	<p>Establishes basis for providing effective protection, sustainable use and protection of flora resources.</p>	<p>Absence of references:</p> <p>Participation of public organizations and population in management, protection</p>

Majlisi Oli #31.May 17, 2004		and rational use of flora.
Law “On protection and use of fauna” Adopted by Decree of Supreme Soviet, #989 July 20, 1994 Changes and additions adopted February 1, 996, #223 December 12, 1997	Regulates wildlife and habitat, with the aim of provide favourable conditions for wildlife, scientifically sound rational use, protection and enhancement and biodiversity conservation. It also calls for public participation in the management, protection and rational use of fauna.	The law has not been adapted to the Rio Conventions. Absence of references: Decree on participation form in activity on fauna use and protection.
Law “On ecological expertise” Adopted by Decree of the Government of the Republic of Tajikistan #20 April 22, 2003	The law regulates the organization and application of ecological expertise, determines the rights and obligations of the parties, regulates the implementation of ecological expertise, establishes rights of citizens in getting information on ecological risks and planned projects and establishes enforcement provisions.	There have not been conducted planned activities on development of by-laws on ecological expertise in all the sectors of economy. Absence of decrees on assessment and impact on environment or provision for public involvement
Law “On sub-soils” Adopted by Decree of the Supreme Soviet, #983 July 20, 1994	Covers issues on soil management and protection.	Absence of reference: Participation of public organizations and population in conducting nature-conservation activities.
Law “On biological safety” Adopted by Decree of the Government, #88 March 1, 2005	Regulates engineering, testing, production, import, export and release of genetic modified organisms (GMOs) into the market and environment. It aims to reduce the risk of negative impacts of GMOs on human health, biodiversity, ecological balance and environment.	Absence of reference: Have not developed required by-laws and normative papers/ Lack of programs on education of population and awareness-raising activities.
Forest Code Adopted by Decree of Supreme Soviet of the Tajikistan , #770 July 24, 1993, Amendments and additions, #421 May 15, 1997	Regulates forest relations and aims to create conditions for sustainable use of forests, their protection and conservation and the improvement of natural areas, forests and agricultural production.	Absence of references: Code is not adapted to the requirements of the Rio Conventions. Tasks and rights of public organizations and public participation in conducting reforestation and natural resources.

Annex G: Jamoat Resource and Advocacy Councils (JRC's)

Summary of Terms of Reference (For complete Terms of Reference, contact UNDP-Tajikistan)

Statement of objectives: Jamoat Resource and Advocacy Councils (JRCs) are registered non-governmental organizations (NGOs) established to promote local economic development, poverty reduction, transparency and accountability in local governance and civic education. They are a civil society organization providing economic development and poverty reduction services to inhabitants of Jamoats as well as local authorities. In working toward these objectives, JRCs emphasize an inclusive participatory process of decision-making, open to all members of their community.

Membership: JRCs are comprised of representatives elected from among local residents for a two-year period. Each village is represented on the JRC by at least one representative with proportionality to population. An executive board is elected from among JRC members by means of a secret ballot. A designated representative of the local Jamoat Administration also serves on the JRC but is precluded from holding an executive board position. Specialists from the local community may be invited to participate on JRCs, but unless elected as a representative by eligible voters, participate as non-voting members. JRC membership shall include individuals from groups in the community otherwise underrepresented in formal governance structures, specifically women. An appropriate minimum target for the share of women representatives is one third of JRC membership.

Organizational structure: The organizational structure of JRCs shall include sub-committees for specific areas of JRC activity, specifically for women's affairs, water supply, civic education, tendering of projects and other themes as relevant to the scope of JRC activities and community needs.

Scope of activities: In close co-operation with UNDP and other development partners, and in close collaboration with District authorities, JRC will be responsible, *inter alia*, to:

- mobilize financial, material and human resources within the local community and from outside sources including private sector contributions, national governmental and nongovernmental organizations, international organizations and Micro Finance Institutions (MFI),
- facilitate the work of the MFI subsidiaries at local level to ensure efficient, transparent and effective use of loans,
- allocate mobilized resources for community development projects in accordance with transparent criteria and policy priorities established through open consultation with the local community,
- support local micro-enterprise and small business initiatives in accordance with transparent criteria and policy priorities established through open consultation with the local community,
- act as a resource of information and advocacy for local residents in areas such as civic education, legal rights and public assistance programmes,
- work with local government authorities to help formulate a local economic development strategy and coordinate joint community development activities in accordance with the strategy,
- represent civil society in its relationship with local government authorities by articulating public interests and concerns, monitoring the decisions and actions of local government, and measures to keep the public informed of local government decisions and actions, and
- communicate and coordinate JRC activities with other organizations, including UNDP area offices, other JRCs (and DDCs), other community-based organizations active in the region and international organizations involved in local community development and governance.

Operational procedures: The conduct of JRC activities must be in compliance with the principles of inclusive, participatory and transparent decision-making. On a practical level, operating procedures must provide adequate opportunities for the community at large to be well informed of JRC objectives, issues on the agenda for JRC meetings, decisions taken by the JRC and planned programme activities.

Both the JRC and its supporting village level organizations shall hold regular monthly meetings with the time, date and agenda publicized well in advance. Written minutes of each meeting shall include a concise summary of all issues discussed and all decisions made. These minutes must be easily accessible to the public for their consideration and discussion. As for the decision-making itself, to ensure a clear basis for accountability, the range of decisions made by the JRC shall be categorized into those requiring vote by the full JRC membership, those delegated to JRC executive officers, and those delegated JRC sub-committees.

Output and performance measures: JRCs shall prepare an annual statement of policy priorities, program objectives and specific outputs for both the immediate financial year and for a medium-term horizon of three years. These annual statements shall include a list of top policy priorities of sufficient specificity so as to be effective in guiding resource allocation.

The list of policy priorities shall identify key sectors that shall be the focus of the coming year's community development activities. Corresponding to each selected priority sector shall be a statement explaining how it shall contribute to the JRC's fundamental objectives of local economic development, poverty reduction and better local governance. This list of sectoral priorities includes the following items (*emphasis added to show topics of relevance to the CB-2 project*):

- *environmental protection,*
- *agriculture production,*
- *agricultural water supply,*
- *drinking water supply,*
- *electricity generation and supply,*
- *public health services,*
- *waste management services,*
- transportation and roads,
- public education services,
- craft and trade development,
- civic and legal education resources,
- capacity building for JRC management,
- strategic planning for jamoat development, and
- management and oversight for tendering of projects.

