



Empowered lives.  
Resilient nations.

**PROJECT DOCUMENT**  
**Regional Project**

**Project Title: Climate Change Education and Awareness Project – Climate Box**

**Project Number: 104894**

**Implementing Partner: UNDP Istanbul Regional Hub for Europe and the CIS**

**Start Date: 1 September 2017 End Date: 31 August 2019 PAC Meeting date: 31 August 2017**

**Brief Description**

Climate change has emerged as one of the most important issues facing the humanity in the 21st century. However, the awareness and understanding of drivers behind climate change, climate change impacts, mitigation and adaptation options are still insufficient among general public. Climate change education is key for empowering the youth for climate action. To reduce the burden on the environment and reduce our carbon footprint, we need relevant knowledge. It is important that such knowledge and habits are instilled from an early age, so that everyone understands by the time he or she leaves school how important it is to take good care of the natural environment and resources.

In 2014-2015, UNDP developed and piloted in Russia a new innovative interactive learning toolkit on Climate Change – “Climate Box”. The toolkit was developed by an interdisciplinary team of Russian experts. The Climate Box consists of an illustrated textbook, the Climate Quiz game, a wall map illustrating the possible effects of climate change on nature and mankind, a poster with tips on how to reduce your carbon footprint, and a disk with all of the toolkit materials. Already in 2015 the Climate Boxes were successfully piloted in 157 secondary schools in the Russian cities of Moscow and Sochi. Over 11,300 school children have already been using the Climate Box. Over 500 teachers were trained and have been engaged into what they felt was a new, innovative and exciting learning process. In 2015, the Climate Box was translated into English and presented at the Educational Day of the international climate conference in Paris (COP-21). Initial success of the Climate Box in Russia, appreciation of climate change experts and teaches and numerous inquiries from other countries brought up an ambition to make it a truly international educational kit uniting children and teachers across the borders.

In 2016, UNDP started replication of Climate Box project in Central Asian countries of Kazakhstan, Kyrgyzstan and Tajikistan. Localized versions of the toolkits have been prepared, a team of Russian experts and teachers conducted training and experience sharing workshops with local teachers and educators in the three countries. Digital versions of the toolkit are also available to kids through web sites and mobile applications. The Climate Box is promoted in both Russian and local languages. The early feedback from the teachers has been very positive and a strong support from the national educational authorities has been mobilized. The project has an excellent advocacy and youth mobilization potential, provides a platform for promoting the Russian language, and supports cooperation and exchanges across the educational institutions, teachers and students in the ECIS region.

The proposed project will (1) scale-up piloting of the Climate Box at the regional level including four more countries in the ECIS region – Armenia, Moldova, Turkmenistan and Uzbekistan, (2) support piloting and monitoring of the toolkit in seven ECIS countries – Armenia, Kyrgyzstan, Kazakhstan, Moldova, Tajikistan, Turkmenistan and Uzbekistan, and (3) support cross-country exchanges and learning initiatives including an international student contest on climate change. Russian experts and teachers will continue to play the leading role in the knowledge transfer, replication and building capacities of the national educational teams.

**Contributing Outcome:**

Outcome 1: Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded.

Output 1.4: Scaled up action on climate change adaptation and mitigation across sectors funded and implemented

Output 1.5: Inclusive and sustainable solutions adopted to achieve increased energy efficiency and universal modern energy access

Gender marker: GEN1

<b>Total resources required:</b>		\$949,800
<b>Total resources allocated:</b>	IRH “New World” initiative (parallel funding)	\$280,000
	Beneficiary countries/CO (parallel and in-kind):	\$200,000
	Russia-UNDP Trust Fund for development	\$469,800

Agreed by (signatures):

UNDP
Gerd Trogemann, Manager, Istanbul Regional Hub
Date: 21/09/2017

---

## I. DEVELOPMENT CHALLENGE: CLIMATE CHANGE IMPACTS AND CLIMATE AWARENESS

**Climate Change:** Climate change has emerged as one of the most important issues facing the humanity in the 21st century. Many regions, communities, ecosystems and industries are vulnerable to the climate change impacts, which include a shift of general climatic conditions, increased risk of natural disasters and a high level of uncertainty about the future climate. Water security and sustainability is intimately connected with climate change challenges. Climate Action is an integral part of the 2030 Sustainable Development Agenda that stresses that climate change “adverse impacts undermine the ability of all countries to achieve sustainable development. Increases in global temperature, sea level rise, ocean acidification and other climate change impacts are seriously affecting coastal areas and low-lying coastal countries, including many least developed countries and Small Island Developing States. The survival of many societies, and of the biological support systems of the planet, is at risk”.

**Climate Change in Central Asia:** Central Asia’s semi-arid and arid climate will likely experience further aridification, affecting food production and availability of water resources. In the last fifty years, glaciers in Central Asia are estimated to have receded by 25% and equal amount is expected to disappear in the next 20 years. The receding glaciers could provide increased run off, even leading to flooding in the short term, however, this could pose serious challenge for the irrigation dependent agriculture in the long term. There is a concern that water shortages may prove to be the main impediment to the development of Central Asian countries both under current conditions (around 50% of water used for irrigation is lost to inefficient irrigation technologies) and in the future (increasingly due to decreasing availability of snowpack and glaciers). For example, in the desert country of Turkmenistan, already extremely hot and dry, for the past five decades climate warming has been observed and documented as occurring at a faster pace than anywhere else on the planet. The country is projected to experience an increase in average ambient temperature by up to 6-7 °C by the year 2100, while hydrometeorologic modeling forecasts steadily declining precipitation nationwide by 8-17% through 2100 and beyond.

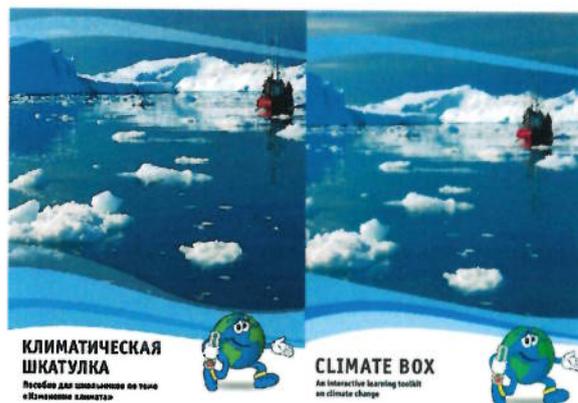
**Climate Change in the Caucasus and Armenia:** Changes in climate patterns are already evident in the South Caucasus countries: annual temperatures are increasing accompanied by severe heat waves and droughts. More extreme weather events, such as heavy rains and unusual hail storms, and changes in precipitation patterns are also linked to climate change. In Armenia, climate projections show that by 2100, temperatures will increase (by 4°C) and precipitation will decrease (by 9%). These changes will accelerate existing desertification processes, resulting in reduced ecosystem services and negative impacts on both public health and climate-dependent sectors of economy. Declining water resources will have direct and significant impacts on agriculture by reducing capacities for irrigation and deteriorating conditions for rain-fed agriculture, leading to significant drops in crop yields. These impacts have already been evident in Armenia. Between 1935 and 2012, annual mean temperature increased by more than 1°C, while annual precipitation decreased by close to 10%. This period has also seen a significant increase in the frequency and intensity of hazardous hydro-meteorological phenomena, such as extreme frost, extreme heat, heavy rainfall and hailstorms. These climate trends place Armenia’s water resources under severe threat.

**Education and awareness on Climate Change:** The awareness and understanding of drivers behind climate change, climate change impacts, climate change mitigation and adaptation options are still insufficient among general public. Most of the available information is focused on scientists and policy makers rather than on general public and kids. There is an acute need for bridging scientific knowledge with the community level knowledge and awareness. Climate change education is key for empowering the youth for climate action. Each individual, in varying degrees, bears responsibility for the Climate Change occurring on our planet. We are the ultimate consumers of goods and services, which require resources and energy. To reduce the burden on the environment and reduce our carbon footprint, we need relevant knowledge. It is important that such knowledge and habits are instilled from an early age, so that everyone understands by the time he or she leaves school how important it is to take good care of the natural environment and resources.

Before the Climate Box project, there were no coherent courses on climate change in the school curricular in the countries of Central Asia and Caucasus. A number of regional initiatives have developed some educational materials in the past but those were neither comprehensive nor sustainable, didn’t include

high quality graphic and interactive materials. The interactive learning toolkit on climate change Climate Box was developed and successfully piloted in Russia but required editing/adaptation to the local context for further dissemination in the ECIS countries. Until 2017, the Climate Box was not piloted in the ECIS region beyond Russia. Piloting experience in Russia is available.

