



Министерство экономики Республики Беларусь  
 ОТДЕЛ МЕЖДУНАРОДНОЙ ТЕХНИЧЕСКОЙ ПОМОЩИ  
 ЗАРЕГИСТРИРОВАНО  
 в базе данных программ и проектов  
 международной технической помощи  
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 Республика Беларусь

United Nations Development Programme

Republic of Belarus

Project Document



*Срок реализации: 30.03.2018 - 30.03.2022*

<b>Project Title</b>	Civic Engagement in Environmental Monitoring and Improving Environmental Management at the Local Level	
United Nations Development Assistance Framework (UNDAF) Focus Area:	3. Environmental Protection and Sustainable Environmental Management Based on the Principles of Green Economy.	
Expected UNDAF Outcome(s)/Indicator(s):	3.1. By 2020, policies have been improved and measures have been effectively implemented to increase energy efficiency and the production of renewable energy, to protect landscape and biological diversity, and to reduce the anthropogenic burden on the environment.	
Executing Entity:	Ministry of Natural Resources and Environmental Protection of the Republic of Belarus	
Implementing Entity:	United Nations Development Programme	
<b>Brief Description</b>		
<p>The Project aims to stimulate efficient and inclusive environmental management through civic engagement in the development and implementation of measures aimed at improving the environment and monitoring of environmental risks, which includes sharing environmental information, in particular in the field of ambient air quality.</p> <p>The Project is a part of the EU Annual Action Programme for Belarus 2015 and contributes to the achievement of its main goals and objectives formulated in the Agreement on the financing of the project "Strengthening Air Quality and Environmental Management in Belarus" (SAQEM) between the Government of the Republic of Belarus and the European Union.</p>		
Country Programme Period:	2016-2020	Total resources required: € 3,500,000
Atlas Award ID:	00090215	
Project ID:	00096095	Total available resources: € 3,500,000
Implementation period:	48 months	Donors: European Union - € 3,500,000
Management arrangements: implementation	National	
LPAC meeting date:	03 October 2017	

**On behalf of the Ministry of Natural Resources and Environmental Protection of the Republic of Belarus:**

SIGNATURE

Day/Month/Year

Mr. Andrei P. Khudyk,  
Minister

**On behalf of UNDP**

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Day/Month/Year

Mr. Sanaka Samarasinha,  
Resident Representative

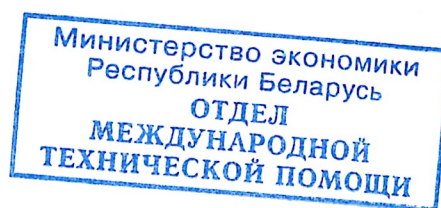
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## ABBREVIATIONS

EUR	euro
PR	Public Relations
APE	Academy of Post-Graduate Education
Belstat	National Statistical Committee of the Republic of Belarus
Hydromet	Republican Centre for Hydrometeorology, Radiation Control and Environmental Monitoring
APR	Annual Project Report
EU AAP-2015	Annual Action Programme of the EU for Belarus for 2015
PIU	Project Implementation Unit
GEF	Global Environment Facility
EEA	European Environment Agency
ENPI	European Neighbourhood and Partnership Instrument
EC	European Commission
EU	European Union
ENP	European Neighbourhood Policy
UNECE	United Nations Economic Commission for Europe
PSC	Project Steering Committee
MOE	Ministry of Education of the Republic of Belarus
MNREP	Ministry of Natural Resources and Environmental Protection of the Republic of Belarus
NPC	National Project Coordinator
NEMS	National Environmental Monitoring System
NSSD-2030	National Strategy for Sustainable Socio-Economic Development of Belarus until 2030
EIA	Environmental Impact Assessment
CSO	Civil Society Organization <sup>1</sup>
PECC	Public Environmental Coordinating Council
Aarhus Convention	Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters
UNDP	United Nations Development Programme
PRTR	Pollutant Release and Transfer Register
PM	Project Manager
NCELS	National Centre for Ecology and Local Studies
SBAA	Standard Basic Assistance Agreement
SEIS	Shared Environmental Information System <sup>2</sup>
SEA	Strategic Environmental Assessment

<sup>1</sup> The definition of civil society organizations published at [https://ec.europa.eu/europeaid/civil-society-organisations\\_en](https://ec.europa.eu/europeaid/civil-society-organisations_en).

Civil society is the key partner of the donors in development countries. Civil society actors include, for example, non-governmental organizations, professional associations, social partners, universities or representatives of the media.

<sup>2</sup> Shared Environmental Information System (SEIS) is an initiative of the European Union (EU) aiming to modernise and simplify the collection, exchange and use of data and information required for the formulation and implementation of environmental policies with the idea of promoting environmental protection on the territory of EU neighbouring countries as part of the ENPI Programme.



## PART I: SITUATION ANALYSIS

### NATIONAL CONTEXT

According to the Law of the Republic of Belarus "On the Protection of the Environment", one of the priorities of the state's nature conservation policy is to ensure the continuous operation of the NEMS in the Republic of Belarus. The NEMS covers 12 structurally independent types of environmental monitoring and is focused on meeting the nature conservation commitments of Belarus under international treaties, conventions and agreements, including the meeting of commitments under the Aarhus Convention. As part of the system, regular monitoring of the state of individual natural components (lands, surface and groundwater, atmospheric air, including the ozone layer, flora (including forests), and fauna) and processes (seismicity, tectonism, variation of the parameters of the gravitational and geomagnetic fields - as part of geophysical monitoring), and the anthropogenic impact dynamics (radiation, local monitoring) is performed.

According to the law, the monitoring of the environment is performed by the MNREP, other government bodies and the National Academy of Sciences of Belarus. In terms of the existing system, legal persons including CSOs and the public are the consumers of the data obtained in the course of performing environmental monitoring. For each type of monitoring, there is a separate research and information centre. The Main Research and Information Centre of the NSEM operates at the Hydromet.

Since 2010, Belarus has used the system of key environmental performance indicators. Since 2014, the National Statistical Committee has published environmental performance indicators on its website in accordance with the principles of the Shared Environmental Information System (SEIS). Despite the progress, to ensure full compliance with the SEIS principles, Belarus still has to address certain issues, such as the lack of data streams and protocols of data streams between the systems of environmental data of the NEMS.

The Law of the Republic of Belarus "On the Protection of the Atmospheric Air" provides for the rights and obligations of citizens, legal persons and public agencies regarding the quality of atmospheric air. The law defines legal and organizational fundamentals of the protection of the atmospheric air from pollutants and aims to maintain and restore the quality of atmospheric air, and ensure ecological safety. The Republic of Belarus acceded to the Convention on Long-Range Transboundary Air Pollution and has participated in the EMEP Programme implemented under the aegis of the Convention (joint European Monitoring and Evaluation Programme for monitoring and assessment of long-range transboundary air pollution), which provides governments and subsidiary bodies of the Convention with information to support the development and subsequent evaluation of international protocols on the reduction of the release of hazardous substances.

In 2005, an Aarhus Centre was opened in Minsk. A regional Aarhus Centre was opened in 2012 in Hrodna. The plan of actions to implement the provisions of the Aarhus Convention for 2014-2017 was adopted to regulate the implementation of the Convention and Decision V/9c.

Since 2001, the Public Environmental Coordinating Council at the MNREP (consisting of about 20 representatives of civil society organizations) has been an important platform for dialogue between the public and the Ministry. In 2015, public environmental coordinating councils at the oblast level became active once again, which is a good opportunity to improve public dialogue on environmental issues. This activity requires support and further development.

The Third Environmental Performance Review by UNECE (2016) notes progress in the actions of the Government for the improvement of the legislative and regulatory framework governing civic engagement in decision-making on environmental issues. Besides, it mentions a number of examples of consultations with the public on draft legal and strategy documents, and examples of public participation in the EIA procedure. The recommendations to the Government contained in the Review regarding the access of the public to the information include, *inter alia*, the following:

- the need to improve the efficiency of the operation of public environmental coordinating councils (PECCs) at various levels;
- the need to improve the access to environmental information and data on the Internet:
- creation of a portal with environmental information based on the "one-stop shop" approach, in line with the SEIS principles and using geographic information systems technologies;
- ensuring the scope of environmental information meets the requirements set out in the Aarhus Convention, and access to all environmental information in accordance with the provisions of the Convention;
- continued work on the creation of the Shared Environmental Information System that would provide updated, comprehensive, accurate and accessible for the public data and information on the state of the environment.

The Plan of Actions of the Republic of Belarus to implement the recommendations of the Third Environmental Performance Review was approved in 2016 by the Deputy Prime Minister of the Republic of Belarus. As part of the implementation of the plan, the Regulations on the Procedure to Organize and Conduct Public Consultations on Draft Decisions on Environmental Issues, Reports of Environmental Impact Assessments,

and Taking Account of Decisions on Environmental Issues was prepared and adopted by the Resolution of the Council of Ministers of the Republic of Belarus of June 14, 2016 No. 458.

The development of the network of "green schools" began in 2010 with the financial participation of the EU and UNDP. A comprehensive educational project "Green schools" aiming to establish a network of "green schools" in Belarus and adopt an effective educational model for environmental education was approved by the MNREP and the MOE in 2013. The project implementation period was 2013-2016. The MOE approved the educational programme for the "green schools" elective course in secondary schools (forms 1-9), and the National Coordinating Council of the "Green Schools" Project was established consisting of the representatives of the MNREP, MOE, APE, two educational institutions and four CSOs. The slowdown of the educational project in the context of the lack of funding from international projects requires adjusting approaches to the operation of the network of "green schools".

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## LINK TO OTHER RELEVANT INITIATIVES AND NATIONAL PRIORITIES

The Project is a part of the Annual Action Programme of the EU for Belarus for 2015 implemented in the framework of the Multiannual Indicative Programme for EU support to Belarus (2014-2017), with the total budget of EUR 14,500,000. The Programme focuses on providing support in the conduct of effective monitoring and management of atmospheric emissions, and radiation control. As part of this programme, the infrastructure of the monitoring of air quality has been upgraded and the public participation in environmental protection and monitoring of ecological risks has been broadened.

Component 1 of the EU AAP-2015 aims to improve the quality of monitoring atmospheric emissions, including radiation monitoring, and to improve environmental management. As part of this Component, activities will be implemented to harmonise the laws on air quality management with EU standards, including steps required for the ratification of three protocols to the Convention on Long-Range Transboundary Air Pollution. The following will be done: 1) inclusion of permits for atmospheric emissions into the unified system of environmental permits in accordance with the EU Directive on Industrial Emissions; 2) development and application of the best practices of inventory taking of emissions according to the Protocol on PRTR to Aarhus Convention; 3) improvement of the network of monitoring air quality and radiation monitoring in Belarus and the relevant data management systems according to the Shared Environmental Information System.

Component 2 of the EU AAP-2015 deals with the modernization of the infrastructure of the monitoring of atmospheric air quality, including radiation monitoring. The Component provides for the purchase, delivery, installation and calibration of mobile laboratories and fixed equipment in line with the existing systems of data collection and processing.

Component 3 of the EU AAP-2015 deals with civic engagement in environmental monitoring and the improvement of environmental management at the local level, and this Component is closely related to the first two components.

The EU AAP-2015 is closely related to and will build on the potential and the outputs of the completed and ongoing EU country programmes for Belarus: Annual Action Programme for 2008, Annual Action Programme for 2012 (environment), Annual Action Programme for 2010 (energy efficiency), Annual Action Programme for 2011 (local and regional development) and Annual Action Programme for 2014 (programme to promote employment in Belarus).

As regards project activity to support the development of "green schools", the Project should specifically focus on close interaction between projects under the Annual Action Programme for 2014 to avoid duplication of funding and ensure better synergies from using the resources from the same source for similar objectives. In particular, as regards professional skills and skills development this programme will be implemented across four sectors of the economy, one of which (renewable energy sources and environmental protection) is going hand in hand with the subject matter of this Project. Besides, as part of the programme, a Resource Centre in the field of sustainable development and renewable energy sources will be established, and fitted out with the necessary equipment and methodologies. Activities will include both the furnishing of the Centre and the improvement of the learning environment (training toolkits, training of key personnel and teaching staff / trainers).

Regional ENPI and ENP projects will be taken into consideration in the implementation of the Project.

- *"Shared Environmental Information System" (SEIS)*. The result of the project was considerable progress in such areas as the creation of coordinating entities in the countries, mobilization of resources for the preparation of environmental performance indicators and modernisation of information systems, which made it possible to improve the quality of reporting and facilitate joint use of environmental data. The activities of the second stage of this Project implemented by EEA since 2016 are intended to promote integration and joint use of environmental data at the national level, and the continuation of joint work on environmental performance indicators at the regional level in the countries of the Eastern Partnership. The key partners at the national level are governmental environmental protection and statistical agencies involved in the collection, processing, storage and dissemination of environmental data and information, and CSOs.

- *"Greening Economies in the Eastern Neighbourhood" (EaP GREEN)* - as regards the experience and best practices of conducting strategic environmental assessment (SEA) and environmental impact assessment (EIA);

- *"Clima East. Support to Climate Change Mitigation and Adaptation in the Eastern Neighbourhood (ENP) Countries and Russia"*. The overall project goal is to provide support to the countries of the ENPI region and the RF in increasing their expertise in the area of the reduction of greenhouse gas emissions and improving their preparedness to combating climate change.

- *Climate Forum East II*. The project aims to build the capacity of CSO networks to effectively engage in policy dialogue with the local authorities, EU institutions and international organizations in adaptation to climate change in the ENPI countries. The project's expected results include the development of local plans for the adaptation to climate change, cooperation with the local authorities on nature protection activities thus



contributing to raising awareness of the adaptation to climate change among the local communities, and sharing of experience between national networks and other stakeholders to strengthen cooperation in nature conservation activities. Belarus Red Cross implements the project in Belarus.