Annex H. Co-financing and Financing Letters

БАРЗОНАИ ТАРҶИКИСТИ ҶОМОНАИ МАСАЛАИ МУТНОҚА
United Nations Development Programme



REFERENCE: UNDP/PDU/FO/06/263

18 September 2006

Letter of Commitment

UNDP Tajikistan hereby confirms its commitment of a contribution in the amount of US\$340,000 (three hundred and forty thousand US dollars only) to the implementation of the project entitled "Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction" based on the following distribution:

- US\$40,000 (forty thousand US dollars only) will be contributed to the future Medium-Size Project (MSP) as in-cash contribution from TRAC.
- US\$300,000 (three hundred thousand US dollars only) will be contributed to the future MSP as in-kind contribution through ongoing activities of UNDP's Communities Programme.

Please do not hesitate to contact us, if you have any questions in this regard.

Sincerely

A handwritten signature in black ink, appearing to read 'Igor Bosc'.

Igor Bosc
Deputy Resident Representative

To: Global Environment Facility

Annex I. Stakeholder Involvement

Stakeholders Consulted During Preparation of the MSP Proposal	
Name	Position
1. Gulmakhmadov D.	Head of State Committee of Republic of Tajikistan for Land Management, Focal Point of National Action Program to Combat Desertification
2. Karimov A.	Head of State Committee for Environment Protection and Forestry, GEF Political and Operational Focal Point
3. Rakhmonov A.	Minister of Education
4. Khaqdodov M.	Deputy of Minister of Industry, NCSA National Focal Point
5. Safarov N.	Director of National Centre on biodiversity and biosafety, National Focal Point on Biodiversity Conservation and Biosafety
6. Makhmadaliev B.	Head of Agency on Hydrometeorology, National Focal Point on Climate Change
7. Khoshmuhamedov S.	UNDP, Assistant Resident Representative/Programme
8. Mahmoudov A.	UNDP Communities Program, Program Manager
9. Kayumov A.	Specialist of the Centre on Climate Change, National Consultant
10. Kobuliev Z.	Senior lecturer of the Ecology Department of Tajik Technical University, National Consultant
11. Boturov K.	Head of Department of State Committee for Environment Protection and Forestry, Director of Aarhus/Orphus Centre
12. Nazarov T.	Head of Department of State Committee for Environment Protection and Forestry,
13. Smylys S.	Organization for Security and Co-operation in Europe (OSCE), Environmental Officer
14. Maria Melbring, Ilhom Akobirshoev	Swedish International. Development Agency, Programme Officer
15. Michael Bowles	Mountain Societies Development Support Program (Aga Khan Foundation Project), Manager of Policy and Evaluation Unit
16. Nadiradze N.	CARE (Int. NGO, USA), Project Director
17. Andrew Wilson, Umida Tulieva	Act Central Asia (Int. NGO, UK), Country Representative
18. Kargasov G.	Central Asian Mountain Partnership Program (Int. NGO, Switzerland), Project Coordinator
19. Kargasov, Guldast	CAMP, Central Asian Mountain Partnership (Swiss Agency for Development and Cooperation project)
19. Boboeva Z.	Save the Children (Int. NGO, USA/U.K.), Project Manager
20. Latifi A.	Central Asian Regional Environmental Center, Branch Director
21. Skochilov Yu.	Head of local NGO “Youth Ecological Centre”
22. Dadobaev Kh.	Head of local NGO “Zumrad”
23. Burhanova M.	Head of local NGO “Foundation on Civil Initiatives Support”
24. Blagoveshenskaya S.	Program officer of local NGO “Kuhiston Foundation”
25. Pachadjanov D.	Director of local NGO “Kuhiston Foundation”

KEY STAKEHOLDERS FOR THE CB-2 PROJECT	
Stakeholder	Possible Role in Project
GOVERNMENT	
State Committee for Environment and Forest Protection (SCEFP)	National Executing Agency
State Committee for Land Management (SCLM)	Partner Agency
Ministry of Education	Partner Agency
District and Local (Jamoat) Environmental Committees (offices of SCEFP) & equivalent committees for SCLM	Partners for design and delivery /beneficiaries
Civil Service Training Institute	Partner Agency
Academy of Pedagogical Sciences/ Teacher Training Institute	Partner Agency
Aarhus/ Orphus Centre (access to environmental information and public involvement)	Advisors
GEF and Rio Convention Focal Points	Advisors
Centre on Climate Change	Advisors
Centre on Biodiversity and Biosafety	Advisors
Centre for Land Degradation	Advisors
NATIONAL NGOS	
Youth Ecological Centre	Provide expertise; receive training
Zumrad	Provide expertise; receive training
Foundation on Civil Initiatives Support	Provide expertise; receive training
Kuhiston Foundation	Provide expertise; receive training
Community-based Organisations	
Jamoat Resource Centres	Partners for design and delivery /beneficiaries
Academic/Research Institutions	
All	Provide expertise; deliver and receive training
INTERNATIONAL NGOS	
Central Asian Regional Environmental Center	Provide expertise; regional collaboration
ACTED (France)	Consultation: lessons learned in working with communities
Mountain Societies Development Support Program (Aga Khan Foundation)	Consultation collaboration: lessons learned in working with communities (Possible partner in delivery; sharing environmental learning materials and training events)
Aga Khan Foundation – Education Programme	Consultation/collaboration: lessons learned in working with communities and teacher training
CARE (U.K.)	Consultation: lessons learned in working with communities
Central Asian Mountain Partnership Program CAMP (Swiss Agency for Development and Cooperation)	Consultation: lessons learned in working with communities
Save the Children (USA/U.K.)	Consultation: lessons learned in working with communities and teacher training (Possible partner in delivery)
UNICEF	Consultation lessons learned working with schools
MULTI AND BILATERAL DONORS	
UNDP Communities Program	Co-financing, Partner in deliver
World Bank	Associated financing, technical cooperation
ADB	Associated financing, technical cooperation
Canadian International Development Agency (CIDA)	Associated financing, technical cooperation
Swiss Agency for Development and Cooperation (SADC)	Associated financing, technical cooperation
Organization for Security and Co-operation in Europe (OSCE)	Associated financing, technical cooperation