**Background on the Climate Box project:** In 2013-2015, UNDP developed and piloted in Russia a new innovative interactive learning toolkit on Climate Change – “Climate Box”. The toolkit was developed by an interdisciplinary team of Russian experts including climatologists, geographers, biologists, economists, environmental experts, teachers and methodists. The work has been financed through the UNDP-TCCC partnership programme “Every Drop Matters” and the UNDP-GEF Sochi-Olympics project implemented by the Ministry of Natural Resources and Environment of Russia. The approach and methodology for the toolkit builds upon a very successful experience of the Black Sea Box and Baikal Box implemented in Russia earlier.



The Climate Box consists of an illustrated textbook, the Climate Quiz game, a wall map illustrating the possible effects of climate change on nature and mankind, a poster with tips on how to reduce your carbon footprint, and a disk with all of the toolkit materials. The textbook is like an illustrated encyclopedia about climate, describing important and sometimes difficult issues in an entertaining way. Teachers and children learn how the Earth's climate has changed from the earliest geological epochs, what climate changes are happening now, how these changes affect humanity, whether we can adapt to the inevitable impacts, how to prevent the most dangerous consequences of global warming, and what is already being done in different regions of the world. A separate section of the book explains the reader how to reduce personal carbon footprint.



nature and

Already in 2015 the Climate Boxes were successfully piloted in 157 secondary schools in Moscow and Sochi, Russia. Over 11,300 school children have already been using the Climate Box. Over 500 teachers were trained and have been engaged into what they felt was a new, innovative and exciting learning process. In 2015, the Climate Box was translated into English and presented at the Educational Day of the international climate conference in Paris (COP-21). Initial success of the Climate Box in Russia, appreciation of climate change experts and teaches and numerous inquiries from other countries brought up an ambition to make it a truly international educational kit uniting children and teachers across the borders.



Thus, in 2016 UNDP, with the financial support from UNDP IRH Regional Project “New World: Inclusive Sustainable Human Development Initiatives” programme, initiated a new project to adapt Climate Box toolkit to local contexts of the three pilot countries of Central Asia: Kazakhstan, Kyrgyzstan and Tajikistan. Localized version of the toolkit has already been prepared in Kyrgyzstan, the work on adapting and translating texts into local languages is under way in other two countries. Kyrgyzstan and Tajikistan aim to prepare localized toolkits by the beginning of the 2017/18 school year, in September 2017. A team of Russian experts and teachers conducted training and experience sharing workshops in the three countries. The early feedback from the teachers has been very positive and a strong support from the national educational

authorities has been mobilized. The Climate Box is promoted in both Russian and local languages. Digital versions of the toolkit will become available to kids in both Russian and English version through a web site and mobile application that have been already developed.



---

## II. STRATEGY

The **goal of the project** is to contribute to climate change mitigation and adaptation in the ECIS region by facilitating changes in consumer behavior and a shift towards low-carbon and resilient societies.

The **project objective** is to promote education and awareness on climate change impacts and drivers among ECIS youth and general public through scaled up implementation of the innovative interactive learning toolkit on climate change – the Climate Box.

### Development impact

The project directly contributes to the following Sustainable Development Goals (SDG) and targets:

**SDG 13 on Climate Action, target 13.3** “Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning”.

**SDG 4 on Quality Education, target 4.7** “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development...”

**SDG 4 on Quality Education, target 4.C** “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training...”

### Contribution to UNDP’s strategic outcome and outputs

The project directly contributes to the UNDP’s Strategic Programme and Regional Programme Outcome 1 “Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded”.

Through climate change learning and awareness activities, the project will help to incentivize scaled-up action on climate change adaptation and mitigation across sectors (UNDP SP/RP Output 1.4) and enhance introduction of inclusive and sustainable solutions to achieve increased energy efficiency and universal modern energy access (UNDP SP/RP Output 1.5) and thus promoting sustainable, low carbon and climate resilient development in the ECIS region.

Regional intervention will secure knowledge and experience exchange and cooperation among the ECIS countries.

### Climate change benefits

The project will deliver indirect climate change benefits through:

- promotion of low carbon and resilient lifestyle and behaviour among youth and general public
- increasing knowledge and practical skills about the ways of energy and water savings and other ways to reduce GHG emissions at the household level and at schools
- increasing knowledge of climate risks at the global, regional and local levels and enhancing practical skills for improved resilience to climate risks and impacts at the households level
- building awareness about individual carbon footprint and creating incentives for reducing the carbon foot print at individual and household level through contests, school projects, social media campaigns
- building awareness about social aspects of vulnerability to climate change, including gender dimension of climate change impacts and vulnerability, and about interlinkages between the Climate Action and SDGs, etc.

### Outreach

The project through its various activities will outreach a very large share of the society including media, regional and local government, educational, art and cultural organizations, school children and youth, general public in the ECIS region and beyond. The project will:

- Reach 30,000 young people, including school kids, students of colleges, universities and vocational training institutions in the ECIS region, both in in urban and rural areas

- Increase the awareness of youth on climate change issues and empower them for individual climate action
- Increase the capacity of their teachers/mentors
- Outreach a wider audience with climate change awareness campaigns based on the toolkit

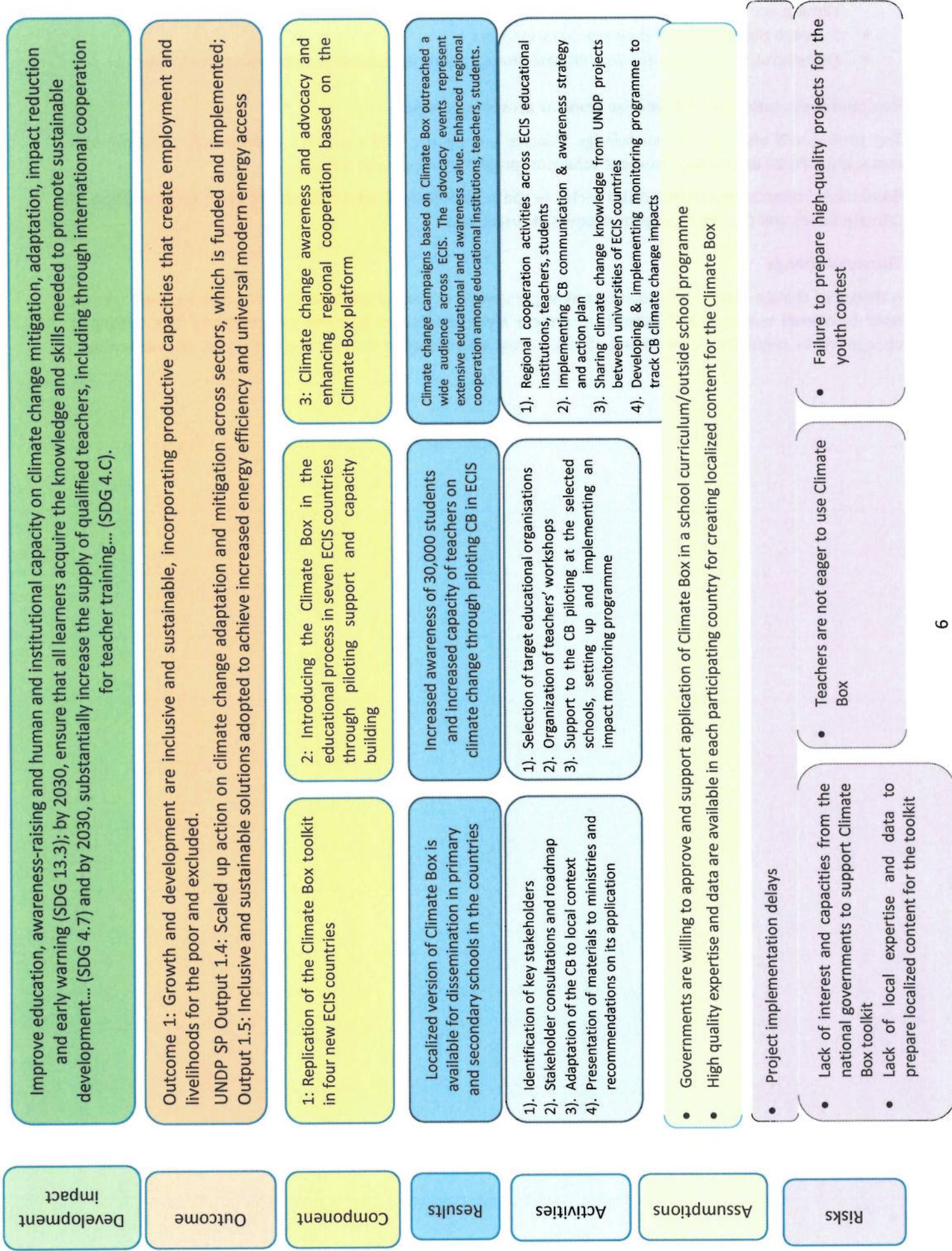
### **Regional cooperation and knowledge transfer across ECIS region**

The project will also support knowledge transfer among the ECIS countries and cross-fertilization with ideas, low carbon and climate resilient solutions, project development lessons.