The Project will be built on the results of the projects funded by the EU and implemented in Belarus by UNDP. In particular, the project will use the available materials on wise and efficient energy use for preschoolers and secondary school students, the experience of establishing community advisory boards consisting of the representatives of local executive and administrative bodies, representatives of local communities, and their involvement in the process of planning and periodic monitoring of the implementation of the project "Developing an Integrated Approach to a Stepped-Up Energy Saving Programme". Besides the Project will draw on the experience of interaction with CSOs and local executive and administrative bodies in conducting a call for initiatives and their implementation, and the promotion of "green" economy concept in the framework of the project "Supporting the Transition to a "Green" Economy in the Republic of Belarus".

The results of the EU project "Strengthening Environmental Governance by Building the Capacity of Non-Governmental Organizations" implemented as part of the GEF Small Grants Programme will be taken into account in the activity to build the capacity of CSOs to engage in environmental management.

The activities of the projects of the GEF and the Government of the Republic of Belarus "Belarus Green Cities: Assisting in the Reduction of Carbon Emissions in Navapolack/Polack and Navahrudak" and "Removing Barriers to Wind Power Development in Belarus" will be taken into account in the implementation of the project.

The School Project for Application of Resources and Energy (SPARE) appeared in 1996 at the initiative of the Norwegian Society for the Conservation of Nature. The educational activity under the SPARE project is coordinated at the national level by CSOs that advocate for the integration of energy and nature conservation issues into national educational plans, dissemination of information about user-friendly energy efficient technologies and popularization of renewable energy sources. About 460 schools of Belarus participate in the project; SPARE-Belarus includes about 6,500 teachers and about 20,000 school students.

The National Strategy for Sustainable Socio-Economic Development of Belarus until 2030 (NSSD-2030) establishes such priorities as ensuring environmental sustainability - development of the national environmental monitoring system and oversight of nature conservation activities to prevent contamination or other negative impact rather than mitigating their consequences. With that, the main objective of fostering civil society for the period 2016-2020 is the creation of legal and socio-economic conditions in which every individual, social group or organization will have an opportunity of meaningful participation in the process of taking and implementing managerial decisions.

State Programme "Protection of the Environment and Sustainable Use of Natural Resources" for 2016-2020 aims to ensure nature conservation, wise nature resource management, ecological safety of the country and a transition to "green" economy, as well as the implementation of the international commitments of the Republic of Belarus in the area of nature conservation. Programme objectives include efficient operation and development of the NEMS in the Republic of Belarus for obtaining reliable and comprehensive information, preparation of assessments and forecasts based on this information, and the integration of the NEMS into the environmental information system (SEIS).

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## PROJECT PARTNERS AND STAKEHOLDERS

The MNREP is the Executing Entity of this Project on behalf of the Government of the Republic of Belarus. The main roles and functions of the Executing Entity are outlined in Part V Project management. The activity of the Project covers the entire territory of the country, therefore, oblast and district executive committees represented by committees of natural resources and environmental protection of corresponding levels are other key project partners. The MOE will be a direct project partner for the implementation of objectives 1-3 as regards the activities related to the development and operation of "green schools". Other partners for the implementation of the project will be Belarusian CSOs working in the field of nature conservation and environmental education.

The Project's target groups are: non-governmental organizations (civil society organizations and not-for-profit organizations), professional associations, associations of entrepreneurs and social partners, higher educational institutions and mass media, executive authorities of oblasts and districts, cities and rural areas, local self-government, local communities and citizen action groups interested in participating in environmental monitoring and improvement of environmental protection and management at the local level, and participation in the development and implementation of initiatives described in the activities under Objective 4 of the Project. With that, concrete partners for the implementation of initiatives will be determined based on the results of the Call for Proposals as part of project activities. Partner agreements on the implementation of project activities will be concluded with each such partner, and initiatives will become an integral part of annual Project implementation plans.

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## Part II: Strategy

The project will be implemented in all six oblasts of Belarus and the city of Minsk. Environmental clubs will be established in all six oblasts and the city of Minsk with the participation of environmental CSOs. Actions will be taken to expand the network of "green schools" involving the National Centre for Ecology and Local Studies, the Academy of Post-Graduate Education and environmental CSOs. Efforts will be made to engage the teaching staff of secondary schools of all 118 districts of the country in project activity, particularly, encourage their participation in trainings.

The strategy of project implementation is based on four main types of activities described as project components:

### **Component 1: Establishing / providing support to at least six environmental monitoring clubs / public environmental coordinating councils in the regions of Belarus (at least one in each oblast)**

The Project will assist in the support of oblast-level and national public environmental coordinating councils in terms of engaging environmental CSOs and volunteers/community environmentalists for the monitoring of the violations of nature protection laws on a voluntary basis.

The support will be provided through training and provision of relevant teaching aids on the topic, conduct of workshops and trainings for volunteers/community environmentalists and environmental CSOs in each oblast and the city of Minsk with the support of the Committees of Natural Resources and Environmental Protection.

Opinion polls will be conducted at the beginning of the Project and when the Project will be drawing to its end to determine the extent of the public awareness of environmental problems.

The question of the establishment and further operation of environmental monitoring clubs in each oblast of Belarus and in the city of Minsk will be explored in the framework of the Project and respective proposals will be put forward.

### **Component 2: Involvement of at least three CSOs in the design of educational programmes, organization of education on environmental issues, and educational activity at minimum 70 "green schools" of the country.**

The existing study guide for the "Green schools" elective course will be complemented with units on the monitoring of air quality and published. An additional short guide on "green schools" (methodological recommendations) with examples from existing schools will be developed and published for the schools that do not offer "green schools" elective courses and for environmental children's centres. As regards biodiversity conservation, the existing textbook for the elective course "Wildlife of Belarus" will be updated and published. It will be used by "green schools" for the study and conservation of local flora and fauna in school yards and around schools.

At least three CSOs will be selected on a competitive basis to train teaching staff as part of the "Green Schools" Project (biodiversity, waste, wise use of energy and water, public initiatives), and additionally on monitoring air quality. The experts will organize 28 regional three-day trainings for at least 280 teachers. The trainings will be conducted across Belarus, and teachers from any district will have an opportunity to participate.

The review and monitoring of at least 200 annual reports of "green schools" will be organized. The schools that have successfully completed the task to be granted the "Green School" status will receive certificates signed by the Minister of Education and the Minister of Natural Resources and Environmental Protection. The existing national website dedicated to "green schools", which is currently maintained by Belarusian Pedagogical Society NGO, will be updated and supported. To motivate teachers and children from "green schools", and to facilitate sharing of experience environmental camp sessions will be organized for them as part of the project at two national children's health-improving centres – "Zubryonok" and "Nadezhda". The sessions will be conducted two years in a row during 12 days. At least 100 children from each of the seven regions will participate in these sessions and will study some methods of environmental monitoring and nature conservation.

The "Green Schools" Project will be adapted for implementation at kindergartens. Several pilot kindergartens will be selected, and their teaching staff will be trained. A model kindergarten will be furnished and organized at one of the preschools as part of the "Green Schools" Project.

The National Rehabilitation Centre for Children with Disabilities will become a pilot facility for testing the "Green schools" Project at similar institutions.

**Component 3: Ensuring cooperation between at least 15 "green schools" and local bodies authorized<sup>3</sup>, to perform environmental monitoring regarding data collection and management.**

Nine resource centres for "green schools" will be established in Belarus to ensure support to "green schools" and to organize the monitoring of the environment with children participation. The national centre and six regional out-of-school environmental centres for schoolchildren will act as resource centres for Minsk and oblasts. Both all-season children's national health-improving centres "Zubryonok" and "Nadezhda" will also receive equipment for the resource centres. Resource centres will be furnished with sets of equipment for environmental monitoring, and their staff will be trained. The centres will promote the "Green schools" Project and provide consultations to schools.

Sixteen "green schools" including resource centres will be equipped to perform the basic monitoring of the quality of atmospheric air. Recommendations on using monitoring equipment for "green schools", including for the interpretation of data and periodic reporting will be developed and published. The personnel of schools and pupils will be trained in the rules of using measuring instruments.

Besides, trainings will be organized to strengthen cooperation between "green schools" and divisions of Hydromet. A guide on environmental monitoring methods with a focus on air quality will be developed and disseminated as part of the project among "green schools".

▪ **Component 4: Involving CSOs in regular consultations with government bodies responsible for environmental issues regarding such activity, and the operation of these CSOs as reliable partners in the implementation of relevant activities.**

The experience of two Belarusian Aarhus centres as part of the Project will be analysed, and recommendations will be prepared to improve their efficiency. The centres will be furnished with the necessary equipment, furniture and materials, and consultations and training of personnel will be organized.

Information materials for the general public explaining the provisions of the Aarhus Convention and the relevant Belarusian laws will be developed, published and disseminated.

The Project will provide support to the local pilot initiatives of CSOs aiming at the wise use of natural resources, ecotourism, biodiversity conservation, waste management, improving the quality of atmospheric air, etc. by allocating grants in the amount between EUR 50,000 and 100,000.

In order to establish international relationships in the field of nature conservation and enhance the working capacity of Belarusian organizations (including CSOs) engaged in the monitoring of air quality and environmental education, their representatives will be offered an opportunity to participate in relevant international events, such as meetings of the Conference of the Parties to the Aarhus Convention and the Espoo Convention, meetings, etc. Besides, four study tours will be organized to EU countries to explore public participation in environmental monitoring and issues related to "green schools".

In order to improve the efficiency of the Public Environmental Coordinating Council as a platform for discussing environmental policies, at least four meetings of the Council outside Minsk will be supported.

Support will be provided to the annual environmental forum organized by environmental CSOs and the National Ecoforum organized by the MNREP on a biannual basis to promote cooperation between Belarusian CSOs, central and local authorities.

The communication strategy will be developed at the beginning of the project. PR events will support the activities that contribute to the improvement of air quality such as cycling and public transport promotion and planting of trees.

**PROJECT GOAL, OUTPUTS AND ACTIVITIES**

The overall goal of the Project is to stimulate efficient and inclusive environmental management through civic engagement in the development and implementation of measures aimed at improving the environment and monitoring of environmental risks, which includes sharing environmental information, in particular in the field of ambient air quality.

<sup>3</sup> Examples: oblast (regional) centres for hydrometeorology and environmental monitoring subordinate to the MNREP, and their local branches



Project objectives:

- Establish / support "environmental monitoring clubs" / public environmental coordinating councils in the oblasts of Belarus;
- Involve CSOs in the development and conduct of trainings on environmental issues at "green schools" across the country;
- Develop the cooperation of "green schools" with the local organizations responsible for environmental monitoring for data collection;
- Involve CSOs in regular consultations with the authorities responsible for environment conservation and motivate CSOs to act as reliable partners in the implementation of environmental policy.

The development of "green schools" is a joint initiative of the MNREP and the MOE supported by the EU with the participation of the UNDP. Project priorities include maximum possible use of this network to raise the awareness of the youth and the public at large of environmental issues, training of teachers through pupils observing the state of ecosystems and biodiversity, and the launch of a large-scale awareness-raising campaign. The involvement of CSOs in the implementation of project activities on "green schools" will make environmental CSOs more visible to youth, educationalists, and local and national authorities. Activities under Objectives 2-3 and partially Objective 1 address the mentioned problems.

The following activities will be implemented to achieve the above goals and objectives.

**Component 1: Establishing/providing support to at least six "environmental monitoring clubs"/ public environmental coordinating councils in the regions of Belarus (at least one in each oblast).**

*Results of the implementation of this Component:*

- a guide on the application of legislation for environmentalists has been developed and published (3,000 copies);
- at least 735 volunteers have been trained in environmental monitoring;
- at least seven regional environmental monitoring clubs / PECCs have been established/supported at "green schools".

The activity will be focused on establishing a public environmental monitoring network through the establishment of/ support to two public monitoring institutions: i) environmental clubs and ii) PECCs. The Project will contribute to the establishment and development of the network in order to involve the public in the development and implementation of environmental policy and monitoring of environmental risks, which includes sharing environmental information, in particular, regarding the quality of atmospheric air.

Environmental monitoring clubs will be established at the "green schools" in each oblast of the country that will exist at the beginning of the Project. The clubs will receive basic equipment for environmental monitoring and demonstration of results for the wide range of local communities and first of all - youth. The monitoring data will become accessible for a wide range of users through Internet, and club members and "green schools" students will provide monitoring information by participating in monitoring activities.

The instrumental infrastructure for the public monitoring will include both equipment for measuring air quality and other elements of the environment, and an electronic platform for the collection and processing of monitoring data (activities of Component 3), with club members, students of "green schools" and any other members of the public participating in monitoring activities having an opportunity to enter data into this platform. An electronic log of environmental monitoring will be an element of the e-platform. The data collected by the public will be compared to and complemented with the data of weather observations and the NEMS. Later this product will be integrated into the NEMS and supported by the Hydromet. Access to data entry to the platform and acquiring data from the platform should be provided from personal computers and mobile devices (smartphones and tablet PCs).

Regional PECCs established in each of the oblasts and the city of Minsk with the status of a networking platform for the local government and CSOs in the area of environmental conservation and wise use of natural resources at the local level, will receive support to their activity in the framework of the Project.  
Development and publication of a guide on involving the public in environmental monitoring.  
Development and publication of a guide on involving the public in environmental monitoring, including (if necessary) the development of regulations on regional PECCs.  
Inviting new members to the public environmental coordinating councils in all oblasts.  
Conduct of PECC meetings during the project implementation period

The guide on involving the public in environmental monitoring will be developed and published bearing in mind the experience of community environmentalists of the MNREP, and the community inspectors for wildlife



conservation of the State Inspectorate for Wildlife Conservation under the President of the Republic of Belarus. The activity of these public initiatives will be complemented with information on the opportunities offered by PECCs and environmental monitoring clubs that are being established again.