Annex J. Logical Framework Matrix

Project Strategy	Indicator	Baseline	Target and date	Sources of verification	Assumptions
Goal: To expand Tajikistan's capacity to generate global environmental benefits through educating and involving diverse national and local stakeholders in addressing Rio Convention themes					
Objective: To strengthen capacity to use environmental learning ²⁵ (CEL) and stakeholder involvement ²⁶ as tools to address natural resource management issues as part of poverty reduction	<ul style="list-style-type: none"> Increased knowledge and skills in natural resources management (NRM) Environmental education and learning (EE/EL) and stakeholder involvement activities have an active role in at national and community levels Increased number of sound NRM choices in participating communities On-going support networks for EE/EL and stakeholder involvement CEL techniques adopted 	<ul style="list-style-type: none"> Poor implementation of <i>State Programme on Environmental Education and Learning</i> Very few environmental learning activities occurring, mostly ad hoc and with uncertain effectiveness Very few opportunities for stakeholder involvement in natural resources management decisions at national or community levels CEL model & techniques rarely used for NRM 	<ul style="list-style-type: none"> Year 3: <i>State Programme on EE and EL</i> operational Environmental learning programmes being systematically implemented by government and civil society Decision-making processes revised to encourage stakeholder involvement Stakeholders involved in implementing NRM programmes and projects CEL concept and techniques used for NRM 	<ul style="list-style-type: none"> Government annual reporting on environment and NRM programmes Surveys and interviews with programme beneficiaries, partners and staff MSP Project progress and evaluation reports Media files Evaluation and monitoring reports for <i>State Programme</i> 	<ul style="list-style-type: none"> GoT is committed to decentralized approaches to natural resources management and stakeholder involvement
Outcome 1. Enhanced legal, policy, institutional and strategic frameworks to support environmental learning and stakeholder involvement as resource management tools	<ul style="list-style-type: none"> National government frameworks for undertaking environmental learning and stakeholder involvement established and operational 	<ul style="list-style-type: none"> Weak legal, policy and institutional incentives for environmental learning and involvement in natural resources management 	Year 2: <ul style="list-style-type: none"> Legal mechanisms established Policy directives established Institutional and programme changes introduced 	<ul style="list-style-type: none"> Legislation and normative documents Policies, programmes and strategies Organigrammes MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> Legal, policy and institutional changes are agreed to introduced jointly by the affected government ministries
1.1 <i>The State Programme for Environmental</i>	<ul style="list-style-type: none"> Revised programme content with climate 	<ul style="list-style-type: none"> Programme is poorly known, weakly 	Year 1: <ul style="list-style-type: none"> Updated and expanded 	<ul style="list-style-type: none"> Reporting and documentation by 	<ul style="list-style-type: none"> Local expertise is available to

²⁵ Environmental Learning in this proposal refers to both environmental education in schools and informal environmental education and awareness-raising for all sectors of society.

²⁶ Stakeholder Involvement refers to public awareness, consultation and participation in environmental natural resources management.

Project Strategy	Indicator	Baseline	Target and date	Sources of verification	Assumptions
<i>Education and Learning</i> 2000-2010 is updated and extended, integrating Rio Conventions themes, and an Implementation and Evaluation Plan is prepared	change, biodiversity and land degradation modules <ul style="list-style-type: none"> • Implementation and Evaluation Plan in place 	implemented and has limited staff and budgetary resources <ul style="list-style-type: none"> • Recent Government interest in rejuvenating Programme, as seen in NEAP and NDS 	programme document <ul style="list-style-type: none"> • Implementation plan, staff and budget • Evaluation plan Year 3: Programme document extended to 2015	State Committee for Environmental Protection and Forestry and Ministry of Education	revise and implement the <i>State Programme on EE/EL</i>
1.2 Legal, policy, institutional and strategic frameworks are established to implement the <i>State Programmes on (1) Environmental Education and Learning</i> and (2) <i>Ecology</i>	<ul style="list-style-type: none"> • Comprehensive national frameworks, covering all aspects for each programme 	<ul style="list-style-type: none"> • Weak implementation of both programmes • Some recent reforms to institutional framework for State Programme on Ecology can be built on; nothing done for State Programme on EE/EL 	Year 3: <ul style="list-style-type: none"> • Comprehensive national frameworks in place for each programme • Programmes operational as part of Government activities 	<ul style="list-style-type: none"> • Reporting and documentation by State Committee for Environmental Protection and Forestry and Ministry of Education 	<ul style="list-style-type: none"> • Government commitment to allocate ongoing staff and resources to programmes
1.3 Legal, policy, institutional and strategic frameworks are established to implement commitments to stakeholder involvement and access to information, as outlined in the Rio and Aarhus Conventions	<ul style="list-style-type: none"> • Legal basis for stakeholder involvement and information access in NRM • Policy and procedures for stakeholder involvement in implementation of conventions and NRM • Government agency support for stakeholder involvement • Access to environmental information 	<ul style="list-style-type: none"> • Few requirements for stakeholder involvement and participatory approaches to NRM (e.g., CEL, CBNRM) • NRM programmes poorly implemented at local level performance due to lack of local participation • Involvement in conventions and NRM limited to a few stakeholders; access to information uneven 	Year 3: <ul style="list-style-type: none"> • Expanded frameworks and processes enabling SI • Amendments to laws and other normative documents, as needed • Increased rate of stakeholder involvement in NRM; more diverse stakeholders • Access to information procedures established and publicized 	<ul style="list-style-type: none"> • Laws, policies and institutional changes adopted by government • Consultation with stakeholders • MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> • Political support for stakeholder involvement and access to information • Government staff trained and prepared for greater public involvement in NRM decision-making
Outcome 2. Outcome 2. Improved capacity of government and civil society to integrate environmental learning and stakeholder involvement into programmes and projects	<ul style="list-style-type: none"> • Number and diversity of organizations and individuals trained in design and delivery of EE/EL and SI programmes • Quantity and quality of EE/EL and SI 	<ul style="list-style-type: none"> • Limited knowledge and experience among government and civil society organisations in the design and use of environmental learning and stakeholder involvement as part of 	Year 2: <ul style="list-style-type: none"> • Increased awareness, knowledge and skills of key government and civil society organizations on state-of-the-art EE/EL and SI techniques Year 3:	<ul style="list-style-type: none"> • Post training evaluations • MSP Project progress and evaluation reports • Surveys, interviews and workshops with participants (trainers, learners) 	<ul style="list-style-type: none"> • NRM-poverty reduction linkages are understood • Managers of NRM programme and projects open to