Given high importance of agricultural sector in the region, special attention will be given to promotion of Climate Boxes and climate change awareness in rural areas.

### **Theory of change**

A theory of change diagram is provided below presenting the analytical flow from the development impact level to overall outcome and output, to project level results and planned interventions. The theory of change will be regularly reviewed and updated if and when needed through the Project Board mechanism.



---

### III. RESULTS AND PARTNERSHIPS

#### ***Components, Activities and Expected Results***

The project implementation will consist of three components. Each component has specific expected results and envisaged activities as described in more details in the this section.

#### **Component 1: Replication of the Climate Box toolkit in four new ECIS countries**

**Expected result:** Climate Box (CB) adapted and ready for dissemination in four new pilot ECIS countries, (Armenia, Moldova, Turkmenistan and Uzbekistan)

This component will support further replication and scaling up of the Climate Box project across the ECIS region. It will enable four new ECIS countries to join the regional CB project and to benefit from the CB materials, on-line platforms and teachers' networks.

The following activities will be implemented under this component:

**Activity 1.** Identification of key stakeholders for adaptation and piloting of the CB in the four new ECIS countries.

**Activity 2.** Organization of a series of expert and stakeholder consultations to present the CB and identify needs for adaptation to local language/context. Roadmap for adoption of the local CB into the national curricular or off-curricular activities.

This activity will include:

- Presentation of project details to the partners
- Agreements on the methodology and the timetable, on the budget allocation as well as roles of partners in the process.

**Activity 3.** Adaptation of the CB to local context in the four ECIS countries, including:

- Translation to local language
- Preparation of additional materials/chapters on the local climate change context
- Preparation/adjustment of the teachers' aid chapter based on the national school curricular
- Obtain expert review by national educational experts/reviewers
- Finalize the toolkit according to the comments received
- Publish the toolkit in local language

**Activity 4.** Presentation of the project and draft materials to the ministries of education and other relevant authorities in the beneficiary countries. Recommendations for the adoption into curricular/off-curricular activities.

#### **Component 2: Introducing the Climate Box in the educational process in seven ECIS countries through piloting support and capacity building**

**Expected result:** Increased awareness of some 30,000 young people (including secondary and vocational schools, rural schools and colleges) and increased capacity of teachers and education specialists through the piloting of the CB in three pilot countries (Kazakhstan, Kyrgyzstan and Tajikistan), as well as four new ECIS countries.

This component will support the piloting of the CB in all seven beneficiary ECIS countries including training, capacity building and coaching to teachers and educational institutions, advisory support to the national piloting programmes, monitoring of and feedback from the piloting phase.

The following activities will be supported:

**Activity 1.** Selection of pilot educational institutions and teachers to partner up for the project in consultations with educational authorities and local consultants. Rural schools and rural educational/ecological centers will be included, as they play important role in these target countries.

**Activity 2.** Organization of a series of teachers' workshops in all seven countries with an international trainers' team. The trainers' team will include the authors of the CB and the teachers and educational experts who have been involved in the CB piloting in Russia and thus possess practical experience and knowledge on the CB application. Gender experts will be included in delivering the training in order to build understanding of the participants on gender aspects of climate change vulnerability and climate action.

**Activity 3.** Support to the CB piloting at the selected schools and educational institutions, setting up and implementing an impact monitoring programme led by educational experts. Presentation of the report on the impact and recommendations for improvement of the toolkit.

### **Component 3: Climate change awareness and advocacy and enhancing regional cooperation based on the Climate Box platform**

**Expected result:** Climate change learning and awareness campaigns based on the Climate Box toolkit outreached a wider audience across ECIS. The advocacy events represent extensive educational and awareness value. Enhanced regional cooperation across the ECIS educational institutions, teachers and students.

The component will target a wide outreach of the Climate Box across the ECIS region through digital technologies and awareness campaigns, engagement of government authorities and other partners in the Climate Box promotion and distribution, regional and international teachers' platforms, student contests and advocacy events. In the framework of the initial regional replication phase with the "New World" project, bi-lingual Climate Box web site and mobile application are being designed. These digital tools and on-line platforms will need to be promoted and maintained in order to extend the access to Climate Box materials beyond the pilot schools.

The following activities will be supported:

**Activity 1.** Support to regional cooperation across ECIS educational institutions, teachers and students. This activity will include:

- Regional student contest on climate change between Climate Box beneficiary countries (seven beneficiary countries of this project and the Russian Federation that was the first to introduce Climate Box toolkit) coordinated by the "Moscow Children and Youth Center for Environment, Regional Studies and Tourism"
- Teachers and student knowledge exchanges across ECIS countries
- Final regional event to exchange experience on the piloting phase and scaling-up plans.

**Activity 2.** Implementation of the CB communication and awareness action plan:

- Climate Box launch events with national and regional authorities and press associated with the Knowledge Days and other national educational events
- Presentation of the Climate Box at various climate change and education forums, including international climate change conference
- promotion of the low carbon lifestyle and behavior with the Climate Box through on-line educational platforms and social media based on the "CO<sub>2</sub>mbat, CO<sub>2</sub>nserve, CO<sub>2</sub>operate" campaign

**Activity 3.** Dissemination/sharing other educational materials and training modules on climate change and energy efficiency developed with UNDP projects in Russia with educational institutions (universities, colleges, etc.) in beneficiary countries. UNDP in Russia together with government partners has developed a wealth of educational materials on energy efficiency targeting universities, technical and vocational education entities.

**Activity 4.** Development and implementation of a monitoring programme to track climate change impacts from the application of the Climate Box (reduced GHG emissions and improved resilience/knowledge of climate risks at schools and at households level). Special attention will be given to monitoring of the impact on the rural communities in the beneficiary countries.

### ***Resources Required to Achieve the Expected Results***

Key resources required from the Russia-UNDP Trust Fund will be needed to support the following activities:

- payments to experts, methodists, consultants for their inputs to adapt Climate Box toolkit to the local context and to advise on piloting and awareness activities;
- translation of the toolkit into national languages of the targeted ECIS countries;
- printing pilot copies;
- organization of training workshops for teachers and methodists in the selected four ECIS countries;
- organization of regional knowledge exchange and climate awareness and advocacy activities.

Additional co-financing for these activities will come from the TCCC-UNDP "New World".

UNDP Country Offices are expected to provide support with the meeting space, recruitment of local experts and consultants, coordination of stakeholder consultations and partners in the beneficiary country, and to designate a responsible supervisor or contact person for the project.

Project management costs will be co-financed by UNDP IRH and UNDP Country Offices. Project management will be implemented by existing staff of UNDP IRH and respective UNDP Country Offices (through UNDP DPC arrangement), therefore, no additional project management/coordination staff will be covered from the Trust Fund for Development (see Section 'IV. Project Management' for details).

Annex 1 provides detailed budget of the project.

### ***Partnerships***

The proposed project provides ample opportunities for expanding cooperation with the Russian Federation. The Climate Box toolkit was developed in Russia by the team of Russian experts and teachers, it was piloted in Russian schools thus creating expertise and knowledge transfer potential. During the initial phase of the regional replication, a team of Russian experts and teachers led by the "Moscow Children and Youth Center for Environment, Regional Studies and Tourism" conducted a series of training workshop in Kazakhstan, Kyrgyzstan and Tajikistan. During these events an idea of international students contest on climate change emerged and the other cooperation opportunities were discussed. Future capacity building and training work will continue to be led by the Russian experts, teachers and authors of the toolkit.

Furthermore, the project provides an opportunity for continuous cooperation and exchanges among and across educational authorities and institutions, teachers and students. It helps to promote Russian language in the ECIS countries. UNDP will further explore opportunities for increasing visibility and advocacy around the Climate Box both in the ECIS and globally (e.g. at the international climate conferences). The Embassies of the Russian Federation in all participating countries will be informed and engaged in all relevant communication activities of the project.

UNDP Country Offices in the selected ECIS countries will be the key partners for this project and they will help to engage local partners (e.g. ministries of education, schools, educational centres, media, women and youth organizations as relevant) in the project (see Section 'Stakeholder Engagement' for more details).

