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United Nations Development Programme

Country: ARMENIA

PROJECT DOCUMENT

Project Title: Generate global environmental benefits through environmental education and raising awareness of stakeholders.

UNDAF Outcome 4: Environment and disaster risk reduction is integrated into national and local development frameworks

UNDAF Agency Outcome 4.1: Armenia is better able to address key environmental challenges including climate change and natural resource management

UNDP Strategic Plan Outcome 2: Citizens expectations for voice, development, the rule of law and accountability are met by stronger systems of democratic governance

UNDP Strategic Plan Outputs: 2.5. Legal and regulatory frameworks, policies and institutions enabled to ensure the conservation and, sustainable use and access and benefit sharing of natural resources, biodiversity and ecosystems in line with international convention and national legislations

CPAP Armenia Outcome: 4.1 - Armenia is better able to address key environmental challenges including climate change and natural resource sustainable management

Executing Entity/Implementing Partner: Ministry of Nature Protection

Implementing Entity/Responsible Partners: Ministry of Nature Protection, United Nations Development Programme (UNDP)

Brief Description:

This project is in line with the following CCCD Programme Objectives: CD2 - to generate, access and use information and knowledge; and CD4 - to strengthen capacities for management and implementation on convention guidelines. It is also aligned with the second and third objective of the GEF-6 CCCD strategy that is to (i) strengthen consultative and management structures and mechanisms; and (ii) Integrate MEAs provisions within national policy, legislative, and regulatory frameworks. It is a direct response to the GEF-funded National Capacity Self-Assessment (NCSA) project conducted in Armenia during the period of 2003-2004 and particularly a direct response to a governmental measure that was calling for the “*organization of continuous education and awareness raising activities for the public on issues related to Conventions. Develop and implement educational projects on the elaboration of the local environmental projects, methods and activities of sustainable use of natural resources for local self-administration bodies*”. Through a learning-by-doing process, this project will strengthen the capacities of key individuals and institutions to use environmental education and awareness raising as tools. By extension, better environmental skills and knowledge will be available in Armenia, which should in turn deliver greater global environmental achievements over the medium and long-term. The first component will address the capacity gaps of the existing enabling environment that is preventing environmental education of being effectively used as a tool by stakeholders involved in natural resource management. The second component will be used to mainstream environmental education into national strategies, programmes and projects, and also to develop environmental education programmes as well as sustainable delivery mechanisms targeting staff in the public sector and educators in Armenia. Finally, the third component will be used to develop the capacity of CBOs and of the media – including journalists - to use environmental education and awareness raising as tools for conducting information awareness and environmental education activities at the community level but also at the national level through a national campaign.

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Project ID:	00091047
PIMS #	5309
Start date:	November 2015
End Date	November 2018
Management Arrangements	Support to NIM
PAC Meeting Date	10 June 2015

Total resources required	\$1,473,735
Total allocated resources:	
• Regular UNDP Cash	\$30,000
• Other:	
○ GEF	\$750,000
○ Government In-kind	\$485,500
○ Non-Government Org. In-kind	\$118,235
○ UNDP In-kind	\$90,000

<p>Agreed by the Government of the Republic of Armenia: <i>Aramayis Grigoryan</i> <i>Minister of Nature Protection</i></p>	<p><i>03/11/2015</i> Date/Month/Year</p>	<p><i>[Signature]</i> Signature</p>
<p>Agreed by the Implementing Partner: <i>Aramayis Grigoryan</i> <i>Minister of Nature Protection</i></p>	<p><i>03/11/2015</i> Date/Month/Year</p>	<p><i>[Signature]</i> Signature</p>
<p>Agreed by UNDP Resident Representative in Armenia: <i>Bradley Busetto</i></p>	<p><i>16/09/2015</i> Date/Month/Year</p>	<p><i>[Signature]</i> Signature</p>

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Acronyms and Abbreviations

APDSP	Armenian Prospective Development Strategic Programme
APR	Annual Project Report
ASPU	Armenian State Pedagogical University
AUA	American University of Armenia
AWP	Annual Work Plan
CB2	Capacity Building
CBO	Community Based Organization
CCCD	Cross Cutting Capacity Development
CDM	Clean Development Mechanism
CIS	Commonwealth of Independent States
CITES	Convention on International Trade in Endangered Species
CO	Country Office
CPAP	Country Programme Action Plan
CSO	Civil Society Organization
DPC	Direct Project Cost
DRM	Disaster Risk Management
EE	Environment Education
ESD	Education for Sustainable Development
ERBM	Enhanced Results Based Management
GDP	Gross Domestic Product
GEF	Global Environment Facility
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MEA	Multilateral Environmental Agreement
MES	Ministry of Emergency Situation
MNP	Ministry of Nature Protection
MOES	Ministry of Education and Science
NCSA	National Capacity Self-Assessment
NGO	Non-Governmental Organization
NIM	National Implementation Modality
NEAP	National Environmental Action Programme
NPD	National Project Director
PB	Project Board
PIF	Project Information Form
PIR	Project Implementation Review
PMU	Project Management Unit
POP	Persistent Organic Pollutant
PPG	Project Preparation Grant
PRSP	Poverty Reduction Strategy Papers
RTA	Regional Technical Advisor
SBAA	Standard Basic Assistance Agreement
SD	Sustainable Development
SDP	Sustainable Development Programme
SGP	Small Grant Programme
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SNCO	State Non-Commercial Organization
TNA	Training Needs Analysis
UN	United Nations
UNCBD	United Nations Convention on Biological Diversity

UNCCD	United Nations Convention to Combat Desertification
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
USD	United States Dollar

PART I - PROJECT

A Project Summary

A.1 Project Rationale

1. Armenia conducted a National Capacity Self-Assessment (NCSA) during the period of 2003-2004. This assessment, funded with a GEF grant, allowed stakeholders to review environmental issues, take stock of progress in addressing these issues as guided by the Rio Conventions, identify gaps in implementation and meeting Rio Convention obligations, identify causes of these gaps and determined actions to enhance capacity and address these gaps. This assessment was highly participative with the participation of a broad group of stakeholders and served as a basis for developing a four-year framework action plan for the implementation of the Rio conventions. These results were discussed at a round table in the National Assembly (organized jointly with the “*Association for Sustainable Human Development*”) as part of the process to develop the sustainable development strategy for Armenia. Then this framework action plan was used to formulate a list of 11 measures to address crosscutting issues to implement Armenia’s commitments related to the implementation of the multilateral environmental agreements that Armenia is a Party to. This list was approved by the government through the Decree No 1840-N (2004) and further amended by the Decree No 880-N (2005). One of these measures was to “*Organize continuous education and awareness raising activities for the public on issues related to Conventions. Develop and implement educational projects on the elaboration of the local environmental projects, methods and activities of sustainable use of natural resources for local self-administration bodies*”.

2. Development in Armenia is driven by the *Armenian Prospective Development Strategic Programme (PDSP) for 2014-2025*, which was approved by a government Decree in 2014. This strategy is an update of the *Sustainable Development Programme (SDP)* that was approved by a government Decree in 2008. With 4 national priorities, this national strategy is much focus on economic growth and social development, attempting at addressing issues following the 2008-2009 crisis such as the need to review the model of economic growth based on foreign financing and the resulting increase in domestic demand that was in place during the period 2003-2008. However, despite no priority related to environmental protection, the ADS states, “*the cornerstone of the environmental component of sustainable development is the protection of the balanced environment through conducting a resource efficient economy*”. Furthermore, it says that it is especially important that parallel to the government’s efforts for improving the rates of economic growth, measures should be taken to reduce as much as possible the associated environmental risks including “*activities for implementing comprehensive measures for ecological education, public awareness and public participation will become more intensive*”, which the project will be a direct response.

3. A *Second National Environmental Action Programme (NEAP)* is in place in Armenia since 2008. It was formulated mainly on the basis of requirements from the multilateral environmental agreements that Armenia is a Party to. It contains an extensive review of the environmental governance framework in place in Armenia and is setting out measures to address the identified problems in key elements of this environmental governance framework including: environmental policy and legal regulation; institutional management; economic and financial mechanisms of environment; sustainable environmental management; development of international cooperation in the environmental sector; public awareness and environmental training, education and accessibility of information; and scientific research and development. This programme recognizes that “*information conveyed to the public is not sufficiently efficient*”, but also acknowledging that environmental information needs are not developed due to a lack of environmental awareness, training and education. The action plan of this programme (2009-2012) included actions to develop and implement a national environmental education programme.

4. The National Assembly approved its *Education Development State Programme of the Republic of Armenia 2011-2015* in 2011. It is the public policy in Armenia in the area of education and regulated by the Law on Education of Armenia. It is based on previous programmes and concepts approved by the government, including the concept “*Education – 2015*” developed with the support of the United States Agency for International Development (USAID). Despite that this programme links the need to improve education in Armenia with the need to ensure the sustainable economic development and competitiveness in the context of the national security and the sustainable development strategy, it does not address the need for environmental education. However, the Ministry of Education and Science will soon focus on developing the next education state programme, which is

an opportunity for Armenia to address the need to improve and institutionalize environmental education in the country.

5. In parallel to this education programme a *Concept of Creation of a Holistic and Integrated National System for Environmental Education and Awareness-Raising* and a *2011-2015 Plan of Activities for the Implementation of this Concept* was approved by the government in 2009 and 2010 respectively. This plan included activities targeting the improvement of the legislative and institutional arrangements for environmental education, capacity development, human resource development and training and strengthening international cooperation in the spheres of science and education.

6. Other thematic policies related to the environment and education in Armenia include: the *National Security Strategy*; the *Schedule for Reform of the Legislative and Institutional Framework for the System of Environmental Education and Awareness Raising*; the *National Qualifications Framework of the Republic of Armenia* and its Annex on *Educational Qualifications of the Republic of Armenia and Their General Descriptors*; the *Code of Conduct* of the Ministry of Nature Protection; *National Curriculum for General Education and State Standards for General Education* (2004) and *State Standards for Vocational Education*; the *Concept of Lifelong Learning in Armenia* (2009); the *Agreement on Cooperation* between MOES, the Ministry of Territorial Administration and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) Country Office in Armenia on the Integration of Environmental Education into Secondary School System of the Republic of Armenia; and the *Concept of Comprehensive and Integrated National System for Environmental Education, Behavior Change and Awareness-Raising* and the related action plan 2011-2015. However, this concept has never been approved by the ministry of education.

7. This project is in line with the following GEF-5 CCCD Programme Objectives: i) (CD 2) to generate, access and use information and knowledge and (CD 4) to strengthen capacities for management and implementation on convention guidelines. It is also aligned with the second and third objective of the GEF-6 CCCD strategy that is to (i) strengthen consultative and management structures and mechanisms; and (ii) Integrate MEAs provisions within national policy, legislative, and regulatory frameworks. The project will train decision-makers on the critical linkages between the objectives of the Rio Conventions and other MEAs and sectoral development priorities. The project will also support public dialogues on key environmental issues with targeted stakeholders groups. Through a learning-by-doing process, this project will strengthen the capacities of key individuals and institutions to use environmental education and awareness raising as tools. By extension, better environmental skills and knowledge will be available in Armenia, which should in turn deliver greater global environmental achievements over the medium and long-term.

A.2 Project Strategy

8. This project will address the critical priority capacity need to raise the environmental literacy in Armenia by developing the capacity of delivering environmental education programmes. This is a timely response to address this need. It was first identified during the NCSA process conducted in 2003-2004 and confirmed subsequently by the assessment conducted for the *Rio+20 National Assessment Report* and finally the need for action to address this need was included in the *RA 2014-2025 Prospective Development Strategic Program*. The development of Armenia's capacity to deliver environmental education programmes will, in turn, improve the capacity of stakeholders involved in the management of natural resources to identify responses to threats including negative impacts of global climate change on the local environment that is supporting the livelihoods of communities, human health and economy in Armenia.

9. Every effort will be made to incorporate gender issues in the implementation of this project. Roles of men and women to participate in activities of the project will be equally assigned without any discrimination. The project will take steps to ensure that women account for at least 40% of all training and capacity building in the project. Moreover, the project will strengthen data collection and monitoring programmes – gender segregation of data collection and monitoring will be introduced as a basis for ensuring long-term gender benefits.

10. The goal of this project is to expand the capacity of Armenia to generate global environmental benefits through environmental education and raising awareness of stakeholders to implement Rio Convention strategies. The objective of the project is to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues. It will, on one hand, increase the public knowledge on the

environment and the need to protect nature, and, on the other hand, transfer the required knowledge to the targeted beneficiaries to allow them to be development actors without harming the environment. Through the activities of the project, it will include support for the dissemination of environmental information on state-of-the-art technologies for climate change mitigation and adaptation, conservation of biodiversity and prevention of soil degradation. It will also provide resources for raising the capacity of decision-makers in governing bodies, who are promoting the sustainable development of the country. This objective will be achieved through three components:

- 1) ***Enhance legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools:*** The first component will address the capacity gaps of the existing enabling environment (policy, legislation and institutional frameworks) that is preventing environmental education of being effectively used as a tool by stakeholders involved in natural resource management. The project will start by reviewing the existing frameworks in place, identify the capacity gaps and needs and based on the findings address those priority capacity building needs. The expected result from this outcome is an institutionalized enabling environment that is conducive to the development and implementation of sustainable environmental education programmes in Armenia and will increase the knowledge of the staff in public sector entities about this enabling environment.
- 2) ***Improve the capacity of relevant educational entities, organizations offering environmental education to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management:*** The second component will be used to mainstream environmental education into national strategies, programmes and projects, and also to develop environmental education programmes as well as sustainable delivery mechanisms targeting staff in the public sector and educators in Armenia. The project will start by reviewing the existing environmental education programmes in place and their alignment with the MEAs obligations, identify the gaps and needs and address the priority needs. The expected results from this outcome are national strategies, programmes and projects integrating environmental education as a tool to improve the management of natural resources, and key public sector staff and educators equipped with environmental skills and knowledge using environmental education as a tool to raise public awareness on global environmental issues and solutions being implemented in the context of the implementation of the MEAs that Armenia is a Party to.
- 3) ***Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management:*** The third component will be used to develop the capacity of CBOs and of the media – including journalists - to use environmental education and awareness raising as tools for conducting information awareness and environmental education activities at the community level but also at the national level through a national campaign. The expected results from this outcome are CBOs and media outlets with better capacities to deliver environmental education and environmental awareness activities at the community level but also at national level; and material developed and delivered through CBOs and the media to communities in order to raise environmental literacy of the population in Armenia.

11. The project will take a collaborative and adaptive management approach to implementation, which calls for stakeholders to take an proactive role in the mainstreaming exercises, as well as to help identify and solve unexpected implementation barriers and challenges. By taking an adaptive collaborative approach, project activities and outputs can be more legitimately modified and adapted to maintain timely and cost-effective project performance and delivery.

A.3 Key Indicators, Assumptions, and Risks

12. A set of indicators was identified to measure progress against the objective and outcomes. It includes the summary results of the capacity development scorecard as one indicator used to measure progress on the development of capacities at the objective level. Three other indicators were identified at this level to measure the alignment of the institutional framework and of the legislative and policy frameworks with the objectives and

obligations of the Rio Conventions. A total of 15 indicators were identified to measure progress at the objective and outcomes level. For each indicator, a baseline was set as well as a target at the end of the project.

13. The review of risks to the project indicates that these risks are manageable through the project's learn-by-doing approach. This proposed project is a direct response to national priorities identified through the NCSA process; as a result, there is a strong national ownership and willingness to succeed, hence the risks that key stakeholders will not participate in the project or political will not be displayed are low.

B Country Ownership

B.1 Country Eligibility

14. Armenia is eligible to receive technical assistance from UNDP, and is thus eligible for support under the Global Environment Facility (GEF). Armenia ratified the United Nations Convention on Biological Diversity (UNCBD) in 1993, the United Nations Framework Convention on Climate Change (UNFCCC) in 1994, and ratified the United Nations Convention to Combat Desertification and Drought (UNCCD) in 1997. Armenia also ratified important protocols under the Rio Conventions during the years, namely:

- It acceded to the Cartagena Protocol on Biological Safety and ratified it in 2004 to protect biodiversity from the potential risks posed by genetically modified organisms that are the product of biotechnology.
- It acceded to the Kyoto Protocol in 2005, participating with developed countries to reduce greenhouse gas emission, through hosting the Clean Development Mechanism (CDM).

15. Armenia also signed the UNECE Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters (the Aarhus convention) in 2001. The Aarhus Convention establishes a number of rights of the public (individuals and their associations) with regard to the environment. The Parties to the Convention are required to make the necessary provisions so that public authorities (at national, regional or local level) will contribute to more effective implementation of the rights fixed in the convention. The Convention provides for:

- The right of everyone to receive environmental information that is held by public authorities ("*access to environmental information*"). This can include information on the state of the environment, but also on policies or measures taken, or on the state of human health and safety where this can be affected by the state of the environment. Applicants are entitled to obtain this information within one month of the request and without having to say why they require it. In addition, public authorities are obliged, under the Convention, to actively disseminate environmental information in their possession;
- The right to participate in environmental decision-making. Arrangements are to be made by public authorities to enable the public affected and environmental non-governmental organizations to comment on, for example, proposals for projects affecting the environment, or plans and programmes relating to the environment, these comments to be taken into due account in decision-making, and information to be provided on the final decisions and the reasons for it ("*public participation in environmental decision-making*");
- The right to review procedures to challenge public decisions that have been made without respecting the two aforementioned rights or environmental law in general ("*access to justice*").

16. Other global conventions signed or ratified by Armenia and related to the environment include:

- Convention on Wetlands of International Importance Especially as Waterfowl Habitat (Ramsar) (1993)
- Convention Concerning the Protection of the World Cultural and Natural Heritage (1993)
- Convention for the Protection of the Ozone Layer (1999)
 - Protocol on Substances that Deplete the Ozone Layer (Montreal) (1999)
 - London amendments to the Montreal protocol (2003)
 - Copenhagen amendments to the Montreal protocol (2003)
 - Beijing amendments to the Montreal protocol (2009)
 - Montreal amendments to the Montreal protocol (2009)

- UN Convention on the Control of Transboundary Movements of Hazardous Wastes and Their Disposal (Basel) (1999)
- Convention on the prior informed consent procedure for certain hazardous chemicals and pesticides in international trade (Rotterdam) (2003)
- Convention on Persistent Organic Pollutants (POPs - Stockholm) (2004)
- Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) (2009)
- Convention on the Conservation of Migratory Species of Wild Animals (2011)

17. Armenia is also part of several regional planning frameworks to support its work in managing the environment. It includes:

- UNECE Convention on Long-Range Trans-boundary Air Pollution (Geneva) (1997)
- Protocol on Long-term Financing of the Co-operative Programme for Monitoring and Evaluation of the Long-range Transmission of Air Pollutants in Europe (ratified on October 20, 2013)
- UNECE Convention on Environmental Impact Assessment in a Transboundary Context (Espoo) (1997)
 - Protocol on Strategic Environmental Assessment (Kiev) (2011)
- UNECE Convention on Transboundary Effects of Industrial Accidents (Helsinki) (1997)
- Protocol on Water and Health (London) (under ratification)
- Convention on the Prohibition of Military or Any Hostile Use of Environmental Modification Techniques (Geneva) (2002)
- European Landscape Convention (Florence) (2004)
- Convention on the Conservation of European Wildlife and Natural Habitats (Bern) (2008)

B.2 Country Drivenness

18. The United Nations Development Assistance Framework (UNDAF) for Armenia is a five-year strategic programme framework that outlines the collective response of the UN system to development challenges and national development priorities in Armenia - as outlined in the second Poverty Reduction Strategy Paper (PRSP)¹ - for the period 2010-2015².

19. The process to identify this framework started in 2008 taking into account the UN's previous experience in Armenia. From the outset of this process, stakeholders identified 2 areas to focus on: (i) promoting more inclusive and sustainable growth; and (ii) strengthening democratic governance. Three task forces were organized and co-chair by the Office of the Prime Minister of Armenia and the UN Resident Coordinator in Armenia. These task forces included government representatives, NGOs and the UN representatives.

20. In order to ensure national ownership, achieving maximum development impact, transparency, cost-efficiency, and coordination, the UN Country Team (UNCT) adopted a series of principles; they included:

- a) All programs and projects will ensure national ownership and strengthen or build national capacities;
- b) Programs will be implemented through a partnership involving the Government of Armenia, civil society and the UN agencies;
- c) The UN will actively seek partnerships among bi-lateral and multi-lateral donors to avoid duplication, enhance synergies, and mobilize additional resources;
- d) The Government will play a leading role in the coordination of these partnerships;
- e) The programs will be managed on the basis of participatory and transparent arrangements, including UN joint work plans and joint resources agreements in the case of Joint Programs;
- f) The achievement of results will be systematically monitored.

21. As a result of the planning process, four national priorities were selected for UN development cooperation for the period 2010-2015 and formed the framework (UNDAF) for a coordinated UN development assistance in

¹ The PRSP was then called the Sustainable Development Programme (SDP). Finally, the current national development programme is now called Armenia Development Strategy (ADS) for 2014-2025.

² Note: will be potentially linked to Pillar IV – Environmental sustainability and resilience building – of the draft UNDAF 2016-2020 (to be approved in 2015)

Armenia. Overall, through these 4 national priorities, the focus of this UNDAF is to support the achievement of the national MDG targets and goals. The key expected results for this period include:

- a) Inclusive and sustainable growth is promoted by reducing disparities and expanding economic and social opportunities for vulnerable groups:
 - i. National policies, strategies and programmes reduce disparities between regions and specific vulnerable groups.
 - ii. Vulnerable groups, in particular women and youth, have greater access to economic (employment) opportunities in targeted regions of Armenia.
- b) Democratic governance is strengthened by improving accountability, promoting institutional and capacity development and expanding people's participation:
 - i. Improved structures and mechanisms at both centralized and decentralized levels ensure the progressive realization of human rights.
 - ii. Capacity at different levels of governance to enhance transparency, accountability and inclusiveness is improved.
 - iii. National systems of data collection, reporting and monitoring of human development are strengthened.
 - iv. Communities and people have the capacities to claim their rights and participate in decision making processes.
- c) Access and quality of social services is improved especially for vulnerable groups:
 - i. The proposal on improvement of policy and legislation to ensure universal access to health.
 - ii. Ensuring equitable access to improved quality services in targeted areas of Armenia by Health care providers
 - iii. Inclusive education policies and strategies ensure access to, retention in and quality schooling for the most vulnerable.
 - iv. Institutional capacities strengthened & mechanisms in place to respond to the needs of the vulnerable groups.
- d) Environment and disaster risk reduction is integrated into national and local development frameworks:
 - i. Armenia is better able to address key environmental challenges including climate change and natural resource management.
 - ii. National capacities for Disaster Risk Management (DRM) strengthened.

22. As per the UNDAF 2010-2015, environmentally sustainable development, conservation and sustainable use of natural resources is one of the overarching issues and crosscutting priorities of the government strategic programs and donor assistance agenda; it has been part of PRSP-1 and PRSP-2 (now called SDP). To address this priority under this UNDAF, the UNCT will provide donor assistance to enhance the national capacities for environmental management, including: biodiversity protection; forest management; improvement of water resources administration; atmosphere protection; development of the environmental comprehensive monitoring system; environmental education; ensure proper administration of the environment through adequate state measures, proper management of chemicals and waste and ensuring investment into cleaner production; and promote energy efficiency and renewable energy activities.

23. The project will contribute to this UNDAF expected result that is “*to integrate environment and disaster risk reduction into national and local development frameworks*”. More specifically, the project will support Armenia is addressing its key environmental challenges including climate change and natural resource management (expected result d) i. above) through environmental education. The project will support raising environmental awareness in Armenia on global environmental issues, global environmental responses and local actions needed to be implemented. The focus on the Rio Conventions will provide the global context to understand these global issues and the types of local actions that need to be implemented to address these global challenges.

24. In addition to the UNDAF 2010-2015, UNDP Armenia in cooperation with the government of Armenia formulated a Country Programme Action Plan (CPAP) for the period 2010-2015. It was developed following the completion of the UNDAF using the same six working groups that developed the UNDAF. This CPAP focuses on four national priorities: a) ensure access to enhanced economic opportunities; b) increase the capacity of citizens

to participate and exercise their rights and responsibilities, and of government institutions to comply with their obligations; c) ensure access to quality social services; and d) improve effective management of natural resources.

25. The CPAP is made of three main programmatic components that are sub-divided into 9 outcomes. It includes one component focusing on the environmental governance – *Environment and Sustainable Development* - with outcome 4.1 - *Armenia is better able to address key environmental challenges including climate change and natural resource sustainable management*. Under this outcome, the project is well aligned with:

- Output 4.1.1 - National policies and tools for implementation of and compliance with international environmental agreements are developed and adopted;
- Output 4.1.2 - Sustainable development (SD) principles are introduced and mainstreamed in national environmental policy frameworks; and
- Output 4.1.3 - Sustainable development principles introduced into the education curriculum.

26. The project is aligned with UNDP Strategic Plan 2014-2017 and will contribute to the achievement of Outcome 2, output 2.5 which is “Legal and regulatory frameworks, policies and institutions enabled to ensure the conservation and, sustainable use and access and benefit sharing of natural resources, biodiversity and ecosystems in line with international convention and national legislations. In line with UNDP Enhanced Results Based Management (ERBM) the project corresponds to indicator 2.5.1 A 1.1, namely “Extent to which legal frameworks are in place for conservation, sustainable use, and access and benefit sharing of natural resources, biodiversity and ecosystems” with the baseline status equal to 1- not adequate - in 2015 and defined target equal to 3 - partially – for year 2017.