Project Strategy	Indicator	Baseline	Target and date	Sources of verification	Assumptions
	programmes and activities <ul style="list-style-type: none"> • Use of EE/EL and SI for NRM and poverty issues 	other environmental and NRM programmes and projects	<ul style="list-style-type: none"> • Diverse and high quality EE/EL and SI programmes and activities planned or underway 		using EE/EL and SI techniques
2.1 Enhanced technical and managerial capacity of key Ministries and State Committees to implement the <i>State Programmes on (1) Environmental Education and Learning and (2) Ecology</i> and to conduct stakeholder involvement	<ul style="list-style-type: none"> • Number of persons trained in policy and strategic frameworks for EE/EL and SI • Level of satisfaction with training and follow-up • Policies and strategies enable programme implementation • Roles and responsibilities for implementation of <i>State Programmes</i> clearly established 	<ul style="list-style-type: none"> • Limited knowledge and experience of government managers and staff in public administration, management and technical aspects of EE/EL • Relatively weak performance in EE/EL and SI to date • Lack of institutional framework, policy and technical support for programmes 	Year 3: <ul style="list-style-type: none"> • Increased technical ability to manage and implement programmes • Improved organizational arrangements and policy, and technical guidance for implementation • Key persons responsible in each agency are trained in EE/EL and programme management and implementation 	<ul style="list-style-type: none"> • Post training evaluations • Training reports • MSP Project progress and evaluation reports • Annual reporting from agencies • Surveys and interviews with programme staff 	<ul style="list-style-type: none"> • Key agencies and managers ministries give a high priority to EE/EL programmes
2.2 Models, guidelines, codes of good practice and checklists for environmental learning and stakeholder involvement are developed and disseminated through train-the-trainer, training and peer learning programmes	<ul style="list-style-type: none"> • Practical EE/EL and SI models, guidelines, codes of good practice and checklists adapted to Tajikistan context • Effective train-the-trainer programmes • Effective training programmes • Effective peer learning programmes 	<ul style="list-style-type: none"> • There are no EE/EL and SI materials specifically for the Tajik context • Limited access to international literature due to poor Internet access • No training available • Some in-country best practices that can be shared and documented • Informal peer learning only 	Year 1: <ul style="list-style-type: none"> • Needs assessment to identify needs for resources and how to address them, building on best practices Year 3: <ul style="list-style-type: none"> • Materials produced • Train-the-trainer, training and peer learning programmes in place for government and civil society organisations 	<ul style="list-style-type: none"> • Needs assessments and training reports • EE/EL and SI materials, as listed • Post training evaluations • MSP Project progress and evaluation reports • Surveys, interviews 	<ul style="list-style-type: none"> • Diverse government and civil society organisations willing to collaborate, including sharing resources and ideas
2.3 Training on environmental learning and stakeholder involvement is integrated into civil service training and refresher courses	<ul style="list-style-type: none"> • Appropriate training activities identified and established • Training Quantity/quality • Achievement of stated learning objectives 	<ul style="list-style-type: none"> • <i>State Programmes for EE and EL</i> and for <i>Ecology</i> prescribe such training • No training currently offered 	<ul style="list-style-type: none"> • Year 1: Plan for introducing EE/EL and SI training established • Year 3: Training in place as part of regular offerings 	<ul style="list-style-type: none"> • Needs assessments and training reports • Training materials • Post training evaluations • MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> • Institute for Civil Service Training willing to consider this training

Project Strategy	Indicator	Baseline	Target and date	Sources of verification	Assumptions
2.4 Training on environmental education is integrated into teacher training and refresher courses for secondary school teachers	<ul style="list-style-type: none"> Number of teachers trained to design and deliver environmental education (EE) programmes Quality of materials and training 	<ul style="list-style-type: none"> Few staff with appropriate environmental education training Few EE activities in schools Few EE materials and no systematic training 	Year 3: <ul style="list-style-type: none"> X number of teachers trained X number of schools and students participating in CEL projects (in CB-2) X number of EE activities in schools 	<ul style="list-style-type: none"> Annual reports of the Ministry and Institute MSP Project progress and evaluation reports As above 	<ul style="list-style-type: none"> Local EE training and support capacity in Min. of Education and Teacher Training Institute available
Outcome 3. Enhanced capacity of local government and community organisations to use community environmental learning and involvement as tools for natural resource management and poverty reduction	<ul style="list-style-type: none"> Increased use of CEL techniques in programmes and projects to address NRM and poverty reduction Increased public participation rates in NRM and environmental initiatives CEL Kits are useful in improving NRM in participating communities 	<ul style="list-style-type: none"> Very few CEL and SI activities underway No strategy for using these tools at the community level CEL models and techniques not used 	Year 3: <ul style="list-style-type: none"> CEL models and techniques developed and adopted by key agencies Action Kit completed and appropriate stakeholders trained in its use Pilot projects completed in six districts JRC network has CEL programming in place 	<ul style="list-style-type: none"> CEL Action Kit MSP Project progress and evaluation reports Training materials and reports, as for Output 2.2 	<ul style="list-style-type: none"> Sufficient interest in CEL from local government and community organisations Global-local linkages and possible interventions understood
3.1 Enhanced institutional arrangements and strategies for community environmental learning and involvement in natural resource management at the Jamoat (sub-district) level	<ul style="list-style-type: none"> Institutional arrangement for community environmental learning (CEL) and involvement CEL strategies 	<ul style="list-style-type: none"> No arrangements in place Some provincial and district environment and NRM government offices are working with local communities, providing examples for replication 	Year 2: <ul style="list-style-type: none"> Institutional arrangement for community environmental learning (CEL) and involvement in place Year 3: <ul style="list-style-type: none"> CEL strategies in place as part of <i>State Programmes on EE/EL and on Ecology</i> 	<ul style="list-style-type: none"> Normative documents setting out institutional arrangements CEL Strategies Partnership agreements 	<ul style="list-style-type: none"> Political support to decentralize some env. and NRM responsibilities and activities
3.2 Training/learning activities on community environmental learning and involvement are delivered to local government and	<ul style="list-style-type: none"> Number and range of training courses delivered Number and range of CBOs and individuals Quality of training Levels of participant 	<ul style="list-style-type: none"> Little significant capacity of local and governments communities in CEL and NRM Poor knowledge of conventions and global- 	Year 3: <ul style="list-style-type: none"> X number of trainings offered X number of people trained X number of community organisations participating 	<ul style="list-style-type: none"> Needs assessments Training materials and reports, as for Output 2.2 MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> Local governments have the mandate to involve

Project Strategy	Indicator	Baseline	Target and date	Sources of verification	Assumptions
community organisations, with follow-up support	satisfaction with training <ul style="list-style-type: none"> Follow-up support offered 	local linkages			stakeholders in NRM/poverty reduction
3.3 A Community Environmental Learning Action Kit ²⁷ , with thematic modules linking global and local issues, is designed, tested in six pilot sub-districts (Jamoats) and disseminated to other communities	<ul style="list-style-type: none"> Kits designed Kits tested in six districts Kits finalized Kits disseminated to a range of communities Quantity and quality Kits Number and quality of CEL projects undertaken 	<ul style="list-style-type: none"> No CEL resources available Some use of methods similar to CEL, e.g. CMNRM, ALS, PRA 	Year 1: <ul style="list-style-type: none"> Kits produced Year 2: <ul style="list-style-type: none"> Kits tested Year 3: <ul style="list-style-type: none"> Kits finalized and disseminated 	<ul style="list-style-type: none"> CEL Action Kits User surveys and interviews Field visits Pilot projects evaluations MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> Outreach capacity to disseminate the Kits nationally and support their use is available
3.4 The network of Jamoat Resource and Advocacy Centres integrates community environmental learning and involvement into on-going community capacity-building, offering resources, training, peer learning and networking with partner organizations	<ul style="list-style-type: none"> CEL programme integrated into JRC Terms of Reference, programmes and resource centres Number and distribution of JRCs involved Provision of resources, training and peer learning on CEL CEL networks set up with partner organisations 	<ul style="list-style-type: none"> JRCs work closely with community members on other social and livelihood issues JRCs currently address some env. and NRM issues and some convention-related issues are included in TORs No systematic use of CEL models and techniques 	Year 2: <ul style="list-style-type: none"> JRCs in pilot districts have integrated CEL into programming, possibly Revolving Funds Year 3 <ul style="list-style-type: none"> Sustainable financing in place for continued support to use of CEL, including CEL Action Kits, after the project 	<ul style="list-style-type: none"> Evaluations by JRCs and beneficiaries Training and learning materials MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> Administrative arrangements, staff and budgetary support provided for CEL support beyond the project life
Outcome 4. Effective, efficient, and adaptive project management, monitoring and evaluation	<ul style="list-style-type: none"> Project management and monitoring and evaluation consistent with GEF and UNDP standards 	<ul style="list-style-type: none"> None 	Year 1: <ul style="list-style-type: none"> Project office and procedures established, staff trained, and planned results being achieved 	<ul style="list-style-type: none"> MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> Project management skills developed In-kind resources given
4.1 The project office is established and staff are	<ul style="list-style-type: none"> Office set up and operating as per plan 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> MSP Project progress and evaluation reports 	<ul style="list-style-type: none"> GEF and UNDP standards are