As part of this activity the need to update the regulations on PECCs will be reviewed and relevant proposals will be prepared if needed. With that, during the first three months of Project implementation the composition of regional PECCs will change. Whenever appropriate, the following representatives should be included into PECCs: representatives of CSOs from all districts of the oblast, including civil society and not-for-profit organizations, trade unions, social partners, universities or mass media. At least six PECC meetings will be supported in each of the oblast of the republic (except for Minsk Oblast) during the period of Project implementation.

#### *1.2. Selection of CSOs and trainings on environmental monitoring for the volunteers - members of environmental clubs.*

*1.2.1. Organization and conduct of a competition to select CSOs for: 1) design of educational programmes, including distance education and 2) organization of education on the issues covered by the Aarhus Convention and on environmental monitoring.*

*1.2.2. The design by the selected CSO of educational programmes on environmental monitoring and the Aarhus Convention*

*1.2.3. Organization of training on environmental monitoring and the Aarhus Convention*

A CSO will be selected in an open competition organized as part of the Project to develop educational programmes, including distance education and organization of training on the issues covered by the Aarhus Convention and on environmental monitoring. The Regulation on the Competition will be subject to PSC approval. To qualify for the Competition, CSOs should have personnel with proper experience of developing educational programmes and the prior experience of organizing training on the issues covered by the Aarhus Convention and on environmental monitoring.

The developer of educational programmes will provide training on environmental monitoring and the Aarhus Convention for each PECC and newly established environmental monitoring club, for resource centres, etc. In total, at least 49 training events (including webinars and interactive learning sessions) will be conducted.

#### *1.3. Organization of environmental monitoring clubs.*

*1.3.1. An inception workshop*

*1.3.2. Development of Regulations on "environmental monitoring clubs".*

*1.3.3. Selection of "green schools" and establishment of "environmental monitoring clubs" at these schools*

*1.3.4. Establishment/support of "environmental monitoring clubs" at "green schools"<sup>4</sup>*

The inception workshop on the issues of the establishment of environmental monitoring clubs will be conducted during the first three months of Project implementation. Beside the topics of Component 1, during the workshop information on the launch of the project will be presented to a wide range of stakeholders.

The PIU will develop the Regulations on "environmental monitoring clubs", and the Regulations are to be approved at the first meeting of the PSC. The Regulations should reflect "transparent" criteria for the selection of "green schools" where clubs are to be established, and determine the list of basic commitments of the schools regarding maintaining the sustainability of clubs and involvement in monitoring activities of the clubs of a wide range of public, including volunteers, trained in the monitoring of environmental protection in the framework of the Project. According to the Regulations, "green schools" for establishing environmental monitoring clubs will be selected during the first year of the Project implementation. Whenever appropriate, regional representativeness will be taken into account. The Project will provide sets of monitoring equipment to the selected schools for "environmental monitoring clubs" at "green schools" and demonstration equipment for the presentation of the findings of the monitoring. The activities of the clubs will start in the second year of the Project implementation.

#### *1.4. Opinion polls on environmental issues*

*1.4.1. Opinion polls at the beginning and after the completion of the Project*

*1.4.2. Awareness-raising campaign on environmental issues including environmental monitoring*

At the beginning of the Project and not long before its completion it is planned to conduct a nation-wide opinion poll of civil servants, staff of business units, CSOs working in respective areas and the population to study their knowledge of the Aarhus Convention: what they know about the rights of people to obtain environmental

<sup>4</sup> The monitoring equipment for environmental monitoring clubs being established at "green schools" will be purchased as part of Activity 3.2. The Project will provide sets of monitoring equipment to the selected schools for environmental monitoring clubs at "green schools" and demonstration equipment for the presentation of the findings of the monitoring.



information, etc. The concrete list of questions will be approved by the PSC.

The awareness-raising campaign on environmental issues including environmental monitoring will be conducted during the Project implementation and will be focused on promoting the idea of public environmental monitoring in general. To implement it, project staff will develop the terms of reference segmenting the conduct of the campaign across target groups: youth (preschoolers, school students, university students) and adult population. Awareness-raising tools will be formulated for each target audience. Videos, promotion of the topic on social networking sites, and suchlike will be considered as possible activities.

**Component 2: Involvement of at least three CSOs in the design of educational programmes, organization of education on environmental issues, and educational activity at minimum 70 “green schools” of the country**

*Results of activity under this Component:*

- at least three CSOs are involved in the conduct of trainings at “green schools”;
- two guides on “green schools” for different audiences (1,000 copies of each guide) and the elective course “Wildlife of Belarus” (20,000 copies) have been published on paper and/or in electronic form;
- at least 280 teachers have been trained to work at “green schools”;
- the website dedicated to “green schools” is updated;
- at least 700 teachers and students have been trained in environmental monitoring at “Zubryonok”/“Nadezhda” children's health-improving centres and at the Centre for Folk Arts and Crafts in Kopyś of Orša District.

The activity will focus on organizing the educational process on environmental protection and the wise use of natural resources. This activity will draw on the positive experience of implementing the first educational project on “green schools” completed in 2016 and take into account its lessons learned. It is supposed to involve at least three CSOs in the process of designing educational programmes and organization of education on environmental issues for “green schools”.

*Activity 2.1. Basic training on environmental monitoring for the teachers of “green schools”.*

*2.1.1. Organization and conduct of a competition to select CSOs for: 1) the design of professional development programmes for pedagogues and teachers including distance education and 2) organization of education in the following fields: biodiversity, waste, water supply, energy and community actions.*

*2.1.2. The design by selected CSOs of professional development programmes for pedagogues and teachers (including distance education) in the following fields: biodiversity, waste, water supply, energy and community actions.*

*2.1.3. Organization of professional development for pedagogues and teachers (including distance education) in the following fields: biodiversity, waste, water supply, energy and community actions.*

One CSO will be selected in an open competition organized as part of the project to design educational programmes, including distance education and organization of training, professional development for pedagogues and teachers including distance education, and one CSO for the organization of education in the following fields: biodiversity, waste, water supply, energy and community actions. The Regulation on the Competition will be subject to PSC approval. To qualify for the Competition, CSOs should have personnel with proper experience of developing educational programmes and the prior experience of organizing training in the following fields: biodiversity, waste, water supply, energy and community actions. Contracts will be concluded with the said CSOs for the provision of the above mentioned services.

*2.2. Publication of guides and other materials for “green schools”*

*2.2.1. Preparation and publication of guides and other materials for “green schools”.*

*2.2.2. Creation and issue/reissue of study guides, including multimedia and their dissemination/publication on specialized portals on the Internet (at least five guides, including the study guide “Wildlife of Belarus”, etc.)*

The teaching and learning process will involve the use of IT technologies, it will be converted into the interactive format of distance education and will strive to ensure a wide-scale use of electronic communication for the information exchange between teachers, pupils and parents. For these purposes, the existing study guides for the “Green Schools” elective course will be converted into electronic format and complemented with the courses on monitoring air quality, the Aarhus Convention provisions and other environmental courses. Each course (in total, at least five courses will be designed) will contain three main units:



- reference materials, intended to considerably broaden the body of information for training activities (lessons, elective courses, seminars, conferences);
- control and assessment, containing learning materials for thematic and final evaluation of students' knowledge;
- interactive unit, intended for mastering students' practical skills.

The existing study guide for the "Green Schools" elective course (developed by the EU/UNDP project "Support to the development of a comprehensive framework for international environmental cooperation in the Republic of Belarus") will be reviewed, revised with due regard to the criticisms and complemented with assignments on monitoring air quality and use of the Aarhus Convention in the section "Information and ecological activities for working with the local communities (environmental initiatives)" and published (1,000 copies). The guide is subject to approval by the MOE. In the study guide the "Green schools" Programme is presented as a school course with concrete specific assignments for each lesson (academic hour).

The "Green Schools" logo will be designed and submitted to the Ministry of Education of Belarus for approval.

#### *Activity 2.3. Monitoring of "green schools"*

The methodology for monitoring "green schools" will be developed. Project experts and CSOs will visit at least 200 schools to monitor their activity and verify their reports locally, and to provide consultations for the teachers. The successful schools that have completed the task to be granted the "green school" status will receive "green school" certificates signed by the Minister of Education and the Minister of Natural Resources and Environmental Protection.

#### *Activity 2.4. Expanding the "Green schools" Project to kindergartens and institutions for children with disabilities*

*2.4.1. Preparation and publication of guides and other materials for "green" kindergartens*

*2.4.2. Purchase of simple demonstration equipment*

*2.4.3. Establishing a pilot resource centre for "green schools" at the National Rehabilitation Centre for Children with Disabilities*

An illustrated booklet for kindergartens with the methodological recommendations coordinated with the Ministry of Education will be prepared, published and disseminated. Simple equipment for studying biodiversity on kindergarten grounds will be purchased and transferred. A model kindergarten will be equipped and organized as part of the "Green schools" Project at one of the kindergartens, which will operate as a model and a resource centre for "green schools" for preschoolers.

The National Rehabilitation Centre for Children with Disabilities in Minsk will become a pilot site for testing the "Green schools" Project at similar institutions, and later it will be a resource centre for this type of institutions. The project will purchase for the institution the equipment necessary to perform the tasks for obtaining the "Green school" status and creation of the resource centre.

The kindergarten and the resource centre will receive the necessary equipment for working as resource centres and for conducting environmental monitoring, including monitoring of air quality, and their staff will be trained to give classes for teachers and students of "green schools". The PIU will analyse the need for equipment and works to equip the centres, and the list of equipment and works will be subject to the PSC review and decision.

#### *Activity 2.5. Updating the website dedicated to "green schools".*

During the entire period of project implementation, the website dedicated to "green schools" will be updated and supported. The website will be integrated into the overall information system of the Project. After the completion of the Project, the website will be transferred for maintaining to an organization authorized (central organization) to supervise "green schools" on behalf of the Ministry of Education, or the MNREP, or a CSO. The PSC will take a decision about such an organization.

#### *Activity 2.6. Environmental camp sessions for the teachers and students of "green schools".*

*2.6.1. Environmental camp sessions for the teachers and students of "green schools".*

*2.6.2. Establishing a pilot resource centre of "green schools" for summer recreation camps at "Zubryonok"/"Nadezhda" children's health-improving centres.*

*2.6.3. Establishing a pilot resource centre for rural "green schools" at the Centre for Folk Arts and Crafts in Kopyś of Orša District*

Environmental education for teachers and students will be organized to motivate teachers and students and provide an effective and innovative platform for the sharing of experience of operating "green schools". The interactive format of training will be combined with "outdoor" learning (monitoring of air quality, water, radiation)



control, etc.). For these purposes, environmental sessions for teachers and students of "green schools" will be organized at "Zubryonok"/"Nadezhda" children's health-improving centres and the resource centre for rural "green schools" with the assistance of CSOs.

The training will be conducted during 12 days two years in a row. In total, 100 children from each of the seven regions will visit children's health-improvement centres and will learn about environmental monitoring and nature conservation.

Resource centres will receive the necessary equipment for operating as resource centres and for conducting environmental monitoring, including the monitoring of air quality; and their staff will be trained for teaching the teachers and students of "green schools". The PIU will analyse the need for equipment and works for establishing the centres, and the list of equipment and works will be subject to the PSC review and decision.

**Component 3: Ensuring cooperation between at least 15 "green schools" and local bodies authorized to perform environmental monitoring regarding data collection and management.**

*Results of activity per this Component:*

- ten resource centres have been established for "green schools" in seven regions;
- at least 16 "green schools" have received equipment for monitoring air quality and have been trained in using it;
- at least 140 teachers have received training on the methods of environmental monitoring;
- at least 1,400 students perform environmental monitoring in cooperation with the Hydromet.

Five main resource centres will be established to ensure the support to the development of "green schools":

- 1) a National Resource Centre at the NCELS;
- 2) a "green schools" Resource Centre for summer camps at "Zubryonok"/"Nadezhda" children's health-improving centres (support to the establishment is provided as part of Component 2) as sites with the necessary monitoring equipment and the necessary teaching staff for teaching to teachers and students environmental monitoring skills and fostering environmental friendliness and wise use of natural resources;
- 3) a Resource Centre for Rural Schools at the Centre for Folk Arts and Crafts in Kopyś of Orša District (support to the establishment is provided as part of Component 2) as a site for conducting master classes for the students of rural "green schools" and teaching environmental monitoring skills.
- 4) an Inclusive Resource Centre at the National Rehabilitation Centre for Children with Disabilities (support to the establishment is provided as part of Component 2), which will act as a pilot facility for testing the "Green schools" Project at similar institutions.

The centres will promote the "green schools" concept and provide consultations to schools. The necessary equipment will be purchased for the said centres, and the premises will be redecorated. The National Resource Centre at the NCELS will be the central resource centre. Apart from the main resource centres, at least one school in each oblast of the country will be equipped with the sets of equipment for basic environmental monitoring and demonstration of monitoring information, and their staff will be trained. Such schools will be awarded the status of auxiliary regional "green schools" resource centres in the area of environmental monitoring.

Therefore, 16 "green schools" (450 pupils and 30 teachers) including main resource centres, auxiliary regional resource centres and environmental monitoring clubs at "green schools" (Objective 1) will be equipped for conducting the basic monitoring of the quality of atmospheric air. Recommendations will be developed on using monitoring equipment, including the interpretation of data and periodic reporting to be entered into the electronic platform for the collection and processing of monitoring data (Objective 1). Teachers and pupils will be trained on how to use measuring instruments. During the period of project implementation the recommendations will be tested, monitoring will be performed and findings entered into the electronic platform.

*Activity 3.1. Establishment of resource centres for "green schools".*

In general, the activity for establishing five main resource centres for "green schools" and six regional auxiliary resource centres will be supported in Belarus to provide methodological and expert support to "green schools" and support environmental monitoring by children, including air quality control. Four main resource centres will receive support as part of Component 2, and as part of Activity 3.1 support will be provided to establishing the National Resource Centre at the NCELS, and five oblast environmental centres for school students will act as "green schools" resource centres in the city of Minsk and respective oblasts.