27. The GEF grant will fund the development and demonstration of an innovative environmental education programme promoting state-of-the-art environmental management approaches and principles that are recognized globally and which will help in addressing environmental issues and fulfilling commitments obligated under the global international conventions. Building on the results of the first CB2 project funded by GEF, this CCCD project will innovate crosscutting approaches, addressing crosscutting issues related to the implementation of the Rio Conventions.

28. It will strengthen the capacity of staff in the public sector, raise the public awareness about global environmental issues and the related international conventions, strengthen the links between sectors, including the mainstreaming of environmental concerns in development policies and projects, and finally contribute to an ecologically safe and sound environment in Armenia.

B.2.a National Capacity Self-Assessment

29. As a GEF eligible country, Armenia obtained an UNDP-GEF grant to conduct its NCSA; it was one of the first countries in the region to initiate an NCSA³. The objective of the project was to identify national capacity development needs in Armenia, taking into account the synergistic possibilities of the conventions for developing a coordinated, harmonized and unified approach to the implementation of conventions' provisions in the country. This assessment started in early 2003 and was concluded in late 2004.

30. This assessment was highly participative with the participation of a broad group of stakeholders from government entities – including representatives from regional governments and local self-governing bodies - but also from the private sector, civil society, scientists and experts. The NCSA project supported 16 joint seminars, 12 round-tables, 20 workshops, 11 surveys, and 96 individual interviews. These events were opportunities to acquaint stakeholders with the aims and objectives of the NCSA, receive their opinions and recommendations, as well as assess their potential contribution. Furthermore, 10 NCSA events were broadcasted on TV and media, 6 articles were published in local newspapers, and a documentary film was produced on the implementation of the three global environmental conventions and environmental issues in the country. Partnerships were also promoted by the NCSA project to establish effective cooperation between the project and its partners: 11 memorandums of

³ The aim of the National Capacity Self Assessment (NCSA) projects - funded by the GEF - was for countries that are Parties to the UNCBD, UNCCD and UNFCCC, to assess their own capacities and capacity development needs to address the requirements of the three conventions and identify measures to address these needs.

understanding were signed with government ministries and scientific research institutes, as well as international organizations, private sector entities and community based NGOs.

31. The approach to conduct this assignment included a national capacity needs assessment in three thematic areas: biological diversity, climate change and desertification. Following this assessment, the project focused on assessing capacities in the seven crosscutting areas that were identified as critical for the development of a coordinated and integrated approach for an effective implementation of Armenia's environmental obligations; recognizing the necessity of combining the crosscutting issues of these conventions. These seven crosscutting areas are:

- Environmental policy: legal framework, regulations and enforcement
- Institutional management, including national-regional-local links
- Monitoring and access to information
- Financial tools and mechanisms
- Inter-sectoral, integrated and comprehensive planning of the use of natural resources
- Public awareness and environmental education
- Scientific information provision, applied research and existing technologies.

32. The NCSA process identified several crosscutting issues that were constraining the implementation of international environmental obligations, commitments and agreements. These issues were summarized as follows:

- Insufficient training and knowledge for organizations and their staff to implement effective environmental management practices;
- Lack of consideration of environmental commitments in various social-economic development programmes and lack of linkages among ongoing environmental management processes in the country;
- Low level of decision-makers' awareness about global environmental issues and multilateral environmental agreements;
- Lack of professional environmental resources in governing bodies;
- Low level of competition among young ecologist-specialists in the labor market;
- Low level of environmental education and lack of "environmental culture" among the population. Based on these issues, the NCSA identified environmental education and public awareness raising as priority capacity need, which is also part of the commitments for Parties to these Conventions.

33. These assessments served as a basis for developing a four-year framework action plan for the implementation of the Rio conventions; which included 23 actions to address the identified crosscutting issues.

34. As a highly participative assessment, government partners and particularly the Ministry of Nature Protection (MNP) valued the findings from these assessments and the framework action plan. These results were discussed at a round table in the National Assembly (organized jointly with the "*Association for Sustainable Human Development*") as part of the process to develop the sustainable development strategy for Armenia.

35. Finally, from this framework action plan a list of 11 measures to address crosscutting issues to implement Armenia's commitments related to the implementation of the multilateral environmental agreements that Armenia is a Party to were submitted and approved by the government through the Government Decree No 1840-N of December 2, 2004 and further amended by the Decree No 880-N of June 16, 2005. As a result of these two Decrees, the government mandated government institutions to submit to the Ministry of Nature Protection information on the implementation of measures as planned in the annex of the Decrees six months after the Decree entered into force. Then, the Minister of Nature Protection was charged to summarize this data and submit to the Government a report on measures in place to address these crosscutting issues averting the implementation of Armenia's obligations under these international agreements.

36. This list of 11 measures included also two measures that are related to this project:

- Expand and strengthen the environmental monitoring observation network, improve the technical capacities, modernize and strengthen the data collection and analysis system

- Organize continuous education and awareness raising activities for the public on issues related to Conventions. Develop and implement educational projects on the elaboration of the local environmental projects, methods and activities of sustainable use of natural resources for local self-administration bodies.

37. The focus of the first measure listed above is on environmental monitoring. This measure was the object of the first CB2 project implemented in Armenia with GEF support from mid-2008 to mid-2012.

38. The second measure is directly related to this project. As discussed in the previous section, this project will fund the development and demonstration of an innovative environmental education programme promoting state-of-the-art environmental management approaches and principles that are recognized globally and which will help in addressing environmental issues and fulfilling commitments obligated under the global international conventions. A special attention will be made on issues related to the development of capacity of staff in governmental institutions, in order to raise their skills and knowledge and comply with international standards, and to the improvement of institutional structures to provide the required mechanisms for an effective environmental management framework. The project was developed to address this particular capacity need that is still much needed today.

B.2.b Sustainable Development Context

39. Armenia is a small land locked country located in the Caucasus region of South Eastern Europe, bordering Georgia in the North, Azerbaijan in the North-East, East, and South-West, Iran in the South and Turkey in the West. 90% of the territory is at the height of 1,000 m above the sea level and higher with an average of 1,800 m. The total area of the country is 29,740 sq km: 46.8% agricultural lands; 12.7% forests; 5.6% surface waters; and 34.9% other. The largest lake in Armenia is Sevan, the fresh waters of which are considered a natural reservoir of drinking water for the entire region. Armenia is characterized by a mountainous continental climate, remarkable for its dryness.

40. Armenia gained independence in 1991 and has been constituted as a sovereign, democratic republic with state power being administered pursuant to the Constitution and the laws based on the principle of separation of the legislative, executive and judicial powers. The Constitution was adopted on July 5, 1995 after the result of a nation-wide referendum. It is the main Law of the Republic of Armenia, and it is the guarantee of an independent democratic society based on social justice and rule of law. The head of state is the President who ensures compliance with the Constitution, normal operation of the legislative, executive and judiciary authorities, and serves as the guarantor of sovereignty, territorial integrity and security of the country. The territorial and administrative division of the country under the national government structure consists of 11 marzes or regions (including the capital city of Yerevan that has a status of a marz with 12 districts/circuit communities), 47 urban communities and 871 villages.

41. As per the UNDAF 2010-2015, its population is estimated at 3.2 million with an estimated 30% living in Yerevan. Since 2000, Armenia has achieved remarkable development results. As a post-Soviet Republic, its economic policy was shaped in the mid 1990s by market-oriented reforms and a macro-economic stability framework. These "first generation" reforms, combined with a very positive external environment in the 2000s, led to considerable improvements in the socio-economic situation of the country with poverty rates falling from 56% in 1999 to around 25% in 2007. After a period of significant decline during the 1990s, growth accelerated to reach an average annual rate of 10% during the period 2001-2008 (which was the highest in the Commonwealth of Independent States (CIS) region). As a result, gross domestic product (GDP) per capita reached USD 3,000 by 2007, which elevated Armenia's status from a low to a middle-income country.

42. Nonetheless, according to the assessment conducted for the UNDAF 2010-2015, unequal economic opportunities, differences in regional development and evidence of the growing severity and depth of poverty suggest that further reductions in poverty rates has been a major challenge for Armenia. In addition, the heavy dependence on external financing and remittances from overseas⁴ will likely mean that the global financial crisis will have a significant impact on Armenia's ability to sustain the very high growth rates necessary for further

⁴ The Armenian Diaspora is estimated at 8 million living mostly in Russia, USA, Middle East and Europe.

reductions in poverty rates. Finally, the return of migrants due to the slowdown in the economy of host countries (mainly Russia) places additional pressures on social service delivery and job creation efforts.

43. Armenia ranks 87th among 177 countries in terms of human development and is in the group of the countries with medium human development. However, the improvement in the human development index (HDI) can be largely attributed to the increase in income per capita as opposed to improvement in social development indicators, most notably, under-five and maternal mortality rates where Armenia is unlikely to meet the Millennium Development Goals (MDG) targets by 2015. In general, the crisis will affect the achievement of MDGs and can move back the current achievements of the country by 2-3 years.

44. The country also faces challenges in democratic governance, including the fight against corruption, the need to strengthen electoral institutions and institutions working towards equality and human rights, ensuring the full participation of men and women in decision-making processes, and guaranteeing the protection of human rights and freedom of the media. The country still faces challenges in the areas of rule of law and independence of the judiciary, public sector reform, decentralization (to address regional inequalities) and the overall strengthening of institutional capacities.

Sustainable Environmental Management

45. Armenia - a country with scarce land resources - is notable for its land diversities, which include semi desert (236,000 ha), dry steppe (242,000 ha), steppe (797,000 ha), forest (712,000 ha) and alpine land (629,000 ha). Over the last decades, land ownership right changed drastically. In 1997, the state owned over 80% of all lands in Armenia, in 2008, this percentage decreased to only 46%. In the meantime, 36% of the lands are now owned by communities, which increased the role of the local self-government administrations in land resources management and protection⁵. Overall, due to the scarcity of cultivated land areas in Armenia, steep slopes, broken relieves and areas prone to landslides, floods, bogging are used by farmers, thereby causing land degradation and intensification of landslides.

46. In addition to the serious environmental problems inherited from the past, the increased economic activity since the independence in 1992 has put Armenian natural resources under pressure. Agriculture is the principal user of land, and the current practice has resulted in reduced productivity of land, salination and alkalization of the soil. Overexploitation and overuse of pastures have also led to erosion and threatened biodiversity. The increasing industrial use of lands and the intensification of new settlements without proper zoning are amplifying the pressure on the scarce and fragile land resources. Pollution poses an increasing problem: Alaverdi (with the copper extraction and processing facility), Ararat and Hrazdan (with cement factories) are the most polluted cities in the country. The situation of air quality in Yerevan is also poor and affected by transport emissions and dust due to construction works and continuously aggravated by the reduction of green areas in the city⁶.

47. Forest management and biodiversity conservation are also at risk with the massive cutting that started during the energy crises of the 1990s and which continues to date. The remaining forest is characterized by loss of natural reproduction capacity, depletion of species and reduced productivity, and deforestation has intensified erosion, landslides and the dying out of natural sources. Biodiversity and forest management have recently benefited from various initiatives, along with the implementation of a number of strategic policies and projects aimed at the fulfillment of obligations under international agreements. However, the forest sector still faces numerous constraints such as a low enforcement of the law, corruption and an absence of transparency in the provision of licenses.

48. The protection and management of water resources is of critical and strategic importance for Armenia, due to the likely impact of climate change in the country and the increased demand for water resources due to the growth of economic activities.

49. The country has not yet resolved the problems of safe ecological disposal of municipal and hazardous industrial wastes since there are no waste recycling enterprises and waste treatment facilities. In practice, all sorts of waste are being disposed to the same urban and rural dumps without separation. No waste treatment practices exist and in the majority of dumps it is simply burned causing environment pollution. The issues of waste

⁵ Republic of Armenia, 2008, Second National Environmental Action Programme

⁶ UN Armenia, *UNDAF 2010-2015*

separation, treatment, and recycling as well as safe disposal of radioactive wastes generated by the nuclear power plant should continue to be the focus of Government attention. Given the potential strong correlation between environmental hazards and disease there is also an important public health dimension to be addressed in the country.

50. The growing exploitation of natural resources and deficiencies in environment management will, most probably, continue to negatively affect the general health and living conditions of the population and seriously endanger the long-term viability of the economy⁷. As per the Armenia Development Strategy (ADS), it was recognized that in parallel to the government's efforts for improving the rates of economic growth, measures should be taken to reduce as much as possible the associated environmental risks. In particular:

- Environmental risks associated with the expansion of the mining industry as a result of higher prices for metals in international markets;
- Illegal forest logging resulting from higher gas prices;
- Overexploitation of water resources due to rapid development of subsectors using underground water resources and as a result of climate change;
- Increased desertification risk.

51. In addition to these sustainable development challenges, various assessments also point out to the low environmental literacy in Armenia. The Rio+20 report stated the “*absence of a mentality for the protection of environment and that the acting system of environmental education aimed at sustainable development still insufficiently utilizes the potential for changing human mentality as an important factor in terms of the shift to “Green economy” for the purposes of making decisions, changing behaviors, specifying requirements (constraints), shaping (especially in the period of introduction of systems of labeling and certification of eco-products) of demand for “green” technologies, and environmentally sound and high quality products*”⁸. The project will directly aim at addressing these challenges.

B.2.c Policy and Legislative Context

52. Education, development and environmental management in Armenia are led by a set of key policies, supported by Laws, which includes the following key policies:

Armenian Prospective Development Strategic Program 2014=2025 (APDSP)

53. The ASPPD for 2014-2025 was approved by the Decree of the Government of Armenia No. 442 - N dated 27th of March, 2014. It is the revised Sustainable Development Programme (SDP) that was approved by the government in 2008 (Decree No 1207-N dated 30 October 2008). As its predecessor (SDP), which did not take into account the 2008-2009 global financial crisis, this national strategy is much focus on economic growth and social development, attempting at addressing issues following crisis such as the need to review the model of economic growth based on foreign financing and the resulting increase in domestic demand compared with the period 2003-2008.

54. The main objective of the ADS for 2014-2025 is an increase in employment through the creation of quality and well-paid jobs. The ADS has four priorities:

- Priority 1. Growth of employment;
- Priority 2. Development of human capital;
- Priority 3. Improvement of social protection system; and
- Priority 4. Institutional modernization of the public administration and governance

55. However, despite no priority related to environmental protection, the APDSP states “*the cornerstone of the environmental component of sustainable development is the protection of the balanced environment through conducting a resource efficient economy*”. It states also that the main developments in the environmental sector were implemented in accordance with the Second National Environmental Action Plan. A section of the strategy

⁷ Idem

⁸ Republic of Armenia, 2012, *Rio+20 National Assessment Report*

provides a review of key environmental elements in Armenia, including biodiversity protection, atmosphere protection, and the national water program. Finally the strategy states that in the forthcoming years, it is especially important that parallel to the government's efforts for improving the rates of economic growth, measures should be taken to reduce as much as possible the associated environmental risks. As a result of the analysis, the strategy lists 15 priorities of the environmental sphere, including "*activities for implementing comprehensive measures for ecological education, public awareness and public participation will become more intensive*"⁹, which the project will be a direct response.

Second National Environmental Action Programme (NEAP)

56. This second national environmental action programme was formulated following a two-year assessment (2006-2007) and approved through a Protocol of the Government of the Republic of Armenia number 33 from August 14, 2008. The implementation of this programme is legislated by the various legal Acts of the Republic of Armenia regulating the environmental sector included the mandated institutions to implement this programme.

57. This national action programme was mainly formulated on the basis of the requirements from the multilateral environmental agreements that Armenia is a Party to. It contains an extensive review of the environmental governance framework in place in Armenia and is setting out measures to address the identified problems in the key elements of this environmental governance framework. These key elements include: environmental policy and legal regulation; institutional management; economic and financial mechanisms of environment; sustainable environmental management; development of international cooperation in the environmental sector; public awareness and environmental training, education and accessibility of information; and scientific research and development.

58. The review related to the "*public awareness and environmental training, education and accessibility of information*" indicates that "*information conveyed to the public is not sufficiently efficient*"; but at the same time, recognizing that environmental information needs are not developed due to a lack of environmental awareness, training and education. Furthermore, it says "*international environmental processes cannot be viewed separately as these are closely interwoven with local (national) problems. Hence, a crucial direction of ecological education should be the preparation of human resources who meet contemporary requirements*".

59. Based on this extensive review, this programme ends with an action plan for the period 2009-2012, containing a list of actions for each environmental area, including the following 4 key actions in the public awareness and environmental education, information accessibility and education area.

- Elaboration of a regulation and an awareness program on provision of demand based information and its accessibility
- Elaboration of a program aimed at efficiency raise in the environmental education system
- Development and introduction of efficient resource training program in the environmental sector
- Development of activities in Aarhus centers, provision of financial sustainability

60. It was noted that this project will address directly some of the problems identified in this second national environmental action programme.

Education Development State Programme of the Republic of Armenia 2011-2015

61. The National Assembly approved this programme through a law adopted on June 23, 2011. It is the public policy in Armenia in the area of education and regulated by the Law on Education of the Republic of Armenia. It is based on previous programmes and concepts approved by the government, including the concept "Education – 2015" developed with the support of the United States Agency for International Development (USAID).

62. It contains a review of the current situation and on this basis, the programme stated three main objectives:

- Improve the accessibility of education at all levels; create equal opportunities for everyone to receive education of the highest quality consistent with his/her preferences and capabilities.

⁹ Republic of Armenia, 2014, *Armenia Development Strategy for 2014-2025 (annex to RA Government Decree #442-N on 27th March 2014)*

- Improve the quality of education bringing it in line with the international standards, ensuring the satisfaction of the society and business community with the quality of provided educational services. In particular, by 2015:
- Provide a continuous growth and effective implementation mechanisms for the funds coming from the state budget. In particular, by 2015:

63. Despite that this programme links the need to improve education in Armenia with the need to ensure the sustainable economic development and competitiveness in the context of the national security and the sustainable development strategy, it does not address environmental education at all. However, the timeframe of this programme is 2011-2015 and soon the ministry will focus on developing the next education state programme, which is an opportunity for Armenia to address the need to improve environmental education in the country.

Concept of Creation of a Holistic and Integrated National System for Environmental Education and Awareness-Raising and the 2011-2015 Plan of Activities for the Implementation of this Concept

64. A “*Concept of Comprehensive and Integrated National System for Environmental Education, Behavior Change and Awareness-Raising*” was approved in 2009 (Government Protocol Decision No 47) and the “*2011-2015 Action Plan*” was formulated for implementing this concept and approved by the government through the Resolution No 1551-N of November 25, 2010. This plan included activities targeting the improvement of the legislative and institutional arrangements for environmental education, capacity development, human resource development and training and strengthening international cooperation in the spheres of science and education.

Other Policies related to the environment and education

65. In addition to these key policies in Armenia setting the context in which environmental education has been implemented in Armenia, the government also developed/formulated other policies, strategies, programmes related to this programme; They include:

- *National Security Strategy*. Environmental education was mainstream in this strategy.
- *Schedule for Reform of the Legislative and Institutional Framework for the System of Environmental Education and Awareness Raising*, which was approved by a Decision of the Prime Minister in 30.10.2013.
- *National Qualifications Framework of the Republic of Armenia and its Annex on Educational Qualifications of the Republic of Armenia and Their General Descriptors*. This framework was approved by the government through the Government Decision No 332-N. It is a framework setting competencies, knowledge and skills for each educational level from level 1 to 8 in Armenia. It was noted that this National Qualifications Framework makes no reference to environmental competences. There is a plan to revise this framework in the near term.
- *Code of Conduct* of the Ministry of Nature Protection. It was approved by the Government Resolution No 1237-N of August 8, 2002. This code is guiding the staff on activities to be implemented by the ministry, including environmental education. According to this Code the following obligations are mentioned:
 - Jointly with MOES to improve the level of environmental education, science and awareness;
 - Develop the main priorities for environmental education, science and awareness strategy in cooperation with the Ministry of Education and Science;
 - Implement the public relation strategy of the ministry;
 - Support the implementation of multilateral environmental agreements (MEAs) signed by Armenia.
- *National Curriculum for General Education and State Standards for General Education (2004) and State Standards for Vocational Education*. Both were adopted in 2004 by MOES, in which separate sections are devoted to environmental education.
- *Concept of Lifelong Learning in Armenia (2009)*. It defines the key principles and concepts in the area of lifelong learning, as well as its challenges and proposes solutions.

- The *Agreement on Cooperation* between MOES, the Ministry of Territorial Administration¹⁰ and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) Country Office in Armenia on the Integration of Environmental Education into Secondary School System of the Republic of Armenia.
- According to the paragraph 1.2 of the Amendment to the Government Decision N 1551-N (approved on November 25, 2010) the timeframe of updating the legislative base and institutional capacity improvement of environmental education and behavior change was approved.
- In the context of the UN Decade of Education for Sustainable Development (2005-2014), Armenia is a country-member to the *UNECE Strategy for Education for Sustainable Development (ESD)* process. The objective of this strategy is to equip people with knowledge of and skills in sustainable development, making them more competent and confident while at the same time increasing their opportunities for leading healthy and productive lifestyles in harmony with nature and with concern for social values, gender equity and cultural diversity. The recent ninth meeting of the UNECE Steering Committee on ESD (April 4, 2014) focused on three areas for ESD: vocational education system, training of teachers and awareness of decision-makers.

It was noted that in this context, Armenia produced the *Concept of Comprehensive and Integrated National System for Environmental Education, Behavior Change and Awareness-Raising* and the related action plan 2011-2015 (*see above*); however, this concept has never been approved by the ministry of education.

Brief Overview of the Legislative Framework

66. Since 1991, Armenia developed its legislation regulating the environmental and education sectors. Over this period about 30 codes, laws and numerous normative Acts related to the environment have been adopted as well as some amendments of Acts and Code that however did not sufficiently take into account environmental matters. The improvement in environmental legislation and the development of new economic tools have helped the government to address some important environmental issues including climate change adaptation, water resource management, management of hazardous waste and chemicals and conservation of natural resources¹¹.

67. Related to this project, Armenia is equipped with environmental and education legislative frameworks that include:

- *Law “On Ecological Education of the Population” (2001)*. According to the Law, environmental education should be provided to the person during his/her whole lifetime, starting from childhood till the age of maturity for formation of environmental outlook and understanding to participate in the process of environmental protection and conservation. It is also stated that “*The formation of person’s ecological culture should necessarily contribute to sustainable development ...*”. Of particular interest in the law are specific provisions on what it terms “*extramural environmental education and training*” (Art. 20(1)), which lays the legal basis for non-formal learning activities for environmental literacy.
- *Draft amendments to the Legislation on Environmental Education, Behavior Change and Awareness Raising* (following the Prime-Minister decision No 991-N of October 30, 2013) to be presented by MNP and the Ministry of Education and Science (MOES) to the government for its approval.
- *Law on the Freedom of Information* (2003) regulating the implementation of the Aarhus convention.
- *Law on Local Self-Government* (2002). Art. 41 and 45. While the Law delineates the powers and duties of local self-government bodies in the areas of education as well as environmental protection, it does not include a specific reference to environmental education beyond a provision in Art. 41, which vests in the local community leader the discretionary power to conduct “*registration, classification and dissemination of information about historical, cultural, natural, tourist and recreation resources of the community*”.

¹⁰ Referring to RA Government restructuring of 2014, Ministries of Territorial Administration and Emergency Situations were merged into one ministry.

¹¹ UN Armenia, *UNDAF 2010-2015*

- *Law on General Education (2009)*. Art. 5(2)
- *Law on Higher and Postgraduate Education (2004)*. This Act is silent on the issue of environmental education, it addresses only certain aspects of lifelong learning (see Art. 3, 6(5), 7, 8(4)), which may cover environmental issues.
- *Law on Basic and Intermediate Vocational Education (2005)*. The law addresses only certain aspects of lifelong learning (Art. 6, 7(4), 13(3)).
- *Law on Preschool Education (2005)*. Art. 6(2)
- *Law on Civil Service (2001)*. This law was amended five times including the last amendment in January 2005. This law regulates relations pertaining to the main principles of Civil Service, classification of Civil Service Positions and classification grades of Civil Service, appointment to the Civil Service Position, attestation and training of Civil Servants, personnel reserve of Civil Service, the legal status of Civil Servants, organization and administration of the Civil Service of the Republic of Armenia, as well as other relations connected therewith.
- Other environmental laws include:
 - The Republic of Armenia Water Code 2002
 - Law of the Republic of Armenia on Seismic Protection 2002
 - Law of the Republic of Armenia on Concession of Subsoil for Surveying and Mining for the Purpose of Exploiting Useful Ores 2002
 - Law of the Republic of Armenia on Amending and Supplementing the Code on Administrative Violations (the section on nature protection and use of natural resources) 2002
 - Law of the Republic of Armenia on Wastes 2004
 - The Republic of Armenia Forest Code 2005
 - Law of the Republic of Armenia on Environmental Assessment and Expertise 2014
 - Law of the Republic of Armenia on Compensation Tariffs for the Damage Caused to Flora and Fauna due to Environmental Violations 2005
 - Law of the Republic of Armenia on Fundamentals of National Water Policy 2005
 - Law of the Republic of Armenia on Specially Protected Areas (a law with the same title was first adopted in 1991) 2006
 - Law of the Republic of Armenia on Substances Depleting the Ozone Layer 2006
 - Law of the Republic of Armenia on National Water Program of the Republic of Armenia 2006
 - Law of the Republic of Armenia on Rates of Environmental Charge (a law with the same title was first adopted in 2000) 2006
 - Law of the Republic of Armenia Law on Hunting and Hunting Enterprises Management 2007
 - Law of the Republic of Armenia on the Code on Underground Resources 2011
 - Law of the Republic of Armenia on Organic Agriculture 2008

B.2.d Institutional Context

68. The key state administrative bodies, that play a critical role in addressing environmental education needs in Armenia include:

- The ***Ministry of Nature Protection (MNP)*** is the state environment authority in Armenia. It is responsible for environmental protection and natural resource management in the country. The ministry includes 5 structural subdivisions, 11 departments, 4 agencies, 13 state non-commercial organizations (SNCO), 1 state institution and 1 state closed joint stock company. Among the SNCO, there is the Environmental Effect

Monitoring Center that is responsible for providing environmental information and to involve the public in the decision-making process related to the environment. .