²⁷ Contents of CEA Kit will be determined through needs assessment, but might include modules on environmental issues; CEL models, approaches and techniques; and print and audio-visual materials (maps, posters, laminated cards, 3-dimensional models, scientific instruments, CD-ROM, video, DVD).

Project Strategy	Indicator	Baseline	Target and date	Sources of verification	Assumptions
hired	<ul style="list-style-type: none"> • Project staff appointed 				understood
4.2 Project management processes are established and progress, evaluation and monitoring reports are produced according to GEF and UNDP standards	<ul style="list-style-type: none"> • Project Document approved • Financial management systems adopted • Reporting procedures approved 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • MSP Project progress and evaluation reports • Mid-project evaluation workshop 	<ul style="list-style-type: none"> • As above
4.3 Lessons learned from the project are documented and disseminated within the country and region (Central Asia and CEE)	<ul style="list-style-type: none"> • Document produced on lessons learned • Lessons are disseminated 	<ul style="list-style-type: none"> • None 	Year 3: <ul style="list-style-type: none"> • Lessons learned document within six months of project end 	<ul style="list-style-type: none"> • Participant interviews, workshops • End of project evaluation report 	<ul style="list-style-type: none"> • Lessons learned will be used to improve EE/EL and SI programmes

Annex K. Capacity Development Monitoring Scorecard

Project/Programme Name:

Project/Programme Cycle Phase:

Date:

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Contribution to which Outcome
CR 1: Capacities for engagement						
Indicator 1 – Degree of legitimacy/mandate of lead environmental organizations	Institutional responsibilities for environmental management are not clearly defined	0				
	Institutional responsibilities for environmental management are identified	1				
	Authority and legitimacy of all lead organizations responsible for environmental management are partially recognized by stakeholders	2				
	Authority and legitimacy of all lead organizations responsible for environmental management recognized by stakeholders	3				
Indicator 2 – Existence of operational co-management mechanisms	No co-management mechanisms are in place	0				
	Some co-management mechanisms are in place and operational	1				
	Some co-management mechanisms are formally established through agreements, MOUs, etc.	2				
	Comprehensive co-management mechanisms are formally established and are operational/functional	3				
Indicator 3 – Existence of cooperation with stakeholder groups	Identification of stakeholders and their participation/involvement in decision-making is poor	0				
	Stakeholders are identified but their participation in decision-making is limited	1				
	Stakeholders are identified and regular consultations mechanisms are established	2				
	Stakeholders are identified and they actively contribute to established	3				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Contribution to which Outcome
	participative decision-making processes					
.... Add your own indicator(s)						
CR 2: Capacities to generate, access and use information and knowledge						
Indicator 4 – Degree of environmental awareness of stakeholders	Stakeholders are not aware about global environmental issues and their related possible solutions (MEAs)	0				
	Stakeholders are aware about global environmental issues but not about the possible solutions (MEAs)	1				
	Stakeholders are aware about global environmental issues and the possible solutions but do not know how to participate	2				
	Stakeholders are aware about global environmental issues and are actively participating in the implementation of related solutions	3				
Indicator 5 – Access and sharing of environmental information by stakeholders	The environmental information needs are not identified and the information management infrastructure is inadequate	0				
	The environmental information needs are identified but the information management infrastructure is inadequate	1				
	The environmental information is partially available and shared among stakeholders but is not covering all focal areas and/or the information management infrastructure to manage and give information access to the public is limited	2				
	Comprehensive environmental information is available and shared through an adequate information management infrastructure	3				
Indicator 6 – Existence of environmental education	No environmental education programmes are in place	0				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Contribution to which Outcome
programmes	Environmental education programmes are partially developed and partially delivered	1				
	Environmental education programmes are fully developed but partially delivered	2				
	Comprehensive environmental education programmes exist and are being delivered	3				
Indicator 7 – Extend of the linkage between environmental research/science and policy development	No linkage exist between environmental policy development and science/research strategies and programmes	0				
	Research needs for environmental policy development are identified but are not translated into relevant research strategies and programmes	1				
	Relevant research strategies and programmes for environmental policy development exist but the research information is not responding fully to the policy research needs	2				
	Relevant research results are available for environmental policy development	3				
Indicator 8 – Extend of inclusion/use of traditional knowledge in environmental decision-making	Traditional knowledge is ignored and not taken into account into relevant participative decision-making processes	0				
	Traditional knowledge is identified and recognized as important but is not collected and used in relevant participative decision-making processes	1				
	Traditional knowledge is collected but is not used systematically into relevant participative decision-making processes	2				
	Traditional knowledge is collected,	3				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Contribution to which Outcome
	used and shared for effective participative decision-making processes					
.... Add your own indicator(s)						
CR 3: Capacities for strategy, policy and legislation development						
Indicator 9 – Extend of the environmental planning and strategy development process	The environmental planning and strategy development process is not coordinated and does not produce adequate environmental plans and strategies	0				
	The environmental planning and strategy development process does produce adequate environmental plans and strategies but there are not implemented/used	1				
	Adequate environmental plans and strategies are produced but there are only partially implemented because of funding constraints and/or other problems	2				
	The environmental planning and strategy development process is well coordinated by the lead environmental organizations and produces the required environmental plans and strategies; which are being implemented	3				
Indicator 10 – Existence of an adequate environmental policy and regulatory frameworks	The environmental policy and regulatory frameworks are insufficient; they do not provide an enabling environment	0				
	Some relevant environmental policies and laws exist but few are implemented and enforced	1				
	Adequate environmental policy and legislation frameworks exist but there are problems in implementing and enforcing them	2				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Contribution to which Outcome
	Adequate policy and legislation frameworks are implemented and provide an adequate enabling environment; a compliance and enforcement mechanism is established and functions	3				
Indicator 11 – Adequacy of the environmental information available for decision-making	The availability of environmental information for decision-making is lacking	0				
	Some environmental information exists but it is not sufficient to support environmental decision-making processes	1				
	Relevant environmental information is made available to environmental decision-makers but the process to update this information is not functioning properly	2				
	Political and administrative decision-makers obtain and use updated environmental information to make environmental decisions	3				
.... Add your own indicator(s)						
CR 4: Capacities for management and implementation						
Indicator 12 – Existence and mobilization of resources	The environmental organizations don't have adequate resources for their programmes and projects and the requirements have not been assessed	0				
	The resource requirements are known but are not being addressed	1				
	The funding sources for these resource requirements are partially identified and the resource requirements are partially addressed	2				
	Adequate resources are mobilized and available for the functioning of the lead environmental organizations	3				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Contribution to which Outcome
Indicator 13 – Availability of required technical skills and technology transfer	The necessary required skills and technology are not available and the needs are not identified	0				
	The required skills and technologies needs are identified as well as their sources	1				
	The required skills and technologies are obtained but their access depend on foreign sources	2				
	The required skills and technologies are available and there is a national-based mechanism for updating the required skills and for upgrading the technologies	3				
.... Add your own indicator(s)						
CR 5: Capacities to monitor and evaluate						
Indicator 14 – Adequacy of the project/programme monitoring process	Irregular project monitoring is being done without an adequate monitoring framework detailing what and how to monitor the particular project or programme	0				
	An adequate resourced monitoring framework is in place but project monitoring is irregularly conducted	1				
	Regular participative monitoring of results in being conducted but this information is only partially used by the project/programme implementation team	2				
	Monitoring information is produced timely and accurately and is used by the implementation team to learn and possibly to change the course of action	3				
Indicator 15 – Adequacy of the project/programme evaluation process	None or ineffective evaluations are being conducted without an adequate evaluation plan; including the necessary resources	0				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Contribution to which Outcome
	An adequate evaluation plan is in place but evaluation activities are irregularly conducted	1				
	Evaluations are being conducted as per an adequate evaluation plan but the evaluation results are only partially used by the project/programme implementation team	2				
	Effective evaluations are conducted timely and accurately and are used by the implementation team and the Agencies and GEF Staff to correct the course of action if needed and to learn for further planning activities	3				
.... Add your own indicator(s)						