Project coordinators at the UNDP Regional Hub in Istanbul and Country Offices will try to seek for synergies with other ongoing or planned programmes in the targeted countries. In Armenia, for instance, the project activities will be coordinated, supported and co-financed by the on-going UNDP-GEF project "*Generate global environmental benefits through environmental education and raising awareness of stakeholders*" implemented by UNDP in 2016-2018. Among other activities, the UNDP-GEF Project will also implement ToT for the staff of National Institute of Education and develop CBOs capacity in raising public awareness on Environmental issues.

### ***Risks and Assumptions***

Risks and assumptions are provided in the theory of change diagram above. Risks and Risk analysis and risk mitigation strategy are explained in more details in Annex 2.

## ***Stakeholder Engagement***

Stakeholder engagement is key for the successful piloting and dissemination of the Climate Box toolkits in the ECIS countries.

According to analysis that has been conducted during the previous implementation phase of the project, the Climate Box can reach out to a very large share of the society in the beneficiary pilot countries, the ECIS region and globally. Stakeholders have been grouped as **primary**, which are directly impacted by the Climate Box toolkit or have direct influence on the project's success, and **secondary** (broader audience).

**Primary stakeholders include:** 1) school children and youth; 2) educational, awareness raising and youth organisations and their staff (teachers, educators (methodists), principals, education specialists, university and college professors) in urban and rural areas; 3) national government agencies responsible for education, youth and environment/climate change issues; 4) educational, art, cultural, organisations (e.g. libraries, museums, art and cultural centers for youth, rural clubs, etc.); 5) youth organisations (e.g. Central Asia Youth Environment Network); 6) non-governmental organisations (NGOs) focusing on environment protection, nature conservation, climate change, energy efficiency, renewable energy, sustainable development and related topics. NGOs usually have technical capacity, experience and willingness to build public awareness and capacity to address these issues; as well as 6) government authorities: ministries of environment, ministries of education and local educational authorities and institutions.

**Secondary stakeholders are:** 1) staff of international development organisations and aid programmes, in the ECIS region. Their engagement may be useful to enhance synergies between the various educational projects on climate change and sustainable development and to promote local versions of "Climate Box" in target and other countries through ongoing work; 2) international climate expert community, academic and professional institutions; 3) media, particularly youth and educational media; and 4) general public.

At the national level, UNDP Country Offices will engage and conduct consultations with the relevant ministries of education, key and influential methodists and teachers, NGOs and experts, who will be involved in the development or support piloting of the toolkits. In each country, trainings will be arranged for teachers and representatives of educational centers on application of the Climate Box. They, in turn, will engage children and youth in the project.

Once the toolkit is developed, local project coordinators will also engage secondary stakeholders, such as media, broader expert community, representatives of other international organisations in the pilot countries to further disseminate information of the Climate Box, and promote experience sharing and synergies with other programmes.

## ***Knowledge and learning***

Promotion of climate change education, knowledge management and capacity building are the main project objectives and expected results.

Under the Component 1, interactive learning toolkits adapted to local contexts of the targeted ECIS countries will be developed. At this stage, the project team will also engage and inform key stakeholders in the selected ECIS countries (public authorities, lead methodists, experts who will be preparing local content) on the project and its importance for raising climate change awareness in respective countries.

Under the Component 2, a number of training activities will be arranged for teachers and methodists in the target countries with the aim to improve their knowledge on climate change issues and various aspects of climate education, as well as to build their capacity for application of the Climate Box toolkit in a classroom or outside of school curriculum. Then these teachers will pass over their acquired knowledge on climate change to school students using Climate Boxes.

Component 3 envisages implementation of a large number of awareness, advocacy and regional cooperation activities through Climate Box.

The project implementation team will set up regular regional coordination calls that would involve representatives of the project management and local teams. The aim of these calls would be to update

each other on the implementation status, but also to encourage an exchange of knowledge, lessons learnt and recommendations with regards to development and piloting of Climate Boxes between ECIS countries.

### ***Sustainability and Scaling Up***

Sustainability of this project is secured through several factors. It engages directly local and national institutional partners (departments of education, ministries of education and ministries of environment in participating countries).

So far, the national ownership and buy in of this project has been excellent in all the pilot countries.

Once delivered to schools and accompanied with teachers engagement and training activities during the first year of the piloting, the Climate Boxes will be available and relevant for the educational process for years to come.

The success of the Climate Box in Russia as well as of the Black Sea Box and Baikal Box in 2011-2012 also suggests that the new innovative toolkit on climate change will become relevant and sustainable in the long run.

Through regional cooperation platforms and activities (e.g. youth contests, teachers knowledge exchange events, online application and website), the project will get more attention and participants involved even outside of the project boundaries.

In the future, similar Climate Box toolkits could be developed for other countries of the ECIS region and even beyond.

### ***Social and Environmental safeguards***

Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-srm>). Any project that the UNDP implements should adhere to them.

UNDP as the Implementing Partner will: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.

In addition, UNDP-GEF team has a roster of highly qualified international social and environmental safeguards consultants to support the project team.

### ***Gender equality and women's empowerment***

Climate change impacts men and women differently, largely due to their gender-differentiated relative powers, roles and responsibilities at the household and community levels. For example, in the Asian Tsunami in 2004 (70 percent of the victims were women) many women and children were trapped inside their homes while most men were working out in the open. Further, cultural and religious norms on "acceptable" roles for women sometimes limit their abilities to make snap decisions to move to safer grounds in disaster situations and, in some cases, their clothing (e.g. in some Muslim communities) could hamper mobility in times of emergency. Similarly, some societies do not encourage girls to learn skills such as swimming and tree climbing, useful skills during flush floods.<sup>i</sup> Disparities in economic opportunities and access to productive resources also render women more

"Women and men contribute differently to the causes of climate change, are differently affected by climate change, react differently to its impacts and, given the choice, favour different solutions to mitigate and different options for dealing with the consequences of climate change." (Women for Climate Justice, 2009).

vulnerable to climate change because they are often poorer, receive less education, and are not involved in political and household decision-making processes that affect their lives. Women tend to possess fewer assets and depend more on natural resources for their livelihoods.<sup>ii</sup> The law backs the disparity in most cases – a recent study by the World Bank indicates that 155 of the 173 economies covered in the study have at least one law impeding women’s economic opportunities.<sup>iii</sup> For example, women do not always enjoy the same rights as men to land, a crucial resource for poverty reduction, food security and rural development.

Although women make up more than 40 percent of the overall agricultural labour force in the developing world, (ranging from 20 percent in Latin America to 50 percent or more in parts of Africa and Asia), they own between 10 and 20 percent of the land.<sup>iv</sup> Poverty and socio-economic and political marginalization, therefore, cumulatively put women at a competitive disadvantaged in coping with the adverse impacts of the changing climate. At the Twentieth Session of the Conference of the Parties (COP 20) of the United Nations Framework Convention on Climate Change (UNFCCC) (Lima, December 2014), the Parties adopted the Lima Work Programme on Gender, which aims to advance the implementation of existing gender mandates across all areas of the climate negotiations.

Climate change and gender context: IPCC

“Differences in vulnerability and exposure arise from non-climatic factors and from multidimensional inequalities often produced by uneven development processes (*very high confidence*). These differences shape differential risks from climate change. ... People who are socially, economically, culturally, politically, institutionally, or otherwise marginalized are especially vulnerable to climate change and also to some adaptation and mitigation responses (*medium evidence, high agreement*). This heightened vulnerability is rarely due to a single cause. Rather, it is the product of intersecting social processes that result in inequalities in socioeconomic status and income, as well as in exposure. Such social processes include, for example, discrimination on the basis of gender, class, ethnicity, age, and (dis)ability.”

IPCC 2014 Summary for Policymakers

Gender mainstreaming is core organization objective of UNDP. The promotion of gender equality and the empowerment of women is central to the mandate of UNDP and intrinsic to its development approach. This effort includes advocating for women’s and girls’ equal rights, combating discriminatory practices and challenging the roles and stereotypes that affect inequalities and exclusion. UNDP has been working with governments to integrate gender equality and women’s empowerment into climate change dialogue and climate finance structures. UNDP supports partners to:

- Strengthen the participation of women and attention to women’s concerns in local, national and global decision-making and policy processes on climate adaptation, mitigation and disaster risk reduction;
- Mainstream gender equality and women’s empowerment in disaster and climate risk reduction policies and plans, as well as in the budgetary frameworks of key sectors, such as water, agriculture, energy, health and education; and,
- Ensure that climate mitigation and adaptation programs support women in developing their resilience to climate change. Securing their rights and tenure to land, water, forests, housing and other assets is critical to this effort, as is ensuring their access to clean and green alternative livelihoods.