- The **Ministry of Education and Science (MOES)** is the state administrative authority in Armenia to develop and implement the policies of the government in the education and science sectors. It is also the ministry mandated by the government to implement the Law on Environmental Education. It is done by a separate organizational unit under the Division of Development Programs and Monitoring, which is also tasked to implement the Education for Sustainable Development Process and the Rio+20 process..
 - **State Committee of Science** - separated entity in the structure of the Ministry that implements the Government's policy in the field of science. The Committee seeks to develop scientific and technical capacity, its rationale and effective distribution and maintenance, scientific and technical personnel training, public intellectual potential reproduction, etc. The committee - chaired by the Deputy Minister of MOES - distributes grants for scientific researches on a competitive basis such as a grant given to the National Institute of Education of MOES in cooperation with the UNESCO Chair on "Education for Sustainable Development" to carry out trainings for lecturers and students from pedagogical institutes on raising competence in ESD key environmental topics.
69. Other state administrative bodies have been involved in the implementation of Environmental Education (EE) / Education for Sustainable Development (ESD) programmes, including:
- **Ministry of Territorial Administration and Emergency Situations.** Elaboration and application of provisions of territorial administration policy, laws, programs and plans, socio-economic development of territorial administration and local self-government bodies, secure and safe use of state-owned water infrastructures, elaboration and implementation of investment procedures for water infrastructure policy. This ministry provides preventive measures for the protection of the population in case of emergency situations. Its website provides detailed information on disaster response and recovery, disaster risks prevalent in Armenia, disaster-related statistics as well as environmental literacy materials, which helps raise public awareness. The website includes minimum educational standards in disaster preparedness. RA Ministry of Agriculture. The ministry contributes through environmental awareness, dissemination of information among rural population and information support service, by which farmers can receive the answers to their questions, such as pesticides, fertilizers, etc..
 - **Ministry of Energy and Natural Resources:** Responsible for conservation, sustainable use and reproduction of natural resources, and conducts its functions through Mining State Inspectorate and Mining Grant Agency.
 - **Ministry of Healthcare:** Responsible for elaboration and application of policy principles of sanitary protection zones of multi-purpose land use.
 - **Ministry of Urban Development:** Elaborates policy provisions for approval of urban planning restrictions and norms, use of certain types of land according to the RA Land Code. Responsible for European Landscape Convention, which is connected to the Framework Convention on Climate change.
 - **Ministry of Culture:** Protection and use of cultural values, which, according to the Article 5 of the Law on Ecological Education, contributes to development of ecological culture.
 - **RA Regional Administrations** has responsible divisions for education and environmental issues.
70. Besides state administrative authorities other government entities at national and regional levels, as well as local self-governing bodies, Higher Educational Institutions, educational and civil public groups and organizations have also practical role and responsibility in the Environmental Education (EE) in Armenia, including:
- **Information Analytical Center SNCO** under the Ministry of nature protection: the function of the Center is to disseminate information contained in the databases and data warehouses of state agencies, exchange environmental information with NGOs and other public information networks, publish information materials and disseminate this material through electronic means.

- *The State Museum of Nature of Armenia* under the Ministry of nature protection - is unique in the region with its collections. that is include special items of biodiversity of Armenian flora and fauna, which have been preserved almost without changes since the last geological era, and that are extinct or rare and included in the Red Books of Armenia and in the International Society of Nature Protection. The collection reflects the peculiarities of Armenia's nature and the riches of the Earth.
- *State Inspectorate of Education (subordinated to Ministry of Education and Science)*: According to the Law on Education article 37, the inspectorate is responsible for implementing the State Programme for Educational Development. This function is also regulated by the Law on State Inspectorate for Education; it includes applying state educational criteria, provides the right to education, and improves the quality of education programmes.
- *National Institute of Education*: Within the system of the Ministry of Education and Science the institute is responsible for retraining teachers, who need their qualification course in Ecology. Education experts in this institute also provide guidance in developing environmental education curricula for schools.
- *National Center of Educational Technologies*: Educational portal –courseware, methodical, syllabi, non-fiction related to ecology.
- *Center for Education Projects*: This center developed the environmental and social management framework within the context of preparing activities of the new Education Improvement Project. The framework was developed for assessing environmental and social risks of civil works in High Schools, which will be undertaken under the new project.
- *Civil Service Council of the Republic of Armenia*: The Council was founded as a result of the public management reforms and anti-corruption policy with the purpose of implementing effective, joint personnel policy, providing professional, highly moral personnel to the state machine, over and above the correlation of the political forces, realizing the legal protection of civil servants and safeguarding their lawful interests. The division of Science and Education is the key customer in the country for training of civil servants.
- *Public Administration Academy*: The mandates of this Academy are to develop specialists in the field of public administration; carry out theoretical and applied research activities in the field of public administration; ensure international academic cooperation; and supply informative / analytical materials in the field of public administration. In accordance with the Government Decree No 627, dated March 18, 2004 the profession of “Public Administration” was included in the list of RA higher education specialty. The strategic plan 2013-2018 includes the following educational programmes: Public Administration; Management (Public Finance Management); Law; Psychology (Psychology of Governance); and Political Science (Political Administration and Political Analysis).
- *National Center for Legislative Regulation PIU of the RA Government Staff*: The organization describes the relations of the state with the citizens and businesses, compares with the best practices in the world, prepares package of proposals with corresponding regulatory government bodies to reduce the regulatory burden, discusses it with the businesses, NGOs and presents it for the approval of the Reform Council.
- *National Center of Professional Education Quality Assurance*: The center conducts external quality assurance processes in accordance with the norms set by the legislation and regulations, as well as with the European Standards and Guidelines. The center also develops guidelines, criteria and standards for Quality Assurance taking into account the local needs and international good practices.
- *National Training Fund*: The National Training Fund reviews various educational models and recommends feasible options for Armenia.
- *National Academy of Science*: The Center for Ecological-Noosphere Studies (Ecocenter NAS RA) of the Academy implements environmental educational and training programmes. The Ecocenter NAS RA unifies a number of laboratories and individual researchers involved in the field of ecological studies. The UNSECO Chair on “Education for Sustainable Development” is operating in the Ecocenter. The mission of the Chair is to promote the integration of educational, scientific and innovative processes into sustainable development sphere at national and regional levels in the framework of the UN “Education for Sustainable

Development” decade (and since 2015). The Chair supports in organization of training of master’s educational programs on “Nature conservation and the use of natural resources” in the International Scientific-Education Center and preparation of environmental specialists.

- *National Centers for Agriculture Support* in regions (Aragatsotn, Armavir, Ararat, Geghargunik, Lori, Kotayk, Shirak, Syunik, Vayots Dzor, Tavush). Professional consulting, research, information and marketing services, opening of scientific centers, dissemination of international practice and new technologies, information gathering and dissemination services, revealing scientific news and research needs.
- *American University of Armenia (AUA)*: Within this university, two centers are particularly related to environmental education:
 - *Acopian Center for the Environment*: Yerevan Municipality has invited the Acopian Center for the Environment of AUA to deliver innovative extracurricular environmental education courses to public middle and high school students.
 - *Center for Responsible Mining*: The Center for Responsible Mining of AUA promotes the creation as well as transfer and adoption in Armenia of best practices in socially, environmentally, and economically responsible mining. The center works with companies, civil society, and the public sector to achieve this goal.
- *Armenian State Pedagogical University (ASPU)*: Within ASPU, the Faculty of Biology, Chemistry and Geography provides BA and MA courses in Environmental Chemistry / Natural Resource Use to future teachers in full-time and distant-learning educational systems. This university has also the Chair of Ecology and Sustainable Development. The course on “Fundamentals of Ecology and Environmental Protection” is taught to students enrolled in ecological education and culture for non-professional chairs.
- *Yerevan State University*: This University has a Chair of Ecology and Nature Protection and a Chair of Ecological Chemistry.
- *State Engineering University of Armenia*: Educational major in Environmental Protection and Natural Resource Management (industry-specific).
- *Armenian University of Economics* – Professional Chair on Principles of Nature Use and trainings.
- *Ijevan Branch of Yerevan State University*: Professional course on Nature protection
- *Gavar Branch of Yerevan State University*: Training of teachers of Nature protection
- *Aarhus Centers*: As the main instrument to implement the Aarhus convention in Armenia, there are 15 Aarhus centers in Yerevan and in Marzes. These centers have produced environmental information and environmental education material; their main functions are environmental education, environmental information and raising public awareness. They conduct regular public environmental awareness activities throughout Armenia.
- *NGOs*: More than 50 ecological NGOs
- *Public Opinion Research Center CJSC of Armenian Public TV and Radio Council*: Public awareness activity. This center conducts large-scale public opinion surveys where questions about ecology are included.
- *Youth Foundation of Armenia*. The Foundation promotes youth leadership through implementation of cultural, educational, athletic and campus programs.
- *Chamber of Commerce and Industry* of the Republic of Armenia. The mission of the Chamber is improvement of business environment. Promotes social cooperation and joint social responsibility for sustainable development.

71. Additionally, there are a few national inter-governmental committees to ensure a more effective and successful implementation of education for sustainable development related programmes, including:

- *Inter-Institutional Commission:* This commission regulates the activities of the UNECE-ESD strategic program was established by the Decree of the RA Minister of Education in 2005. The Commission includes representatives of different ministries, institutions and NGOs, specialists on education, environmental protection and sustainable development, scientists, lecturers and others.
- *National Council for Sustainable Development:* It has been established in 2002. It comprises representatives from scientific and non-governmental organizations (NGOs). The Charter for the Sustainable Development Council and staff were approved in 2008.
- *Standing Committees of the National Assembly of RA:* Standing Committee on Agriculture and Environment; Standing Committee on Science, Education, Culture, Youth and Sport; Standing Committee on Territorial Management and Local Self-Government. Spheres of activities: agriculture, protection of water resources and nature, science, education, publication, culture, links with diaspora, press, radio, television, youth, sport, territorial administration, local self-government, territorial development, community service, local taxes, duties and payments.
- *RA Public Council:* This Council was established in 2008 to promote socio-political dialogue in Armenia.
- *Inter-Agency Coordinating Council:* This Council was established by a Decision of the Prime Minister (Government Order No NH-174-N of July 18, 2007) to oversee the implementation of obligations and provisions of the UNFCCC, which were outlined in the annex to the Government Decree No. 1594-N.
- *Interagency Commission on Education for Sustainable Development:* This commission is coordinated by MOES

B.2.e Barriers to Achieving Global Environmental Objectives

72. As described in Section B.2.a, Armenia conducted a National Capacity Self-Assessment (NCSA) in 2003-2004 to assess its capacities, its capacity gaps and its capacity development needs to address the national requirements obligated with the ratification of the Rio Conventions by Armenia. It was one of the first countries in the region to initiate an NCSA of its national capacities in the environmental sector, undertaken by the government of Armenia and executed by Armenians. The assessment was cross-cutting across the three Rio Conventions (climate change, biodiversity and land degradation) and was conducted at 3 levels: i) systemic capacity, or creation of an “enabling environment” – the overall policy, economic, regulatory and accountability frameworks within which institutions and individuals operate and the relationships between institutions, both formal and informal; ii) institutional (or organizational) capacity – the overall organizational performance and functioning capabilities or organizations as well as their abilities to adapt to change; and iii) individual capacity – the process of changing attitudes and behaviors, usually through imparting knowledge and developing skills through training (learning by doing, participating, owning, being motivated, accountable, responsible, and managing better).

73. Following a sectoral assessment in the three focal areas of the Rio Conventions – biodiversity, climate change and land degradation, the NCSA process assessed capacities, capacity gaps and capacity needs in seven crosscutting areas that were identified as critical for the development of a coordinated and integrated approach for an effective implementation of Armenia’s environmental obligations. The process identified numerous crosscutting issues that were summarized as follows:

- a. Insufficient training and knowledge for organizations and their staff to implement effective environmental management practices;
- b. Lack of consideration of environmental commitments in various social-economic development programmes and lack of linkages among ongoing environmental management processes in the country;
- c. Low level of decision-makers’ awareness about global environmental issues and multilateral environmental agreements;
- d. Lack of professional environmental resources in governing bodies;
- e. Low level of competition among young ecologist-specialists in the international market;

- f. Low level of environmental education and lack of “environmental culture” among the population. Based on these issues, the NCSA identified environmental education and public awareness raising as priority capacity need, which is also part of the commitments for Parties to these Conventions.

74. The review of these issues reveals that most of them are related to environmental literacy of stakeholders. Overall, the assessment found that the skills and knowledge of people involved in managing the environment in Armenia were insufficient at multiple levels, starting at the community level, to staff in governing bodies managing the environment, to decision-makers involved in environmental decision-making. The main result of this extensive national capacity self-assessment was, therefore, the need to increase the capacity of stakeholders involved in environmental management in Armenia.

75. These findings were confirmed by the assessment conducted in 2006-2007 to formulate the *Second National Environmental Action Programme* (2008). This assessment found that “*information conveyed to the public is not sufficiently efficient*”; but at the same time, recognizing that environmental information needs are not developed due to a lack of environmental awareness, training and education. Furthermore, it says, “*international environmental processes cannot be viewed separately as these are closely interwoven with local (national) problems. Hence, a crucial direction of ecological education should be the preparation of human resources who meet contemporary requirements*”. As a result of this assessment, the Second NEAP includes 4 main actions related to this assessment and aiming at addressing these barriers through the development of environmental awareness and environmental education programmes, supporting the development of Aarhus centers and passing regulation to facilitate access to environmental information.

76. In 2011-2012, Armenia conducted a national assessment in the context of the Rio+20 process, which was summarized in the *Rio+20 National Assessment Report*. Regarding the environmental sector, the assessment focused on the water resources; biological diversity; forest conservation; land resources; use of underground resources; atmospheric air protection; hazardous waste and chemicals; and economic mechanisms for nature protection. Among the major issues identified through this assessment for Armenia to move toward a green economy, there was “*the acting system of environmental education still insufficiently utilizes the potential for changing human mentality as an important factor in terms of the shift to “Green economy” for the purposes of making decisions, changing behaviors,.....*”, and the “*absence of a mentality for the protection of environment*”. As a result of these findings, the report stated a set of recommendations including raising the quality of public administration; promote the participatory process with the NGO sector; and establish an environmental network.

77. Finally, in the Armenia Development Strategy for 2014-2025, despite that environmental protection is not part of the 4 national priorities, it identified the need for “*activities for implementing comprehensive measures for ecological education, public awareness and public participation will become more intensive*”, recognizing the need to develop environmental education to address environmental literacy in Armenia.

78. In conclusion, from the NCSA done in 2003-2004 to the more recent assessments conducted in the context of national assessment reports and strategies, environmental literacy is part of the major barriers for improving environmental management in Armenia. It is the case for the public service to formulate and implement adequate policies and strategies but also with students to be educated as the leaders of tomorrow and the public that is not really aware about the state of the environment and even less on solutions to be implemented. Raising awareness and educating people on environmental matters, including global environmental issues and global environmental benefits from implementing the multilateral environmental agreements is viewed as a necessary step in Armenia.

C. Programme and policy conformity

C.1 GEF Programme Designation and Conformity

79. The GEF strategy for Cross-Cutting Capacity Development (CCCD) projects serves to provide resources for reducing, if not eliminating, the institutional bottlenecks and barriers to the synergistic implementation of the Rio Conventions. This particular project is in line with the GEF-5 CCCD Programme Frameworks two (2) and four (4), which calls for countries (2) to generate, access and use information and knowledge and (4) to strengthen capacities for management and implementation on convention guidelines.

80. The project will support the dissemination of information on state-of-the-art technologies for climate change mitigation and adaptation, conservation of biodiversity and prevention of soil degradation. It will increase the public knowledge on the environment and the need to protect nature and transfer the required knowledge to the targeted beneficiaries to allow them to be development actors without harming the environment. It will also provide resources for raising the capacity of decision-makers in governing bodies, who are promoting sustainable development of the country.

81. The project will target the development of capacities at the individual and organizational level, strengthening environmental skills and knowledge. As a result of this project, the public in Armenia will be more knowledgeable on global and national environmental issues and solutions to be implemented to address these issues. Decision-makers will also be more aware about these same issues and how to address them in policy-making and programme formulation, including the strengthening of coordination between key sectors to address biodiversity, climate change and land degradation issues.

82. The project is also aligned with several objectives of the GEF6 CCCD strategy. It will contribute to (a) the integration of global environmental needs into management information systems; (b) the strengthening of consultative and management structures and mechanisms; and (c) the integration of MEAs' provisions within national policy, legislative, and regulatory frameworks.

83. By disseminating and educating key stakeholders, the project will contribute to these objectives. It will contribute to strengthening existing institutional networks and information centers, reinforce an integrated approach to information analysis and its dissemination, which will improve decision and policy making (*objective a*). It will also promote non-state stakeholder engagement into key consultative mechanisms that lead to policy-decisions such as round-tables and technical committees (*objective b*). Finally, by increasing skills and knowledge of key stakeholders the project will support a more systematic integration of global environmental obligations into national policy, legislation and institutional frameworks (*objective c*). As mentioned in the GEF6 CCCD strategy, the crosscutting nature of this project will contribute to the development of synergies and overall a better coordinated approach at the country level for addressing these capacity development needs, which are preventing the implementation of these MEAs in Armenia.

84. At the same time, the project will not support the financing of large national campaigns for raising environmental awareness and the financing of environmental education activities at the school level. The project will rather focus in strengthening the capacity of stakeholders that are in charge of these types of activities such as training the trainers in teacher training institutions such as the National Institute of Education that is responsible for retraining teachers in Armenia and training the media on environmental issues and environmental solutions to be implemented for improving and expanding environmental reporting throughout existing media forms in Armenia.

85. It is also noted that as part of the GEF CCCD programme, monitoring this project does not lend itself readily to programme indicators, such as improving the estimation of greenhouse gas emissions, reducing the percentage of people to the impact of climate change, or percentage increase of protected areas containing endangered endemic species. Instead, CCCD projects are measured by output, process, and performance indicators that are proxies to the framework indicators of improved capacities for the global environment. To this end, CCCD projects – this one included - look to strengthen crosscutting capacities in the five major areas of stakeholder engagement, information and knowledge, policy and legislation development, management and implementation, and monitoring and evaluation. In order to help GEF funded projects to monitor the development of capacities in the environment, UNDP, UNEP and GEF developed a scorecard to measure the development of capacities. It is a tool that attempts to quantify a qualitative process of capacity change through the use of appropriate indicators and their corresponding ratings. This tool is recommended to be used at three stages in a project life: design, mid-term and at end of project life. This scorecard was completed for this project at this stage (design) to establish a baseline (*see Annex 1*).

86. As detailed in the Results Framework presented in Annex 2, a set of indicators was identified to measure progress against the objective and outcomes. The results of the scorecard discussed in the previous paragraph are one indicator used to measure progress at the objective level. Other indicators were identified at this level, mostly measuring the quality of the products delivered with the support of the project, as well as indicators to measure

progress at the outcome/output level. For each indicator, a baseline was set as well as a target at the end of the project.

87. This project is a response to the national capacity self-assessment (NCSA) conducted in Armenia during the period 2003-2004. It will address some key priority capacity needs related to environmental literacy of key stakeholders such as the need to increase the skills and knowledge of staff in organizations involved in implementing environmental management practices; the need to increase the consideration of environmental obligations in various social-economic development programmes; and the need to increase the awareness of decision-makers on global environmental issues and Armenia’s obligations through the MEAs that it is a Party to. The project will support the development and demonstration of an innovative environmental education programme promoting state-of-the-art environmental management approaches and principles that are recognized globally and which will help in addressing environmental issues and fulfilling commitments obligated under the global international conventions. By improving the skills and knowledge on environmental information, the project should also contribute in addressing the need for Armenia to better report to the international Conventions.

88. This project will implement capacity development activities through an adaptive collaborative management approach to engage stakeholders as collaborators in the design and implementation of project activities that take into account unintended consequences arising from policy interventions.

89. The project is also consistent with the programmatic objectives of the three GEF thematic focal areas of biodiversity, climate change and land degradation, the achievement and sustainability of which is dependent on the critical development of capacities (individual, organizational and systemic). The implementation of this project will leverage individual, institutional and systemic capacities to improving environmental skills and knowledge of key stakeholders. As a result, Armenia will have a greater capacity to use environmental information/knowledge for better decision-making related to the development of environment policies and programmes; including the improvement of the quality of national environmental reports.

90. Through the successful implementation of this project, the 11 operational principles of capacity development identified in the GEF Strategic Approach to Capacity Building will be implemented in Armenia. Table 1 below summarizes the project's conformity with these operational principles.

Table 1: Conformity with GEF Capacity Development Operational Principles

Capacity Development Operational Principle	Project Conformity
Ensure national ownership and leadership	Climate change impacts on the environment and more generally on the agriculture and biodiversity-based livelihoods of people in Armenia is becoming a key priority for the government and also for donors. Better environmental skills and knowledge are necessary for stakeholders to address key environmental issues. The timing of this project is excellent; it comes at a time when national leaders are looking for support in these areas, including support to help the government to formulate related programmes and policies. Hence, the project enjoys already a good national ownership from key stakeholders involved in environmental education in Armenia, including MOES and MNP as the lead ministries in this area.
Ensure multi-stakeholder consultations and decision-making	The project will use multi-stakeholder and expert consultative reviews, analyses and recommendations for engaging stakeholders in the implementation of project activities. Project implementation will take an adaptive collaborative management approach, which will include the engagement of stakeholder representatives in the project decision-making structures. As described in section B.2.d, many institutions will be involved in the project. Through a project board and a project advisory committee established under this project, stakeholders at the national and sub-national levels will be engaged and consulted to oversee the implementation of the project.
Base capacity building efforts in self-needs assessment	Increasing environmental literacy of key stakeholders were identified as top crosscutting capacity priorities in Armenia’s NCSA as well as in several national assessment processes related to environmental management. Building on this existing capacity need, the project will support the development of related capacities of staff in the public sector, raise the public awareness about global environmental issues and the related international conventions, and strengthen the links between sectors,

Capacity Development Operational Principle	Project Conformity
	including the mainstreaming of environmental concerns in development policies and projects.
Adopt a holistic approach to capacity building	The overall approach of the project to develop capacities will be holistic. It will proceed based on a review of crosscutting capacity gaps and then it will address these gaps at all levels: individual, institutional and systemic level. Necessary training will be provided, mechanisms within institutions and across institutions will be reviewed and improved as necessary – including the institutionalization of project achievements - and finally the enabling environment will also be reviewed to ensure it provides adequate policy and legislation frameworks to support the project achievements.
Integrate capacity building in wider sustainable development efforts	As a result of strengthening the environmental literacy of key stakeholders and to develop their capacity to better use their skills and knowledge, environmental matters will be better integrated in national sustainable development. The capacity development approach of the project will contribute to mainstreaming these project supported capacity development activities within the sustainable development agenda of Armenia.
Promote partnerships	By its very nature – focusing on the environmental education as a means to develop the capacity of key stakeholders in implementing the Rio Conventions – the development of partnerships will be crucial for its success. It will require collaboration and coordination among Armenia’s government ministries and agencies and also among civil society organizations as well as local and indigenous communities. Partnering with all stakeholders will be a critical success factor of the project and will be promoted as needed.
Accommodate the dynamic nature of capacity building	The project's management arrangements will include a multi-disciplinary and multi-sectorial advisory committee to guide and oversee the implementation of the project. Members will be drawn from key public and civil society sectors. Additionally, the management team will use adaptive management as a management tool to provide flexibility in the implementation of the project. It is well recognized that this type of projects needs to be flexible and to adapt as needed when national context/realities change. This project will be implemented with the recognition that capacity development is a dynamic process.
Adopt a learning-by-doing approach	The core of project’s capacity development activities is via a learning-by-doing approach. Government representatives and other stakeholders will be involved in the collaborative review, analysis for the formulation of recommendations for the various sectoral analyses and the implementation of project activities.
Combine programmatic and project-based approaches	This project takes a bottom-up and top-down approach to Rio Convention mainstreaming. This project effectively began with the NCSA, which was a bottom-up approach to assess the national capacity development needs. Using the Rio Convention provisions as the analytic framework for the sectoral analyses, recommendations were made to develop the capacity of key stakeholders and improve these skills and knowledge in Armenia, as key areas to strengthen environmental management in the country and which by extension would provide global environmental benefits. The project will also be part of the government programme to improve environmental management in Armenia.
Combine process as well as product-based approaches	The project strategy is to support a change to reach three main expected results: enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools; improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management; and developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management. Most activities to be supported by the project will be process-based. However, as the project is being implemented, products will also be delivered such as possibly the support to formulate a new state project on education incorporating environmental education and a catalogue of courses for the professional development of public servants including a series of environmental courses.

Capacity Development Operational Principle	Project Conformity
Promote regional approaches	The project will partner with related on-going and upcoming GEF and other donor supported projects implemented at national level, including regional projects. Project achievements will be disseminated in the region through various existing regional networks and regional initiatives such as UNECE-ESD, which Armenia is already part of.