Annex L. Total Budget and Work Plan

Award ID:	00045104
Project ID:	00053219
Award Title:	PIMS 3514 Tajikistan Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction
Business Unit:	TJK10
Project Title:	PIMS 3514 Tajikistan Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction
Implementing Partner (Executing Agency)	Ministry of Agriculture and Nature Protection

GEF Outcome/Atlas Activity	Responsible Party/ Implementing Partner	Fund ID	Donor Name	Atlas Budgetary Account Code	ATLAS Budget Description	Amount (USD) Year 1	Amount (USD) Year 2	Amount (USD) Year 3	Total (USD)	See Budget Note:	
OUTCOME 1: Legal, policy, institutional, strategic frameworks for environmental education/learning & stakeholder involvement	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$5,000	\$5,000	\$4,000	\$14,000		
		62000	GEF	71300	National consultants	\$5,000	\$10,000	\$6,000	\$21,000		
		62000	GEF	71600	Travel	\$4,000	\$4,000	\$4,000	\$12,000		
		62000	GEF	72100	Contractual Services - Companies	\$2,000	\$2,000	\$2,000	\$6,000		
		62000	GEF	72800	Equipment	\$2,000	\$3,000	\$0	\$5,000		
		62000	GEF	74500	Miscellaneous Expenses	\$1,000	\$1,000	\$1,000	\$3,000		
					Sub-total:		\$19,000	\$25,000	\$17,000	\$61,000	
					Total Outcome 1:		\$19,000	\$25,000	\$17,000	\$61,000	
OUTCOME 2: Improved capacity to integrate EE/EL and SI into NRM	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$6,000	\$7,000	\$7,000	\$20,000		
		62000	GEF	71300	National consultants	\$5,000	\$10,000	\$8,000	\$23,000		
		62000	GEF	71600	Travel	\$1,500	\$3,000	\$2,000	\$6,500		
		62000	GEF	72100	Contractual Services - Companies	\$15,000	\$20,000	\$20,000	\$55,000		
		62000	GEF	72800	Equipment	\$2,000	\$2,500	\$1,000	\$5,500		
		62000	GEF	74100	Professional Services	\$10,000	\$15,000	\$10,000	\$35,000		

		62000	GEF	74500	Miscellaneous Expenses	\$1,000	\$1,000	\$1,000	\$3,000		
					Sub-total:	\$40,500	\$58,500	\$49,000	\$148,000		
					Total Outcome 2:	\$40,500	\$58,500	\$49,000	\$148,000		
OUTCOME 3: Enhanced capacity to use community environmental learning	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$7,000	\$8,500	\$10,500	\$26,000		
		62000	GEF	71300	National consultants	\$6,000	\$10,000	\$9,000	\$25,000		
		62000	GEF	71600	Travel	\$2,500	\$3,000	\$3,000	\$8,500		
		62000	GEF	72100	Contractual Services - Companies	\$10,000	\$50,000	\$39,000	\$99,000		
		62000	GEF	72800	Equipment	\$4,000	\$2,000	\$0	\$6,000		
		62000	GEF	74100	Professional Services	\$2,000	\$5,000	\$5,000	\$12,000		
		62000	GEF	74500	Miscellaneous Expenses	\$1,500	\$1,500	\$1,500	\$4,500		
						GEF Sub-total:	\$33,000	\$80,000	\$68,000	\$181,000	
		00012	UNDP	72100	Contractual Services - Companies	\$0	\$20,000	\$20,000	\$40,000		
		00012	UNDP			UNDP Sub-total:	\$0	\$20,000	\$20,000	\$40,000	
						Total Outcome 3:	\$33,000	\$100,000	\$88,000	\$221,000	
MONITORING AND EVALUTATION	Ministry of Agriculture and Nature Protection	62000	GEF	71200	International consultants	\$0	\$0	\$0	\$0		
		62000	GEF	71300	National consultants	\$2,000	\$5,000	\$4,000	\$11,000		
		62000	GEF	71600	Travel	\$1,500	\$3,000	\$3,000	\$7,500		
		62000	GEF	72100	Contractual Services - Companies	\$2,000	\$4,000	\$4,000	\$10,000		
		62000	GEF	74500	Miscellaneous Expenses	\$1,500	\$1,500	\$1,500	\$4,500		
						GEF Sub-total:	\$7,000	\$13,500	\$12,500	\$33,000	
						Total M&E	\$7,000	\$13,500	\$12,500	\$33,000	