Resource centres will receive the necessary equipment for operating as resource centres and for conducting environmental monitoring, including the monitoring of air quality; and their staff will be trained for teaching the teachers and students of "green schools".



Regional auxiliary centres will receive simple equipment for environmental monitoring, including the monitoring of air quality, will promote the "Green schools" Project in their regions and will provide consultations for secondary schools.

*3.2. The purchase of equipment for the monitoring of air quality for "green schools".*

*3.2.1. The purchase of equipment for the monitoring of air quality for "green schools".*

*3.2.2. The purchase of demonstration equipment for presenting the findings of the monitoring conducted.*

*3.2.3. The development (purchase) of an electronic platform for environmental monitoring performed at "green schools".*

*3.2.4. The development of procedures of using monitoring equipment and periodic reporting (electronic log of monitoring).*

Equipment will be purchased for "green school" resource centres established as part of Component 3. The "green schools" that will receive the equipment will be selected on a competitive basis: one school in each of the oblasts of Belarus. The equipment may include the following: automatic precipitation gauge, pH meters, conductivity meters, etc. The finalized list of equipment for purchasing will be approved by the PSC. All purchased equipment should conform to the legislation of the Republic of Belarus on the uniformity of measurements (all instruments should be entered into the State Register of Measuring Instruments and calibrated). Afterward, the Hydromet will ensure the servicing and metrological monitoring of the instruments. Beside monitoring equipment, "green schools" will receive equipment for the visual representation of monitoring results. A Manual on using the equipment for monitoring atmospheric quality by "green schools" (40 copies) will be developed and sent to the "green schools" and resource centres, which received the measuring equipment. The manual will also contain information for children on possible processing of obtained data and required reporting. The data obtained during monitoring will be accessible to a wide range of users, including the local communities through the environmental monitoring platform at "green schools", where the results collected by the participants of the educational "Green schools" Project will be displayed. An application programme (an electronic log book of observations) will be developed to this end, allowing simple and clear entering of observation data and its comparison to the observations performed by the Hydromet. The procedure of using the equipment for performing monitoring and periodic reporting using the electronic log book of observations will be developed and proposed to the Ministry of Education for adoption at educational institutions.

Communication between teachers will be of importance, as they will have an opportunity to actively discuss, use, improve the developed methodologies, techniques, educational resources and share teaching experience through the electronic platform. Online communication between pupils, potential employers, teachers and parents is beneficial. The portal should support all forms of communication mentioned above.

*Activity 3.3. A training on environmental monitoring for the teachers of "green schools".*

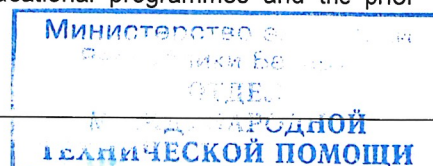
*3.3.1. Preparation of a teaching guide for the "green schools" and materials on environmental monitoring activity.*

*3.3.2. Monitoring of air quality by the "green schools".*

*3.3.3. Joint monitoring ("green schools" and Hydromet). The organization of training courses and workshops promoting cooperation between the schools and local authorities authorized to perform air quality monitoring*

A Manual on the methodology of performing environmental monitoring for the "green schools" without using complex equipment will be developed, which will include information on how to analyse the pollution of snow, pine needles, lichens, etc., and particular attention will be given to the quality of atmospheric air. The Manual will also provide information on reporting and immediate measures to be taken in case of identifying a high level of contamination. The Manual will be published (500 copies) and sent to the green schools and children's environmental centres.

Joint monitoring activities ("green schools" and the Hydromet) will be organized in the form of practical training courses and workshops, and corresponding agreements will be concluded between the "green schools" and the Hydromet (memorandums or another acceptable document on cooperation or joint activity) on the use of monitoring information and monitoring equipment. The specialists of the Hydromet will conduct a two-day training on air quality monitoring for the teachers from 15 selected institutions (two representatives from each institution). A CSO will be selected to organize such activities according to the results of the competition. The Regulation on the Competition will be subject to PSC approval. To qualify for the Competition, CSOs should at least have personnel with proper experience of developing educational programmes and the prior experience of organizing training courses on monitoring.





**Component 4: Involving CSOs in regular consultations with government bodies responsible for environmental issues regarding such activity, and the operation of these CSOs as reliable partners in the implementation of relevant activities.**

*Results of activity per this Component:*

- The staff of the Aarhus centres have participated in at least 16 study / working trips abroad
- Ten to twenty CSO's environmental initiatives have been successfully implemented in partnership with government bodies
- Sixty teachers, representatives of environmental CSOs and government bodies have received joint training abroad
- At least 20 representatives of CSOs and government bodies of Belarus have participated in the meetings dedicated to environmental issues abroad
- Support has been provided to three ecoforums of CSOs and two national ecoforums of the MNREP
- The awareness of the population including children regarding environmental issues that Belarus faces in general and the importance of monitoring air quality in particular, have increased due to the conduct of the national awareness-raising campaign.

*Activity 4.1. Further development of the network of Aarhus centres*

The activity for the development of Aarhus centres in Belarus will focus on the following:

- the analysis of the activity of existing Aarhus Centres in Belarus and the preparation based on the findings of the analysis of recommendations on further development of the network of Aarhus centres in the country;
- the establishment of the National Portal of Shared Environmental Data including the promotion of the said information resource;
- further capacity building of the existing Aarhus centres by furnishing them with equipment, furniture, information materials and the organization of trainings for the staff of the Aarhus centres and their participation in workshops and conferences on Aarhus Convention topics abroad.
- conduct by the Aarhus Centre of educational activities on the Aarhus Convention for various target groups on i) access to justice in environmental matters, and ii) public participation in the development of strategic documents on environmental issues;
- preparation and printing of materials for the general public with environmental information.

*Activity 4.2. Grants for CSOs*

In order to strengthen the capacity of CSOs to participate fully in decision-making on environmental issues and to support specific activities for environmental protection and sustainable development, the Project will support CSO initiatives that are intended to rationally use natural resources, to eco-tourism, to biodiversity conservation, to waste management, to improving the quality of atmospheric air, etc. in the amount of EUR 50,000 – 100,000 for each initiative.

Grant recipients will be selected using transparent procedures on a competitive basis. PIU will develop selection criteria and the evaluation methodology, the Project Steering Committee (PSC) will approve them, the call for proposals will be broadly announced across the country to ensure that CSO (officially registered in Belarus) submit their applications. CSOs may collaborate with the local authorities and/or businesses and may organize consortium for the implementation of initiatives. However, only CSOs may act as consortium leaders.

The PSC will establish a special panel for the selection of initiatives to select candidates for awarding grants. The representatives of the Ministry of Natural Resources and Environmental Protection, the EU Delegation to Belarus and the UNDP will be on the panel. The list of grant recipients selected by the panel will be finally approved by the PSC.

The project personnel will prepare Regulations on the Call for Proposals and the plan of conducting it, detailing the following activities:

- the organization of information support to the Call for Proposals among environmental CSOs, including information workshops, sending out of invitations to participate, etc.;
- the terms and the procedure of the Call for Proposals including the collection and processing of applications from initiators, organization of and record keeping of the selection panel;

- terms and procedure for collecting the necessary documents and information from the winners of the Call for Proposals to conclude partner agreements on the implementation of the initiatives with the UNDP.

- conclusion of partner agreements and timeframes for transferring funds to the winners of the Contest;
- the monitoring of the implementation of the initiatives.

The Regulations on the Call for Proposals must meet the following requirements:

a) applications from CSOs will be accepted. Besides, as part of the Call for Proposals, applications from action groups consisting of CSOs and other persons and organizations (including for profit and government agencies) and individual entrepreneurs, residents of the Republic of Belarus joined for the period of conducting the Call for Proposals and the implementation of initiatives by partnership agreements will be accepted. With that, in the case such an action group wins the Call for Proposals, the partnership agreement with the UNDP for the implementation of the initiative as a component of project activities will be concluded with the CSO acting as the main applicant of the initiative. The funding for the implementation of the initiative will be transferred to the account of this CSO.

b) the amount of funding requested per one initiative is between EUR 50,000 and 100,000

c) one CSO may submit an unlimited number of applications but only one initiative submitted by or implemented in partnership with this CSO may be funded.

d) the minimum amount of funding from various sources is established by the Regulations on the Call for Proposals in accordance with the requirements of national legislation and donors.

e) the initiatives must include concrete activities including the development of ecotourism, biodiversity conservation, monitoring atmospheric air quality, water management and waste management, and demonstrate a high level of cooperation with the government and self-government bodies of the corresponding level;

f) the maximum amount budgeted for administrative expenses of the initiative should not exceed 20 per cent of the requested resources from the project budget;

g) the duration of the initiative should not exceed 18 months.

The designed Regulations on the Call for Proposals and the plan of conducting will be submitted for PSC approval within the established time limit. During the preparatory period, the general public will be informed on the provisional terms and conditions of the Call for Proposals.

The Call for Proposals should be conducted within three months of the PSC's approval of the Regulations on the Call for Proposals and the plan of conducting it.

The applicants submitting their applications for the Call for Proposals will have to demonstrate that the key stakeholders were involved in the design of the initiative, and justify the feasibility of the initiative. All applicants must demonstrate the availability of support for their initiatives from a wide range of partners and the sustainability of the results of the initiative.

The PSC will appraise the applications against the same criteria. These criteria will take into account the relevance of a specific initiative, the effectiveness of proposed measures and respective costs associated with achieving the objectives, as well as the potential contribution of a specific initiative to improving the situation along the priority areas. The PSC will seek to select the winners with due regard for the parity of distributing financial resources across priority areas.

The total amount of the funding of initiatives will be EUR 1,000,000. If following the applications appraisal the total amount of funding to be allocated to the winning CSOs will be less than stated above, then after the appraisal meeting the PSC will take one of the following decisions: i) distribute the released financial resources to support the implementation of other project activities, ii) conduct the second round of the Call of Proposals.

The selected applicants will act as project partners and manage the project resources allocated for these purposes. Corresponding agreements on project implementation will be concluded with the winners of the Call for Proposals. During the specified period the organizations will appoint persons responsible for the implementation of the initiative - the manager of the initiative and other necessary persons. According to the agreements, targeted funding will be provided for the implementation of initiatives. According to the agreements, they will be fully responsible for the implementation of the initiative and the activities included into the project's work plan under the aegis of the initiative.



Project personnel along with the UNDP and other stakeholders will perform monitoring and supervise their implementation. Project personnel will provide intensive technical and consultancy support to the winners of the Call of Proposals.

Prior to the implementation of the initiatives, the UNDP will perform the assessment of the capacity of the winning organizations regarding the implementation of project activities. The findings of the assessment and the respective opinions will be presented to the EU Delegation to Belarus and the MNREP within the first month of summarizing the results of the Call for Proposals. Should the assessment be unsatisfactory, the UNDP will request the PSC to remove the initiative from the project implementation plan and to redistribute the resources.

The training workshop on the procedural aspects of the implementation of the initiatives and the adherence to the agreements with the UNDP on partnership for project implementation will be conducted for the managers and chief accountants of the organizations and the managers of the initiatives simultaneously with their signing of the agreements.

The project personnel will ensure the monitoring of the implementation of the initiatives with the assistance of the authorized personnel of the UN, EU and the MNREP. The periodicity, scope and other requirements to interim (financial and other) reporting will be established by the UNDP and the organizations implementing the initiatives as part of signing the respective agreements.

After the completion of each of the initiatives, a broad coverage of its results in the media will be organized, with a compulsory visual and textual recognition of the contribution of the European Union/UNDP. Besides, PR campaigns will be conducted on the occasion of the completion of the initiatives. The plan of the campaigns is the subject of discussion and approval by the implementing agency and the project personnel.

Within two months of the completion of the initiative, implementing agencies will submit necessary final reports.

#### *Activity 4.3. International cooperation and training*

To broaden international cooperation and build the capacity of the organizations (including CSOs) of Belarus engaged in the monitoring of the quality of atmospheric air and environmental education, the representatives of CSOs and other stakeholders (for example, from the MNREP, Ministry of Education, Academy of Post-Graduate Education, National Centre for Ecology and Local Studies, National Rehabilitation Centre for Children with Disabilities, Hydromet, secondary and middle schools, etc.) will be offered an opportunity to participate in the relevant international events, for example, in conferences, conferences of the Parties to the Aarhus Convention and the Espoo Convention, etc.

Additionally, four study trips will be organized to various EU countries to study the experience of organizing green schools, involvement of the public/CSOs in environmental monitoring, in particular the monitoring of the quality of atmospheric air.

#### *Activity 4.4. Meetings of the Public Environmental Coordinating Council*

To broaden the dialogue between the MNREP and CSOs, the project will provide support in conducting joint events for government bodies and the public (for example, public panel meetings), in particular, at least four meetings of the Public Environmental Coordinating Council. It is preferable that these meetings are held outside Minsk, at national parks/ zakazniki or the pilot sites where EU projects are implemented or at the sites with considerable environmental problems. Among the matters to be discussed during these meetings are the effectiveness of the national and oblast coordinating environmental councils and the full-fledged involvement of CSOs in taking environmental decisions, reports on the work done by CSOs, sharing working experience.

#### *Activity 4.5. Support of the CSOs network in Belarus and their cooperation with government agencies*

Support will be provided in the conduct of the annual environmental forum organized by CSOs, and apart from CSOs the participation of the representatives of government agencies, local authorities, green schools, and other stakeholders will be secured.

Besides, support will be provided in the conduct of the National Ecoforum organized by the MNREP once in two years to strengthen cooperation and narrow the gap between Belarusian CSOs and national and local authorities.

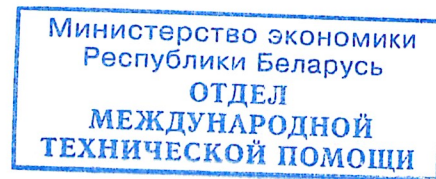
*Activity 4.6. Public relations, ensuring the dissemination of project results and project visibility*

At the beginning of the project the communication strategy will be developed. PR activities will be organized contributing to the improvement of air quality, including cycling and public transport promotion, planting of trees and bushes.