C.1.a Guidance from the Rio Conventions

91. Armenia is fully committed to meet its obligations under the MEAs that it is a Party to. Among these obligations, there are capacity development needs that are required for Parties to be able to implement the Rio Conventions nationally and contribute to global environmental benefits.

92. The proposed project is intended to expand the capacity of Armenia to generate global environmental benefits through environmental education and raising awareness of stakeholders to implement the Rio Convention strategies. It will strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues. By developing the capacity of stakeholders, the project will address several shared obligations under the three Rio Conventions, which call for countries to strengthen their national capacities for effective national environmental management systems. A summary of these capacity development requirements of the Rio Conventions is presented in the table below.

Table 2: Capacity Development Requirements of the Rio Conventions

Type of Capacity	Convention Requirements	UNFCCC	UNCBD	UNCCD
<i>Stakeholder Engagement</i>	Capacities of relevant individuals and organizations (resource users, owners, consumers, community and political leaders, private and public sector managers and experts) to engage proactively and constructively with one another to manage a global environmental issue.	Article 4 Article 6	Article 10 Article 13	Article 5 Article 9 Article 10 Article 19
<i>Information Management and Knowledge</i>	Capacities of individuals and organizations to research, acquire, communicate, educate and make use of pertinent information to be able to diagnose and understand global environmental problems and potential solutions.	Article 4 Article 5 Article 6	Article 12 Article 14 Article 17 Article 26	Article 9 Article 10 Article 16
<i>Environmental Governance</i>	Capacities of individuals and organizations to enact environmental policies or regulatory decisions, as well as plan and execute relevant sustainable global environmental management actions and solutions.	Article 4	Article 6 Article 14 Article 19 Article 22	Article 4 Article 5 Article 8 Article 9 Article 10
<i>Organizational Capacities</i>	Capacities of individuals and organizations to plan and develop effective environmental policy and legislation, related strategies, and plans based on informed decision-making processes for global environmental management.	Article 4 Article 6	Article 8 Article 9 Article 16 Article 17	Article 4 Article 5 Article 13 Article 17 Article 18 Article 19

Type of Capacity	Convention Requirements	UNFCCC	UNCBD	UNCCD
<i>Monitoring and Evaluation</i>	Capacities in individuals and organizations to effectively monitor and evaluate project and/or programme achievements against expected results and to provide feedback for learning, adaptive management and suggesting adjustments to the course of action if necessary to conserve and preserve the global environment.	Article 6	Article 7	

93. As a project focusing on crosscutting issues, the implementation process will contribute directly and indirectly to the development of most of these capacities. The objective of the project is to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues. As a result, it will improve the capacity to engage stakeholders in environmental management, to make use of pertinent environmental information to understand global environmental issues and solutions, to improve environmental policy-making, and to some extent improve the monitoring of the environment. Overall, this project should contribute to the development of the five types of capacities presented in the table above and increase the capacity of Armenia in meeting its obligations under the MEAs that it is a Party to.

C.2 Project Design

C.2.a GEF Alternative

C.2.a.1 Project Rationale

94. This project takes an incremental approach from a GEF construct towards strengthening Armenia's capacity of staff in the public sector, develop the environmental literacy of students, raise the public awareness about global environmental issues and the related international conventions, strengthen the links between sectors, including the mainstreaming of environmental concerns in development policies and projects, and finally contribute to an ecologically safe and sound environment and to meet Rio Convention objectives.

95. In the absence of this project, the necessary capacity development to address this issue of environmental literacy will remain an outstanding capacity need at the national level. As it is recognized by the government for a long time, it would hamper Armenia to achieve global environmental benefits through better skills and knowledge. Government staff would remain insufficiently trained and knowledgeable about how to use environmental education and awareness raising as tools to address natural resource management issues. More generally, they would also remain insufficiently knowledgeable to fully understand the implications of global environmental directives under the conferences of the parties on national environmental and development policies, and how these directives can be strategically implemented and supported through existing approaches.

96. From an external funding point of view, the objectives pursued by the current project alternative will not be attained in the baseline at this point in time. The baseline (status quo) would limit Armenia to achieve global environmental benefits through better environmental skills and knowledge, which by extension should provide additional tools to address natural resource management issues.

97. As it is described in Section E.1.a, there are other environmental education activities funded by the government and external donors in Armenia. However, most of these activities are focusing almost exclusively on the education sector; few activities have been targeting universities and even less have been targeting the public service and the public through communities. Additionally, some of these activities/projects are not fully addressing cross-sectoral issues (also called horizontal issues) to develop a national capacity to use environmental education as a tool to address natural resource management issues, such as the need to have stakeholders with adequate skills and knowledge but also adequate policies, legislation and institutions to provide systemic frameworks to institutionalize environmental education in Armenia as a tool for stakeholders involved in the management of natural resources.

98. Armenia would continue to govern its environment through the existing environmental skills and knowledge base with mixed results. While these results would still provide some global environmental benefits, they would do so at a lower level and at a higher transaction cost than with the proposed GEF alternative. The main barriers to meeting and sustaining global environmental outcomes in Armenia are described in section B.2.e.

99. Addressing these barriers means addressing horizontal issues such as the need to develop an enabling environment for environmental education in Armenia, but also the need to develop training systems to train stakeholders involved in managing natural resources in Armenia. The government has limited resources and has currently other top priorities such as socio-economic development to provide employment growth and improve the social protection system. Support of an international partner such as GEF to undertake this initiative in a timely fashion is needed.

100. Under the GEF Alternative, the GEF resources will allow Armenia to address this long outstanding environmental literacy need in the country. This GEF support is crucial to assist the government of Armenia in this important area at the country level. Barriers identified through the NCSA process will be thoroughly re-assessed and effective and efficient solutions to address those related to environmental education will be detailed and implemented with the support of the project. Overall, the expected outcomes of this project rely in its innovative and transformative approach to mainstream the Rio Conventions obligations within the existing national environmental education framework. This project will test the assumption that by developing the capacity of stakeholders to use environmental education and awareness raising as tools, better environmental skills and knowledge will be available in Armenia and by extension the capacity of these stakeholders will be increased and should in turn deliver greater global environmental achievements over the medium and long-term.

101. Through existing activities in the sector, it is clearly the intent of the government of Armenia to develop its environmental education capacity - taking into account its international obligations - to be used as a tool to address its natural resource management issues; hence for GEF to step in and complement the baseline. The allocation of the GEF increment and the government co-financing of project activities, demonstrate the proposed partnership. It will complement the baseline and strengthen the implementation of the Rio Conventions in Armenia over the medium and long-term. The project will improve Armenia's environmental education capacity, which will enhance the environmental literacy of stakeholders.

102. Considering the issues rose during the NCSA process, the nature of this project is the logical way to go forward and address these main issues. Limited environmental management skills and knowledge are critical barriers to good environmental management and good environmental decision-making in Armenia. The NCSA process included consultations with a broad group of stakeholders whom participated actively. The results pointed to the need for developing the skills and knowledge of stakeholders. It was viewed as critical barriers for a better holistic environmental management approach in the country and also to address the global environmental management commitments made by Armenia.

103. The ultimate global environmental results of the current project proposal is that Armenia's decision-making process to meet Rio Convention objectives will be greatly improved by stakeholders having better skills and knowledge and also having an environmental education system, which can be used as a tool to address natural resource management issues. The project will be implemented through the strong participation of relevant stakeholders in environmental education and the sustainability of project achievements will be greatly enhanced by the strong support of key stakeholder groups and their representatives at the appropriate government level.

C.2.a.2 Project Goal and Objectives

104. In order to address the issues presented above, a project has been designed over a period of 3 years in consultation with key stakeholders. A set of expected results has been identified (*see the Project Results Framework in Annex 2*) and is described below. This project will address the critical priority capacity need to raise the environmental literacy in Armenia by developing the capacity of delivering environmental education programmes. This is a timely response to address this need. It was first identified during the NCSA process conducted in 2003-2004 and confirmed subsequently by the assessment conducted for the *Rio+20 National Assessment Report* and finally the need for action to address this need was included in the *Armenia Development Strategy 2014-2025*. The development of Armenia's capacity to deliver environmental education programmes will, in turn, improve the capacity of stakeholders involved in the management of natural resources to identify responses

to threats including negative impacts of global climate change on the local environment that is supporting the livelihoods of communities, human health and economy in Armenia.

105. Every effort will be made to incorporate gender issues in the implementation of this project. Roles of men and women to participate in activities of the project will be equally assigned without any discrimination. The project will take steps to ensure that women account for at least 40% of all training and capacity building in the project. Moreover, the project will strengthen data management – gender segregation of data collection and data management will be introduced as a basis for ensuring long-term gender benefits.

106. *The goal of this project is to expand the capacity of Armenia to generate global environmental benefits through environmental education and raising awareness of stakeholders to implement Rio Convention strategies.* It will, on one hand, increase the public knowledge on the environment and the need to protect nature, and, on the other hand, transfer the required knowledge to the targeted beneficiaries to allow them to be development actors without harming the environment. Through the activities of the project, it will include support for the dissemination of environmental information on state-of-the-art technologies for climate change mitigation and adaptation, conservation of biodiversity and prevention of soil degradation. It will also provide resources for raising the capacity of decision-makers in governing bodies, who are promoting the sustainable development of the country.

107. *The project's objective is to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues.* The achievement of this objective will strengthen the capacity of staff in the public sector, raise the public awareness about global environmental issues and the related international conventions, strengthen the links between sectors, including the mainstreaming of environmental concerns in development policies and projects, and finally contribute to an ecologically safe and sound environment.

108. The project will also strengthen the policy, legislation and institutional frameworks in place in Armenia to provide an enabling environment conducive to the delivery of quality environmental education programmes. It is also anticipated that through project activities, the numerous actors in the field of environmental education in Armenia be better consulted and networked to enhance information exchange, dialogue and cooperation on the subject, including better cooperation between state agencies, academia, NGOs/CBOs and private sector.

C.2.a.3 Expected Outcomes and Outputs

109. The expected achievements of this project are a set of improved capacities to deliver environmental education programmes to meet and sustain Rio Convention objectives. This project will have strengthened and helped institutionalize commitments under the Rio Conventions by developing the capacity of Armenia to deliver environmental education programmes and use them as tools to address natural resource management issues. The Strategic Results Framework on which the intervention logic is based is outlined in Annex 2 of this project document. This Framework also outlines the indicators, sources of verification and risks and assumptions pertaining to the project objective and outcomes.

110. The implementation of the project will achieve three (3) expected outcomes:

- I. Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools;
- II. Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management;
- III. Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management;

Outcome 1: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.

111. Under this outcome, the project will address the capacity gaps of the existing enabling environment (policy, legislation and institutional frameworks) that is preventing environmental education being effectively used as a

tool by stakeholders involved in natural resource management. The project will start by reviewing the existing frameworks in place, identify the capacity gaps and needs and based on the findings address those priority capacity needs. The expected result from this outcome is an institutionalized enabling environment that is conducive to the development and implementation of sustainable environmental education programmes in Armenia and the staff in public sector entities knowledgeable about this improve enabling environment. The GEF support will support activities to achieve the following expected outputs:

Output 1.1: Adequate legislation and policy frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education and public awareness.

112. This expected output is to provide Armenia with the necessary enabling policy and legal instruments for the development and implementation of sustainable environmental education programmes. Project supported activities will include a review of the legislation and policies related to environmental education and public awareness. Based on this review and the findings, discussion will take place to decide if and how to improve these legislative and policy frameworks and provide an enabling environment for environmental education and environmental public awareness in Armenia. A particular point will be on the need for a revised or a new national environmental education and public awareness programme.

Main Activities:

- 1.1.1: Identify policy and legal review processes that have been recently undertaken through government initiatives and ongoing projects supported by donors.
- 1.1.2: Review and analyze existing related policy and legal instruments and identify policy and legislation alignment to the environmental education obligations of the three Rio Conventions. This would include the identification of emerging issues relevant to the implementation of MEAs in Armenia.
- 1.1.3: Identify legal and/or policy instruments/amendments to fulfill the environmental education obligations set in MEAs
- 1.1.4: Formalize proposed legal and/or policy instruments/amendments through the regular government approval process
- 1.1.5: Raise awareness – particularly of staff in the public sector - on legislation and policies related to environmental education throughout the project lifetime

Output 1.2: Relevant institutions have the necessary mandates to use environmental education and public awareness as tools for environmental management.

113. This expected output is to provide Armenia with the necessary institutional framework for the development and implementation of sustainable environmental education programmes. Activities will include an assessment of the institutional framework in place in Armenia to conduct environmental education and public awareness activities. This review will assess organizations mandated by the government but also civil society organizations and universities. Based on the findings, an institutional map will be identified and support will be provided to strengthen the environmental education mandate of the key institutions/organizations.

Main Activities:

- 1.2.1: Building on the NCSA findings, identify all organizational entities involved in developing and implementing environmental education programmes with their respective mandates and responsibilities and also identify/prioritize institutional capacity gaps and overlaps.
- 1.2.2: Review mechanisms and structures of these organizations and identify any gaps preventing the provision of an adequate institutional setting for environmental education and public awareness.
- 1.2.3: Develop and implement actions to address prioritized institutional gaps and overlaps, including the review and possibly the revision of job descriptions to integrate environmental education and public awareness.
- 1.2.4: Develop capacity of staff in relevant institutions to execute these strategies.

Outcome 2: Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.

114. Under this second outcome, project resources will be used to mainstream environmental education into national strategies, programmes and projects, and also to develop environmental education programmes as well as sustainable delivery mechanisms targeting staff in the public sector and educators in Armenia. The project will start by reviewing the existing environmental education programmes in place and their alignment with the MEAs obligations, identify the gaps and needs and address the priority needs. The expected results from this outcome are national strategies, programmes and projects integrating environmental education as a tool to improve the management of natural resources, and key public sector staff and educators equipped with environmental skills and knowledge using environmental education as a tool to raise public awareness on global environmental issues and solutions being implemented in the context of the implementation of the MEAs that Armenia is a Party to. The GEF support will support activities to achieve the following expected outputs:

Output 2.1: Capacity enhanced of key government and educational entities to integrate environmental education and public awareness into programmes and projects.

115. This expected output is to mainstream environmental education into national strategies, programmes and projects, providing Armenia with an effective development apparatus that includes environmental education as a tool to raise public awareness on global and national environmental issues and solutions to be implemented at the national and local levels. Activities will include an assessment of existing key national strategies, programmes and projects, identify how environmental education and public awareness can be mainstreamed in these instruments, and support the development of new strategies, programmes and projects integrating environmental education and public awareness as tools to improve the management of natural resources.

Main Activities:

- 2.1.1: Assess existing key national strategies, programmes and projects, including the identification of how environmental education and public awareness can be mainstreamed in these instruments.
- 2.1.2: Support the development of new strategies, programmes and projects integrating environmental education and public awareness as tools to improve the management of natural resources at the national and local levels.

Output 2.2: Integrated training programmes developed and delivered through training centers for civil servants; training centers for teachers and other existing relevant training mechanisms.

116. This expected output is to develop environmental education programmes – aligned with environmental education obligations from MEAs - and strengthen training delivery mechanisms for these programmes, providing Armenia with effective sustainable environmental education programmes targeting civil servants and educators. Activities will include a training need analysis (TNA) in the public sector to identify capacity gaps of public sector staff and also of teachers and professors. This TNA will be used to identify the training curricula needed to raise the capacity of public sector staff, teachers and professors in environmental management and particularly in how to implement environmental education programmes. Then, some training courses/programmes will be developed in close collaboration with existing training institutions to institutionalize training on environmental education in Armenia in two main areas: public sector and education sector (training of teachers and professors).

Main Activities:

- 2.2.1: Conduct a training need analysis (TNA) in the public sector to identify capacity gaps of public sector staff and also of teachers and professors in the environmental education area.
- 2.2.2: Develop training programmes – including curricula - needed to raise environmental literacy of public sector staff, teachers and professors, including how to implement environmental education programmes.
- 2.2.3: Assess existing training delivery mechanisms in Armenia, including their capacity gaps and priorities.

- 2.2.4: Institutionalize environmental education programmes within identified training delivery mechanisms, including developing the capacity of these training mechanisms to deliver sustainable environmental education programmes.
- 2.2.5: Support the delivery of training programmes by these training entities.

Outcome 3: Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.

117. Under this third outcome, project resources will be used to develop the capacity of CBOs and of the media – including journalists - to use environmental education and awareness raising as tools for conducting information awareness and environmental education activities at the community level but also at the national level through a national campaign. The expected results from this outcome are CBOs and media outlets with better capacities to deliver environmental education and environmental awareness activities at the community level but also at national level; and material developed and delivered through CBOs and the media to communities in order to raise environmental literacy of the population in Armenia. The GEF support will support activities to achieve the following expected outputs:

Output 3.1: Capacity enhanced of CBOs to implement environmental education and public awareness campaigns.

118. This expected output is to support the development of capacity of CBOs in environmental education for them to use it as a tool for natural management protection and management. Activities will include an assessment of existing CBOs to identify their strengths and weaknesses in the area of environmental education and public awareness. On this basis, the project will support activities to develop the capacity of these CBOs to deliver environmental education and public awareness programmes on global environmental issues and the obligations of Armenia under the Rio Conventions.

Main Activities:

- 3.1.1: Assess existing CBOs to identify their strengths and weaknesses in the area of environmental education and public awareness.
- 3.1.2: Support activities to develop the capacity of these CBOs to deliver environmental education and public awareness programmes on global environmental issues and the obligations of Armenia under the Rio Conventions.

Output 3.2: Environmental education material is developed and delivery mechanisms are identified.

119. This expected output is to support the development of environmental education material and identify delivery mechanisms, which will use this material in order to increase the environmental literacy of communities. Activities will include the identification of environmental education needs for raising the environmental literacy of communities on subjects such as global/local environmental issues and international environmental agreements. The needs assessment will also aim at suggesting ways of improving the existing practices in education, which is very often difficult for practitioners. With this regard the project will also test a user research, along with the traditional needs assessment, to embed user insights into the proposed approaches. User research focuses on understanding user behaviors, needs, and motivations through observation techniques, task analysis, interviews and other feedback methodologies.

120. Based on these needs, the project will support the development of training and information material such as brochure, videos, posters, etc. and the delivery of training sessions through these CBOs. A particular attention will be put on giving public access of this training/information material, such as posting this material on a website.

Main Activities:

- 3.2.1: Identify environmental education needs for raising the environmental literacy of communities on subjects such as global/local environmental issues and international environmental agreements as well as potential delivery mechanisms.

- 3.2.2: Support the development of training and information material such as brochure, videos, posters, etc.
- 3.2.3: Support and the delivery of training sessions through these identified CBOs.
- 3.2.4: Give public access of this training/information material, such as posting this material on a website.

Output 3.3: A Communication campaign developed and delivered through community based activities and national media.

121. This expected output is to support the development of a communication campaign and its delivery through community based activities and national media. Activities will include the development and delivery of a communication campaign including community workshops, messages disseminated through national media, community bulletins, etc. and focusing on raising community awareness on global environmental issues and on the Rio Conventions. Publication of special environmental magazine and/or e-magazine will be considered. It will also include linkages with existing initiatives in Armenia such as the current program “Ecologica” broadcasted by Kentron TV. It is currently the only Armenian environmental program on TV. A focus will also be on raising environmental awareness of journalists who should play a critical role in raising public awareness on these same topics.

Main Activities:

- 3.3.1: Support the development and delivery of a communication campaign and focusing on raising community awareness on global environmental issues and on the Rio Conventions.
- 3.3.2: Raise environmental awareness and literacy of journalists – and media in general.

C.3 Sustainability and Replicability

C.3.a Sustainability

122. The project will build mainly upon institutional structures and systems related to environmental education existing in Armenia and strongly anchored at MNP and MOES. Upon the exiting baseline, the project will develop national capacities and establish systems that will provide an enabling environment for an effective use of environmental education and environmental awareness as tools to address natural resource management issues. Through the institutionalization and mainstreaming of project-supported activities, the national capacity to uses these tools should continue after the project is completed.

123. The strong focus of this project on developing skills and knowledge as well as a strong focus on stakeholder engagement in environmental management is expected to lead to social sustainability. The sustainability of the project will be greatly enhanced by the strong support from the government and representatives and champions from key stakeholder groups. The local development benefits from environmental education programmes are critical incentives for the long-term sustainability.

124. Through a better enabling environment for implementing environmental education activities in Armenia and the development of capacity of actors in community development, the project will help overcome the lack of environmental literacy of communities including knowledge on global environmental issues and global solutions being implemented through MEAs. The project will contribute to global environmental benefits by developing national capacities in environmental education to be used as tools to increase skills and knowledge of stakeholders involved in managing natural resources and ultimately over the longer-term increase the environmental literacy of communities through environmental education activities conducted by CBOs and the media.

125. Additionally, the project implementation team will also make every effort to be inclusive, including involving a large number of women in its activities. As much as possible, training activities will include an equal number of men and women. When supporting the development of capacities in environmental education, the project will ensure that collecting monitoring data will be gender disaggregated and that project supported activities will track gender balance. This approach will facilitate a focus on gender-based environmental issues and gender-based solutions to be part of any environmental education activities.

126. The nature of the project, its implementation strategy and the approach are such that sustainability of project achievements should be ensured over the long-term. It includes several features that are forming the sustainability strategy of the project:

- a) The project will build upon existing environmental education strategies and programmes of the government. The need for communities with better environmental literacy and staff with better skills and knowledge in environmental management were identified as a national priority through the NCSA process and further confirmed in the NEAP and the Rio+20 National Assessment Report. The project is a full response to this priority and will be part of the proposed actions to address this issue. The project will also be a response to the ADS that identified the need for “activities for implementing comprehensive measures for ecological education, public awareness and public participation will become more intensive”. This direct response to national needs should be translated into the institutionalization of project achievements as the project is being implemented; hence contributing to the long-term sustainability of project achievements.
- b) The project will be implemented with the collaboration and guidance from MNP and MOES; therefore, facilitating the institutionalization of project achievements. MNP is responsible for environmental protection and natural resource management in the country, including the implementation of the Rio Conventions, and MOES is the authority in Armenia to develop and implement the policies of the government in the education and science sectors. It is also the ministry mandated by the government to implement the Law on Environmental Education. With their strong involvement in the implementation of this project, it is expected that results will be automatically institutionalized along the implementation of the project; therefore, contributing also to the long-term sustainability of project achievements.
- c) The approach to implement the project will be as much as possible holistic; that is to focus on developing the overall capacity of key stakeholders involved in implementing environmental education programmes in Armenia. Capacity development activities will be implemented through an adaptive collaborative management approach to engage stakeholders as collaborators in the design and implementation of project activities that will take into account environmental education and environmental awareness needs.
- d) In addition to a focus on the main ministries (MNP and MOES), the project will also include other agencies from other ministries and organizations from the NGO and CBO sectors as well as from academia. The overall approach to develop this capacity will be holistic. The implementation of the project will proceed based on a review of capacity gaps and then will address these gaps at all levels: individual, institutional and systemic level. Necessary training will be provided, mechanisms within institutions and across institutions will be reviewed and improved as necessary and the enabling environment will also be reviewed to ensure it provides adequate policy and legislation frameworks. This approach will ensure that key staff in the government and NGOs and CBOs will have the necessary skills and knowledge needed to sustain project achievements but also that the mechanisms and procedures in these organizations are adequate to support environmental education and environmental awareness activities over the long-term within a policy and legislation environment that is supportive of these activities.
- e) Another important feature of this project’s strategy to sustain its achievements is the learn-by-doing approach. Each project activity will seek the active participation of key stakeholders to be involved in the process. This participation will lead to a calibration of activities towards adequately responding to these national needs, which will contribute to the rapid uptake of these tools by the relevant organizations to implement regular environmental education activities. The rationale being that government and other stakeholders responsible for implementing environmental education activities are the stakeholders that need these skills and knowledge. Having government agencies to execute this project directly also build capacities for the implementation of appropriate project activities, and will contribute to the institutionalization of results. It is assumed that mistakes will occur and implementation will not always be smooth, but these problems should still be seen as opportunities for learning better practices.

- f) Sustainability will also be strengthened by the project's attention to resource mobilization. Notwithstanding a high level of commitment, championship, and strong baseline, the sustainability of project outcomes will require a certain amount of new and additional resources that is currently not available outside of the project's construct, which is why this project is being supported through an external grant. The mobilization of project resources will explore the kind of additional resources needed to sustain project outcomes, and identify realistic sources from both the government of Armenia, and through official development assistance as appropriate.

127. Finally, the project will support the development of capacities and will strengthen the approach to environmental education and environmental awareness in Armenia. These capacities will be institutionalized and should continue to operate after the project is completed. They will be used as tools to address natural resource management issues in the country.

C.3.b Replicability and Lessons Learned

128. The project will directly address national priorities that were identified through the NCSA process and confirmed through the NEAP and the Rio+20 National Assessment Report; it is not about piloting or demonstrating a new approach or a new system. The need for better environmental education capacity is a priority capacity need for Armenia to improve the implementation of the Rio Conventions in the country. Therefore, the project will support the development of a public good that will be used by the public and by decision-makers and policy-makers. It will address an issue that has been clearly identified and that needs to be addressed.

129. As discussed in the previous section, project's achievements should be sustained after the project end, as it is a national need. With the support of the project, Armenia should have access to a greater capacity to implement environmental education and environmental awareness programmes for the implementation of the Rio Conventions.