Education system and initiatives have a strong potential to reduce the gender inequality when it comes to climate change adaptation and mitigation by stimulating a discussion and demonstrating differences in vulnerability and opportunities for participatory gender-sensitive resilience building action. In particular, the UNDP Climate Box tool-kit includes a discussion on gender as part of the social vulnerability to climate change, specifically “...*Climate change in poor countries has particularly major impact on women, who are mainly responsible for raising children, looking after the sick and elderly, feeding their family, growing crops, and collecting water and fuel. All of these tasks are seriously affected by climate change. In other areas, even in high-income countries, small children, the elderly and people with disabilities may be at particular risk because their health is highly dependent on weather conditions...*”

Women will play a central role in the implementation of this regional project. Historically, in the CIS countries teaching in primary and secondary schools have been predominantly done by women. While globally women constitute 64.1% of the total primary education teachers (UNESCO, 2015), in Kazakhstan,

for example, the share of women among primary school teachers has been 97% in 2016, in Uzbekistan – 91%, in Tajikistan – 76% (<http://data.worldbank.org/indicator/SE.PRM.TCHR.FE.ZS>). Women teachers are important as they serve as role models to girls and help to attract and retain girls in school. Women empowerment will be an important side benefit of the project through the project component addressing primary and secondary school teachers (training, engagement, professional exchanges and dialogue, knowledge transfer).

The project will include the following specific measures in order to maximize its positive impact on women empowerment and gender equality:

- include IRH Gender Specialist in at least one regional training workshop on Climate Box addressing teachers and educational specialists
- engage Gender Focal Points in the beneficiary UNDP Country Offices in the project implementation to build their awareness and understanding on climate change
- based on the existing UNDP knowledge products develop recommendations for an expanded information module on gender and climate change for school children and teachers to be delivered in the framework of the Climate Box project.

Gender mainstreaming action plan for this project is presented in the Annex 4.

Additional UNDP tools for mainstreaming gender in climate action:

1. UNDP-GEF gender toolkit: <https://intranet.undp.org/unit/bpps/sdev/gef/SitePages/Gender.aspx>
2. UNDP (2015). [Mainstreaming Gender in Mitigation and Technology Development and Transfer Interventions Capacity Building Package](#), particularly pp 12-14.
3. UNDP (2010). [Gender, Climate Change and Community-based Adaptation Guidebook](#).
4. [UNDP Gender Inequality Index](#)
5. [UNDP Gender Development Index](#)

---

## IV. PROJECT MANAGEMENT

The project will be managed by the UNDP Istanbul Regional Hub (IRH) within the UNDP Direct Implementation Modality (DIM). The Climate and Disaster Team will provide oversight and project management. IRH has experience in managing the initial regional replication phase with Kazakhstan, Kyrgyzstan and Tajikistan since 2016 in the framework of the New World project.

National activities will be implemented directly through the UNDP Country Offices in beneficiary countries.

The regional training and capacity building component, as well as regional climate competition will engage Russian expertise through the Moscow State Budget Educational Institution for Supplementary Education “Moscow Children and Youth Center for Environment, Regional Studies and Tourism”, which has successfully led piloting of the toolkit in the Moscow City and the first phase of the regional training programme in Kazakhstan, Kyrgyzstan and Tajikistan.

Project management will be carried out by existing staff of UNDP IRH and respective UNDP Country Offices (through UNDP DPC arrangement), therefore, no additional project management/coordination staff will be covered from the Trust Fund for Development. A part time consultant will be recruited (IC) to provide technical guidance for the implementation of the project in seven ECIS countries.

A Project Board will be established to provide guidance and supervision for the project implementation and to ensure adequate engagement with the project donor (Russia-UNDP TFD) and beneficiaries.

The project’s materials will fully adhere to the Communication and Visibility Strategy of the TFD and UNDP.

## V. RESULTS FRAMEWORK

<b>Intended Outcome as stated in the Regional Programme Results and Resource Framework:</b>							
Outcome 1: Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded.							
<b>Outcome indicators as stated in the Regional programme document for Europe and the Commonwealth of Independent States, 2014-2017, including baseline and targets:</b>							
<b>Applicable Output(s) from the UNDP Strategic Plan:</b> Output 1.4: Scaled up action on climate change adaptation and mitigation across sectors and Output 1.5 Inclusive and sustainable solutions adopted to achieve increased energy efficiency and universal modern energy access (especially off-grid sources of renewable energy)							
<b>Project title and Atlas Project Number:</b> Climate Change Education and Awareness Project – Climate Box							
EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS		DATA COLLECTION METHODS & RISKS
			Value	Year	Dec. 2017	Dec. 2018	
Output 1; Promoted education and awareness on climate change impacts and drivers among ECIS youth and general public through scaled up implementation of the innovative interactive learning toolkit on climate change – the Climate Box	1.1 # of new ECIS countries for which the Climate Box developed and prepared for dissemination.	Project report	There were no coherent courses on climate change in the school curricular. A number of regional initiatives have developed some educational materials in the past but those were neither comprehensive nor sustainable, didn't include high quality graphics and interactive materials. Climate Box was developed and successfully piloted in Russia, but required editing/adaptation to the local context for further dissemination in the ECIS countries.	2017	4	4	Final version of the toolbox sent to and approved by UNDP Project Manager
Output 1, Component 1: Climate Box adapted and ready for dissemination in four target ECIS countries  SP Output 1.4.	1.2 # of ECIS countries where approval received from national authorities on application of the Climate Box	Project report	0	2017	4	4	Letters of endorsement from the countries' public authorities sent to UNDP Project Manager

<b>Output 1, Component 2:</b> Increased awareness of some 30,000 school kids and increased capacity of teachers on Climate Change through the piloting of the CB in seven ECIS countries participating in the project  <b>SP Output 1.4.</b>	2.1. # of teachers trained on Climate Box introduction in four new countries	Project report	Teachers in the four new countries are not yet familiar with the Climate Box	2017	-	300	300	List of participants of trainings	
	2.2. No. of students got acquainted with CB	Project report	Climate Box is not piloted in ECIS region beyond Russia and one school in Kazakhstan. Piloting experience is available.	2017	-	15,000	30,000	Reports by teachers on their implemented activities	
	3.1. No. of climate boxes distributed	Project report	Awareness of Climate Change issues both among kids and adults is insufficient. Most of the available information is focused on scientists and policy makers rather than on general public and kids.	2017	-	3,500	7,000	Reports by UNDO CO on distribution	
	3.2. No. of visitors on the CB website	Project report		2017	100	2,000	5,000	Website statistics	
	3.3. No. of downloads of SB mobile application	Project report		2017	-	-	-	Application downloads statistics	
	3.4. No. of press references and dedicated press briefings on Climate Box and climate change catalyzed by the Climate Box	Project report		2017	-	70	140	Google search	
	3.5. No. of awareness events organised under CB project and outreach	Project report		2017	-	14	28	Reports by UNDP CO	
	<b>SP Output 1.4.</b>	3.6. No. and quality of climate-related projects prepared by kids for the youth competition	Project report	School kids in ECIS region outside of Russia are not using Climate Box yet (except for one school in Kazakhstan)	2017	-	21	42	Reports on youth competition by organizers
		3.7. No. of teachers participating in the regional exchange events	Project report	There is no climate change knowledge exchange between teachers of the region established	2017	-	30	60	Reports on regional exchange events by organizers

## VI. MONITORING AND EVALUATION

In accordance with UNDP's programming policies and procedures, the project will be monitored through the following monitoring and evaluation plan:

### Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners	Cost
Track results progress	Progress data against the results indicators in the RRF will be collected and analyzed to assess the progress of the project in achieving the agreed outputs.	At least every 6 months	Slower than expected progress will be addressed by project management.	IRH, UNDP CO	IRH and CO staff cost
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Quarterly	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.	IRH, UNDP CO	IRH and CO staff cost
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.	IRH, UNDP CO	IRH and CO staff cost
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.	IRH	IRH staff cost
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.	IRH, UNDP COs	IRH and CO staff cost
Project Report	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk log with mitigation measures, and any evaluation or review reports prepared over the period.	Annually, and at the end of the project (final report)	In the project report of 2018, the lesson learnt will be analyzed and suggestions for potential scaling up should be presented.	IRH, UNDP COs	IRH and CO staff cost
Project Review (Project Board)	The Project Board will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	At least annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.	IRH, UNDP COs, UNDP-RF Manager, TFD	IRH and CO staff cost