The PR campaign to popularize "green schools" will consist of the following elements:

- i) Motivational activities to involve schools, teachers and pupils in the "Green Schools" Project (contests with prizes, diplomas).
- ii) Working with the media.
- iii) Conduct of PR campaigns on the occasion of the project's milestone activities.

At least 10 videos will be filmed, some of them about civic engagement in environmental decision making. The initial concepts and the videos themselves will be tested in focus groups representing the main target groups. Support will be provided in the implementation of CSOs' and "green schools" environmental campaigns dedicated to important international environmental dates: World Wetlands Day (February 2), World Wildlife Day (March 3), International Birds Day (April 1), International Day for Biological Diversity (May 22), World Environment Day (June 5), Car Free Day (September 22), European Mobility Week, World Habitat Day (the first Monday of October).





**Part III: Results and Resources Framework**

<p><b>Expected result (as set forth in the Results and Resources Framework of the Country Programme):</b>                  3.1: By 2020, policies will have been improved and measures will have been effectively implemented to increase energy efficiency and the production of renewable energy, to protect landscape and biological diversity, and to reduce the anthropogenic burden on the environment.</p>			
<p><b>Outcome indicators (as set forth in the Results and Resources of the Country Programme) including baseline and targets:</b>                  Indicator 3.1.3. The volume of pollutants released into the atmosphere, tonnes (tonnes per one square km). Baseline indicator: 6.62 t/km<sup>2</sup> (2013). Target: 6.49 t/km<sup>2</sup> (by 2020)</p>			
<p><b>Partnership Strategy:</b> Executing Entity - the Ministry of Natural Resources and Environmental Protection of the Republic of Belarus</p>			
<p><b>Project title and ID (ATLAS Award ID):</b> "Civic Engagement in Environmental Monitoring and Improving Environmental Management at the Local Level"                  Project ID: 00096095 Atlas Award ID: 00090215</p>			
EXPECTED OUTPUTS	TARGETS FOR (1-4 YEARS)	INDICATIVE ACTIVITIES / TYPES OF ACTIVITY	RESPONSIBLE PARTIES
<p><b>COMPONENT 1: Establishing / providing support to at least six "environmental monitoring clubs" / public environmental coordinating councils in the regions of Belarus (at least one in each oblast).</b></p>			
<p><b>Baseline:</b>                  1a. Lack of "environmental monitoring" clubs in 2016                  1b. Zero environmental monitoring activities with public participation conducted as part of the project.  <b>Indicators:</b>                  1a. The number of established / supported environmental monitoring clubs at "green schools";                  1b. The number of environmental monitoring trainings conducted as part of the project.</p>	<p>1a. At least seven "environmental monitoring clubs" have been established;                  1b. At least 49 environmental monitoring trainings have been organized for at least 735 participants</p>	<p>1.1. Development and publication of a guide on civic engagement in environmental monitoring.                  1.2. Selection of CSOs and trainings on environmental monitoring for the volunteers - members of ecology clubs.                  1.3. Organization of environmental monitoring clubs                  1.4. Opinion polls on environmental issues.</p>	<p>UNDP, MINREP, CSOs                  UNDP, MINREP, CSOs                  UNDP, MINREP, CSOs                  UNDP, MINREP, CSOs</p>
<p><b>COMPONENT 2: Involvement of at least three CSOs in the design of educational programmes, organization of education on environmental issues, and educational activity at minimum 70 "green schools" of the country</b></p>			<p>211,600</p>
			<p>803,100</p>

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<p><b>Baseline:</b></p> <p>2a. CSOs are not involved in the training sessions on the "green schools" topics;</p> <p>2b. 140 schools are registered as the participants of the "Green Schools" Programme;</p> <p>2c. Zero trainings have been conducted and zero teachers have been trained on the "green schools" topics;</p> <p>2d. Educational programmes for the green schools are outdated and require updating.</p> <p><b>Indicators:</b></p> <p>2a. The number of CSOs involved in trainings on the green schools topics;</p> <p>2b. The number of green schools offering training according to the green schools programme;</p> <p>2c. The number of conducted trainings and the number of trained teachers on the green schools topics;</p> <p>2d. The number of designed/updated educational programmes on the green schools topics.</p>	<p>2a. At least three CSOs are involved in the conduct of trainings for "green schools";</p> <p>2b. At least 280 schools implement the "Green Schools" Programme;</p> <p>2c. At least 42 trainings have been organized, at least 280 teachers have received environmental monitoring training;</p> <p>2d. Five educational programmes on "green school" topics have been designed/updated.</p>	<p>2.1. Basic training on environmental monitoring for the teachers of "green schools".</p> <p>2.2. Publication of guides and other materials for "green schools".</p> <p>2.3. Monitoring of "green schools".</p> <p>2.4. Expanding the "Green Schools" Project to kindergartens and institutions for children with disabilities</p> <p>2.5. Updating the website dedicated to "green schools"</p> <p>2.6. Environmental camp sessions for the teachers and students of "green schools"</p>	<p>UNDP, MNREP, CSOs</p> <p>UNDP, MNREP, CSOs</p> <p>UNDP, MNREP, CSOs</p> <p>UNDP, MNREP, CSOs</p> <p>UNDP, MNREP, CSOs</p> <p>UNDP, MNREP, CSOs</p>	<p>314,485</p>
<p><b>COMPONENT 3: Ensuring cooperation between at least 15 "green schools" and local bodies authorized to perform environmental monitoring regarding data collection and management.</b></p>		<p>3a. At least 16 partnership agreements between "green schools" and local</p>	<p>UNDP, MNREP, CSOs</p>	<p>314,485</p>
<p><b>Baseline:</b></p> <p>3a. The cooperation between the</p>	<p>3a. At least 16 partnership agreements between "green schools" and local</p>	<p>3.1. Establishing of resource centres for "green schools".</p>	<p>UNDP, MNREP, CSOs</p>	<p>314,485</p>

<p>"green schools" and local government and self-government authorized to perform environmental monitoring in data collection and management is non-existent;</p> <p>3b. "Green schools" are not involved in environmental monitoring;</p> <p>3c. Zero training sessions on environmental monitoring topics have been organized as part of the project;</p> <p>3d. There are no "green school" resource centres</p> <p><b>Indicators:</b></p> <p>3a. The number of partnership agreements between "green schools" and local government and self-government authorized to perform environmental monitoring in data collection and management, including the Hydromet;</p> <p>3b. The number of air quality monitoring reports prepared and submitted by "green schools" as part of the project;</p> <p>3c. The number of training sessions on environmental monitoring topics and the number of trained specialists;</p> <p>3d. The number of the visitors of resource centres for the duration of the project.</p>	<p>government and self-government authorized for performing environmental monitoring (including the Hydromet) have been signed;</p> <p>3b. "Green schools" have prepared and submitted at least 500 reports with data on air quality;</p> <p>3c. At least seven trainings have been organized, and at least 140 teachers have been trained; the trainings on environmental monitoring have been conducted by Hydromet specialists;</p> <p>3d. At least 200 persons have visited the established "green schools" resource centres for the duration of the project.</p>	<p>3.2. The purchase of equipment for the monitoring of air quality for "green schools".</p> <p>3.3. A training on environmental monitoring for the teachers of "green schools"</p>	<p>UNDP, MNREP, CSOs</p> <p>UNDP, MNREP, CSOs</p>	<p>1,553,615</p>
<p><b>COMPONENT 4: Involving CSOs in regular consultations with government bodies responsible for environmental issues regarding such activity, and the operation of these CSOs as reliable partners in the implementation of relevant activities</b></p> <p><b>Baseline:</b></p> <p>4a. CSOs have organized zero</p>	<p>4a. At least three national Ecoforums involving CSOs have been organized as</p>	<p>4.1. Further development of the network of Aarhus centres</p>	<p>UNDP, MNREP, CSOs</p>	



<p>awareness-raising activities as part of the project; 4b. The Aarhus centres provide approximately 180 consultations a year; 4c. The public environmental coordinating council conducts four meetings a year; 4d. Zero initiatives have been successfully implemented as part of the project; 4e. Zero stakeholders participate in capacity building activities as part of the project.</p>	<p>activities for the dissemination of project results; 4b. The Aarhus centres provide at least 270 consultations a year; 4c. The public environmental coordinating council has conducted at least 16 meetings; 4d. At least 10 environmental initiatives of CSOs have been implemented in partnership with government bodies; 4e. 80 teachers, representatives of environmental CSOs and government bodies have improved their professional competence abroad.</p>	<p>4.2. Grants for CSOs</p>	<p>UNDP, MNREP, CSOs</p>	
<p><b>Indicators:</b> 4a. The number of activities for the dissemination of results conducted by CSOs as part of the project; 4b. The number of consultations organized by the Aarhus centres a year; 4c. The number of public environmental coordinating council meetings conducted for the project duration; 4d. The number of CSO initiatives successfully implemented as part of the project; 4e. The number of stakeholders involved in professional development activities as part of the project</p>	<p>4.3. International cooperation and training</p>	<p>4.3. International cooperation and training</p>	<p>UNDP, MNREP, CSOs</p>	
	<p>4.4. Meetings of the Public Environmental Coordinating Council</p>	<p>4.4. Meetings of the Public Environmental Coordinating Council</p>	<p>UNDP, MNREP, CSOs</p>	
	<p>4.5. Support of the CSOs network in Belarus and their cooperation with government agencies</p>	<p>4.5. Support of the CSOs network in Belarus and their cooperation with government agencies</p>	<p>UNDP, MNREP, CSOs</p>	
	<p>4.6. Public relations, dissemination of project results and project visibility</p>	<p>4.6. Public relations, dissemination of project results and project visibility</p>	<p>UNDP, MNREP, CSOs</p>	
<p><b>COMPONENT 5. Effective project management</b></p>				
<p>Project implementation</p>		<p>Day-to-day project management, preparation of work plans and reports, risk management, meetings of the PSC, corrective action, etc.</p>	<p>UNDP, MNREP, CSOs</p>	<p>368,228</p>
<p>Contingency reserve</p>				<p>20,000</p>

UNDP general support services (7%)	228,972
<b>GRAND TOTAL</b>	<b>3,500,000</b>

**Part IV: Annual Work Plan and Budget**

**a) Work plan for years 1-4 of the project implementation period**

Activity	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Component 1: Establishing / providing support to at least six "environmental monitoring clubs" / public environmental coordinating councils in the regions of Belarus (at least one in each oblast).</b>																
1.1. Development and publication of a guide on civic engagement in environmental monitoring.																
1.1.1. Development and publication of a guide on involving the public in environmental monitoring, including (if necessary) the development of regulations on regional PECCs.																
1.2.1. Update of the public environmental coordinating councils in all oblasts.																
1.1.3. Conduct of PCEC meetings for the project duration (five PCEC, six meetings each)																
1.2. Selection of CSOs and trainings on environmental monitoring for the volunteers - members of environmental clubs.																





**Component 2: Involvement of at least three CSOs in the design of educational programmes, organization of education on environmental issues, and educational activity at minimum 70 "green schools" of the country.**

<p><b>2.1. Basic training on environmental monitoring for the teachers of "green schools"</b></p>											
<p>2.1.1. Organization and conduct of a competition to select CSOs for: 1) the design of professional development programmes for pedagogues and teachers including distance education and 2) organization of education in the following fields: biodiversity, waste, water supply, energy and community actions.</p>											
<p>2.1.2. The design by the selected CSOs of professional development programmes for pedagogues and teachers (including distance education) in the following fields: biodiversity, waste, water supply, energy and community actions.</p>											
<p>2.1.3. Organization of professional development for pedagogues and teachers (including distance education) in the following fields: biodiversity, waste, water supply, energy and community actions.</p>											
<p><b>2.2. Publication of guides and other materials for "green schools"</b></p>											
<p>2.2.1. Preparation and publication of guides and other materials for "green schools".</p>											
<p>2.2.2. Creation and issue / reissue of study guides, including multimedia and their dissemination/publication on specialized portals on the Internet (at least five guides, including the study guide "Wildlife of Belarus", etc.)</p>											

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<p><b>2.3. Monitoring of "green schools"</b> 2.3.1. Monitoring and management of the "Green Schools" Project</p>															
<p><b>2.4. Expanding the "Green Schools" project to kindergartens and institutions for children with disabilities</b></p>															
<p>2.4.1. Preparation and publication of guides and other materials for "green" kindergartens</p>															
<p>2.4.2. Purchase of demonstration equipment</p>															
<p>2.4.3. Establishing a pilot resource centre for "green schools" at the "National Rehabilitation Centre for Children with Disabilities".</p>															
<p><b>2.5. Updating the website dedicated to "green schools"</b></p>															
<p>2.5.1. Creation and periodic updating of the "green schools" website.</p>															
<p><b>2.6. Environmental camp sessions for the teachers and students of "green schools"</b></p>															
<p>2.6.1. Environmental camp sessions for the teachers and students of "green schools"</p>															
<p>2.6.2. Establishing a pilot resource centre of "green schools" for summer recreation camps at "Zubryonok" / "Madezhda" children's health-improving centres</p>															
<p>2.6.3. Establishing a pilot resource centre for rural "green schools" at the Centre for Folk Arts and Crafts in Kopyś of Orša District</p>															

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**Component 3: Ensuring cooperation between at least 15 "green schools" and local bodies authorized to perform environmental monitoring regarding data collection and management.**