130. Nevertheless, as a medium-size project, this intervention will also have certain limitations such as the capacity of the project to develop skills and knowledge of all actors involved in environmental management nationally. This project will serve as a catalyst of a longer-term approach to Rio Convention implementation by improving the capacity of national actors to deliver environmental education and environmental awareness activities and by providing an enabling environment to sustain the delivery of these activities throughout the country; thereby contributing to the implementation of the Rio Conventions.

131. It is anticipated that the project will provide resources to transfer knowledge such as dissemination of lessons, training workshops, information exchange, national forums, etc., ensuring that the body of knowledge developed with the support of the project will be available to other stakeholders in Armenia. As a result, it should contribute to its sustainability but also its up-scaling at the local level, closer to communities that are interested in a healthy environment. At the same time, the project should also benefit from lessons learned in the region but also in other parts of the world, particularly when the project will focus on strengthening the enabling environment.

132. It needs to be noted that the main area of the project that will particularly need up-scaling/replicability is the implementation throughout the country of environmental education and environmental awareness activities. The project will develop the capacity of key actors in the public sector and at the community level in using environmental education as a tool to address natural resource management needs. It is anticipated that these same actors will up-scale and replicate their skills and knowledge through further activities targeting communities but also decision-makers, policy-makers and other environmental managers in Armenia. The project will provide valuable resources to expand the capacity of Armenia in delivering environmental education activities. It will act as a catalyst in this area and in order to ensure the long-term sustainability of this initiative, up-scaling and replicability throughout government operations will be needed in the future.

133. Part of the catalytic role of the project will be to demonstrate the value of its achievements. Therefore, it will also be important that the project prepares a timely exit. An exit strategy will be prepared 6 months before the end of the project to detail the withdrawal of the project and provide a set of recommendations to the government to ensure the long-term sustainability and the up-scaling of project achievements in Armenia.

C.3.c Risks and Assumptions

134. For each expected results at the objective, outcomes and outputs levels, risks and assumptions were identified (*see Annex 2*) during the preparation of this project. There are presented below:

Table 3: Risks and Assumptions in Implementing the Project

Risks	Level	Assumptions
<ul style="list-style-type: none"> Due to election, political changes or other events, changes in governmental priorities might happen and the GOA might not remain committed to EE as a tool for NRM 	Medium	<ul style="list-style-type: none"> The GOA continues to be committed to use EE as a tool for NRM.
<ul style="list-style-type: none"> The project does not create any interest among the targeted stakeholders 	Low	<ul style="list-style-type: none"> Project introductory workshops will be held with targeted beneficiaries to present the project objective and strategy as well as the planned activities to create an interest and demand for these activities.
<ul style="list-style-type: none"> Project activities and resources do not translate in increasing the national capacity of using EE as a tool to improve NRM. 	Low	<ul style="list-style-type: none"> The project is effective in developing the capacity in the area of environmental education.
<ul style="list-style-type: none"> The government does not fulfill its international obligations; including those from the Aarhus and the 3 Rio Conventions related to EE 	Low	<ul style="list-style-type: none"> The government continues to fulfill its international commitments including the need to have an EE capacity for NRM.
<ul style="list-style-type: none"> New legislation proposed by the project is not adopted by the Government and/or the Parliament 	Medium	<ul style="list-style-type: none"> The government continues to be committed to improve its legislation framework for environmental management, including EE. The project team will closely monitor the development
<ul style="list-style-type: none"> No institutional changes occur 	Medium	<ul style="list-style-type: none"> The government pursues its policies to improve EE in Armenia; including the clarification of institutional mandates. The project will closely monitor the situation, involve all relevant agencies in project work to ensure their buy-in and support to proposed institutional changes
<ul style="list-style-type: none"> Key agencies and managers in ministries give a low priority to integrate EE as a tool for NRM 	Low	<ul style="list-style-type: none"> The government pursues its policies to implement the Rio and Aarhus Conventions obligations; including the obligation to develop EE as a tool for NRM. Project team will involve all relevant agencies into project activities to ensure their buy-in and support to develop EE programmes.
<ul style="list-style-type: none"> Institutional risks associated with poor coordination among institutional stakeholders at the national level 	Medium	<ul style="list-style-type: none"> While an inherent risk in any initiative involving multiple institutional stakeholders and international organizations, this risk is substantially mitigated by the existence of

Risks	Level	Assumptions
		established coordination mechanisms already operating. Establishment of the Project Board and an Advisory Committee will ensure a coordinated approach.
<ul style="list-style-type: none"> Lack or absence of faculty with proper knowledge, experience and teaching skills to implement education activities. 	Low	<ul style="list-style-type: none"> An extended register will be created to include professionals available at different agencies who have relevant experience and skills, which will allow the selection of faculties on a competitive basis. In the initial phase, there will be brief workshops organized to create interest and disseminate information materials on the project and its strategy
<ul style="list-style-type: none"> The training centers for public servants and teachers might not be interested in integrating into their training catalogue the training curricula developed with the support of the project 	Low	<ul style="list-style-type: none"> The related in-service training institution(s) will be contacted early on to establish a partnership with the project and involved them in designing and delivering courses
<ul style="list-style-type: none"> Local governments do not have the mandate to involve stakeholders in decision-making for NRM The decentralization of NRM responsibilities at the local level does not occur 	Medium	<ul style="list-style-type: none"> Project will closely monitor the situation and advocate for decentralization of NRM responsibilities highlighting the benefits for sustainable economic development of the country
<ul style="list-style-type: none"> For non-environmental professionals the program objective and strategy are not easily understood and do not create any interest. 	Low	<ul style="list-style-type: none"> The project will produce and disseminate information products such as leaflets, booklets and other print materials to inform stakeholders about the project objective, strategy and the planned activities, in order to create an interest and a demand for participating to project activities.
<ul style="list-style-type: none"> Key stakeholders do not adopt the campaign. 	Low	<ul style="list-style-type: none"> The campaign will be developed with a strong participation of stakeholders in order to keep the ownership of this campaign as much as possible with the stakeholders and facilitate its final adoption
<ul style="list-style-type: none"> Journalists are not interested by EE programmes 	Low	<ul style="list-style-type: none"> Project introductory workshops will be held with targeted journalists/media outlets to present the project objective and strategy as well as the planned activities to create an interest and demand for these activities.

135. The review of these risks indicates that these risks are manageable through the project's learn-by-doing approach. This proposed project is a direct response to national priorities identified through the NCSA process. As a result, there is a good government ownership and willingness to succeed, hence low risks that key stakeholders will not participate in the project and lack of political will.

136. The fact that the project will also be housed with stakeholders will contribute to managing any operational risks. The project will be tightly integrated to the operation of stakeholders, ensuring that the strengthening of the

environmental education capacity will be done in close collaboration with existing baseline initiatives and the support of the Project Board. It will also contribute to a better prospect for long-term sustainability of project results.

137. Notwithstanding, this also assumes that project activities will be successful, and that the commitment to implement project activities through adaptive collaborative management remains intact. To this end, staff needs and motivation will be important considerations to reduce the risk of high staff turnover. The project will help minimize this risk by instituting a training programme to better understand and apply global environmental issues into national environmental management.

C.4 Stakeholder Involvement

138. This project was developed on the basis of consultations with stakeholder representatives, most of whom will benefit directly from this project. A team of three consultants (one international and two national consultants) was recruited during the PPG phase of this project to consult with key stakeholder representatives, to review the institutional set up as well as the policy and legislation frameworks related to this project and to consolidate this information in the current project document as the baseline of this project.

139. A consultation workshop was organized on October 23, 2014 in Yerevan, during the one-week mission of the international consultant in Armenia. This workshop was a good opportunity to bring most stakeholders together to review the GEF context of this project, review the baseline and the project strategy that was approved by GEF through the Project Information Form (PIF). One other objective of this workshop was to present the initial observations made by the team of consultants after meeting some key stakeholders on what the project could support. Discussion in small groups took place on these initial observations to get further input from stakeholders.

140. As a result of the project development phase (PPG), key project stakeholders were identified and consulted. Taking an adaptive and collaborative management approach to execution, the project will ensure that key stakeholders will be involved early and throughout project execution as partners for development. This includes their participation in the Project Board and/or in the Project Advisory Committee to review project expected outputs such as recommendations for improving the current related legislation framework, strengthening the institutional setup, including better national coordination, design a communication campaign, etc., as well as participation in project monitoring activities.

141. A key feature of this project is its learn-by-doing approach, which is intended to actively engage stakeholders. This approach should result in key stakeholders that will be more likely to validate the analysis and legitimize the recommendations made with the support of the project. It is also intended to catalyze the institutionalization of knowledge and experiences, which is critical for ensuring sustainability.

142. Given the project strategy, the key project stakeholders are government ministries and their subsidiary agencies and departments that are mandated with the implementation of environmental education activities. These stakeholder representatives will participate in activities to develop the national capacity in environmental education with a focus on improving the implementation of the Rio Conventions in Armenia. In addition to these governmental stakeholders, there are also non-governmental stakeholders, including civil society organizations and academia. These non-state organizations will also be invited in project activities to share their comparative expertise, but also to undertake selected project activities. Their participation will be determined during project implementation when defining annual work plans.

143. The table below indicates the role of key stakeholders for implementing the project.

Table 4: Stakeholders Anticipated Roles in Implementing the Project

Stakeholder	Anticipated role in the Project
Ministry of Nature Protection (MNP)	<ul style="list-style-type: none"> • Ensure project overall coordination and outputs delivery in line with Multilateral environmental agreements (MEA) and in accordance to national priorities derived from the conventions as a national focal agency for implementation of Rio conventions

Stakeholder	Anticipated role in the Project
	<ul style="list-style-type: none"> • Provide technical support for the project implementation at all levels, ensure provision of strategic and technical inputs at the Project Board and Advisory committee levels • Undertake information dissemination and awareness activities to promote project goals and objectives, ensure close collaboration and make necessary connections with similar initiatives implemented by the Ministry • Support in developing national policy framework that will ensure further promotion of EE/ESD; • Provide professional input for developing necessary curriculums and training programmes to mainstream conventions requirements and sector specific information; • Elaborate and support capacity building programs and activities, conduct selected training sessions and media campaigns; <ul style="list-style-type: none"> • Provide appropriate co-financing and office space for the project
Ministry of Education and Science (MOES)	<ul style="list-style-type: none"> • Provide overall political advice to the project to ensure its conformity with the national priority and on-going initiatives in environmental education sector as a national designated authority in environmental education sector; • Serve as the project primary beneficiary and represents the interests and ensures the realization of project results from the perspective of different stakeholders and beneficiaries • Ensure professional input, information gathering and supply, as well as necessary technical assistance by the Ministry’s subordinated agencies and professional institutions to the project along the implementation; to the project activities Undertake information dissemination and awareness activities to promote project goals and objectives, ensure close collaboration and make necessary connections with similar initiatives implemented by the Ministry; • Coordinate eco-education policy and regulatory framework development activities within the frame of the project • Provide necessary co-finding • Coordinate the works of different stakeholders involved into environmental education sectors at national and regional levels to ensure proper capacity need assessment.
State Inspectorate of Education	<ul style="list-style-type: none"> • Ensure the qualification requirements for teachers and trainers to be involved into training activities; • Provide professional control over the quality EE materials.
National Institute of Education	<ul style="list-style-type: none"> • Implement programs involving EE issues for decision makers of education sector; support in elaboration of training curriculums; • Provide the NIE’s branch network capabilities for the project implementation, including training centers in regions; • Provide link and proper communication between the project and the beneficiaries in Marzes through the regional educational structures; • Support in capacity needs assessment • Provide substantial input into the project materials development, promote adaptation and dissemination practices; • Support with implementation of training for teachers an national and local levels;
National Center of Professional Education Quality Assurance	<ul style="list-style-type: none"> • Provide consultation and guidance to relevant entities dealing National Qualifications Framework to mainstream environmental education parameters
National Center of Educational Technologies	<ul style="list-style-type: none"> • Exchange information with external information centers • Advocacy, support in publication and dissemination of e-materials • Support in elaboration of EE/ESD electronic portal
	<ul style="list-style-type: none"> •
“Project Implementation Unit” State Entity of the MOES	<ul style="list-style-type: none"> • Support in capacity needs assessment • Assistance in developing/updating relevant EE standards (upon necessity), • Support in revision of existing curriculum and educational materials; • Provide technical input and guidance in updating of national policy framework

Stakeholder	Anticipated role in the Project
Ministry of Territorial Administration and Emergency Situation (MTAES)	<ul style="list-style-type: none"> • Support in coordination of inputs from regional authorities (marz administration) into the project design and implementation; • Provide the project team with the existing national emergency response mechanisms and their improvement needs; • Share experience in capacity needs assessment and teaching practices in Crisis management academy targeted to mainstreaming of DRR issues into curriculum; • Assist the project team in disseminating the project objectives and results among the population in the rural regions through their network; • Support community activities and involvement of Local NGOs in the project activities;
Ministry of Agriculture	<ul style="list-style-type: none"> • Provide necessary and corresponding assistance and support in sector related information gathering and incorporation of relevant MEAs requirement into training programmes; • Ensure involvement of agriculture extension services in rural areas in information dissemination and training activities upon necessity; • To share experience and mechanisms on work with local population especially towards climate change and disaster risk reduction;
Civil Service Council	<ul style="list-style-type: none"> • Support in ensuring incorporation of Rio minimum qualification requirements on MEAs and EE provisions in line with national and international standards into the relevant regulatory framework; • Support in curriculum updating for mandatory training programmes for civil servants; • Provide necessary technical assistance and support in the sphere of civil servants' education and trainings;
Public Administration Academy	<ul style="list-style-type: none"> • Develop and introduce new programs and curriculum considering provision of EE in compliance with the EE quality requirements for administration specialists; • Provide necessary and corresponding technical assistance and support based on the PAA existing experience in developing and implementing training programs for civil servants.
Youth Foundation of Armenia	<ul style="list-style-type: none"> • Provide necessary and corresponding technical assistance and support in information dissemination and public campaigns in regions in particular through existing network
American University of Armenia (AUA)	<ul style="list-style-type: none"> • Assist the project implementation team in the activities related to recognition and dissemination of international practice on EE and awareness • Provide necessary and corresponding technical assistance and support based on the AUA existing experience from school education sector; • Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation
Armenian State Pedagogical University	<ul style="list-style-type: none"> • Assist the project to spread ESD ideology in vocational education system • Provide necessary and corresponding technical assistance and support based on the ASPU existing experience • Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation
Yerevan State University	<ul style="list-style-type: none"> • Assist the project to spread ESD ideology in vocational education system • Provide necessary and corresponding technical assistance and support based on the YSU existing experience • Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation
State Engineering University of Armenia	<ul style="list-style-type: none"> • Assist the project to spread ESD ideology in education system, including Vocational Education • Provide necessary and corresponding technical assistance and support based on the SEUA existing experience • Provide establishing consulting and mentoring relationships of the project managers with any available EE/ESD resources bases through the project implementation
Aarhus Centers	<ul style="list-style-type: none"> • Undertake and guide information, education and conduct public awareness campaigns on the project objectives and subject related issues through their regional networks;

Stakeholder	Anticipated role in the Project
	<ul style="list-style-type: none"> • Assist the Ministry of Nature Protection to provide high quality and professionally grounded ecological information , support in confidence building between public and the Ministries

144. Other scientific and educational institutions, as well as broader range of NGOs and CBOs, including media companies will be communicated at the project implementation stage. They can facilitate communication between the project implementation team, major governmental agencies and the public, play significant role in advocacy and provide technical input within the frame of policy development, curriculum updating processes.

C.5 Monitoring and Evaluation

145. Project monitoring and evaluation will be conducted in accordance with established UNDP and GEF procedures. The project team will undertake monitoring and evaluation activities, with support from UNDP-GEF, including independent evaluators for the mid-term and final evaluations. The project results framework matrix in Annex 2 provides a logical structure for monitoring project performance and delivery using SMART indicators during project implementation. The output budget and the work plan in the project document provide additional information for the allocation of funds, both the GEF and co-financing, for expected project deliverables and the timing of project activities to produce these deliverables. Annex 3 provides a breakdown of the total GEF budget by outcome, project management costs, and allocated disbursements on a per year basis. A GEF tracking tool for CCCD will be used as part of monitoring and evaluation activities to assess project delivery (*see Annex 1*). The work plan is provisional, and is to be reviewed during the project inception phase and endorsed by the project board.

146. The following sections outline the principle components of monitoring and evaluation. The project’s monitoring and evaluation approach will be discussed during the project’s inception phase so as to fine-tune indicators and means of verification, as well as an explanation and full definition of project staff M&E responsibilities.

147. A project Inception workshop will be conducted within the first 2 months of project start with the full project team, relevant government counterparts, co-financing partners, the UNDP-CO, with representation from the UNDP-GEF Regional Coordinating Unit as appropriate. Non-governmental stakeholders should be represented at this workshop as well.

148. A fundamental objective of this inception workshop will be to further instill ownership and understanding of the project’s goals and objectives among the project team, government and other stakeholder groups. The workshop will also serve to finalize the preparation of the project’s first annual work plan on the basis of the project’s results framework matrix. This will include reviewing the results framework (indicators, means of verification, assumptions), imparting additional detail as needed, and on the basis of this exercise, finalize the Annual Work Plan (AWP) with precise and measurable performance (process and output) indicators, and in a manner consistent with the expected outcomes for the project.

149. The project inception phase, during the first two months of start-up, will begin with an induction training to: (i) introduce project staff to the UNDP-GEF expanded team that will support the project during its implementation, namely the UNDP-CO and responsible Project Management Unit (PMU) staff; (ii) detail the roles, support services and complementary responsibilities of UNDP-CO and PMU staff with respect to the project team; (iii) provide a detailed overview of UNDP-GEF reporting and monitoring and evaluation (M&E) requirements, with particular emphasis on the combined Annual Project Reports - Project Implementation Reviews (APR/PIRs), Project Board (PB) meetings, as well as mid-term and final evaluations. The inception phase will also provide an opportunity to inform the project team on UNDP project-related budgetary planning, budget reviews, and mandatory budget re-phasing.

150. The project inception workshop will be held at the end of the inception phase to provide an opportunity for all stakeholders to validate the project results framework and discuss the project’s work plan. As well, the workshop will provide an opportunity for stakeholders to agree on their roles, functions, and responsibilities within

the project's decision-making structures, including reporting and communication lines, and conflict resolution mechanisms. The Terms of Reference for PMU staff and associated decision-making structures will be discussed again, as needed, in order to clarify for all, each party's responsibilities during the project's implementation phase.

151. The inception workshop will present a schedule of M&E-related meetings and reports. The Project Coordinator in consultation with UNDP will develop this schedule, and will include: (i) tentative time frames for PB meetings, and the timing of near-term project activities, such as an assessment of on-going environmental education initiatives; and (ii) project-related monitoring and evaluation activities. The provisional work plan will be approved in the first meeting of the PB.

152. A *project inception report* will be prepared immediately following the inception workshop. This report will include a detailed First Year Work Plan divided in quarterly time-frames as well as detailed activities and performance indicators that will guide project implementation (over the course of the first year). This Work Plan will include the proposed dates for any visits and/or support missions from the UNDP-CO, the UNDP-GEF Regional Coordinating Unit, or consultants, as well as time-frames for meetings of the project decision-making structures (e.g., PB). The report will also include the detailed project budget for the first full year of implementation, prepared on the basis of the Annual Work Plan, and including any monitoring and evaluation requirements to effectively measure project performance during the targeted 12 months' time-frame.

153. The inception report will include a more detailed narrative on the institutional roles, responsibilities, coordinating actions and feedback mechanisms of project related partners. In addition, a section will be included on progress to date on project establishment and start-up activities and an update of any changed external conditions that may affect project implementation, including any unforeseen or newly arisen constraints. When finalized, the report will be circulated to project counterparts who will be given a period of one calendar month to respond with comments or queries.

154. *Day-to-day monitoring of implementation progress* will be the responsibility of the Project Coordinator based on the project's Annual Work Plan and its indicators. The Project Coordinator will inform the UNDP-CO of any delays or difficulties faced during implementation so that the appropriate support or corrective measures can be adopted in a timely and remedial fashion.

155. The Project Coordinator will fine-tune outputs, main activities and performance indicators in consultation with the full project team at the inception workshop, with support from UNDP-CO and assisted by the UNDP-GEF. Specific targets for the first year implementation performance indicators, together with their means of verification, will be reviewed at the inception workshop. These will be used to assess whether implementation is proceeding at the intended pace and in the right direction and will form part of the Annual Work Plan. Targets and indicators for subsequent years would be defined annually as part of the internal evaluation and planning processes undertaken by the Project Team, and agreed with the PB.

156. *Periodic monitoring of implementation progress* will be undertaken by the UNDP-CO through monitoring discussions and site visits based on quarterly narrative and financial reports from the Project Coordinator. These quarterly progress reports will be prepared following guidelines provided by the UNDP-CO and UNDP-GEF RCU; they are short reports outlining the main updates in project performance.

Quarterly:

- Progress made shall be monitored in the UNDP Enhanced Results Based Management Platform.
- Based on the initial risk analysis submitted, the risk log shall be regularly updated in ATLAS. Risks become critical when the impact and probability are high. Note that for UNDP GEF projects, all financial risks associated with financial instruments such as revolving funds, microfinance schemes, or capitalization of ESCOs are automatically classified as critical on the basis of their innovative nature (high impact and uncertainty due to no previous experience justifies classification as critical).
- Based on the information recorded in Atlas, a Project Progress Reports (PPR) can be generated in the Executive Snapshot.
- Other ATLAS logs can be used to monitor issues, lessons learned etc... The use of these functions is a key indicator in the UNDP Executive Balanced Scorecard.

157. Furthermore, specific meetings may be scheduled between the PMU, the UNDP-CO and other pertinent stakeholders as deemed appropriate and relevant (particularly the PB members). Such meetings will allow parties to take stock and to troubleshoot any problems pertaining to the project in a timely fashion to ensure smooth implementation of project activities.

158. *Annual Monitoring* will occur through the Annual Project Board meeting. This is the highest policy-level meeting of the parties directly involved in the implementation of a project. The project will be subject to PB meetings at least twice per year. The first such meeting will be held within the first twelve months following the initiation workshop. For each year-end meeting of the PB, the Project Coordinator will prepare harmonized Annual Project Report / Project Implementation Reviews (APR/PIR) and submit it to UNDP-CO, the UNDP-GEF Regional Coordination Unit, and all PB members at least two weeks prior to the meeting for review and comments.

159. The APR/PIR will be used as one of the basic documents for discussions in the PB year-end meeting. The Project Coordinator will present the APR/PIR to the PB members, highlighting policy issues and recommendations for the decision of the Committee participants. The Project Coordinator will also inform the participants of any agreement(s) reached by stakeholders during the APR/PIR preparation, on how to resolve operational issues. Separate reviews of each project output may also be conducted, as necessary. Details regarding the requirements and conduct of the APR and PB meetings are contained with the M&E Information Kit available through UNDP-GEF.

160. The combined *Annual Project Report (APR) and Project Implementation Review (PIR)* combines both UNDP and GEF reporting requirements and is part of UNDP-CO central oversight, monitoring and project management. This key report is prepared to monitor progress made since project start and in particular for the previous reporting period (30 June to 1 July). As a self-assessment report by project management to the CO, the APR/PIR is a key input to the year-end Project Board meetings. It has become an essential management and monitoring tool for project managers and offers the main vehicle for extracting lessons from on-going projects.

161. An APR/PIR is to be prepared on an annual basis by July, but well in advance (at least one month) in order to be considered at the PB meeting. The purpose of the APR/PIR is to reflect progress achieved in meeting the project's Annual Work Plan and assess performance of the project in contributing to intended outcomes through outputs and partnership work. The APR/PIR is discussed by the PB, so that the resultant report represents a document that has been agreed upon by all of the key stakeholders.

162. A standard format/template for the APR/PIR is provided by UNDP-GEF. This includes, but is not limited to the following:

- Progress made toward project objective and project outcomes - each with indicators, baseline data and end-of-project targets (cumulative)
- Project outputs delivered per project outcome (annual).
- Lesson learned/good practice.
- AWP and other expenditure reports
- Risk and adaptive management
- ATLAS QPR
- Portfolio level indicators (i.e. GEF focal area tracking tools) are used by most focal areas on an annual basis as well.

163. UNDP will analyze the individual APR/PIRs by focal area, theme and region for common issues/results and lessons. The APR/PIRs are also valuable for the independent evaluators who can utilize them to identify any changes in the project's structure, indicators, work plan, among others, and view a past history of delivery and assessment.

164. A *mid-term review* may be conducted if needed at the mid-point of the implementation of the project to review the progress of the project and provide recommendations for the remaining implementation phase, including recommendations for ensuring a smooth exit and maximize the sustainability of project achievements.

165. An *independent final evaluation* will take place three months prior to the terminal tripartite review meeting, and will focus on: a) the cost-effectiveness, efficiency and timeliness of project implementation and performance; b) highlight issues requiring decisions and actions; and c) present initial lessons learned about project design, implementation and management. Findings of this evaluation will be incorporated as lessons learned, and recommendations for improvement addressed to ensure the institutional sustainability of project outputs, particular for the replication of project activities. The final evaluation will also look at project outcomes and their sustainability. The final evaluation should also provide recommendations for follow-up activities, as appropriate. The terms of reference for the final evaluation will be prepared by the UNDP-CO based on guidance from the UNDP-GEF Regional Coordinating Unit, in consultation with the PB.

The Terminal Evaluation should also provide recommendations for follow-up activities and requires a management response which should be uploaded to PIMS and to the [UNDP Evaluation Office Evaluation Resource Center \(ERC\)](#).