## VII. MULTI-YEAR WORK PLAN

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year				RESPON SIBLE PARTY	Funding Source	PLANNED BUDGET					
		H2 2017	H1 2018	H2 2018	H1 2019			Budget Description	TOTAL US\$	2017, US\$	2018, US\$	2019, US\$	
Output 1 Promoted education and awareness on climate change impacts and drivers among ECIS youth and general public through scaled up implementation of the innovative interactive learning toolkit on climate change – the Climate Box	Component 1: Replication of the Climate Box toolkit in four new ECIS countries	45,000	95,000	10,000	-	UNDP	TFD	72100 Local sub-contracts	40,000	15,000	25,000		
								TFD	71300 Local consultants	20,000	5,000	15,000	-
	Component 2: Introducing the Climate Box in the educational process in seven ECIS countries through piloting support and capacity building						UNDP	TFD	71200 International consultant	10,000	5,000	5,000	-
								TFD	74200 Translation & printing costs	80,000	20,000	60,000	-
	Component 3: Climate change awareness and advocacy and enhancing regional cooperation based on the Climate Box platform						UNDP	TFD	Subtotal	150,000	45,000	105,000	
								TFD	75700 Workshops (sub-contract)	60,000	-	60,000	-
	Project management, Technical Support, M&E		10,000	55,000	75,000	40,000	UNDP	TFD	72100 Local sub-contracts	105,000	10,000	60,000	35,000
			7,500	25,500	25,000	28,000		TFD	71200 International consultant	15,000	-	10,000	5,000
	TOTAL TFD		13,450	13,450	13,450	13,450	UNDP	TFD	Subtotal	180,000	10,000	130,000	40,000
										Student contest (awards, travel, consultants)	16,000	-	8,000
								71300 Local consultants	10,000	2,500	5,000	2,500	
								Travel	35,000	-	25,000	10,000	
								Climate advocacy events	25,000	5,000	12,500	7,500	
								Subtotal	86,000	7,500	50,500	28,000	
								64399 Staff time	19,000	4,750	9,500	4,750	
								75100 GMS	34,800	8,700	17,400	8,700	
									469,800	18,450	317,400	81,450	

---

## VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

The project will be managed by the UNDP Istanbul Regional Hub (IRH) under the UNDP Direct Implementation Modality (DIM) in line with the UNDP's Programme and Operations Policies and Procedures. UNDP Istanbul Regional Hub will act as the Executive and be responsible for overall management, backstopping and monitoring of the project. IRH Climate and Disasters Team (CDT) will be responsible for the project management, coordination and reporting. National activities will be implemented directly through the UNDP Country Offices in beneficiary countries (Armenia, Kazakhstan, Kyrgyzstan, Moldova, Tajikistan, Turkmenistan, Uzbekistan).

In terms of roles and responsibilities, the project will be directed by the Project Board, chaired by the Manager of the Regional Hub and involving representatives of the project donor (Russia-UNDP TFD) and beneficiaries.

The key distinct roles of the members of the Project Board are identified in the scheme below:

- 1) An Executive: individual representing the project ownership to chair the group (UNDP IRH Manager).
- 2) Senior Supplier: individual or group representing the interests of the parties concerned which provide funding and/or technical expertise to the project. The Senior Supplier's primary function within the Board is to provide guidance regarding the technical feasibility of the project. Manager of the UNDP-Russia Trust Fund for Development will act as Senior Supplier.
- 3) Senior Beneficiary: individual or group of individuals representing the interests of those who will ultimately benefit from the project. The Senior Beneficiary's primary function within the Board is to ensure the realization of project results from the perspective of project beneficiaries. Senior Management of UNDP Country Offices will perform the role of Senior Beneficiary, they will be invited to participate in the TFD SC meetings on agenda items related to the Project implementation.

The Project Board will be responsible for making management decisions for the project when guidance is requested by UNDP acting as the Project Implementing Partner. The Project Board will:

- Provide overall leadership, guidance and direction in successful delivery of outputs and their contribution to outcomes under the regional programme, ensuring the project remains within any specified constraints;
- Make strategic decisions, including the approval of project revisions (i.e., changes in the project document);
- Authorize any major deviation from the project document and agreed annual plans;
- Meet at least once a year (either in person or virtually) to review project implementation, management risks, and other relevant issues;
- Review annual progress reports;
- Review and recommend for UNDP approval of end project report;
- Address project issues as raised by UNDP and make recommendations on follow-on actions ;
- Provide guidance on new project risks and agree on possible countermeasures and management actions to address specific risks.

The project management will be carried out by existing staff of UNDP IRH and respective UNDP Country Offices (through UNDP DPC arrangement), therefore, no additional project management/coordination staff will be covered from the Trust Fund for Development.

Project Assurance is the responsibility of each Project Board member, however the role can be delegated. The Project Assurance role supports the Project Board by carrying out objective and independent project oversight and monitoring functions. This role ensures appropriate project management milestones are managed and completed. Project Assurance has to be independent of the Project Manager; therefore the Project Board cannot delegate any of its assurance responsibilities to the Project Manager. Thus, this role will be held by the IRH Quality Assurance Team.

## UNDP IRH specific responsibilities:

### *a) Project Manager*

- Plan the activities of the project and monitor progress against the initial quality criteria; review and appraise detailed project plans, including the multi-year work plan and ATLAS reports covering activity definition, updated risk log and the monitoring schedule plan;
- Mobilize goods and services to initiative activities, including drafting TORs and work specifications;
- Manage the realization of project outputs through activities;
- Address project issues as raised by the Project Board;
- Perform the financial reporting and control mechanisms through Combined Delivery Reports (CDR) which is a mandatory official report reflecting the expenses and funds utilized on a project, and other ATLAS reporting tools;
- Monitor events as determined in the Monitoring & Communication Plan, and update the plan as required;
- Manage requests for the provision of financial resources by UNDP, using advance of funds or direct payments;
- Monitor financial resources and accounting to ensure accuracy and reliability of financial reports;
- Manage and monitor the project risks as initially identified in the Project Brief appraised by the LPAC, submit new risks to the Project Board for consideration and decision on possible actions if required; update the status of these risks by maintaining the Project Risks Log;
- Be responsible for managing issues and requests for change by maintaining an Issues Log.
- Prepare the Project Quarterly Progress Report and the Annual review Report;
- Share relevant information on the project achievement with all interested parties;
- Assure that all project deliverables have been produced satisfactorily;
- Notify operational completion of the project to the Project Board;
- Ensure, upon finalization of a project, reimbursement of the remaining balance of funds deposited in the UNDP accounts for the project activities to the Donor or re-programming if so agreed with the Donor.
- Provide direction and guidance to project team/consultants;
- Identify and obtain any support and advice required for the management, planning and control of the project;
- Identify follow-on actions and submit them for consideration to the Project Board.

### *b) Project Support Unit (PSU)*

- Provide overall project management support for regional component, including financial management support and budget monitoring to keep track of the financial status of the project at all times and monitor the performance of contractors; prepare budgetary revisions in ATLAS to reflect any adjustments to the initial approved budget and to be finalized for the year(s) affected by the adjustment.
- Support procurement and contracting processes such as consultants, purchases within the regional component.
- Provide event organization support for the regional events as required;
- Financial reports and monitor use of cost sharing funds/other resources; (year-end and operational closure of projects);
- Provide administrative services: set up and maintain project files, collect project related information data, update plans, administer the quality review process, administer Project Board meetings.

### *c) Quality Assurance Team*

- Guide on the preparation of the project reviews and Project Board meetings as well as clear the applicable project and quality assessment reports in line with the monitoring policy of UNDP and IRH SOP for Regional Programme Management;

- Monitor project delivery on regular basis and tracks project management milestones, as required;
- Provide QA support and monitor regional initiatives and activities;
- Ensure that project outputs definitions and activity definition including description and quality criteria have been properly recorded in the Atlas Project Management module to facilitate monitoring and reporting;
- Ensure that risks and issues are properly managed, and that the logs in Atlas are regularly updated;
- Ensure that Monitoring and Evaluation Plan is followed and all reports submitted on time, and according to standards in terms of format and content quality;
- Perform oversight activities, such as periodic monitoring visits and “spot checks” as required.
- Ensure that project operational and financial closure procedures are duly carried out.