PROJECT MANAGEMENT UNIT	Ministry of Agriculture and Nature Protection	62000	GEF	71400	Contractual Services - Individuals	\$12,000	\$14,000	\$14,000	\$40,000	
		62000	GEF	71600	Travel	\$1,500	\$2,000	\$1,500	\$5,000	
		62000	GEF	74500	Miscellaneous Expenses	\$500	\$1,000	\$500	\$2,000	
					GEF Sub-total:	\$14,000	\$17,000	\$16,000	\$47,000	
					Total Project Management Unit	\$14,000	\$17,000	\$16,000	\$47,000	
				GEF Total	\$114,000	\$194,500	\$161,500	\$470,000		
				Project Total	\$114,000	\$214,500	\$181,500	\$510,000		

**Summary of
Funds:** ²⁸

GEF		\$114,000	\$194,500	\$161,500	\$470,000	
UNDP (in-cash)		\$0	\$20,000	\$20,000	\$40,000	
UNDP (in-kind)		\$100,000	\$100,000	\$100,000	\$300,000	
Communities		\$0	\$10,000	\$10,000	\$20,000	
Government		30,000	40,000	40,000	110,000	
TOTAL		\$244,000	\$364,500	\$331,500	\$940,000	

²⁸ Summary table should include all financing of all kinds: GEF financing, cofinancing, cash, in-kind, etc. etc



Annex M. PDF/PPG status report

PDF/PPG STATUS REPORT



GEFSEC PROJECT ID: PIMS No. 3514
UNDP PROJECT ID:
COUNTRY: Tajikistan
PROJECT TITLE: Community Learning and Institutional Capacity Building for Global Environmental Management and Poverty Reduction in Tajikistan
OTHER PROJECT EXECUTING AGENCY(IES): n/a
GEF FOCAL AREA: Multi-focal area
GEF OPERATIONAL PROGRAM: CB2
STARTING DATE: July 2005
ESTIMATED DATE OF OPERATIONAL CLOSURE: JULY 2007
ESTIMATED DATE OF FINANCIAL CLOSURE: DECEMBER 2007

Signatures:

Organization	Name	Title
	Date	
S. Khoshmukhamedov	9 March 2007	UNDP GEF Focal Point
A. Karimov	9 March 2007	GEF Operational Focal Point

PART I - PROJECT ACHIEVEMENTS

A- SUMMARY OF ACTUAL ACHIEVEMENTS OF PREPARATORY PHASE (OUTPUTS AND OUTCOMES), AND EXPLANATION OF ANY DEVIATIONS FROM EXPECTED OUTCOMES

1. Stakeholder analysis and stocktaking exercise for the project. The project undertook a detailed stocktaking of all relevant stakeholders, piece of legislation and policy documents and projects and programmes.
2. Feasibility study and cost estimations. A feasibility analysis to study the possibility to achieve basic goals and accomplishment of the project was carried out within the project, helping in the development of a strategy and methodological instruments for the project implementation.
3. Implementation of consultation process and public awareness about the objectives of the project. Consultations were held with the main stakeholders and interest groups. As a result of the consultation the most appropriate strategy and activities for the project were discussed and agreed in order to ensure acceptance of the project and sustainability of project results as well as to ensure transparency and participation;
4. International Consultant (initial assessment and MSP preparation). An international consultants were hired to conduct an initial assessment and develop a MSP proposal in accordance with UNDP/GEF requirements.
5. Arrangement of a consultative seminar for partners. A seminar was organized upon completion of the consultation process and feasibility study and the main objectives, tasks and activities on the project were approved by the major stakeholders;
6. Operation of a project implementation unit (PIU). PDF-A financed a small executive department for a period of six months to support the implementation of the above-mentioned measures. A national in-kind contribution (office space, computers and other equipment) was also used to support the PIU. UNDP also provided an in-kind contribution to the project.

Table 1: Completion status of Project Activities

Approved			Actuals			
Proposed Activities at Approval	GEF Financing	Co-financing	Completion status	GEF financing	Co-financing	Uncommitted GEF funds
Analysis of the interested parties and revision	3,000	0		2,854.5	0	2,854.5
Feasibility analysis	2,000	0		2,000	0	2,000
Consultation process	2,000	0		1,731.52	0	1,731.52
A seminar with invitation of interested parties	2,000	0		1,700	0	1,700
International Consultant (initial assessment and MSP preparation)	16,900	0		15,261.73	0	15,261.73
Project implementation unit	4,100	0		4,050.92	2,900	6,950.92
Total	30,000	0		27,598.67	2,900	30,498.67

B – RECORD OF STAKEHOLDER INVOLVEMENT IN PROJECT PREPARATION

STAKEHOLDER INVOLVEMENT DURING PROJECT DESIGN

The proposed CB-2 project is based in large part on the results of the NCSA process, which included extensive consultation with stakeholders at each stage. The final CB-2 proposal was fully endorsed by the GEF Focal Point, as per the letter in Annex A. A workshop was held to discuss early version of the project Logical Framework Analysis (LFA) and several senior managers attended a focus group to present the results of the PDF-A feasibility analysis and provide final input on the LFA. Below table provides a list of stakeholders consulted during preparation of the MSP proposal:

Stakeholders Consulted During Preparation of the MSP Proposal	
Name	Position
1. Gulmakhmadov D.	Head of State Committee of Republic of Tajikistan for Land Management, Focal Point of National Action Program to Combat Desertification
2. Karimov A.	Head of State Committee for Environment Protection and Forestry, GEF Political and Operational Focal Point
3. Rakhmonov A.	Minister of Education
4. Khaqdodov M.	Deputy of Minister of Industry, NCSA National Focal Point
5. Safarov N.	Director of National Centre on biodiversity and biosafety, National Focal Point on Biodiversity Conservation and Biosafety
6. Makhmadaliev B.	Head of Agency on Hydrometeorology, National Focal Point on Climate Change
7. Khoshmuhamedov S.	UNDP, Assistant Resident Representative/Programme
8. Mahmoudov A.	UNDP Communities Program, Program Manager
9. Kayumov A.	Specialist of the Centre on Climate Change, National Consultant
10. Kobuliev Z.	Senior lecturer of the Ecology Department of Tajik Technical University, National Consultant
11. Boturov K.	Head of Department of State Committee for Environment Protection and Forestry, Director of Aarhus/Orphus Centre
12. Nazarov T.	Head of Department of State Committee for Environment Protection and Forestry,
13. Smylys S.	Organization for Security and Co-operation in Europe (OSCE), Environmental Officer
14. Maria Melbring, Ilhom Akobirshoev	Swedish International. Development Agency, Programme Officer
15. Michael Bowles	Mountain Societies Development Support Program (Aga Khan Foundation Project), Manager of Policy and Evaluation Unit
16. Nadiradze N.	CARE (Int. NGO, USA), Project Director
17. Andrew Wilson, Umida Tulieva	Act Central Asia (Int. NGO, UK), Country Representative
18. Kargasov G.	Central Asian Mountain Partnership Program (Int. NGO, Switzerland), Project Coordinator
19. Kargasov, Guldast	CAMP, Central Asian Mountain Partnership (Swiss Agency for Development and Cooperation project)
19. Boboeva Z.	Save the Children (Int. NGO, USA/U.K.), Project Manager
20. Latifi A.	Central Asian Regional Environmental Center, Branch Director
21. Skochilov Yu.	Head of local NGO “Youth Ecological Centre”
22. Dadobaev Kh.	Head of local NGO “Zumrad”
23. Burhanova M.	Head of local NGO “Foundation on Civil Initiatives Support”
24. Blagoveshenskaya S.	Program officer of local NGO “Kuhiston Foundation”
25. Pachadjanov D.	Director of local NGO “Kuhiston Foundation”