166. During the last three months of the project, the PMU will prepare the *Project Terminal Report*. This comprehensive report will summarize all activities, achievements and outputs of the project, lessons learned, the extent to which objectives have been met, structures and mechanisms implemented, capacities developed, among others. Together with the independent final evaluation, the project terminal report is one of two definitive statements of the project's activities during its lifetime. The project terminal report will also recommend further steps, if necessary, in order to ensure sustainability and replicability of the project outcomes and outputs.

167. *The terminal review meeting* is held by the PB, with invitation to other relevant government stakeholders as necessary, in the last month of project operations. The Project Coordinator is responsible for preparing the terminal review report and submitting it to UNDP-CO, the UNDP-GEF Regional Coordinating Unit, and all participants of the terminal review meeting. The terminal review report will be drafted at least one month in advance of the terminal review meeting, in order to allow for timely review and to serve as the basis for discussion. The terminal review report considers the implementation of the project as a whole, paying particular attention to whether the project has achieved its stated objectives and contributed to the broader environmental objective. The report also decides whether any actions remain necessary, particularly in relation to the sustainability of project outputs and outcomes, and acts as a vehicle through that lessons learned can be captured to feed into other projects under implementation or formulation. The terminal review meeting should refer to the conclusions and recommendations of the independent final evaluation report as appropriate.

168. The UNDP-CO, in consultation with the UNDP-GEF Regional Coordinator and members of the PB, has the authority to suspend disbursement if project performance benchmarks are not met as per delivery rates, and qualitative assessments of achievements of outputs.

169. Audit on project will follow UNDP Financial Regulations and Rules and applicable Audit policies.

170. *Learning and knowledge sharing*: Results from the project will be disseminated within and beyond the project intervention zone through existing information sharing networks and forums at the national, regional and global levels.

171. The project will identify and participate, as relevant and appropriate, in scientific, policy-based and/or any other networks, which may be of benefit to project implementation through lessons learned. The project will identify, analyze, and share lessons learned that might be beneficial in the design and implementation of similar future projects.

172. *Communications and visibility requirements*: Full compliance is required with UNDP's Branding Guidelines. These can be accessed at <http://intra.undp.org/coa/branding.shtml>, and specific guidelines on UNDP logo use can be accessed at: <http://intra.undp.org/branding/useOfLogo.html>. Amongst other things, these guidelines describe when and how the UNDP logo needs to be used, as well as how the logos of donors to UNDP projects needs to be used. For the avoidance of any doubt, when logo use is required, the UNDP logo needs to be used alongside the GEF logo. The GEF logo can be accessed at: [http://www.thegef.org/gef/GEF logo](http://www.thegef.org/gef/GEF_logo). The UNDP logo can be accessed at <http://intra.undp.org/coa/branding.shtml>.

173. Full compliance is also required with the GEF's Communication and Visibility Guidelines (the "*GEF Guidelines*"). The GEF Guidelines can be accessed at:

http://www.thegef.org/gef/sites/thegef.org/files/documents/C.40.08_Branding_the_GEF%20final_0.pdf.

Amongst other things, the GEF Guidelines describe when and how the GEF logo needs to be used in project publications, vehicles, supplies and other project equipment. The GEF Guidelines also describe other GEF promotional requirements regarding press releases, press conferences, press visits, visits by Government officials, productions and other promotional items.

174. Where other agencies and project partners have provided support through co-financing, their branding policies and requirements should be similarly applied.

Table 5: Monitoring Work Plan and Budget

Type of M&E activity	Responsible Parties	Budget US\$ <i>Excluding project team staff time</i>	Time frame
Inception Workshop and Report	<ul style="list-style-type: none"> ▪ Project Coordinator ▪ UNDP CO, UNDP GEF 	Indicative cost: 3,000	Within first two months of project start up
Measurement of Means of Verification of project results.	<ul style="list-style-type: none"> ▪ UNDP GEF RTA/Project Coordinator will oversee the hiring of specific studies and institutions, and delegate responsibilities to relevant team members. 	To be finalized in Inception Phase and Workshop.	Start, mid and end of project (during evaluation cycle) and annually when required.
Measurement of Means of Verification for Project Progress on <i>output and implementation</i>	<ul style="list-style-type: none"> ▪ Oversight by Project Coordinator ▪ Project team 	To be determined as part of the Annual Work Plan's preparation.	Annually prior to ARR/PIR and to the definition of annual work plans
ARR/PIR	<ul style="list-style-type: none"> ▪ Project Coordinator and team ▪ UNDP CO ▪ UNDP RTA ▪ UNDP EEG 	None	Annually
Periodic status/ progress reports	<ul style="list-style-type: none"> ▪ Project Coordinator and team 	None	Quarterly
Meetings of Technical Advisory Board and relevant meeting proceedings (minutes)	<ul style="list-style-type: none"> ▪ PC ▪ UNDP CO ▪ Other stakeholders 	Indicative cost: \$ 6,000	Following Project Inception Workshop at least once a year
Mid-term Review (<i>if needed</i>)	<ul style="list-style-type: none"> ▪ Project Coordinator and team ▪ UNDP CO ▪ UNDP RCU ▪ External Consultants (i.e. evaluation team) 	Not Required for MSP project but can be undertaken if it is deemed necessary by the Project Board. Indicative cost: \$15,000	At the mid-point of project implementation.
Final Evaluation	<ul style="list-style-type: none"> ▪ Project Coordinator and team, ▪ UNDP CO ▪ UNDP RCU ▪ External Consultants (i.e., evaluation team) 	Indicative cost: \$20,000	At least three months before the end of project implementation
Project Terminal Report	<ul style="list-style-type: none"> ▪ Project Coordinator and team ▪ UNDP CO ▪ Local consultant 	0	At least three months before the end of the project
Audit	<ul style="list-style-type: none"> ▪ UNDP CO ▪ Project Coordinator and team 	Indicative cost: \$6,000	One in the project life-time
Monitoring Visits to field sites	<ul style="list-style-type: none"> ▪ UNDP CO ▪ UNDP RCU (as appropriate) ▪ Government representatives 	For GEF supported projects, paid from IA fees and operational budget	Yearly
Final workshop	<ul style="list-style-type: none"> ▪ UNDP CO 	Indicative cost: \$4,000	
TOTAL indicative COST Excluding project team staff time and UNDP staff and travel expenses		US\$ 54,000	

D. Financing

D.1 Financing Plan

175. The financing of this project will be provided by the GEF (USD 750,000), with co-financing from the Government of Armenia and other national stakeholders (USD 603,735) and UNDP (USD 120,000). The GEF leverage thus represents approximately a 1:1 ratio. The allocation of these sources of finances is structured by the three main project components, as described in section C.2.b above. More detailed financial information is provided in Annex 3. The table below gives a summary of the allocation of the budget per component/outcome.

Table 6: Project Costs (US\$)

Total Project Budget by Component	GEF (\$)	Co-Financing (\$)	Project Total (\$)
Component 1	200,000	149,500	349,500
Component 2	260,000	181,000	441,000
Component 3	230,000	243,235	473,235
Project Management	60,000	150,000	210,000
Total project costs	750,000	723,735	1,473,735

Table 7: Estimated Project management budget/cost (for the entire project)

Component (*)	Estimated Staff weeks	GEF (\$)	Co-Financing (\$)	Project Total (\$)
Locally recruited personnel: Project staff		33,750	30,000	63,750
Project assurance & monitoring			90,000	90,000
Office space			30,000	30,000
Direct Project Services Cost		26,250		26,250
Total project management cost		60,000	150,000	210,000

* Local personnel in this table are those who are hired for functions related to the management of project.

176. An independent consultant will be contracted to undertake the independent final evaluation towards the end of the project. The travel budget includes the costs of DSA, TE and return airfare for the international consultant.

177. No UNDP Implementing Agency Project cycle management services (GMS) are being charged to the Project Budget. All such costs are being charged to the IA fee. In agreement with the Government of Armenia, UNDP will provide implementation support services (mostly recruitment of international consultants) under the National Implementation Modality; these will be charged to the Project Management Budget. A budget of \$26,500 was allocated to these Direct Project Costs (DPCs) and will be funded by the GEF grant under the Project Management Budget. Details of such charges are provided in Annex 7.

Table 8: Total GEF Budget and Work Plan

Award ID:	00081939
Project ID:	00091047
Award Title:	Generate global environmental benefits through environmental education and raising awareness of stakeholders
Business Unit:	ARM10
Project Title:	Generate global environmental benefits through environmental education and raising awareness of stakeholders
PIMS No:	5309
Implementing Partner (Executing Agency):	Ministry of Nature Protection

GEF Outcome/ Atlas Activity	Responsible Party/ Implementing Agent	Fund ID	Donor Name	Atlas Budgetary Account Code	ATLAS Budget Description	Amount 2015 (USD)	Amount 2016 (USD)	Amount 2017 (USD)	Amount 2018 (USD)	Total (USD)	See Budget Note:
Component 1: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.	MNP	62000	GEF	71200	International consultants	6,000	11,000	11,000	0	28,000	1
				72100	Contractual services - companies	40,000	54,000	52,000	0	146,000	2
				72300	Material & Goods	500	500	600	200	1,800	3
				74200	Audio visual & print. Production costs	2,000	1,500	2,000	3,500	9,000	4
				74500	Miscellaneous	1,000	1,200	1,200	1,000	4,400	5
				75700	Training Workshops and Conferences	3,000	2,000	2,000	3,800	10,800	6
					Sub-Total GEF - Outcome 1	52,500	70,200	68,800	8,500	200,000	
					Total Outcome 1	52,500	70,200	68,800	8,500	200,000	
Component 2: Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools	MNP	62000	GEF	71200	International consultants	9,100	4,900	0	0	14,000	7
				72100	Contractual services - companies	42,000	48,000	50,000	0	140,000	8
				71400	Contractual Services - Individuals	5,400	12,960	12,960	6,480	37,800	9
				71600	Travel	2,200	3,000	2,400	1,600	9,200	10
				72500	Office Supplies	1,000	500	600	300	2,400	11
				72200	Equipment & furniture	6,000	0	0	0	6,000	12
				72800	Information technology equipment	18,000	0	0	0	18,000	13
				73400	Rental & maint. of other eq.	1,200	2,000	2,000	800	6,000	14

GEF Outcome/ Atlas Activity	Responsible Party/ Implementing Agent	Fund ID	Donor Name	Atlas Budgetary Account Code	ATLAS Budget Description	Amount 2015 (USD)	Amount 2016 (USD)	Amount 2017 (USD)	Amount 2018 (USD)	Total (USD)	See Budget Note:
for natural resource management.				74200	Audio visual & print. Production costs	2,000	3,700	3,700	3,500	12,900	15
				74500	Miscellaneous	1,000	1,200	1,200	1,000	4,400	16
				75700	Training Workshops and Conferences	1,300	3,000	3,000	2,000	9,300	17
					Sub-Total GEF - Outcome 2	89,200	79,260	75,860	15,680	260,000	
					Total Outcome 2	89,200	79,260	75,860	15,680	260,000	
Component 3: Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.	MNP	62000	GEF	71200	International consultants	0	15,000	0	20,000	35,000	18
				71300	Local consultants	10,000	10,000	10,000	0	30,000	19
				71400	Contractual services- individuals	3,600	8,640	8,640	4,300	25,180	20
				72100	Contractual services - companies	28,000	36,000	36,000	0	100,000	21
				72400	Communic & Audio visual equipment	800	1,300	1,300	1,020	4,420	22
				72400	Communic & Audio visual equipment	1,200	2,000	2,000	1,400	6,600	23
				74100	Prof. services	0	0	6,000	0	6,000	24
				74200	Audio visual & print. Production costs	2,800	3,500	3,000	3,000	12,300	25
				75700	Training Workshops and Conferences	2,500	2,500	3,500	2,000	10,500	26
									Sub-Total GEF - Outcome 3	48,900	78,940
					Total Outcome 3	48,900	78,940	70,440	31,720	230,000	
Project Management	MNP /UNDP	62000	GEF	71400	Contractual services- individuals	6,000	12,000	12,000	3,750	33,750	27
				74598	Direct Project Cost - GoE	6,000	8,000	7,500	4,750	26,250	28
						Sub-Total GEF - PMC	12,000	20,000	19,500	8,500	60,000
		04000	UNDP	71400	Contractual services- individuals	6,000	9,000	9,000	6,000	30,000	29

GEF Outcome/ Atlas Activity	Responsible Party/ Implementing Agent	Fund ID	Donor Name	Atlas Budgetary Account Code	ATLAS Budget Description	Amount 2015 (USD)	Amount 2016 (USD)	Amount 2017 (USD)	Amount 2018 (USD)	Total (USD)	See Budget Note:
					Sub-Total UNDP - PMC	6,000	9,000	9,000	6,000	30,000	
					Total Management	18,000	29,000	28,500	14,500	90,000	
PROJECT TOTAL (GEF only)						202,600	248,400	234,600	64,400	750,000	
PROJECT TOTAL (incl. UNDP)						208,600	257,400	243,600	70,400	780,000	

Budgetary notes:

1. International consultant 40 w/d * 700 USD/day
2. Consultancy services
3. Purchase of goods, fuels coupons,
4. Translation costs and printing products
5. Miscellaneous costs and distributional materials
6. Inception, final workshops, meetings of the Project Board and advisory committee
7. International consultant 20w/d * 700 USD/day
8. Consultancy services
9. 60% of Salary of Technical Task Leader (1800 USD/month * 35 months)
10. In country travel costs (international costs may be covered upon necessity)
11. Office stationery
12. Purchase of office furniture
13. Office equipment: 3 work stations, 2 laptops, printer, copier/scanner, digital photo camera, recorder, projector
14. Rent of vehicle costs
15. Printing and publication of project materials
16. Miscellaneous costs
17. Stakeholder consultation meetings
18. Mid-term & final Evaluation cost (in case done by International consultant)
19. Local experts (400 w/d * 75 USD/day in total)
20. 40% salary of Technical Task Leader (1800 USD/moth * 35 months)
21. Consultancy services
22. Land phone charges postage and pouch costs
23. Internet connectivity charges

24. Audit fee
25. Translation, Printing and publication of project materials
26. Meetings of Project Board, Advisory committees, consultations in regions
27. Salary of project administrative assistant (1000USD/month *33.75 months)
28. Direct Project Service Costs as per Letter of Agreement (Annex 6)
29. Salary of Project coordinator (207 w/d over the project period) and assistant (1000 USD * 1.25 months)

Summary of Funds:

	Year 2015	Year 2016	Year 2017	Year 2018	Total
GEF	202,600	248,400	234,600	64,400	750,000
UNDP cash	6,000	9,000	9,000	6,000	30,000
UNDP in-kind	15,000	25,000	25,000	25,000	90,000
Government in-kind	40,000	149,800	209,800	85,900	485,500
Non-Government in-kind	0	30,000	45,000	43,235	118,235
TOTAL	263,600	462,200	523,400	224,535	1,473,735

D.2 Cost Effectiveness

178. An important indicator to consider for analyzing the project cost-effectiveness is the percentage of the total project that is being used for project management services. As per table 10 below, this percentage is 14%, which is reasonable for a project of this size. It is noted that due to the small size of the project budget, this project management cost cannot be lower.

179. Due to a good co-financing of this project, the cost-effectiveness of this project is good. As described in the sections, above, this project is a response to a national need and it will benefit from a significant investment of government staff (decision-makers and planners) to actively participate in project activities. The table below is an estimate of this contribution over the three years of project implementation.

180. The cost-effectiveness of this project is also demonstrated in efficiently allocating and managing the financial resources of this project. The recruitment of consultants will consist mostly of local consultants, reducing the transaction costs associated when contracting international consultants.

Table 10: Project Costs

Project Budget Component by Contribution type	Contribution (US\$)	Percentage (%)
Component 1: GEF	200,000	14
Component 1: Co-Financing	149,500	10
Component 2: GEF	260,000	18
Component 2: Co-Financing	181,000	12
Component 3: GEF	230,000	16
Component 3: Co-Financing	243,235	16
Project Management: GEF	60,000	4
Project Management: Co-Financing	150,000	10
Total	1,473,735	100

D.3 Co-financing

181. The total co-financing of the project is USD 723,735. UNDP will allocate USD 30,000 directly to this project in cash and USD 90,000 in-kind as part of its commitment to supporting the Government of Armenia to strengthen its environmental education system. The Government of Armenia, through MONP, MOES and the Public Administration Academy is contributing USD 485,500 in kind, which includes the human resources and their salaries - to support the project team in the implementation of the project, as well as office space and utilities. Other organizations will provide a total amount of USD 118,235 as in-kind contribution to participate in the implementation of project activities. Table 11 below presents the co-financing sources for this project. Letters to support this co-financing are presented in Part III of this project document.

Table 11: Co-financing Sources

Name of Co-financier	Classification	Type	Amount	
			Confirmed (USD)	Unconfirmed (USD)
MONP	National Executive Agency	In-kind	200,000	
MOES	Government Ministry	In-kind	234,500	
Public Administration Academy	Government Agency	In-kind	51,000	
WWF	Non-Governmental Organization	In-kind	53,235	
Youth Foundation of Armenia	Non-Governmental Organization	In-kind	65,000	

UNDP	GEF Implementing Agency	Grant	30,000	
UNDP	GEF Implementing Agency	In-kind	90,000	
Total Co-financing			723,735	

E. Institutional Coordination and Support

E.1 Core Commitments and Linkages

E.1.a Linkages to Other Activities and Programmes

182. The project is fully compliant with the comparative advantages matrix approved by the GEF Council. UNDP was selected as the GEF Implementing Agency for this project based on their experience and expertise in supporting capacity development efforts in Armenia, and the lessons learned and best practices that it could bring to bear from their experience in other countries. UNDP and the Government previously worked jointly on implementing the NCSA and its follow up initiatives, and agreed to cooperate on environmental governance for future projects.

183. More broadly speaking, UNDP has developed a global expertise in supporting the development of in-country environmental governance capacity, including the development of environmental indicators and monitoring/evaluation tools, which are extremely necessary in measuring impact of such capacity development programmes.

184. There are a number of key programmes and initiatives with which this project is to be coordinated. Each of these programmes and initiatives plays an important role in developing environmental education and environmental awareness in Armenia and contribute to increasing the environmental literacy of communities. This proposed project will build upon existing initiatives and their achievements and coordinate with related key programmes, plans, and projects. The main ones are presented below:

- *Environmental Education Network*: This initiative is funded by the UNDP-GEF and Norway Small Grant Programme (SGP), supported by UNICEF and implemented by the American University in Armenia. The main objective of this project is to strengthen civil society organizations' capacities for advocacy and implementation of environmental education programmes. Currently, this network is conducting a situational analysis to form a comprehensive view of strengths, weaknesses and gaps of the educational system in Armenia with respect to environmental education (EE) and education for sustainable development (ESD). Based on the findings, it will identify "model(s)" to further integrate environmental education in schools in the near term. Another planned activity is to map centers, national parks and other environmental points of interest where schools could link up for active learning. Finally, the plan is also to develop/establish an online platform for sharing information, good practices, and disseminate environmental education materials and information, as well as using media outlets for disseminate this information and materials.
- *Strengthening Environmental Education in Educational System of the Republic of Armenia*: Funded by GIZ in collaboration with MOES and the Ministry of Territorial Administration, this initiative is to integrate environmental education into the secondary school system in Armenia. It is based on the desire to promote cooperation in the field of environmental education, awareness raising and environmental knowledge dissemination; and recognizing the need to promote an enabling environment for the development of a higher quality environmental education system in Armenia. A 2012-2015 Action Plan was formulated; it includes four main line of activities that are supported by this project: assessment of environmental pedagogical activities; strengthening environmental education; creation of a new website on environmental education; and financial plan for environmental education.
- *Aarhus Centers*: As the main instrument to implement the Aarhus convention in Armenia, there are 15 Aarhus centers in Yerevan and in Marzes. These centers have produced environmental information

and environmental education material; their main functions are environmental education, environmental information and raising public awareness. They conduct regular public environmental awareness activities throughout Armenia

- It is also worth noting several *environmental education activities conducted by the government and also the universities in Armenia – particularly the pedagogical universities*. From the Law on Environmental Education to the UNESCO Chair on Education for Sustainable Development (ESD) and its activities, the extensive development of environmental education material by various experts/organizations, the interagency commission on ESD and several other Committees and Councils, etc., these initiatives are all contributing to the development of a national capacity to implement environmental education activities.

185. This project is in line with the UNDAF 2010-2015 and the UNDP CPAP 2010-2015. Both plans respond to the need to integrate the environment into national and local development frameworks. The UNDAF plans to support the development of a national environmental education capacity as part of its strategy that is to support Armenia to address its key environmental challenges including climate change and natural resource management. The CPAP – aligned to the UNDAF – plans to provide support to the government to strengthen national policies and tools for the implementation of and compliance with international environmental agreements; to introduce and mainstream sustainable development principles in national environmental policy frameworks; and to introduce sustainable development principles into the education curriculum.

186. In conclusion, this project will link up with most of these initiatives. It will also provide the support for increasing the cooperation at the national level. It was noted during the fact-finding mission that these initiatives – despite being very valuable for Armenia - are somewhat fragmented and not institutionalized enough, and the need to better coordinate these activities was clearly expressed during these consultations.

E.2 Implementation and Execution Arrangements

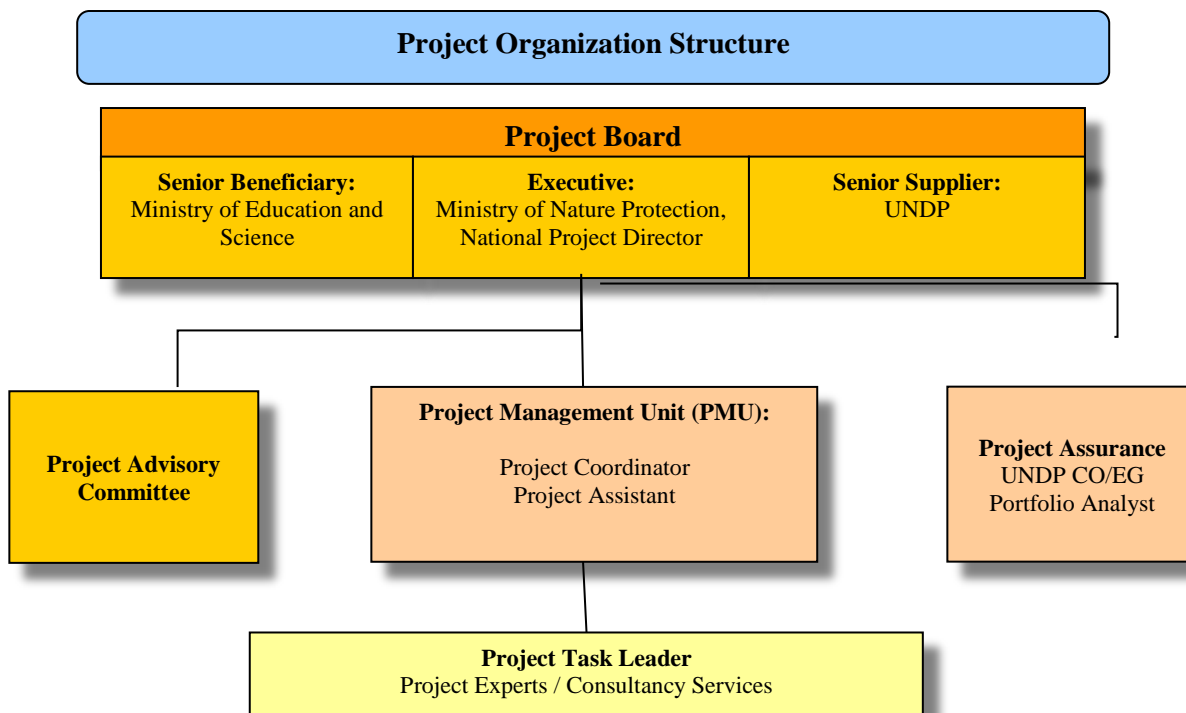
The project will be implemented according to UNDP's Support to National Implementation Modality (Support to NIM) as per guidelines agreed by UNDP and the Government of Armenia. The UNDP CO will ensure project accountability, transparency, effectiveness and efficiency in implementation. UNDP will provide the Implementing Partner with the following major support services for the activities of the project in accordance with UNDP corporate regulations, such as: (i) Identification and/or recruitment of project personnel; (ii) procurement of goods and services; (iii) financial services.

As GEF Implementing Agency, UNDP is ultimately accountable and responsible for the delivery of results, subject also to their certification by the Ministry of nature protection, as Implementing Partner. UNDP shall provide project cycle management services that will include the following:

- Providing financial and audit services to the project
- Overseeing financial expenditures against project budgets,
- Ensuring that activities including procurement and financial services are carried out in strict compliance with UNDP/GEF procedures,
- Ensuring that the reporting to GEF is undertaken in line with the GEF requirements and procedures,
- Facilitate project learning, exchange and outreach within the GEF family,
- Contract the project mid-term and final evaluations and trigger additional reviews and/or evaluations as necessary and in consultation with the project counterparts.

187. At the request of the Government of Armenia, UNDP shall also provide Direct Project Services (DPS) specific to project inputs according to its policies and convenience. These services, and the costs thereof, are specified in the Letter of Agreement in Annex 6.

188. Establishing an effective project management structure is crucial for its success. Every project has a need for direction, management, control and communication, using a structure that differs from line management. As a project is normally cross-functional and involves partnership, its structure needs to be more flexible, and is likely



to require a broad base of skills for a specific period of time. The UNDP project management structure consists of roles and responsibilities that bring together the various interests and skills involved in, and required by, the project. The management arrangements for this project illustrated in the diagram above are proposed to be used for the implementation of this CCCD project.