<p><b>3.1. Establishing of resource centres for "green schools".</b></p>																																
<p><b>3.2. The purchase of equipment for the monitoring of air quality for "green schools".</b></p>																																
<p>3.2.1. The purchase of equipment for the monitoring of air quality for "green schools".</p>																																
<p>3.2.2. Purchase of demonstration equipment to for displaying the findings of the monitoring</p>																																
<p>3.2.3. The development (purchase) of an electronic platform for environmental monitoring performed at "green schools"</p>																																
<p>3.2.4. The development of procedures of using monitoring equipment and periodic reporting (electronic log of monitoring)</p>																																
<p><b>3.3. A training on environmental monitoring for the teachers of "green schools"</b></p>																																
<p>3.3.1. Preparation of a teaching guide for the "green schools" and materials on environmental monitoring activity</p>																																
<p>3.3.2. Monitoring of air quality by the "green schools"</p>																																
<p>3.3.3. Joint monitoring ("green schools" and Hydromet). The organization of training courses and workshops promoting cooperation between the schools and local authorities authorized to perform air quality monitoring</p>																																

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**b) Indicative Work Plan, Year 1**

PLANNED ACTIVITIES	TIMEFRAME (year 1)				Responsible party	Source of funding	Budget description		Amount
	Q1	Q2	Q3	Q4					
<b>1.1. Development and publication of a guide on civic engagement in environmental monitoring.</b>							Local consultants	7,500	
1.1.1. Development and publication of a guide on involving the public in environmental monitoring, including (if necessary) the development of regulations on regional PECCs.							Contractual services - companies	24,715	
1.1.2. Update of the public environmental coordinating councils in all oblasts.							Travel expenses	4,000	
1.1.3. Conduct of PCEC meetings for the project duration (five PCEC, six meetings each)							Audio, video and printed materials	2,000	
<b>1.2. Selection of CSOs and trainings on environmental monitoring for the volunteers - members of environmental clubs.</b>							UNDP Programme support	1,950	
1.2.1. Organization and conduct of a competition to select CSOs for: 1) design of educational programmes including distance education, and 2) organization of training on the issues covered by the Aarhus Convention and on environmental monitoring.									
1.2.2. The design by the selected CSO of educational programmes on environmental monitoring and the Aarhus Convention					MNREP, UNDP	EU			
1.2.3. Organization of training on environmental monitoring and the Aarhus Convention									
<b>1.3. Organization of environmental monitoring clubs.</b>									
1.3.1. An inception workshop									
1.3.2. Development of regulations on "environmental monitoring clubs".									
1.3.3. Selection of "green schools" and establishment of "environmental monitoring clubs" at these schools									
1.3.4. Establishing / providing support to "environmental monitoring clubs" at "green schools"									
<b>1.4. Opinion polls on environmental issues</b>									
							<b>Subtotal Component 1</b>	<b>40,165</b>	

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	74200	Audio, video and printed materials	10,900
	64397/74596	UNDP Programme support	1,950
		<b>Subtotal Component 4</b>	<b>149,885</b>

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c) Budget, 4 years

Result / Activity in Atlas	Responsible party / Contractor	Financing ID	Donor Name	Budget Code EPR / Atlas	ATLAS Budget Description	TOTAL amount (EUR)	Amount, Year 1 (EUR)	Amount, Years 2-4 (EUR)
Component 1	MNREP/UNDP		EU	71300	Local consultants	36,000	7,500	28,500
				72100	Contractual services - companies	89,500	24,715	64,785
				71600	Travel expenses	16,000	4,000	12,000
				74200	Audio, video and printed materials	2,000	2,000	0
				72200	Equipment and furniture	60,000	0	60,000
				64397/74596	UNDP Programme support	8,100	1,950	6,150
<b>Subtotal Component 1</b>						<b>211,600</b>	<b>40,165</b>	<b>171,435</b>
Component 2	MNREP/UNDP		EU	71300	Local consultants	52,500	17,250	35,250
				71600	Travel expenses	16,000	11,200	4,800
				72100	Contractual services - companies	323,000	15,500	307,500
				74200	Audio, video and printed materials	8,000	0	8,000
				72200	Equipment and furniture	395,500	0	395,500
				64397/74596	UNDP Programme support	8,100	1,950	6,150
<b>Subtotal Component 2</b>						<b>803,100</b>	<b>45,900</b>	<b>757,200</b>
Component 3	MNREP/UNDP		EU	71300	Local consultants	22,500	8,250	14,250
				71400	Contractual services - individuals	69,000	15,000	54,000
				71600	Travel expenses	16,000	4,000	12,000
				72100	Contractual services - companies	84,500	0	84,500
				72200	Equipment and furniture	100,000	0	100,000
				74200	Audio, video and printed materials	14,385	0	14,385



			64397/74596	UNDP Programme support	8,100	1,950	6,150
<b>Subtotal Component 3</b>					<b>314,485</b>	<b>29,200</b>	<b>285,285</b>
<b>Component 4</b>	<b>MNREP/UNDP</b>	<b>EU</b>	71200	International Consultants	20,000	5,000	15,000
			71300	Local consultants	5,625	3,375	2,250
			71400	Contractual services - individuals	165,950	34,550	131,400
			71600	Travel expenses	96,140	17,710	78,430
			72100	Contractual services - companies	194,200	41,400	152,800
			72200	Equipment and furniture	35,000	35,000	0
			72600	Grants	1,000,000	0	1,000,000
			74200	Audio, video and printed materials	28,600	10,900	17,700
<b>Subtotal Component 4</b>					<b>1,553,615</b>	<b>149,885</b>	<b>1,403,730</b>
<b>Component 5</b>	<b>MNREP/UNDP</b>	<b>EU</b>	71400	Contractual services - individuals	189,600	38,400	151,200
			71600	Travel expenses	12,800	3,240	9,560
			72100	Contractual services - companies	2,880	720	2,160
			72200	Equipment and furniture	14,628	14,628	0
			72400	Communication services	12,000	3,000	9,000
			72500	Supplies	4,800	1,200	3,600
			73100	Rent and maintenance - premises	45,120	11,280	33,840
<b>Subtotal Component 5</b>					<b>368,228</b>	<b>94,068</b>	<b>274,160</b>
<b>Contingency reserve</b>					<b>20,000</b>	<b>5,000</b>	<b>15,000</b>
<b>UNDP Administrative expenses</b>					<b>228,972</b>	<b>25,495</b>	<b>203,477</b>
<b>TOTAL - Project</b>					<b>3,500,000</b>	<b>389,713</b>	<b>3,110,287</b>

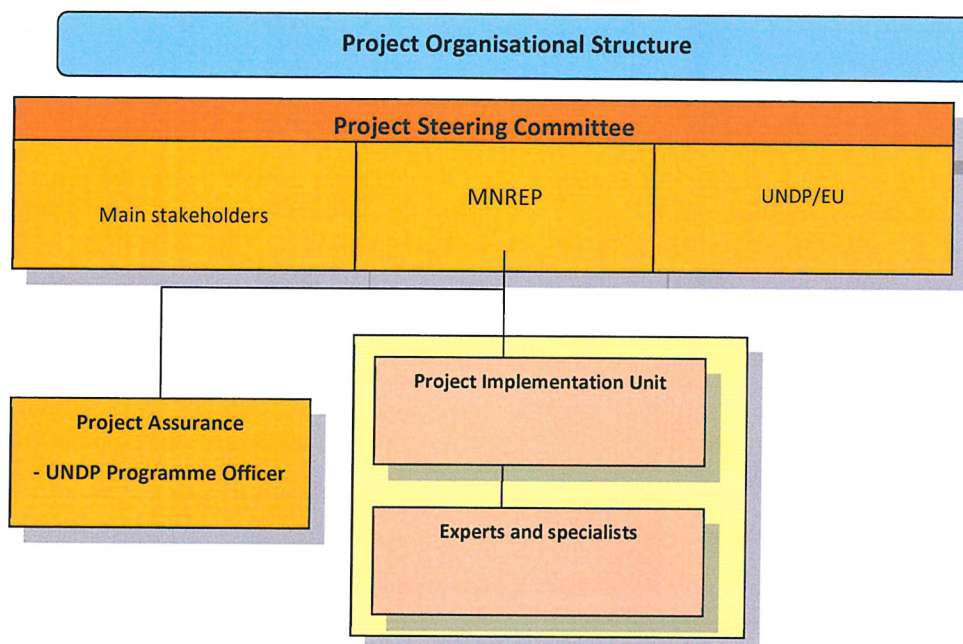
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## Part V. Project management

The Ministry of Natural Resources and Environmental Protection (MNREP) of the Republic of Belarus will act as the Executing Entity (EE) for this Project, and will bear responsibility for overall coordination of Project implementation, efficient use of resources and achievement of planned results. The EE (Executing Entity) cooperates closely with the UNDP to ensure full implementation of planned activities and achievement of project goals. The MNREP will appoint the National Project Coordinator (NPC) who will ensure general coordination and complex support of the project for and on behalf of the MNREP. The organizational structure of the Project shown below will include Project Steering Committee (PSC), Project Assurance and Project Implementation Unit (PIU).



The Project Steering Committee will be established at the initial stage of the project and will monitor its implementation, guide project activities, support the project in achieving its intended outputs. The Chair of the PSC is the National Project Coordinator. At the initial stage of project implementation the MNREP and the UNDP will develop and approve the rules of the PSC, including the list of members. The PSC will consist of the representatives of the key stakeholders, including the MNREP, the Ministry of Education of the Republic of Belarus, Ministry of Economy, CSOs, UNDP Office in Belarus and the Delegation of the European Union to Belarus. If necessary, other participants may be invited to PSC meetings, but in so doing the number of participants must be limited to ensure that the PSC remains functional.

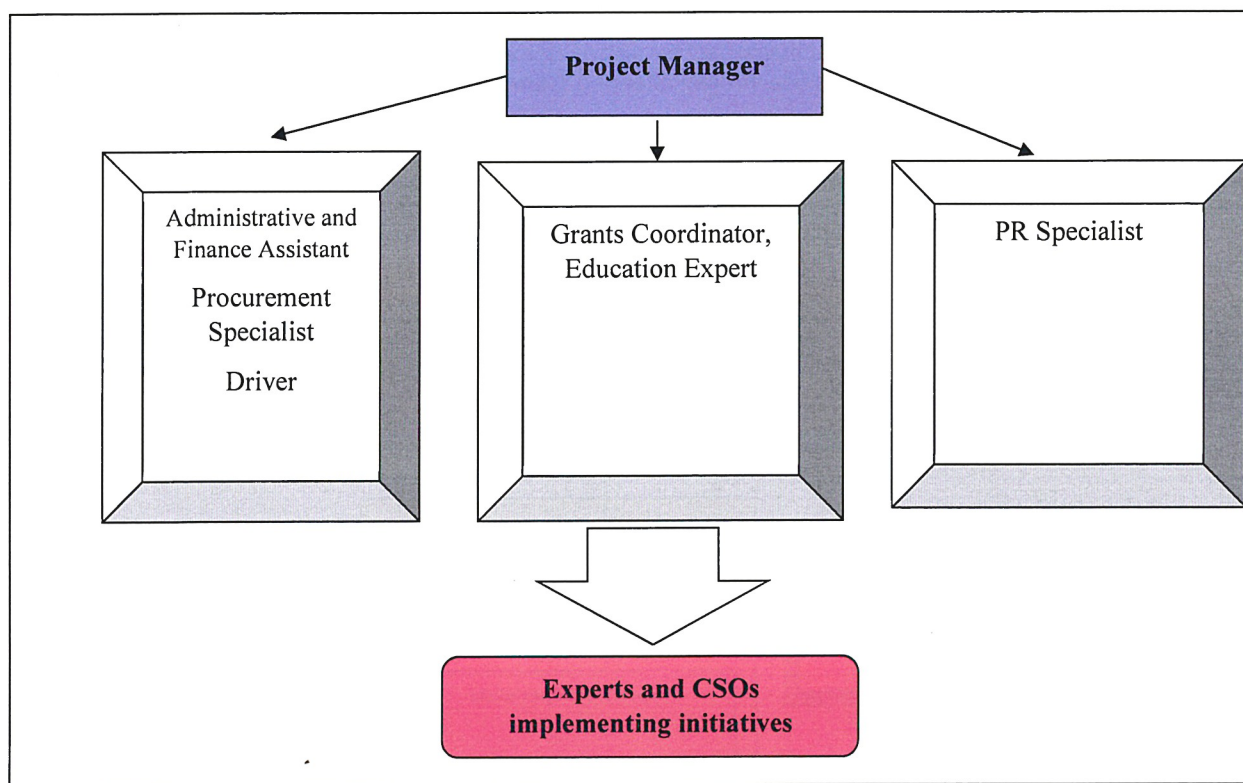
The Project Manager participates in PSC meetings without the right to vote and is responsible for minute taking and summarizing of speeches and discussions. The first PSC meeting will take place within 6 months of the beginning of the Project. After that the Committee will meet at least two times a year to discuss the questions related to the implementation of the project. If necessary, PSC meetings may be held more frequently. Suggested Terms of Reference for the PSC is given in Annex II.

Project assurance means objective and independent project oversight and monitoring. The project assurance function rests with the UNDP Programme Officer for environmental issues of the UNDP Office in Belarus.

The day-to-day management of the project will be carried out by a Project Implementation Unit under the overall guidance of the UNDP Resident Representative in Belarus and the National Project Coordinator. The PIU will include Project Manager (PM), Administrative and Finance Assistant, Procurement Specialist (for two years), Grants Coordinator, Education Expert (part-time employment), PR Specialist, and Driver. Project staff will be selected through an open competitive process in accordance with the UNDP rules and procedures in effect with due regard for the consultations between the UNDP and the MNREP. In addition to the PIU, the Programme Officer of Energy and Environmental Portfolio of the UNDP Office will be responsible for overseeing the process of project implementation. The Programme Associate of the UNDP Office will be responsible for the ensuring links to other similar initiatives and projects and will be reimbursed

in proportion to the time spent on project implementation according to the time sheet, but no more than 30% of his/her working hours.

### Project Implementation Unit



At the request of the Executing Entity the UNDP Office may also provide assistance in the procurement of the required consultants' services and other project resources, and also administer required contracts. Besides, the UNDP Office will ensure support to the coordination and the interaction with the relevant organizations and programmes in the country. The list of services, which the UNDP Office in Belarus may provide to support project implementation, is given in Annex I.