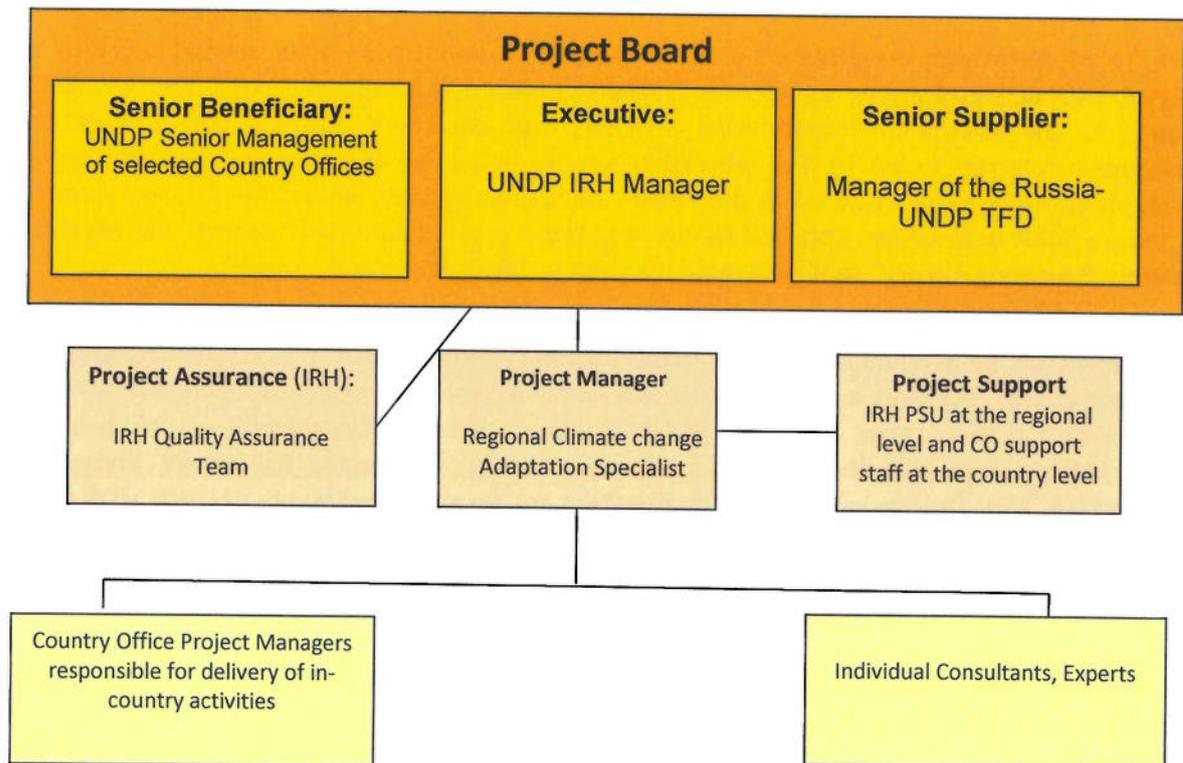
UNDP Country offices’ Specific Responsibilities:

The COs will implement in-country activities as per agreed workplans. IRH will ensure financial allocations to Country Offices as per established workplans / activities for each of the country. The assigned CO staff will support the project implementation, monitoring, and contribute to the financial and operational closure and final reporting. Each UNDP CO will nominate a **country Project Manager** who will be coordinating all project activities at the national level, including:

- Selection, contracting and supervising a team of national consultants who will be implementing specific project activities in the country;
- Identification and engagement of key stakeholders in the country and arranging regular consultations with them;
- Coordination of development, designing and printing of a localised Climate Box toolbox with adapted content;
- Keeping track of the financial status of the activities and allocations at all times, to control expenses, to handle outstanding commitments, to make payments and to monitor the performance of contractors;
- Providing support to the regional team of trainers in organising trainings for teachers in the country;
- Monitoring Climate Box toolkits’ dissemination for a consolidated project reports;
- Providing inputs to the national outreach and communications strategy and plan and coordinating its implementation;
- Organising awareness and knowledge exchange events in the country and with other countries of the ECIS region;
- Overall project management at the national level and reporting to the UNDP IRH.

Suggested project structure is presented in the figure below.

## Project Structure



---

## IX. LEGAL CONTEXT

This project forms part of an overall programmatic framework under which several separate associated country level activities will be implemented. When assistance and support services are provided from this Project to the associated country level activities, this document shall be the “Project Document” instrument referred to in: (i) the respective signed SBAs for the specific countries; or (ii) in the [Supplemental Provisions](#) attached to the Project Document in cases where the recipient country has not signed an SBA with UNDP, attached hereto and forming an integral part hereof. All references in the SBA to “Executing Agency” shall be deemed to refer to “Implementing Partner.”

This project will be implemented by the UNDP (“Implementing Partner”) in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

---

### I. RISK MANAGEMENT

UNDP as the Implementing Partner will comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS.)

UNDP as the Implementing Partner will undertake all reasonable efforts to ensure that none of the project funds<sup>1</sup> 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/sc/committees/1267/aq\\_sanctions\\_list.shtml](http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml). This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-srm>).

UNDP as the Implementing Partner will: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.

All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.

UNDP as the Implementing Partner will ensure that the following obligations are binding on each responsible party, subcontractor and sub-recipient:

Consistent with the Article III of the SBA [or the Supplemental Provisions to the Project Document], the responsibility for the safety and security of each responsible party, subcontractor and sub-recipient and its personnel and property, and of UNDP’s property in such responsible party’s, subcontractor’s and sub-recipient’s custody, rests with such responsible party, subcontractor and sub-recipient. To this end, each responsible party, subcontractor and sub-recipient 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;

---

<sup>1</sup> To be used where UNDP is the Implementing Partner

- assume all risks and liabilities related to such responsible party's, subcontractor's and sub-recipient'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 the responsible party's, subcontractor's and sub-recipient's obligations under this Project Document.

Each responsible party, subcontractor and sub-recipient will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, subcontractors and sub-recipients in implementing the project or programme or using the UNDP funds. It will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.

The requirements of the following documents, then in force at the time of signature of the Project Document, apply to each responsible party, subcontractor and sub-recipient: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. Each responsible party, subcontractor and sub-recipient agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at [www.undp.org](http://www.undp.org).

In the event that an investigation is required, UNDP will conduct investigations relating to any aspect of UNDP programmes and projects. Each responsible party, subcontractor and sub-recipient will provide its full cooperation, including making available personnel, relevant documentation, and granting access to its (and its consultants', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with it to find a solution.

Each responsible party, subcontractor and sub-recipient will promptly inform UNDP as the Implementing Partner in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

Where it becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, each responsible party, subcontractor and sub-recipient will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). It will provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.

UNDP will be entitled to a refund from the responsible party, subcontractor or sub-recipient of any funds provided that have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of this Project Document. Such amount may be deducted by UNDP from any payment due to the responsible party, subcontractor or sub-recipient under this or any other agreement. Recovery of such amount by UNDP shall not diminish or curtail any responsible party's, subcontractor's or sub-recipient's obligations under this Project Document.

Where such funds have not been refunded to UNDP, the responsible party, subcontractor or sub-recipient agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Project Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

Note: The term "Project Document" as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.

Each contract issued by the responsible party, subcontractor or sub-recipient in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from it shall cooperate with any and all investigations and post-payment audits.

Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project or programme, the Government will ensure that the relevant national authorities

shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.

Each responsible party, subcontractor and sub-recipient shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to its subcontractors and sub-recipients and that all the clauses under this section entitled "Risk Management Standard Clauses" are adequately reflected, mutatis mutandis, in all its sub-contracts or sub-agreements entered into further to this Project Document.