189. **Project Board (PB)** will be responsible for making consensus-based decisions, in particular when guidance is required by the Project Coordinator (PC). The Board will play a critical role in project monitoring and evaluations by assuring the quality of these processes and associated products, and by using evaluations for improving performance, accountability and learning. The Project Board will ensure that required resources are committed. It will also arbitrate on any conflicts within the project and negotiate solutions to any problems with external bodies.

190. Specific responsibilities of the PB should include:

- (i) For the processes of justifying, defining and initiating a project:
 - Appraise and approve work plans submitted by the Project Coordinator;
 - Delegate Project Assurance roles as appropriate;
 - Commit project resources required by the work plan.
- (ii) For the process of running a project:
 - Provide overall guidance and direction to the project, ensuring it remains within any specified constraints;

- Review project quarterly and annual plans and approve any essential deviations from the original plans; provided any deviations from the original plans require approval from UNDP-GEF Regional Technical Advisor
 - Review and approve progress and annual, as well as mid-term and final evaluation's project reports, make recommendations for follow-up actions;
 - Provide ad-hoc direction and advice for exception situations when project manager's tolerances are exceeded;
 - Assess and decide on conceptual project changes if necessary;
 - Assure that all planned deliverables are delivered satisfactorily and programme management directives are compiled;
- (iii) For the process of closing a project:
- Assure that all products/outputs are delivered satisfactorily;
 - Review and approve the end of project report;
 - Make recommendations for follow-up actions and post project review plan;
 - Notify project closure to the stakeholders.

191. Project Board decisions shall be made in accordance with international standards that shall ensure management for development results, best value for money, fairness, integrity, transparency, and effective international competition. Members of the Project Board will consist of key national government representatives, UNDP senior official and other stakeholders. Potential members of the Project Board will be reviewed and recommended for approval during the Local Project Appraisal Committee (LPAC) meeting. The Project Board will contain of three distinct roles:

192. **Executive Role:** representing the project ownership. It is expected the Ministry of Nature Protection will serve as a major implementing partners for the project. The Ministry of Nature Protection has overall legal and regulatory authority for natural resource management and environmental protection. It serves as the focal point ministry for the relevant international conventions, in particular UNFCCC, UNCBD and UNCCCD. The decision-makers from the above mentioned ministry will be nominated to the Project Board and will co-chair the group.

193. **Senior Supplier Role:** This requires the representation of the interests of the funding parties for specific cost sharing projects and/or technical expertise to the project. The Senior Supplier's primary function within the Board will be to provide guidance regarding the technical feasibility of the project. This role will rest with UNDP Armenia and represented by the Deputy Resident Representative.

194. **Senior Beneficiary Role:** This role requires representing the interests of those who will ultimately benefit from the project. The Senior Beneficiary's primary function within the Board will be to ensure the realization of project results from the perspective of different stakeholders and beneficiaries. The Ministry of Education and Science is the primary beneficiary based on the mandate in addressing educational policy in the country, including environmental education.

195. The project will be subject to Project Board meetings that would be held at least twice every year and on an ad hoc basis, whenever deemed necessary

196. **Project Assurance:** The Project Assurance role supports the Project Board Executive by carrying out objective and independent project oversight and monitoring functions which are mandatory on all projects.

197. The Project Assurance role supports the Project Board by carrying out objective and independent project oversight and monitoring functions. Project Assurance has to be independent of the Project Coordinator; therefore the Project Board cannot delegate any of its assurance responsibilities to the Project Coordinator. The Project Assurance role will rest with the Environmental Governance Portfolio Analyst of UNDP CO.

198. The following list includes the key suggested aspects that need to be checked by the Project Assurance throughout the project as part of ensuring that it remains consistent with, and continues to meet, a business need and that no change to the external environment effects the validity of the project:

- Maintenance of thorough liaison throughout the project between the supplier and the customer;
- Beneficiary needs and expectations are being met or managed;
- Risks are being controlled;

- Adherence to the Project Justification (Business Case);
- Constant reassessment of the value-for-money solution;
- The project remains viable, the scope of the project is not “creeping upwards” unnoticed;
- Internal and external communications are working;
- Applicable standards are being used and followed;
- Any legislative constraints are being observed
- Adherence to quality assurance standards.

199. **Project Management Unit (PMU):** will be established under the UNDP Environmental Governance management team comprising of permanent staff including a Project Coordinator (PC), Technical task leader (TL) and a Project Assistant. The Project Coordinators role will belong to UNDP CO nominated staff with the authority to run the project on behalf of the Implementing Agency within the constraints laid down by the Board.

200. **The Project Coordinator (PC)** will be responsible for overall project coordination and financial management. The project team will be formulated to support in daily implementation. The team will be led by Technical Task Leader, which will recruited on a competitive basis with the authority to run the project technical and operational activities on a day-to-day basis and provide technical backstopping to the PC. The project task leader’s prime responsibility is to ensure that the project produces the results specified in the project document, to the required standard of quality and within the specified constraints of time and cost. Development and consolidation of work plans, preparation of quarterly/annual progress reports, supervision the work of the project thematic experts, etc. are major responsibility of the TL. Technical team of long-term and short term national and international consultants, as well as professional consultancy services will be brought at the different stage of implementation. Under the direct supervision of the PC, the Project Administrative Assistants will provide programme support and be responsible for full administrative, logistical and financial issues.

201. In order to ensure smooth startup and successful implementation of the project activities, it is strongly recommended to use the accumulated knowledge, expertise and capacities generated at the project preparatory phase (PPG).

202. **Project Advisory Committee:** The main requirement for successful implementation of the project is sustained political commitment and broad-based public support. Thus the involvement of other national, regional and local authorities and stakeholders will be necessary. For this purpose multi-stakeholder advisory committee will be established as an advisory body to provide technical and operational guidance for project implementation policy ensuring the project’s consistency and synergy with the other ongoing development processes in the country. In addition to Ministries of Nature Protection (MNP) and Education and Science (MOES), representatives from line ministries, such as Ministries of Territorial Administration and Emergency Situation, Agriculture, Health, Urban Development, as well as from Civil Service Council, National Institute of Education, will be invited will be invited for membership. Selected representatives from scientific sector, International organizations, CBOs and NGOs will be also included into the list of committee members. Advisory board will be co-chaired by selected Project Board member. The meeting of the Committee will be held once in a year unless otherwise required and will be guided by decisions and recommendations of the project board.

203. **GEF Visibility:** Visibility of GEF financial support will be ensured by using the global GEF branding in all electronic and printed materials. The GEF logo will appear on all relevant project publications, including amongst others, project hardware and other purchases with GEF funds. Any citation in publications regarding projects funded by GEF will acknowledge the GEF. Logos of the Implementing Agencies and the Executing Agency will also appear on all publications. Where other agencies and project partners have provided support (through co-financing) their logos may also appear on project publications. Full compliance will be made with the GEF’s Communication and Visibility Guidelines¹².

¹² See http://www.thegef.org/gef/sites/thegef.org/files/documents/C.40.08_Branding_the_GEF%20final_0.pdf .

F LEGAL CONTEXT

204. This document together with the UNDP-CPAP signed by the Government and UNDP which is incorporated by reference constitute together a Project Document as referred to in the SBAA and all CPAP provisions apply to this document.

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

206. The implementing partner shall:

- a) 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;
- b) Assume all risks and liabilities related to the implementing partner's security, and the full implementation of the security plan.

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

208. The implementing partner 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 II: ANNEXES

ANNEX 1: CAPACITY DEVELOPMENT SCORECARD

ANNEX 2: PROJECT RESULTS FRAMEWORK

ANNEX 3: OUTCOME BUDGET (GEF CONTRIBUTION AND CO-FINANCING)

ANNEX 4: TERMS OF REFERENCES

ANNEX 5: ENVIRONMENTAL AND SOCIAL REVIEW CRITERIA

ANNEX 6: LETTER OF AGREEMENT BETWEEN UNDP AND GOVERNMENT OF ARMENIA

Annex 1: Capacity Development Scorecard

Project/Programme Name: Generate global environmental benefits through environmental education and raising awareness of stakeholders

Project/Programme Cycle Phase: Project preparation (PPG) Date: March 2015

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Outcome Contribution
CR 1: Capacities for engagement						
Indicator 1 – Degree of legitimacy/mandate of lead environmental organizations	Institutional responsibilities for environmental management are not clearly defined	0	2	Institutional responsibilities for managing the environment exist but overlaps exist and stakeholders do not know/recognized these responsibilities.	By developing environmental education programmes targeting stakeholders, the project will contribute to increasing the legitimacy of lead environmental organizations. Staff in these organizations will have a greater capacity to coordinate environmental activities including the implementation of the Rio Convention obligations.	2. Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management
	Institutional responsibilities for environmental management are identified	1				
	Authority and legitimacy of all lead organizations responsible for environmental management are partially recognized by stakeholders	2				
	Authority and legitimacy of all lead organizations responsible for environmental management recognized by stakeholders	3				
Indicator 2 – Existence of operational co-management mechanisms	No co-management mechanisms are in place	0	2	Only few co-management mechanisms exist and more are needed to increase collaboration among agencies.		No direct contribution from the project to improve this capacity.
	Some co-management mechanisms are in place and operational	1				
	Some co-management mechanisms are formally established through agreements, MOUs, etc.	2				
	Comprehensive co-management mechanisms are formally established and are operational/functional	3				
Indicator 3 – Existence of cooperation with stakeholder groups	Identification of stakeholders and their participation/involvement in decision-making is poor	0	1	The participation of stakeholders in decision-making regarding the management of the environment is limited in Armenia.	Through the collaborative approach used by the project and the engagement of stakeholders in the implementation of the project, it is anticipated that the cooperation among stakeholders should increase, including a greater collaboration among government, non-government organizations and communities.	3. Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.
	Stakeholders are identified but their participation in decision-making is limited	1				
	Stakeholders are identified and regular consultations mechanisms are established	2				
	Stakeholders are identified and they actively contribute to established participative decision-making processes	3				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Outcome Contribution
CR 2: Capacities to generate, access and use information and knowledge						
Indicator 4 – Degree of environmental awareness of stakeholders	Stakeholders are not aware about global environmental issues and their related possible solutions (MEAs)	0	1	Armenians have a certain level of awareness on global and national environment issues. However, the limited environmental literacy of stakeholders limits their participation in implementing solutions.	The project will support the development of a national environmental education and environmental awareness capacity. As a result, more and better quality environmental education programmes will be developed and delivered; hence raising the environmental literacy of communities.	3. Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.
	Stakeholders are aware about global environmental issues but not about the possible solutions (MEAs)	1				
	Stakeholders are aware about global environmental issues and the possible solutions but do not know how to participate	2				
	Stakeholders are aware about global environmental issues and are actively participating in the implementation of related solutions	3				
Indicator 5 – Access and sharing of environmental information by stakeholders	The environmental information needs are not identified and the information management infrastructure is inadequate	0	2	Some environmental information exists and is shared among stakeholders but the access by the public at large is still limited.	The project will support the development of high quality environmental education programmes. These will be and delivered to government staff but also to communities and education material will be available to the public at large through online platforms and other means.	3. Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.
	The environmental information needs are identified but the information management infrastructure is inadequate	1				
	The environmental information is partially available and shared among stakeholders but is not covering all focal areas and/or the information management infrastructure to manage and give information access to the public is limited	2				
	Comprehensive environmental information is available and shared through an adequate information management infrastructure	3				
Indicator 6 – Existence of environmental education programmes	No environmental education programmes are in place	0	1	Some environmental education activities have been implemented in Armenia, including some supported by externally funded projects. The main target of these activities is the education system. Few activities target communities and government staff involved in environmental management. Despite some existing related	The project will support activities to develop a national environmental education and environmental awareness capacity to deliver these programmes to communities, to students and also to government staff	1. Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.
	Environmental education programmes are partially developed and partially delivered	1				
	Environmental education programmes are fully developed but partially delivered	2				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Outcome Contribution
	Comprehensive environmental education programmes exist and are being delivered	3		laws, policies and coordination committees, there is a certain fragmentation of all these activities, limiting synergies and institutionalization of achievements.	involved in environmental management.	2. Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management
Indicator 7 – Extent of the linkage between environmental research/science and policy development	No linkage exist between environmental policy development and science/research strategies and programmes	0	1	Limited environmental research is being done in Armenia, due mostly to lack of resources but also lack of strategies to develop research programmes.		No direct contribution from the project to improve this capacity.
	Research needs for environmental policy development are identified but are not translated into relevant research strategies and programmes	1				
	Relevant research strategies and programmes for environmental policy development exist but the research information is not responding fully to the policy research needs	2				
	Relevant research results are available for environmental policy development	3				
Indicator 8 – Extent of inclusion/use of traditional knowledge in environmental decision-making	Traditional knowledge is ignored and not taken into account into relevant participative decision-making processes	0	2	Traditional knowledge is recognized but is not collected and used in decisions related to the management of natural resources.		No direct contribution from the project to improve this capacity.
	Traditional knowledge is identified and recognized as important but is not collected and used in relevant participative decision-making processes	1				
	Traditional knowledge is collected but is not used systematically into relevant participative decision-making processes	2				
	Traditional knowledge is collected, used and shared for effective participative decision-making processes	3				
CR 3: Capacities for strategy, policy and legislation development						

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Outcome Contribution
Indicator 9 – Extend of the environmental planning and strategy development process	The environmental planning and strategy development process is not coordinated and does not produce adequate environmental plans and strategies	0	2	There are environmental plans and strategies in place in Armenia. However, the main plan/strategy – the NEAP – was for the period 2009-2012. No update has been done. Additionally, the ADS do not have the environment as part of its four priorities. The process relies mostly on thematic plans and strategies such as the NBSAP (biodiversity) and the NAP (land degradation). There is also limited environmental assessment/analysis, including capacity gaps and capacity needs.		No direct contribution from the project to improve this capacity.
	The environmental planning and strategy development process does produce adequate environmental plans and strategies but there are not implemented/used	1				
	Adequate environmental plans and strategies are produced but there are only partially implemented because of funding constraints and/or other problems	2				
	The environmental planning and strategy development process is well coordinated by the lead environmental organizations and produces the required environmental plans and strategies; which are being implemented	3				
Indicator 10 – Existence of an adequate environmental policy and regulatory frameworks	The environmental policy and regulatory frameworks are insufficient; they do not provide an enabling environment	0	2	There are environmental policies and legislation in place in Armenia but there is a need to revise/upgrade some of these instruments, including the need to strengthen inter-sectorial coordination mechanisms to facilitate the implementation of these policies.	The project will address the capacity gaps of the existing enabling environment (policy and legislation frameworks) that is preventing environmental education being effectively used as a tool by stakeholders involved in natural resource management.	1. Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.
	Some relevant environmental policies and laws exist but few are implemented and enforced	1				
	Adequate environmental policy and legislation frameworks exist but there are problems in implementing and enforcing them	2				
	Adequate policy and legislation frameworks are implemented and provide an adequate enabling environment; a compliance and enforcement mechanism is established and functions	3				
Indicator 11 – Adequacy of the environmental information available for decision-making	The availability of environmental information for decision-making is lacking	0	2	Environmental information exists but the quality is uneven and do not cover all MEAs reporting obligations. It is also not much used by policy-makers and decision-makers.	Project resources will be used to develop environmental education programmes as well as sustainable delivery	2. Improved capacity of relevant government and educational entities to integrate environmental education and awareness
	Some environmental information exists but it is not sufficient to support	1				

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Outcome Contribution
	environmental decision-making processes				mechanisms targeting staff in the public sector.	raising into programmes and projects as tools for natural resource management.
	Relevant environmental information is made available to environmental decision-makers but the process to update this information is not functioning properly	2				
	Political and administrative decision-makers obtain and use updated environmental information to make environmental decisions	3				
CR 4: Capacities for management and implementation						
Indicator 12 – Existence and mobilization of resources	The environmental organizations don't have adequate resources for their programmes and projects and the requirements have not been assessed	0	2	There are not enough financial resources to support the environmental governance framework in place in Armenia. Additionally, environment is not a top priority of the government, which renders allocation of national budget to this area more difficult.		No direct contribution from the project to improve this capacity.
	The resource requirements are known but are not being addressed	1				
	The funding sources for these resource requirements are partially identified and the resource requirements are partially addressed	2				
	Adequate resources are mobilized and available for the functioning of the lead environmental organizations	3				
Indicator 13 – Availability of required technical skills and technology transfer	The necessary required skills and technology are not available and the needs are not identified	0	1	Consideration of environmental issues in sectoral planning and programming is not systematic. Some training is provided to government staff, but none on integration of Rio Convention provisions into sectoral planning and programming	Project resources will be used to develop environmental education programmes as well as sustainable delivery mechanisms targeting staff in the public sector.	2. Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.
	The required skills and technologies needs are identified as well as their sources	1				
	The required skills and technologies are obtained but their access depend on foreign sources	2				
	The required skills and technologies are available and there is a national-based mechanism for updating the required skills and for upgrading the technologies	3				
CR 5: Capacities to monitor and evaluate						
Indicator 14 – Adequacy of the	Irregular project monitoring is being done without an adequate monitoring framework detailing what and how to	0	2	Limited monitoring of projects and programmes is happening besides monitoring mandated on donor funded		No direct contribution from the project to improve this capacity.

Capacity Result / Indicator	Staged Indicators	Rating	Score	Comments	Next Steps	Outcome Contribution
project/programme monitoring process	monitor the particular project or programme			projects and programmes. This information is not really communicated/collected into the national body of knowledge on environment.		
	An adequate resourced monitoring framework is in place but project monitoring is irregularly conducted	1				
	Regular participative monitoring of results in being conducted but this information is only partially used by the project/programme implementation team	2				
	Monitoring information is produced timely and accurately and is used by the implementation team to learn and possibly to change the course of action	3				
Indicator 15 – Adequacy of the project/programme evaluation process	None or ineffective evaluations are being conducted without an adequate evaluation plan; including the necessary resources	0	1	The majority of international cooperation funded projects have evaluation plans. These evaluations are mainly performed internally, by the executing agency and by the funding agencies. However, the results are not shared broadly, thus lessons-learned are not much disseminated and replication is limited.		No direct contribution from the project to improve this capacity.
	An adequate evaluation plan is in place but evaluation activities are irregularly conducted	1				
	Evaluations are being conducted as per an adequate evaluation plan but the evaluation results are only partially used by the project/programme implementation team	2				
	Effective evaluations are conducted timely and accurately and are used by the implementation team and the Agencies and GEF Staff to correct the course of action if needed and to learn for further planning activities	3				
	Total Score:		24/45			

Annex 2: Project Results Framework

<p>This project will contribute to achieving the following Country Programme Outcome as defined in UNDAF: UNDAF Outcome 4: Environment and disaster risk reduction is integrated into national and local development frameworks UNDAF Agency Outcome 4.1: Armenia is better able to address key environmental challenges including climate change and natural resource management</p>
<p>UNDAF Outcome Indicators: Agency Output 4.1.3: No. of schools, universities and other educational entities that have incorporated SD and environmental awareness modules into their curriculum</p> <p>CPAP Output Indicators:</p> <ol style="list-style-type: none"> 1. No. of educational institutions with courses on SD increased. 2. No. of training modules and manuals on SD issues developed and introduced. 3. No. of trainers with capacity to train SD courses.
<p>Primary applicable Key Environment and Sustainable Development Key Result Area (same as that on the cover page, circle one):</p>
<p>Applicable GEF Strategic Focal Area Objectives: CD-2: to generate, access and use information and knowledge; and CD-4: to strengthen capacities for management and implementation on convention guidelines.</p>
<p>Applicable GEF Outcome Indicators: CD-2: Institutions and stakeholders trained how to use different tools available to manage information; Stakeholders are better informed via workshops and trainings about global challenges and local actions required; Knowledge platform established to share lessons learned among CBOs and CSOs across SGP participating countries (Number); Public awareness raised through workshops and other activities (Number) CD-4: Institutional capacities for management of environment strengthened (Number); Standards developed and adopted; Management capacities for implementation of convention guidelines and Reporting enhanced countries (Number); Capacities of CSOs and CBOs as SGP partners, strengthened (Number)</p>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
<p>Objective: to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues.</p>	1. Use of EE and environmental awareness tools to address NRM	<ul style="list-style-type: none"> • These tools & techniques on EE and EA are rarely used for NRM in Armenia 	<ul style="list-style-type: none"> • Diverse and high quality EE and EA programmes are available to address NRM 	<ul style="list-style-type: none"> • Progress reports / PIRs • Programmes integrating these programmes and techniques 	<p>Risk:</p> <ul style="list-style-type: none"> • Due to election, political changes or other events, changes in governmental priorities might happen and the GOA might not remain committed to EE as a tool for NRM <p>Assumption:</p> <ul style="list-style-type: none"> • The GOA continues to be committed to use EE as a tool for NRM.
	2. Citizens involvement in decision-making to address NRM issues	<ul style="list-style-type: none"> • Few opportunities for stakeholder involvement in NRM decisions at national or community levels 	<ul style="list-style-type: none"> • Stakeholders in selected areas are involved in decision-making to address NRM issues 	<ul style="list-style-type: none"> • List of participants in decision-making processes for NRM • Documentation of consultation processes 	<p>Risk:</p> <ul style="list-style-type: none"> • The project does not create any interest among the targeted stakeholders <p>Assumption:</p> <ul style="list-style-type: none"> • Project introductory workshops will be held with targeted beneficiaries to present the project objective and strategy as well as the planned activities to create an interest and demand for these activities.
	3. Decision-makers and teachers able to use EE as a tool to improve NRM.	<ul style="list-style-type: none"> • Few key stakeholders have the capacity to use EE as a tool to address NRM issues 	<ul style="list-style-type: none"> • Decision-makers and teachers using EE as a tool to improve NRM 	<ul style="list-style-type: none"> • Progress reports / PIRs • Training evaluation forms 	
	4. Capacity development scorecard rating	Capacity for: <ul style="list-style-type: none"> • Engagement: 5 of 9 • Generate, access and use information and knowledge: 7 of 15 	Capacity for: <ul style="list-style-type: none"> • Engagement: 7 of 9 • Generate, access and use information and knowledge: 11 of 15 	<ul style="list-style-type: none"> • Mid-term review and final evaluation reports, including an updated CD scorecard • Annual PIRs 	<p>Risk:</p> <ul style="list-style-type: none"> • Project activities and resources do not translate in increasing the national capacity of using EE as a tool to improve NRM. <p>Assumption:</p>

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
		<ul style="list-style-type: none"> Policy and legislation development: 6 of 9 Management and implementation: 3 of 6 Monitor and evaluate: 3 of 6 (Total score: 24/45)	<ul style="list-style-type: none"> Policy and legislation development: 7 of 9 Management and implementation: 4 of 6 Monitor and evaluate: 4 of 6 (Total targeted score: 33/45)	<ul style="list-style-type: none"> Capacity assessment reports 	<ul style="list-style-type: none"> The project is effective in developing the capacity in the area of environmental education.
OUTCOME 1: Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.					
<p>Output 1.1: Adequate legislation and policy frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education and public awareness.</p> <p>Output 1.2: Relevant institutions have the necessary mandates to use environmental education and public awareness as tools for environmental management.</p>	5. Adequate policies for EE in place integrating Rio and Aarhus Conventions' obligations	<ul style="list-style-type: none"> Current policies are poorly known, weakly implemented and do not include EE as an effective tool to address NRM issues. 	<ul style="list-style-type: none"> Key policies for EE in place integrating Rio and Aarhus Conventions' obligations and providing an conducive enabling environment for the development of EE in Armenia 	<ul style="list-style-type: none"> Revised/new policies National evaluation reports 	<p>Risk:</p> <ul style="list-style-type: none"> The government does not fulfill its international obligations; including those from the Aarhus and the 3 Rio Conventions related to EE <p>Assumption:</p> <ul style="list-style-type: none"> The government continues to fulfill its international commitments including the need to have an EE capacity for NRM.
	6. Adequate legislation for EE in place	<ul style="list-style-type: none"> Current Law on environmental education as well as related laws are not conducive to the use of EE as a tool for NRM 	<ul style="list-style-type: none"> EE as a tool for NRM is supported by a conducive legislation framework 	<ul style="list-style-type: none"> Laws – including amendments – and decrees adopted by the government 	<p>Risk:</p> <ul style="list-style-type: none"> New legislation proposed by the project is not adopted by the Government and/or the Parliament <p>Assumption:</p> <ul style="list-style-type: none"> The government continues to be committed to improve its legislation framework for environmental management, including EE. The project team will closely monitor the development
	7. Adequate institutional set-up with clear mandate to carry out EE activities	<ul style="list-style-type: none"> Weak institutional mandates, weak national coordination and unclear responsibilities for EE 	<ul style="list-style-type: none"> Institutions with clear mandates and assigned responsibilities to implement EE programmes 	<ul style="list-style-type: none"> Institutions mandated by the government Job descriptions 	<p>Risk:</p> <ul style="list-style-type: none"> No institutional changes occur <p>Assumption:</p> <ul style="list-style-type: none"> The government pursues its policies to improve EE in Armenia; including the clarification of institutional mandates. The project will closely monitor the situation, involve all relevant agencies in project work to ensure their buy-in and support to proposed institutional changes
OUTCOME 2: Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.					