PART II - PDF financial delivery

TABLE 2 – PDF INPUT BUDGET – APPROVALS AND COMMITMENTS

Input Description*	Approved			Committed		
	Staff weeks	GEF funds	Co-finance	Staff weeks	GEF funds	Co-finance
Personnel	45	4,609.92	500	25	3,000	0
Local consultants	20	2,150.40	0	52	9,000	0
International consultants	3	12,861.73	0	4	14,000	0
Training		0	0		0	0
Travel		4,264.82	0		2,900	0
Office equipment		0	2,400		0	0
Misc		3,711.8	0		1,100	0
Total		27,598.67	2,900		30,000	0

Additional information as relevant:

- Indicate PDF delivery rate (funds disbursed at time of operational closure as percentage of total GEF allocation)

Currently the delivery percentage of the PDF is around 92% of the planned budget. There may be around additional \$2,000 to be spent for some follow up activities (prodoc preparation and translation, if approved).

- Indicate whether it is expected that there will be unspent PDF funds at the time if financial closure

There maybe some \$500 to be unspent.

- Provide justification for major deviations of actual disbursement from what was planned
The significant savings for the international consultants were spent to more local staff recruited (therefore there is more money spent than planned in the Personnel line of the budget). This also resulted from the longer process of the proposal development. Also, more money (than planned) was spent on travel due to involvement of additional International Consultant (the contract with the first one was cancelled).

TABLE 3: ACTUAL PDF CO-FINANCING

Co-financing Sources for Project Development Preparation (PDF)				
Name of Co-financier (source)	Classification	Type	Amount	
			Expected (\$)	Actual (\$)
UNDP	Impl. Agency	in kind	0	2,900
	(select)	(select)		
	(select)	(select)		
	(select)	(select)		
	(select)	(select)		
	(select)	(select)		
	(select)	(select)		
Total co-financing				

Additional information as relevant:

- Provide explanation for major deviations from what was planned

The project lasted for longer than expected, therefore, the personnel costs were higher than expected.

Annex 2: LPAC Minutes

Minutes

Of the Local Programme Advisory Committee (LPAC) for the project:

“Environmental Learning and Stakeholder Involvement as Tools for
Global Environmental Benefits and Poverty Reduction”

August 25, 2007

Participants:

- Chairman* 1. Sukhrob Khoshmukhamedov, UNDP Assistant Resident Representative
- Members* 2. Mubin Rustamov, UNDP Programme Analyst
3. Ms. Tahmina Anvarova, UNDP Finance/Programme Associate
- Invitees* 4. Nematullo Safarov Director of National Centre on biodiversity and biosafety/
UNCBD National Focal Point on Biodiversity Conservation and Biosafety
5. Mahmadsarif Khaqdodov Deputy of Minister of Industry, NCSA National Focal
Point
- Secretary* 6. Zafar Yuldoshev, UNDP Programme Associate

Agenda

1. Presentation of the new GEF funded project and its current status
2. Discussion of the project proposal
3. Recommendations

Minutes

Mr. Sukhrob Khoshmukhamedov, Chairman

Mr. Khoshmukhamedov started with greeting, introduction of participants of the meeting. Further Mr. Khoshmukhamedov stressed the aim of the meeting, to review, discuss, comment and approve GEF funded project proposal. Also participants were briefly informed about prehistory of project proposal's development. Moreover he informed participants, that project will be nationally executed (NEX modality) by Committee on Environment Protection under the Government of Tajikistan, highlighted project components, and the possible date of project commencement if approved by LPAC, thereby opened discussion of new proposal.

Mr. Khaqdodov mentioned successful implementation of NCSA project implemented during 2003-2004 years, also informed participants that environment learning component was identified as one of the possible areas of future intervention. Moreover he pointed that this project is timely and there is a actual need for it.

Mr. Safarov raised the issue of execution modality and partnership strategy under given project. As a result of discussion it was agreed that during the project inception period partnership strategy will be reviewed and detailed action plan will be prepared.

Mr. Rustamov clarified the project duration, start date and areas that would be covered by project. In addition the role of UNDP CP was briefly discussed and agreed that during inception period all issues should be taken into account while drafting detailed action plan.

Mr. Khoshmukhamedov, concluding all above mentioned discussion, emphasized three project results that are pursued and informed that given project will serve as an umbrella project establishing clear linkage between all projects that were environment related, funded by GEF.

Taking into account all comments voiced during the meeting and results of discussions mentioned above, all LPAC members decided to approve “Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction” project and send all necessary document to UNDP/GEF for approval of project initiation.

Prepared by:

**Zafar Yuldoshev,
UNDP Programme Associate**

Chairman:

**Sukhrob Khoshmukhamedov,
UNDP Assistant Resident
Representative**

SIGNATURE PAGE

Country: Tajikistan

UNDAF Outcome(s)/Indicator(s):
(Link to UNDAF outcome., If no UNDAF, leave blank)

Overcoming mountains — Natural resources sustainably managed and fewer persons killed or affected by disasters

Expected Outcome(s)/Indicator (s):
(CP outcomes linked to the SRF/MYFF goal and service line)

same as in UNDAF

Expected Output(s)/Indicator(s):
(CP outcomes linked to the SRF/MYFF goal and service line)

Managing energy and environment for sustainable development

Implementing partner:
(designated institution/Executing agency)

Committee on Environment Protection under the Government of Tajikistan

Other Partners:

Local Authorities, Jamoats, Jamoat Resource Centers, other government institutions

Programme Period: *September 2008- September 2011*
 Programme Component: *Overcoming Mountains*
 Project Title: *Environmental Learning and Stakeholder Involvement as Tools for Global Environmental Benefits and Poverty Reduction*
 Project ID: *00053219, Award ID 00045104*
 Project Duration: *36 months*
 Management Arrangement: *National Execution*

Total budget:	USD 940,000
Allocated resources:	\$ 510,000
• GEF	\$ 470,000
• UNDP TRAC	\$ 40,000
In kind contributions	\$ 430,000
• Government	\$ 110,000
• UNDP	\$ 300,000
• Beneficiaries	\$ 20,000

Agreed by Committee on Environment Protection:

[Signature]
 25/09/08.

Agreed by UNDP Tajikistan:

[Signature]
 28.09.08



[Handwritten signature and date]
 25.09.08