---

## **II. ANNEXES**

**Annex 1. Detailed budget**

**Annex 2. Risk Analysis**

**Annex 3. Project Quality Assurance Report**

**Annex 4. Gender mainstreaming action plan**

### Annex 1. Detailed budget 'Climate Change Education and Awareness Project – Climate Box'

NP	Output/Activity	Management Unit	Quantity	Price per unit, US\$	2nd half of 2017	1st half of 2018	2d half of 2018	1st half of 2019	Total, US\$	UNDP and govt. contribution (parallel and in-kind)	
<b>1</b>	<b>Output 1. Replication of the Climate Box toolkit in the new ECIS countries</b>										
	<i>Translation and adaptation of the toolkit to local languages/context in four new countries (managed by beneficiary COs)</i>										
	Sub-contracts	per country	4	10000.0	15000.0	15000.0	10000.0		40000.0		
	National Consultants	person-day	80	250.0	5000.0	15000.0			20000.0	10000.0	
	Translation and Printing	per country	4	20000.0	20000.0	60000.0			80000.0	15000.0	
	Advice and coaching for the CB adaptation process (International Consultant)	person-day	25	400.0	5000.0				10000.0		
	<b>Output 1 subtotal</b>				45000.0	95000.0	10000.0	0.0	150000.0	25000.0	
<b>2</b>	<b>Output 2. Introducing the Climate Box in the educational process in seven ECIS countries through piloting support and capacity building</b>										
	Teachers training workshops (Sub-contract/LOA)				0.0	30000.0	30000.0		60000.0	60000.0	
	CB Piloting, monitoring and reporting managed by beneficiary COs (Local sub-contracts)	per country	7	15000.0	10000.0	25000.0	35000.0	35000.0	105000.0	110000.0	
	Advice and coaching for the CB piloting process (International Consultant)	person-day	37.5	400.0		10000.0		5000.0	15000.0	20000.0	
	<b>Output 2 subtotal</b>				10000.0	55000.0	75000.0	40000.0	180000.0	190000.0	
<b>2</b>	<b>Output 3. Climate change awareness and advocacy and enhancing regional cooperation based on the Climate Box platform</b>										
	Student contest (travel, awards, consultants)	annual	2	8000.0	0.0	8000.0		8000.0	16000.0	20000.0	
	Promotion of low carbon and resilient lifestyle with CB in social media (consultants)				2500.0	2500.0	2500.0	2500.0	10000.0		
	Regional teachers and student exchanges (travel)				0.0	10000.0	15000.0	10000.0	35000.0	30000.0	
	National and regional CB advocacy events				5000.0	5000.0	7500.0	7500.0	25000.0	63000.0	
	<b>Output 3 subtotal</b>				7500.0	25500.0	25000.0	28000.0	86000.0	113000.0	
	<b>Project Management, Technical Support, M&amp;E</b>										
	Staff costs	year	2		4750.0	4750.0	4750.0	4750.0	19000.0	72000.0	
	Rent of premises/utilities/security	year	2						0.0	60000.0	
	IT&Communication services	year	2						0.0	20000.0	
	<b>Project management, technical support, M&amp;E subtotal</b>				4750.0	4750.0	4750.0	4750.0	19000.0	152000.0	
	<b>Outputs 1-3 and project management support subtotal</b>								435000.0	480000.0	
	General Management Service (GMS), 8%								34800.0		
	<b>TOTAL</b>								<b>469800.0</b>		

## Annex 2. Risk Analysis

#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Management response	Owner	Submitted, updated by	Last Update	Status
1	Lack of interest and capacities from the national governments to support Climate Box toolkit	June 2017	Regulatory	P = 3 I = 3	<p>UNDP CO will work in close cooperation with recognized local experts in order to raise interest and form a positive decision to support the project among the line ministries in each country.</p> <p>UNDP has been conducting a preliminary assessment of the countries' interest in promoting Climate Box. The final selection of the four target countries in the ECIS region for this project will depend, inter alia, on the level of acceptance and support from the public authorities to minimize future risks.</p> <p>From previous experience, national ministries (of education and/or environment) have been very interested in Climate Box, however decision-taking process may take longer than expected.</p>	UNDP CO	UNDP CO		
2	Lack of local expertise and data to prepare localized content for the toolkit	June 2017	Strategic	P = 1 I = 4	<p>UNDP CO will engage local experts based on a competitive selection process and/or past positive experience in working with them to avoid potential risks of underdelivery.</p> <p>The international consultant will be invited, who will be providing recommendations and guidance to a national expert team in each country.</p> <p>Experts can also bear in mind lessons learnt and good practice from the countries that have already been participating in the project.</p>	UNDP CO and IC	UNDP CO and IC		
3	Teachers are not eager to use Climate Box	June 2017	Strategic	P = 2 I = 5	<p>A number of workshops/trainings will be conducted for teachers in the target countries. At these trainings teachers will have an opportunity to get acquainted with the toolkit, understand how it can</p>	Moscow Children and Youth Center for	Moscow Children and Youth Center for		

					<p>be used, listen to lessons learnt and success stories from colleagues from other countries who have been working with Climate Box. The goal of these trainings not just to build capacity of teachers, but also get them inspired and more actively engaged in dissemination of the toolkit and other project activities.</p>	Environment, Regional Studies and Tourism	Environment, Regional Studies and Tourism		
4	Failure to prepare high-quality projects for the youth contest	June 2017	Strategic	P = 2 I = 3	<p>Workshops/trainings for teachers will include modules on environmental project design. Trainers provided by the Moscow Children and Youth Center for Environment, Regional Studies and Tourism have been involved in organisation and evaluation of youth projects for many years and will provide their guidance to local teachers during the training and afterwards, while teachers and their students will be working on their projects for the contest.</p>	Moscow Children and Youth Center for Environment, Regional Studies and Tourism	Moscow Children and Youth Center for Environment, Regional Studies and Tourism		
5	Project implementation delays	June 2017	Management	P = 3 I = 2	<p>To avoid possible implications on the implementation timeline due to long decision-making process of the local governments or delays in reaching Output 1 (preparing localized Climate Box toolkits), the first trainings can be implemented in the countries using Russian version of the toolkit, before the local version is finalized. In fact, such trainings help to attract more attention to the project, speed up the positive decision of the governments and to collect recommendations from teachers and methodists for the final localized version of the toolkit.</p> <p>Translation of materials and adapting certain parts of the texts can be also done in parallel.</p> <p>UNDP CO will do their best in engaging line ministries and other relevant stakeholders as early as possible.</p>	UNDP CO	UNDP CO		

Annex 3. Quality Assurance Report (see separate file)

Annex 4.

Gender Mainstreaming Action Plan

Activities	Indicators and Targets	Timeline	Responsibilities
<p><b>Impact:</b> Changes in consumer behavior and a shift towards low-carbon and resilient societies in the ECIS region leading to an enhanced climate change mitigation and adaptation.</p> <p><b>Outcome:</b> Enhanced education and awareness on climate change impacts and drivers among ECIS youth and general public through scaled up implementation of the innovative interactive learning toolkit on climate change – the Climate Box.</p>			
<p><b>Gender mainstreaming outcomes:</b></p> <ul style="list-style-type: none"> <li>Enhanced understanding and acceptance among students and teachers of gender-specific vulnerability to climate change and the need for a gender-sensitive climate action</li> <li>Greater empowerment of female teachers as advocates for climate action</li> </ul>			
<p><b>Component 1: Replication of the Climate Box toolkit in four new ECIS countries</b></p>			
Gender aspects are highlighted during the first training-of-trainers (TOT) seminars in four new countries adopting the Climate Box tool kit	4 TOT seminars conducted highlighting gender aspects; at least 60 teachers/educational specialists engaged	2017-2018	Project Team
<p><b>Component 2: Introducing the Climate Box in the educational process in seven ECIS countries through piloting support and capacity building</b></p>			
Gender Expert participate in at least one regional training workshop on Climate Box addressing teachers and educational specialists	1 regional Climate Box workshop comprehensively address gender mainstreaming agenda; at least 40 participants trained	2018	IRH Gender Team, Project Team
Gender Focal Points in the beneficiary UNDP Country Offices are actively engaged in the project implementation to build their awareness and understanding on climate change	7 UNDP CO Gender FPs are trained/aware of linkages between gender and climate change	2018	UNDP COs, Project Team
<p><b>Component 3: Climate change awareness and advocacy and enhancing regional cooperation based on the Climate Box platform</b></p>			
Gender Focal Points in the beneficiary UNDP Country Offices participate in planning and implementing national and local awareness and advocacy events on Climate Box	Planning of the CB awareness and advocacy events mainstream gender	2018-2019	UNDP COs, Project Team
Recommendations are developed for an expanded information module on gender and climate change for school children and teachers based on the existing UNDP knowledge products	A set of recommendations for teachers on gender and climate change	2019	Project Team
Materials and knowledge products on gender and climate change are published on the Climate Box web site	Gender-related information on climate box web site	2018	Project Team

<sup>1</sup> Wong, S., "Can Climate Finance Contribute To Gender Equity In Developing Countries?" *J. Int. Dev. Vol 28, Issue 3 428-444, 2016*; Institute of Development Studies (IDS), "Gender and Climate Change: Mapping the Linkages - A Scoping Study on Knowledge and Gap," 2008.

---

<sup>ii</sup> World Bank, "Social Dimensions of Climate Change," 2010; IDS 2008. Note 15

<sup>iii</sup> Iqbal, S., 2015. *Women, business, and the law 2016: getting to equal*. Washington, DC: World Bank Group

<sup>iv</sup> FAO 2011. Note 11; World Bank 2011. "World Development Report 2012 - Gender Equality and Development". Washington, D.C.: World Bank Group.