The Project provides for several categories of expenditures for maintaining the project office, including the following:

- General expenses: to support the implementation of all activities the budget of the Project includes expenses related to the rent of the pProject's office in Minsk, office safety, communication and internet, consumables and maintenance of office equipment.
- Transport: a car (a minivan) will be purchased to arrange many trips around Belarus planned as part of project implementation. This also implies expenses related to the maintenance of the car and purchase of fuel, oils and other consumables for the car, for securing safe trips of the project personnel.
- Expenses for the maintenance and repairs of the equipment: these expenses are related to utility payments and equipping project office with necessary furniture and computer equipment.

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## PART VI: PROJECT MONITORING FRAMEWORK

Project monitoring will be conducted in accordance with the established UNDP procedures. UNDP will assess progress, identifying operational difficulties, alerting relevant staff to implementation problems and other problem areas, and recommending corrective / remedial action.

Monitoring of the project will be an ongoing activity ensuring the transformation of inputs through activities into outputs and the planned and stated results according to the work plan. Specifically the monitoring process will include the following:

- collecting baseline data for major indicators and measuring performance against the baseline information;
- standardized exchange of information between all involved parties in the implementation of the project to ensure that activities are implemented in an appropriate and coordinated way;
- recording of minutes of envisaged meetings organized by the various actors involved in project implementation will assist in monitoring processes and procedures.

The representatives of the EU Delegation will be invited to participate in the key monitoring and project implementation assessment processes. The results of these processes will be sent to the EU in the form of reports. This is without prejudice to any other evaluation procedure that the EU may wish to perform as a donor.

Project audit will be conducted in accordance with the established UNDP procedures.

### Quality Control of the Results of Project Activities

<b>COMPONENT 1</b>	<b>Establishing / providing support to at least six “environmental monitoring clubs” / public environmental coordinating councils in the regions of Belarus (at least one in each oblast).</b>	Start: 2017 Completion: 2020
<b>Objective</b>	Establish cooperation between CSOs and government environmental protection agencies at the regional level	
<b>Description</b>	To achieve this objective activities 1.1 - 1.3 will be implemented	
<b>Quality assessment criteria</b>	<b>Assessment method</b>	<b>Assessment timeframe</b>
The attitude of the public towards the importance of environmental problems, the role of governmental and non-governmental actors in addressing environmental problems has changed to the better. 1. At least 50% of oblast coordinating environmental centres are operating intensively, 2. At least 50% of requests to Aarhus centres come from the regions, not just from Minsk.	Websites of oblast committees for environmental protection; Records of oblast PECCs; Project report. Country reports to the Aarhus Convention Secretariat; The statistics of the Aarhus centres.	on a quarterly basis
<b>COMPONENT 2</b>	<b>Involvement of at least three CSOs in the design of educational programmes, organization of education on environmental issues, and educational activity at minimum 70 “green schools” of the country</b>	Start: 2017 Completion: 2020
<b>Objective</b>	Involve CSOs in the development and conduct of environmental trainings and “green schools” educational programme throughout the country	
<b>Description</b>	To achieve this objective activities 2.1 - 2.6 will be implemented	
<b>Quality assessment criteria</b>	<b>Assessment method</b>	<b>Assessment timeframe</b>

1. At least 75% of schools participating in trainings meet the criteria for "green schools" and are eligible for certification 2. Every quarter at least 500 unique visitors browse the website dedicated to "green schools"	Project reports. Monitoring reports. Website statistics.	on a quarterly basis
<b>COMPONENT 3</b>	<b>Ensuring cooperation between at least 15 "green schools" and local bodies authorized to perform environmental monitoring regarding data collection and data management.</b>	Start: 2017 Completion: 2020
<b>Objective</b>	Establish cooperation between "green schools" and the Hydromet for data collection and management	
<b>Description</b>	To achieve this objective activities 3.1 - 3.3 will be implemented	
<b>Quality assessment criteria</b>	<b>Assessment method</b>	<b>Assessment timeframe</b>
1. Not less than 100% of the schools, which received the equipment, periodically submit environmental data to the Hydromet. 2. Every year, at least one national event on the quality of atmospheric quality is organized jointly with the Hydromet	Project reports. Publication in the media. Hydromet reports.	on a yearly basis
<b>COMPONENT 4</b>	<b>Involving CSOs in regular consultations with government bodies responsible for environmental issues regarding such activity, and the operation of these CSOs as reliable partners in the implementation of relevant activities.</b>	Start: 2017 Completion: 2020
<b>Objective</b>	CSOs participate in periodic consultations with the environmental government agencies and act as reliable partners in the activity for the implementation of environmental policies.	
<b>Description</b>	To achieve this objective activities 4.1 - 4.6 will be implemented	
<b>Quality assessment criteria</b>	<b>Assessment method</b>	<b>Assessment timeframe</b>
1. 100% of inquiries / requests to the Aarhus centres are processed within one month. 2. The awareness and the involvement of the communities in the implementation of environmental policies have improved.	Project report. Country reports to the Aarhus Convention Secretariat. Websites of the Aarhus centres. Poll results	on a quarterly basis

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## **PART VII: LEGAL CONTEXT**

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of Belarus and UNDP, signed on 24 September 1992.

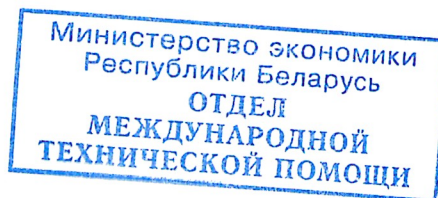
Consistent with the Article III of the Standard Basic Assistance Agreement, the responsibility for the safety and security of the executing entity and its personnel and property, and of UNDP's property in the executing entity's custody, rests with the executing entity.

The executing entity shall:

- put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
- assume all risks and liabilities related to the executing entity's security, and the full implementation of the security plan.

UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of this Agreement.

The executing entity agrees to undertake all reasonable efforts to ensure that none of the UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.



## Part VIII: Annexes

### Annex I. Provision of UNDP Country Office Support Services in the Implementation of the Project "Civic Engagement in Environmental Monitoring and Improving Environmental Management at the Local Level"

The UNDP Office in Belarus may provide at the request of the Executing Entity the following support services for the implementation of activities of the project:

- Payments, disbursements and other financial transactions;
- Recruitment of project personnel and consultants;
- Procurement of goods and services;
- Organization of training activities, conferences and workshops.

The support services provided by the UNDP country office shall be in accordance with the UNDP regulations, rules, policies and procedures. Direct project costs incurred with regards to UNDP support services are to be recovered to UNDP.

Pursuant to the relevant provisions of the Standard Basic Assistance Agreement between the Government of Belarus and the United Nations Development Programme, signed September 24, 1992, and the provisions of the Project Document, the provisions on liability, privileges and immunities shall apply. The Government shall retain overall responsibility for the nationally managed project through its Executing Entity. The responsibility of the UNDP country office for the provision of the support to the Executing Entity shall be limited to the services detailed in the table below. Any claim or dispute arising under or in connection with the provision of support by the UNDP country office shall be handled pursuant to the relevant provisions of the Standard Basic Assistance Agreement.

In accordance with the provisions of the project document "Public Participation in Environmental Monitoring and Improved Environmental Protection and Management at the Local Level", the UNDP country office shall provide support at the request of the Executing Entity as described in the table below. Cost-recovery by UNDP country office for direct project costs shall be funded from the project budget in a way specified in the table below.

**Table:** Description of the provision of UNDP Country Office Support Services in the Implementation of the Project "Civic Engagement in Environmental Monitoring and Improving Environmental Management at the Local Level"

Support Services	Schedule for the provision of the support services	Cost to UNDP of providing such support services (where appropriate)	Amount and method of reimbursement of UNDP (where appropriate)
Processing of payments	Based on request for payment	The cost of assigned staff	Reimbursement of actually incurred costs based on time spent and salary
Procurement of goods and services	Based on request and project annual work plan	The cost of assigned staff	Reimbursement of actually incurred costs based on time spent and salary
Staff and consultants' selection and recruitment process	Based on request and project annual work plan	The cost of assigned staff	Reimbursement of actually incurred costs based on time spent and salary
Travel arrangements	Based on request and project annual work plan	The cost of assigned staff	Reimbursement of actually incurred costs based on time spent and salary
Administrative support service (pouch service, visa support, customs clearance, etc.)	Based on request and project annual work plan	The cost of assigned staff	Reimbursement of actually incurred costs based on time spent and salary



Support Services	Schedule for the provision of the support services	Cost to UNDP of providing such support services (where appropriate)	Amount and method of reimbursement of UNDP (where appropriate)
IT support service	Based on request	The cost of assigned staff	Reimbursement of actually incurred costs based on time spent and salary

If the terms of service provision change during the life of the project, the annex may be revised upon mutual agreement of the UNDP Resident Representative and the Executing Entity.

**International Public Sector Accounting Standards** are financial reporting standards used in UNDP.

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## **Annex II: Tentative Terms of Reference for the Project Steering Committee**

The Project Steering Committee (PSC) will be created to monitor the project implementation and advising on strategic project issues. It shall consist of the representatives of the following organizations:

- 1 representative of the Executing Entity - the Ministry of Natural Resources and Environmental Protection;
- 1 representative of the Ministry of Economy;
- 1 representative of the Ministry of Education;
- 1 representative of each of the Oblast and Minsk City Executive Committees;
- 1 representative of the UNDP;
- 1 representative of the EU;
- 1 representative of the Hydromet;
- 2 representatives of environmental CSOs.

Each organization mentioned above shall appoint its representative to the PSC. The National Project Coordinator from the MNREP shall act as the Chairperson. The first PSC meeting will take place within 6 months of the registration of the Project.

### **1. FUNCTIONS**

The main functions of the PSC are as follows:

- Analysis and elaboration of recommendations on the project implementation strategy and long-term planning.
- Support to the implementation of the project.
- Review and approval of annual work plans and key project documents related to the conduct of calls for proposals to award grants, etc.
- Review and approval of annual, mid-term and final reports.
- Evaluation of the achieved project results.

### **2. PROCEDURES**

- The PSC shall be convened as deemed necessary but at least twice a year.
- The first meeting of the PSC members shall be organized immediately after project registration.
- The Project Manager shall act as the PSC executive secretary. He/she shall also be responsible for the preparation of materials required for the PSC meetings. The executive secretary does not vote on the PSC decisions but has an advisory function.
- The time and venue of the sittings shall be coordinated by the executive secretary with its members. Each PSC member must be informed of the venue, time and agenda in advance.
- The PSC meetings are deemed duly constituted and quorate if at least half of the PSC members are present.
- In exceptional cases, the PSC members may be interviewed by telephone or email.
- All organizations involved in the project are entitled to submit proposals to the PSC.
- The Chairperson and the UNDP representative sign the PSC meeting minutes.
- The PSC decisions are taken by the consensus of the participants.
- If necessary, representatives of the relevant government agencies, business associations and CSOs may be invited to the Committee meetings.
- PSC members will take the decision on the recipients of the equipment purchased as part of the project during a PSC meeting.

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### **Annex III: Tentative Terms of Reference for Project Manager (job description)**

**Project title:** " Civic Engagement in Environmental Monitoring and Improving Environmental Management at the Local Level "

**Project position:** Project Manager

**Duty Station:** UNDP, Minsk, Republic of Belarus

**Duration of Assignment:** 1 year with a possibility of extension (full-time)

#### **Scope of Assignment:**

##### General information

Project Manager assumes overall responsibility for the successful implementation of all project activities and the achievement of planned project outputs. He/she works under the supervision of UNDP and in coordination with the National Project Coordinator appointed by the Ministry of Natural Resources and Environmental Protection of the Republic of Belarus (MNREP).

The objective of the assignment is to ensure effective project management and monitoring.

##### Responsibilities

- Supervise and coordinate the project to ensure its results are achieved in accordance with the Project Document and the rules and procedures established in the UNDP Programming Manual;
- Supervise and coordinate the work of the Project team, including regional offices;
- Assume primary responsibility for the day-to-day project management both organizational and substantive matters, budget planning and general monitoring of the project;
- Prepare detailed annual work plans to be approved by UNDP Resident Representative and National Project Coordinator, ensure adherence thereto;
- Draft terms of reference for national consultants and subcontractors in line with relevant UNDP procedures;
- Prepare annual project reports in line with UNDP procurement policies and any other reports requested by the MNREP or UNDP;
- Control spending, commitments and balance of funds across project's budget items;
- Assume overall responsibility for meeting financial delivery targets set out in the agreed annual work plans, reporting on project funds and related record keeping;
- Guide and coordinate the work of national and international consultants and subcontractors and oversee its compliance with the agreed work plans;
- Organize and supervise workshops and trainings needed during the project;
- Liaise with relevant ministries, national institutes and other relevant institutions in order to involve their staff in project activities as necessary and gather and disseminate information relevant to the project;
- Ensure adequate information flow, discussions and feedback among the various stakeholders of the project;
- Coordinate project activities with other related technical assistance programs in Belarus;
- Maintain regular contact with the UNDP Country Office and the National Project Coordinator on project implementation issues of their respective competence;
- Undertake any other actions related to the project as requested by UNDP or the National Project Coordinator.

##### Qualifications:

- A university degree in ecology, economy, environmental management, energy, sustainable development, public administration or management; an advanced degree or further training in these or similar areas would be an asset;
- Working knowledge of UNDP rules and regulations is an asset;
- Minimum 2 years of relevant professional work experience in international project management;
- Computer literacy;
- Fluency both in written and spoken English, Belarusian and Russian is required.

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**Annex IV: Risk Analysis. Offline Risk Log**

№	Description	Date Identified	Type	Impact & probability	Countermeasures / measures of minimization	Owner
1	Project registration delay	May 2017	Operational	Project registration delay will postpone the start of the project, which in its turn will result in less time available to implement the planned activities. The packed project implementation schedule can have an adverse effect on the quality of the expected project outputs.	Intensive initial consultations with all government bodies responsible for project registration.	UNDP
2	Lack of initiative of the local communities, limited capabilities of the local authorities and/or absence of the management of education departments at the local level.	May 2017	Organizational Regulatory	Limitations of programme project activities	<p>The risk is mitigated through the provision of information and awareness raising, which is a part of the initial project activities, and active participation of oblast executive committees.</p> <p>The MNREP will facilitate dialogue and partnership between individuals, public utility organizations, businesses and civil society organizations.</p>	UNDP, MNREP
3	CSOs are not willing to participate in the implementation of project activities.	May 2017	Organizational	Failure to achieve the overall project goal - involving civil society in environmental monitoring and decision-making processes.	Active consultations with relevant CSOs regarding the scope of the project. Engaging a CSO expert in project preparation. Establishing dialogue between government agencies, in particular, MNREP and CSOs on engaging CSOs in project implementation.	UNDP

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## Annex V: Preliminary list of equipment for resource centres of “green schools”

(the final list of equipment to be procured will be approved by PSC<sup>6</sup>)

*Equipment (works, services) for the main resource center of "green" schools (National Centre for Ecology and Local Studies)*

The equipment for a multifunctional laboratory (furniture, wall-mounted screen, ORP-meter, multifunctional laboratory, sets of stitches, magnifying glass Celestron X10 .X6 (or analog), software, electronic analytical balance, digital USB-microscope Levenhuk DTX90 with connection of a mini- express laboratory to computer for the study of soil, water, air, products, field laboratory (or analog)	1 set
Equipment for a methodical study (video projector, mobile computer class, interactive table, interactive panel, interactive survey system, interactive whiteboard, information stands, wireless Internet access point, computer programs, methodical literature)	1 set
Complete equipment for air monitoring	1 set
Complete equipment for environmental workshops	1 set
Organization of a pilot site for environmental experiments (growing trees, bushes of various breeds)	1 site

*Monitoring equipment for monitoring clubs and resource centers*

Meteostation Davis Vantage Pro2 Plus 6162EU (or analog)	16 pcs.
Interface for WeatherLink 6510USB (or analog)	16 pcs.
Meteorometer МЭС-200А (or analog)	16 pcs.
Wearable air quality analyzer with GPS and GSM	32 pcs.
Automatic sludge collector	16 pcs.
PH-meter stationary	16 pcs.
Conductometer stationary for measuring conductivity	16 pcs.
Digital camera	16 pcs.
Digital USB Microscope	16 pcs.
Personal Computer	16 pcs.
Color printer	16 pcs.
LED - panel (TV) for displaying the results of monitoring	16 pcs.
Multimedia projector, screen, accessories	16 sets
Magnifier x10 with illumination	16 pcs.
Set for researching the water chemistry	16 sets
Set for researching the soil chemistry	16 sets
Set for Chemical and Biological research	16 sets
Test-set of sanitary-food express laboratory	16 sets

*Equipment (works, services) for the resource center at national children's health-improving centre “Zubryonok”*

<sup>6</sup> Proposals on the equipment (works, services) for children's Republican Health-improving centre and at the Centre for Folk Arts and Crafts in Kopyś will be developed by the PIU during the project implementation and approved by the PMC

Construction of a demonstration "green house" (a detached building on the "Environmentally Intelligent House" system), including a set of solar panels, a wind generator, a heat pump for building engineering support	1 building
Equipment for a methodical study (video projector, mobile computer class, interactive table, interactive panel, interactive survey system, interactive whiteboard, information stands, wireless Internet access point, computer programs, methodical literature)	1 set
A set of environmental monitoring equipment "I am an ecologist" (water, air, hydrobiontes, health indicators, soil, food, radiation, etc.)	1 set
Organization of a pilot site for environmental experiments (growing trees, bushes of various breeds)	1 site

*Equipment (works, services) for the resource center at national children's health-improving centre «Nadezhda»*

Furniture for Resource Center (student furniture, teacher's furniture, cabinets)	1 set
A set of environmental monitoring equipment "I am an ecologist" (water, air, hydrobiontes, health indicators, soil, food, radiation, etc.)	1 set
Magnetic whiteboard	1 pc
Information and visual stands	1 set
Street information-visual stands	1 set.
Design and construction of the summer class of the "Green School" for classes with children	1 class
Interactive demonstration equipment for protection of the environment for lessons with children	1 set

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# Social and Environmental Screening

## Project Information

<b>Project Information</b>	
1. Project Title	Civic Engagement in Environmental Monitoring and Improving Environmental Management at the Local Level
2. Project Number	00096095
3. Location (Global/Region/Country)	Belarus

## Part A. Integrating Overarching Principles to Strengthen Social and Environmental Sustainability

### QUESTION 1: How Does the Project Integrate the Overarching Principles in order to Strengthen Social and Environmental Sustainability?

*Briefly describe in the space below how the Project mainstreams the human-rights based approach*

The project will promote the civil society involvement in environmental decision making

*Briefly describe in the space below how the Project is likely to improve gender equality and women's empowerment*

Women and woman organizations will be involved in the project implementation process. In filling the project experts positions, priority will be given to women candidates (in cases when all the key required qualifications are equal to those of male candidates)

*Briefly describe in the space below how the Project mainstreams environmental sustainability*

The project aims at enhancing the country air quality monitoring system along with improving the national system of environmental education for children

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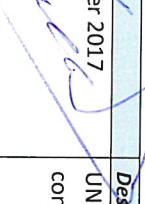

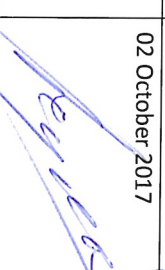
## Part B. Identifying and Managing Social and Environmental Risks

<b>QUESTION 2: What are the Potential Social and Environmental Risks?</b> <i>Note: Describe briefly potential social and environmental risks identified in Attachment 1 – Risk Screening Checklist (based on any “Yes” responses). If no risks have been identified in Attachment 1 then note “No Risks Identified” and skip to Questions 4 and Select “Low Risk” . Questions 5 and 6 not required for Low Risk Projects.</i>	<b>QUESTION 3: What is the level of significance of the potential social and environmental risks?</b> <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 6</i>	<b>QUESTION 6: What social and environmental assessment and management measures have been conducted and/or are required to address potential risks (for Risks with Moderate and High Significance)?</b>											
<b>Risk Description</b>	<b>Impact and Probability (1-5)</b>  <b>Significance (Low, Moderate, High)</b>	<b>Description of assessment and management measures as reflected in the Project design. If ESIA or SESA is required note that the assessment should consider all potential impacts and risks.</b>											
Risk 1: Surface/ground water pollution from potential construction of an educational facility at the Zubryonak children’s permanent camp.	I = 2 P = 1  Low	(i) The construction works will be of a small scale. (ii) At the designing stage, due consideration will be given to the small building location to avoid water pollution. Environmental Impact Assessment (EIA) institute is well established in Belarus and EIA procedure is applied routinely to the respective development projects, including public consultations. EIA, if required, will be conducted at the design documentation preparation stage.											
Risk 2; low interest from women organizations to take part in the project	I = 2 P = 2  Low	Gender analysis of the project is being conducted and recommendations on how to address the gender issues in the project are to be formulated by the time the project is operational											
<b>QUESTION 4: What is the overall Project risk categorization?</b>													
<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1134 943 1161 1995">Select one (see SESP for guidance)</th> <th data-bbox="1134 347 1161 943">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1161 943 1305 1995"> <table border="1"> <tr> <td data-bbox="1161 943 1305 1010">Low Risk</td> <td data-bbox="1161 1010 1305 1077">V</td> </tr> </table> </td> <td data-bbox="1161 347 1305 943">                     The project is of an educational nature and the only minor risk is associated with potential construction of educational facility at the Zubryonak permanent children camp. The respective risk assessment and mitigation measures are well established in Belarus and are implemented routinely.                 </td> </tr> <tr> <td data-bbox="1305 943 1331 1995"> <table border="1"> <tr> <td data-bbox="1305 943 1331 1010">Moderate Risk</td> <td data-bbox="1305 1010 1331 1077"><input type="checkbox"/></td> </tr> </table> </td> <td></td> </tr> </tbody> </table>			Select one (see SESP for guidance)		Comments	<table border="1"> <tr> <td data-bbox="1161 943 1305 1010">Low Risk</td> <td data-bbox="1161 1010 1305 1077">V</td> </tr> </table>	Low Risk	V	The project is of an educational nature and the only minor risk is associated with potential construction of educational facility at the Zubryonak permanent children camp. The respective risk assessment and mitigation measures are well established in Belarus and are implemented routinely.	<table border="1"> <tr> <td data-bbox="1305 943 1331 1010">Moderate Risk</td> <td data-bbox="1305 1010 1331 1077"><input type="checkbox"/></td> </tr> </table>	Moderate Risk	<input type="checkbox"/>	
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Moderate Risk	<input type="checkbox"/>												



QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?		Comments
Check all that apply		
<i>Principle 1: Human Rights</i>	<input checked="" type="checkbox"/>	Positive impact expected
<i>Principle 2: Gender Equality and Women's Empowerment</i>	<input checked="" type="checkbox"/>	Proactive involvement of women and women organization during the project implementation stage will be ensured by UNDP
<i>1. Biodiversity Conservation and Natural Resource Management</i>	<input type="checkbox"/>	
<i>2. Climate Change Mitigation and Adaptation</i>	<input checked="" type="checkbox"/>	Positive impact expected from the air quality monitoring enhanced
<i>3. Community Health, Safety and Working Conditions</i>	<input type="checkbox"/>	
<i>4. Cultural Heritage</i>	<input type="checkbox"/>	
<i>5. Displacement and Resettlement</i>	<input type="checkbox"/>	
<i>6. Indigenous Peoples</i>	<input type="checkbox"/>	
<i>7. Pollution Prevention and Resource Efficiency</i>	<input checked="" type="checkbox"/>	Positive impact expected from the air quality monitoring enhanced

### Final Sign Off

Signature	Date	Description
QA Assessor Igar Tchoulba, Programme Officer	02 October 2017 	UNDP staff member responsible for the Project, typically a UNDP Programme Officer. Final signature confirms they have "checked" to ensure that the SESP is adequately conducted.
QA Approver Viacheslav Shelegeiko Head of Strategic Support Unit		UNDP senior manager, typically the UNDP Deputy Country Director (DCD), Deputy Resident Representative (DRR), or Resident Representative (RR). The QA Approver cannot also be the QA Assessor. Final signature confirms they have "cleared" the SESP prior to submittal to the PAC.
PAC Chair Igar Tchoulba, Programme Officer	02 October 2017 	UNDP chair of the PAC. In some cases PAC Chair may also be the QA Approver. Final signature confirms that the SESP was considered as part of the project appraisal and considered in recommendations of the PAC.

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## SESP Attachment 1. Social and Environmental Risk Screening Checklist

<b>Checklist Potential Social and Environmental Risks</b>	
<b>Principles 1: Human Rights</b>	<b>Answer (Yes/No)</b>
1. Could the Project lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
2. Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? <sup>1</sup>	No
3. Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	No
4. Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	No
5. Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	No
6. Is there a risk that rights-holders do not have the capacity to claim their rights?	No
7. Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
8. Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
<b>Principle 2: Gender Equality and Women's Empowerment</b>	
1. Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	No
2. Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
3. Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	No
4. Would the Project potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services? <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	No

<sup>1</sup> Prohibited grounds of discrimination include race, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, national or social or geographical origin, property, birth or other status including as an indigenous person or as a member of a minority. References to "women and men" or similar is understood to include women and men, boys and girls, and other groups discriminated against based on their gender identities, such as transgender people and transsexuals.

<b>Principle 3: Environmental Sustainability:</b> Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below	
<b>Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management</b>	
1.1 Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services?  <i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	No
1.2 Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	No
1.3 Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4 Would Project activities pose risks to endangered species?	No
1.5 Would the Project pose a risk of introducing invasive alien species?	No
1.6 Does the Project involve harvesting of natural forests, plantation development, or reforestation?	No
1.7 Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	No
1.8 Does the Project involve significant extraction, diversion or containment of surface or ground water?  <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	No
1.9 Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	No
1.10 Would the Project generate potential adverse transboundary or global environmental concerns?	No
1.11 Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area?  <i>For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.</i>	No
<b>Standard 2: Climate Change Mitigation and Adaptation</b>	



2.1	Will the proposed Project result in significant <sup>2</sup> greenhouse gas emissions or may exacerbate climate change?	No
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental vulnerability to climate change now or in the future (also known as maladaptive practices)?  <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	No
<b>Standard 3: Community Health, Safety and Working Conditions</b>		
3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	No
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No
3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	No
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	No
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	No
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	No
3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	No
3.9	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	No
<b>Standard 4: Cultural Heritage</b>		
4.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	No

<sup>2</sup> In regards to CO<sub>2</sub>, 'significant emissions' corresponds generally to more than 25,000 tons per year (from both direct and indirect sources). [The Guidance Note on Climate Change Mitigation and Adaptation provides additional information on GHG emissions.]

4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
<b>Standard 5: Displacement and Resettlement</b>		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	No
5.2	Would the Project possibly result in economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	No
5.3	Is there a risk that the Project would lead to forced evictions? <sup>3</sup>	No
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	No
<b>Standard 6: Indigenous Peoples</b>		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No
6.3	Would the proposed Project potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the Project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)?  <i>If the answer to the screening question 6.3 is "yes" the potential risk impacts are considered potentially severe and/or critical and the Project would be categorized as either Moderate or High Risk.</i>	No
6.4	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No
6.5	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	No
6.7	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No
6.8	Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No

<sup>3</sup> Forced evictions include acts and/or omissions involving the coerced or involuntary displacement of individuals, groups, or communities from homes and/or lands and common property resources that were occupied or depended upon, thus eliminating the ability of an individual, group, or community to reside or work in a particular dwelling, residence, or location without the provision of, and access to, appropriate forms of legal or other protections.