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
<p>Output 2.1: Capacity enhanced of key government and educational entities to integrate environmental education and public awareness into programmes and projects.</p> <p>Output 2.2: Integrated training programmes developed and delivered through training centers for civil servants; training centers for teachers and other existing relevant training mechanisms.</p>	8. Strategies and programmes integrating EE and public awareness as tools to improve NRM	<ul style="list-style-type: none"> Current strategies and programmes do not include EE as a tool to address NRM issues. 	<ul style="list-style-type: none"> Key strategies and programmes includes EE as a tool to address NRM issues and solutions, including integration of Rio and Aarhus Conventions' obligations 	<ul style="list-style-type: none"> Revised/new strategies and programmes National progress reports 	<p>Risk:</p> <ul style="list-style-type: none"> Key agencies and managers in ministries give a low priority to integrate EE as a tool for NRM <p>Assumption:</p> <ul style="list-style-type: none"> The government pursues its policies to implement the Rio and Aarhus Conventions obligations; including the obligation to develop EE as a tool for NRM. Project team will involve all relevant agencies into project activities to ensure their buy-in and support to develop EE programmes. <p>Risk:</p> <ul style="list-style-type: none"> Institutional risks associated with poor coordination among institutional stakeholders at the national level <p>Assumption:</p> <ul style="list-style-type: none"> While an inherent risk in any initiative involving multiple institutional stakeholders and international organizations, this risk is substantially mitigated by the existence of established coordination mechanisms already operating. Establishment of the Project Board and an Advisory Committee will ensure a coordinated approach. <p>Risk:</p> <ul style="list-style-type: none"> Lack or absence of faculty with proper knowledge, experience and teaching skills to implement education activities. <p>Assumption:</p> <ul style="list-style-type: none"> An extended register will be created to include professionals available at different agencies who have relevant experience and skills, which will allow the selection of faculties on a competitive basis. In the initial phase, there will be brief workshops organized to create interest and disseminate information materials on the project and its strategy. <p>Risk:</p> <ul style="list-style-type: none"> The training centers for public servants and teachers might not be interested in integrating into their training catalogue the
	9. Number and diversity of organizations and individuals trained (men and women) to deliver EE programmes	<ul style="list-style-type: none"> Few key stakeholders are trained to develop and deliver EE programmes in Armenia 	<ul style="list-style-type: none"> 50 key stakeholders in different organizations are trained to deliver EE programmes with a minimum of 40% women 	<ul style="list-style-type: none"> Progress reports / PIRs Training evaluation forms 	
	10. Quantity and quality of EE materials and delivery mechanisms	<ul style="list-style-type: none"> EE training materials for civil servants is very limited Limited EE training delivery mechanisms targeting civil servants Existing EE programmes to train teachers in pedagogical universities Uneven delivery of these EE programmes to teachers, particularly practicing teachers 	<ul style="list-style-type: none"> EE programmes and delivery mechanisms available to public servants and practicing teachers 	<ul style="list-style-type: none"> EE programmes Progress reports / PIRs Institutions mandated by the government to deliver these EE programmes 	
	11. Number of participants (men and women) trained in EE	<ul style="list-style-type: none"> Limited training currently offered 	<ul style="list-style-type: none"> 1,000 people trained (civil servants and teachers) with a minimum of 40% women 	<ul style="list-style-type: none"> Progress reports / PIRs Training evaluation forms 	

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
					<p>training curricula developed with the support of the project</p> <p>Assumption:</p> <ul style="list-style-type: none"> The related in-service training institution(s) will be contacted early on to establish a partnership with the project and involved them in designing and delivering courses
<p>OUTCOME 3: Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.</p>					
<p>Output 3.1: Capacity enhanced of CBOs to implement environmental education and public awareness campaigns.</p> <p>Output 3.2: Environmental education material is developed and delivery mechanisms are identified.</p> <p>Output 3.3: A Communication campaign developed and delivered through community based activities and national media.</p>	<p>12. Increased use of environmental awareness techniques in programmes and projects to address NRM and poverty reduction at the community level</p>	<ul style="list-style-type: none"> NGOs, CBOs and local governments use very little EE techniques 	<ul style="list-style-type: none"> NGOs, CBOs and local governments are using EE as a tool to make communities environmentally aware and to involve them in addressing NRM issues 	<ul style="list-style-type: none"> Documents from NGOs, CBOs and local governments Field visits 	<p>Risk:</p> <ul style="list-style-type: none"> Local governments do not have the mandate to involve stakeholders in decision-making for NRM The decentralization of NRM responsibilities at the local level does not occur <p>Assumption:</p> <ul style="list-style-type: none"> Project will closely monitor the situation and advocate for decentralization of NRM responsibilities highlighting the benefits for sustainable economic development of the country <p>Risk:</p> <ul style="list-style-type: none"> For non-environmental professionals the program objective and strategy are not easily understood and do not create any interest. <p>Assumption:</p> <ul style="list-style-type: none"> The project will produce and disseminate information products such as leaflets, booklets and other print materials to inform stakeholders about the project objective, strategy and the planned activities, in order to create an interest and a demand for participating to project activities <p>Risk:</p> <ul style="list-style-type: none"> Key stakeholders do not adopt the campaign. <p>Assumption:</p> <ul style="list-style-type: none"> The campaign will be developed with a strong participation of stakeholders in order to keep the ownership of this campaign as much as possible with the stakeholders and facilitate its final adoption <p>Risk:</p>
	<p>13. EE and awareness material developed and use by delivery mechanisms</p>	<ul style="list-style-type: none"> Numerous materials on EE exist in Armenia but there is no common approach to deliver EE covering global environmental issues and solutions 	<ul style="list-style-type: none"> Existence of EE programmes delivered by strengthened delivery mechanisms 	<ul style="list-style-type: none"> EE materials and programmes Field visits 	
	<p>14. A communication campaign developed and delivered</p>	<ul style="list-style-type: none"> Skills and knowledge to develop such campaign is currently limited in Armenia 	<ul style="list-style-type: none"> A communication campaign delivered and covering global environmental issues and solutions 	<ul style="list-style-type: none"> Campaign documents, videos, newspapers, etc. Evaluation report 	
	<p>15. Number of journalists (men and women) and diversity of media outlets trained to deliver EE programmes</p>	<ul style="list-style-type: none"> Journalists and their media outlets have limited capacity to inform the public on NRM issues, including global environmental issues and solutions 	<ul style="list-style-type: none"> 100 journalists with a minimum of 40% women linked to a diverse number of media outlets trained in environmental awareness, including global environmental issues and solutions 	<ul style="list-style-type: none"> Progress reports / PIRs Training evaluation forms 	

Objectives and Outcomes	Indicator	Baseline	Targets End of Project	Source of verification	Risks and Assumptions
					<ul style="list-style-type: none"> • Journalists are not interested by EE programmes <p><i>Assumption:</i></p> <ul style="list-style-type: none"> • Project introductory workshops will be held with targeted journalists/media outlets to present the project objective and strategy as well as the planned activities to create an interest and demand for these activities.

Annex 3: Outcome Budget (GEF Contribution and Co-financing)

Activity	Description	GEF	Co-financing	Total
Outcome 1:	Enhanced legal, policy, institutional and strategic frameworks to strengthen environmental education and raising awareness of stakeholder as natural resource management tools.	200,000	149,500	349,500
Output 1.1	Adequate legislation and policy frameworks are in place to implement obligations from the Rio and Aarhus Conventions related to environmental education and public awareness.	120,000	89,500	209,500
Output 1.2	Relevant institutions have the necessary mandates to use environmental education and public awareness as tools for environmental management.	80,000	60,000	140,000
Outcome 2:	Improved capacity of relevant government and educational entities to integrate environmental education and awareness raising into programmes and projects as tools for natural resource management.	260,000	181,000	441,000
Output 2.1	Capacity enhanced of key government and educational entities to integrate environmental education and public awareness into programmes and projects.	170,000	95,000	265,000
Output 2.2	Integrated training programmes developed and delivered through training centers for civil servants; training centers for teachers and other existing relevant training mechanisms.	90,000	86,000	176,000
Outcome 3:	Developed capacity of community based organizations (CBOs) to use environmental education and awareness raising as tools for natural resource management.	230,000	243,235	473,235
Output 3.1	Capacity enhanced of CBOs to implement environmental education and public awareness campaigns.	30,000	70,000	100,000
Output 3.2	Environmental education material is developed and delivery mechanisms are identified.	50,000	70,000	120,000
Output 3.3	A Communication campaign developed and delivered through community based activities and national media.	150,000	103,235	253,235
Project Management		60,000	150,000	210,000
	Total	750,000	723,735	1,473,735

Annex 4: Terms of References

The following Terms of Reference outlines the general responsibilities to be carried out by consultants contracted under the project.

Background

Armenia conducted a National Capacity Self-Assessment (NCSA) in 2003-2004 to assess its capacities, its capacity gaps and its capacity development needs to address the national requirements obligated with the ratification of the Rio Conventions by Armenia. It was one of the first countries in the region to initiate an NCSA of its national capacities in the environmental sector, undertaken by the government of Armenia and executed by Armenians. Following a sectoral assessment in the three focal areas of the Rio Conventions – biodiversity, climate change and land degradation - the NCSA process assessed capacities, capacity gaps and capacity needs in seven crosscutting areas that were identified as critical for the development of a coordinated and integrated approach for an effective implementation of Armenia’s environmental obligations.

This extensive assessment revealed that most crosscutting issues and capacity needs are related to environmental literacy of stakeholders. Overall, the assessment found that the skills and knowledge of people involved in managing the environment in Armenia were insufficient at multiple levels, starting at the community level, to staff in governing bodies managing the environment, to decision-makers involved in environmental decision-making. The main result of this extensive national capacity self-assessment was, therefore, the need to increase the capacity of stakeholders involved in environmental management in Armenia.

These findings were also confirmed by the assessment conducted in 2006-2007 to formulate the Second NEAP (2008). This assessment found that *“information conveyed to the public is not sufficiently efficient”*; but at the same time, recognizing that environmental information needs are not developed due to a lack of environmental awareness, training and education. Finally, the assessment conducted in the context of the Rio+20 National Assessment Report (2012), it was found that *“the acting system of environmental education still insufficiently utilizes the potential for changing human mentality as an important factor in terms of the shift to “Green economy” for the purposes of making decisions, changing behaviors, ...”*.

Project Goal and Objectives

The goal of this project is to expand the capacity of Armenia to generate global environmental benefits through environmental education and raising awareness of stakeholders to implement Rio Convention strategies. It will, on one hand, increase the public knowledge on the environment and the need to protect nature, and, on the other hand, transfer the required knowledge to the targeted beneficiaries to allow them to be development actors without harming the environment. Through the activities of the project, it will include support for the dissemination of environmental information on state-of-the-art technologies for climate change mitigation and adaptation, conservation of biodiversity and prevention of soil degradation. It will also provide resources for raising the capacity of decision-makers in governing bodies, who are promoting the sustainable development of the country.

The project’s objective is to strengthen the capacity to use environmental education and awareness raising as tools to address natural resource management issues. The achievement of this objective will strengthen the capacity of staff in the public sector, raise the public awareness about global environmental issues and the related international conventions, strengthen the links between sectors, including the mainstreaming of environmental concerns in development policies and projects, and finally contribute to an ecologically safe and sound environment.

Project Strategy

The expected achievements of this project are a set of improved capacities to deliver environmental education and environmental awareness programmes focusing on the Rio Convention objectives. This project will have strengthened and helped institutionalize commitments under the Rio Conventions by providing effective tools to raise environmental literacy of communities but also to develop skills and knowledge of key stakeholders involved in managing the environment. It will be part of the sustainable development agenda in place in Armenia, focusing on the development concept of a “green economy”. Using innovative environmental education and awareness

raising tools, the project will promote state-of-the-art environmental management approaches and principles that are recognized globally and which will help in addressing environmental issues and fulfilling commitments obligated under the global international conventions.

Project Outcomes and Components

The implementation of the project will achieve three (3) expected outcomes:

Under the first outcome, the project will address the capacity gaps of the existing enabling environment (policy, legislation and institutional frameworks) preventing environmental education being effectively used as a tool by stakeholders involved in natural resource management. The expected result from this outcome is an institutionalized enabling environment that is conducive to the development and implementation of sustainable environmental education programmes in Armenia and the staff in public sector entities knowledgeable about this improved enabling environment.

Under the second outcome, project resources will be used to mainstream environmental education into national strategies, programmes and projects, and also to develop environmental education programmes as well as sustainable delivery mechanisms targeting staff in the public sector and educators in Armenia. The expected results from this outcome are national strategies, programmes and projects integrating environmental education as a tool to improve the management of natural resources, and key public sector staff and educators equipped with environmental skills and knowledge using environmental education as a tool to raise public awareness on global environmental issues and solutions being implemented in the context of the implementation of the MEAs that Armenia is a Party to.

Under the third outcome, project resources will be used to develop the capacity of CBOs and of the media – including journalists - to use environmental education and awareness raising as tools for conducting information awareness and environmental education activities at the community level but also at the national level through a national campaign. The expected results from this outcome are CBOs and media outlets with better capacities to deliver environmental education and environmental awareness activities at the community level but also at national level; and material developed and delivered through CBOs and the media to communities in order to raise environmental literacy of the population in Armenia.

Responsibilities

1. National Project Director (NPD)

The National Project Director (NPD) supports the project and acts as a focal point on the part of the Government. This responsibility normally entails ensuring effective communication between partners and monitoring of progress towards expected results.

The National Portfolio Director designated by the Prime-minister for UNDP environmental governance will serve as the National Project Director, and represents the Government's *ownership* and *authority* over the project, *responsibility* for achieving project objectives and the *accountability* to the Government and UNDP for the use of project resources.

Duties and Responsibilities of the NPD

The NPD will have the following duties and responsibilities:

- a. Assume overall responsibility for the successful execution and implementation of the project, accountability to the Government and UNDP for the proper and effective use of project resources)
- b. Serve as a focal point for the coordination of projects with other Government agencies, UNDP and outside implementing agencies;
- c. Ensure that all Government inputs committed to the project are made available;

- d. Supervise the preparation of project work plans, its update, clearance and approval in consultation with UNDP and other stakeholders and ensure the timely request of inputs according to the project work plans; and sign project AWP and CDRs.
- e. Represent the Government institution (national counterpart) at the Project Board meetings, and other stakeholder meetings.

Remuneration and entitlements:

The National Project Director may not receive monetary compensation from project funds for the discharge of his/her functions.

2. Project Coordinator

The individual will be nominated by UNDP to coordinate the implementation of the project. Part of his/her time will be spent on overseeing the implementation of the project and the rest of his/her time will be to manage capacity development activities undertaken under the three expected outcomes. The Project Coordinator will also be responsible to monitor and evaluate the progress made by the project. The main tasks for this position include:

- Oversee the day-to-day monitoring of project implementation
- In consultation with stakeholders, recommend modifications to project management to maintain project's cost-effectiveness, timeliness, and quality project deliverables (adaptive collaborative management) to be approved by the Project Board
- Prepare all required progress and management reports, e.g., APR/PIR and project initiation report
- Support all meetings of the Project Board
- Maintain effective communication with project partners and stakeholders to dissemination project results, as well as to facilitate input from stakeholder representatives as project partners
- Support the independent terminal evaluation
- Ensure full compliance with the UNDP and GEF branding policy

3. Technical task leader

The individual selected on competitive basis and operated direct supervision of the Project Coordinator with the authority to run the project technical and operational activities on a day-to-day basis. Technical task leader's prime responsibility is to ensure that the project produces the results specified in the project document, to the required standard of quality and within the specified constraints of time and cost.

Duties and Responsibilities of the Technical Task Leader:

- Support in developing detailed project work plan and relevant activities as per outputs; ensure efficient and timely implementation of those activities;
- Provide substantive support in identifying and recruiting the competent staff and subcontractors, formulate task's technical specifications, participate in selection process;
- Lead, supervise, and monitor technical expert's teamwork, ensure timely delivery of outputs and conduct their performance appraisal;
- Monitor and analyze the adequacy and content of the technical reports and project deliverables to achieve the project outcomes/outputs;
- Ensures maintenance and update of the project office inventory records in line with UNDP rules and regulations;
- Provide substantive support in the development of the project monitoring plan in line with the requirements indicated in the project document; support in developing TOR for mid-term and final evaluation;

- Prepare quarterly, semi-annual and annual progress reports in line with the project requirements for UNDP, implementing partner, advisory board; Ensure provision of information for Atlas reporting (logs) on permanent basis;
- Support Project Coordinator on developing project terminal report;
- Liaise with the Government, regional and local authorities, relevant civil society organizations, international partners to ensure participatory approach along the implementation process for achievement of project objectives.
- Provide technical backstopping and guidance to the national team of experts and subcontractors and supervise the work of technical experts.
- Responsible for preparing Agendas, briefing and informative notes, background papers and presentations in close cooperation with the Policy Adviser.
- Support the UNDP in providing guidance and technical expertise on the formulation of Project ideas, strategic notes and concept proposals in the related field.

4. Administrative/Financial Officer

The Administrative/Financial Officer will ensure timely project delivery, transparent reporting and record keeping, as well as compliance with NIM policies. The Administrative/Financial Officer will work closely with the UNDP CO, which will provide direct support to project implementation. Responsibilities include to:

Work-planning & Budgeting

- Research and prepare for the Project Director and the Project Coordinator on cost/time estimates to support project activities, ensuring efficiency and cost-effectiveness
- Regular review of the overall project balance ensuring that ultimately cumulative expenditure is within the overall project budget
- Prepare of annual budgets to support the planned activities, ensuring that budgeted amounts and expected disbursement schedules are reasonable, and remaining funds are sufficient
- Draft procurement/recruitment plan to support agreed workplan
- Inform Project Director and Project Coordinator of financial issues affecting project delivery, propose budget revisions/adjustments as necessary

Project Delivery & Reporting

- Execute procurement and recruitment plan, ensuring transparency, cost-effectiveness/efficiency, and compliance with NIM
- Manage payroll and cash reserves of the project
- Prepare quarterly expenditure report, and request cash advance from UNDP (i.e. Fund Authorization and Certificate of Expenditure (FACE))
- Manage financial and administrative aspects of project assets, maintain registers for inventory of non-expendable equipment and ensure that the equipment is safe and in proper working condition, providing regular updates to inform further implementation (e.g. next phase of station installation)
- Prepare financial/operational progress reports for project team, PB, or other meetings
- Identify reporting challenges and make adjustments to internal reporting procedure as necessary to address problems (if any), ensure that the minimum reporting requirements are met
- Ensure documentation and records are up-to-date and complete, meeting audit standards
- Support the regular monitoring, as well as evaluation and audit processes by providing reports, supporting documentation and other information as needed
- Provide information as needed for other purposes or ad hoc requests (e.g. UNDP or donor request, publications, communication materials, etc...)

Administration

- Organizational and logistical issues related to project execution and as per UNDP guidelines and procedures
- Record keeping of project documents, including financial in accordance with audit requirements

- Ensure all logistical arrangements are carried out smoothly
- Assist Project Coordinator in preparing and updating project work plans in collaboration with the UNDP Country Office
- Facilitate timely preparation and submission of financial reports and settlement of advances, including progress reports and other substantial reports
- Report to the Project Coordinator and UNDP Programme Officer on a regular basis
- Identification and resolution of logistical and organizational problems, under the guidance of the Project Coordinator

Annex 5: Social and Environmental Screening Procedures (SESP)

Project Information

Project Information	
1. Project Title	Generate global environmental benefits through environmental education and raising awareness of stakeholders.
2. Project Number	5309
3. Location (Global/Region/Country)	Armenia

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 supports the meaningful participation and inclusion of all stakeholders, during the design, implementation and monitoring of the project. It is anticipated that they will participate to capacity development activities supported by the project and the project will support the development of an enabling environment conducive to the participation of stakeholders in the management of natural resources. This approach is consistent with the participation and inclusion of human rights principle.

During the project formulation, consultation sessions and meetings have been conducted with a wide range of key stakeholders to exchange experience and knowledge and to assess the baseline of the project, including stakeholder workshops to review and validate the project strategy drafted on the basis of information collected from stakeholders. It is anticipated that these consultations, cooperation and coordination efforts during the formulation of the project will prove to be effective in generating efficient and effective stakeholder engagement during project implementation. Such consultations also assure that the interest of potentially marginalized individuals and groups are taken into account in the implementation. The approach for stakeholder engagement is consistent with a human rights-based approach to development programming.

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

Gender sensitivity and gender considerations have been taken into account in the formulation of the project; proposing gender sensitive approaches where needed, including the need to pay attention to gender equality. Every effort will be made to incorporate gender issues in the implementation of this project. Roles of men and women to participate in activities of the project will be equally assigned without any discrimination. The project will take steps to ensure that women account for at least 40% of all training and capacity building in the project. Moreover, the project will strengthen data collection and monitoring programmes – gender segregation of data collection and monitoring will be introduced as a basis for ensuring long-term gender benefits. This gender inclusive project – which is part of the UNDAF 2013-2017 – will foster gender equality in environmental management and women's empowerment and participation in environmental management. This approach will facilitate a focus on gender-based environmental issues and gender-based solutions.

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

This project is a direct response to the GEF-funded *National Capacity Self-Assessment (NCSA)* project conducted in Armenia during the period of 2003-2004, which identified public awareness and environmental education as one key crosscutting capacity area hampering an effective implementation of Armenia's environmental obligations. It found that there was an insufficient training and knowledge for relevant organizations and staff to implement effective environmental management practices; a low level of decision-makers' awareness about global environmental issues and multilateral environmental agreements; and a low level of environmental education and lack of "environmental culture" among the population. The project is well aligned with the *UNDAF 2010-2015*, particularly with the fourth priorities "*Environment and disaster risk reduction is integrated into national and local development frameworks*". Through environmental education and awareness raising activities, the project will contribute to the integration of environment and disaster risk reduction into national and local development frameworks. The project is also aligned with the *Armenia Development Strategy (ADS) for 2014-2025* that states, "*the cornerstone of the environmental component of sustainable development is the protection of the balanced environment through conducting a resource efficient economy*" and also with the *Concept of Creation of a Holistic and Integrated National System for Environmental Education and Awareness-Raising* and the *2011-2015 Plan of Activities* that was formulated for the

Implementation of this Concept




However, despite the existence of numerous activities in this area in Armenia, the project will address the need to coordinate and harmonize better a national programme on environmental education and ensuring that an adequate enabling environment is in place and conducive to the implementation of a national programme on environmental education and environmental awareness raising in Armenia. The project will target the development of capacities at the individual and organizational level, strengthening technical skills to develop and implement environmental education programmes. The project will also support activities to strengthen the coordination between key sectors to address biodiversity, climate change and land degradation issues at systemic and institutional levels. There are no environmental risks involved with the implementation of this project.

Part B. Identifying and Managing Social and Environmental Risks

QUESTION 2: What are the Potential Social and Environmental Risks? <i>Note: Describe briefly potential social and environmental risks identified in Attachment 1 – Risk Screening Checklist (based on any “Yes” responses).</i>	QUESTION 3: What is the level of significance of the potential social and environmental risks? <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 6</i>			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)?
Risk Description	Impact and Probability (1-5)	Significance (Low, Moderate, High)	Comments	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.
Risk 1: None	I = P =	N/A	N/A	N/A
QUESTION 4: What is the overall Project risk categorization?				
Select one (see SESP for guidance)				
Low Risk			<input checked="" type="checkbox"/>	Comments Minimal environmental and social risks related to this project have been identified.
Moderate Risk			<input type="checkbox"/>	
High Risk			<input type="checkbox"/>	
QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?				
Check all that apply				
Principle 1: Human Rights			<input type="checkbox"/>	None required
Principle 2: Gender Equality and Women’s Empowerment			<input type="checkbox"/>	None required
1. Biodiversity Conservation and Natural Resource Management			<input type="checkbox"/>	None required
2. Climate Change Mitigation and Adaptation			<input type="checkbox"/>	None required
3. Community Health, Safety and Working Conditions			<input type="checkbox"/>	None required

	4. Cultural Heritage	<input type="checkbox"/>	None required
	5. Displacement and Resettlement	<input type="checkbox"/>	None required
	6. Indigenous Peoples	<input type="checkbox"/>	None required
	7. Pollution Prevention and Resource Efficiency	<input type="checkbox"/>	None required

Final Sign Off

<i>Signature</i>	<i>Date</i>	<i>Description</i>
QA Assessor 	24.03.2015	Armen Martirosyan, Environmental Governance Portfolio Analyst, UNDP Armenia
QA Approver 	24.03.2015	Claire Medina, Deputy Resident Representative, UNDP Armenia
PAC Chair 	24.03.2015	Claire Medina, Deputy Resident Representative, UNDP Armenia

SESP Attachment 1: Social and Environmental Risk Screening Checklist

Checklist Potential Social and Environmental Risks		Answer (Yes/No)
Principles 1: Human Rights		
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? ¹³	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.	Are there measures or mechanisms in place to respond to local community grievances?	No
6.	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	No
7.	Is there a risk that rights-holders do not have the capacity to claim their rights?	No
8.	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
9.	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
Principle 2: Gender Equality and Women’s Empowerment		
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
3.	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
Principle 3: Environmental Sustainability: Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below		
Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management		
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

¹³ 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.

Checklist Potential Social and Environmental Risks		
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
Standard 2: Climate Change Mitigation and Adaptation		
2.1	Will the proposed Project result in significant ¹⁴ 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
Standard 3: Community Health, Safety and Working Conditions		
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

¹⁴ In regards to CO₂, '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.]

Checklist Potential Social and Environmental Risks		
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
Standard 4: Cultural Heritage		
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
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
Standard 5: Displacement and Resettlement		
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? ¹⁵	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
Standard 6: Indigenous Peoples		
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 rights, lands and territories of indigenous peoples (regardless of whether Indigenous Peoples possess the legal titles to such areas)?	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
6.4	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.5	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
6.6	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No
6.7	Would the Project potentially affect the traditional livelihoods, physical and cultural survival of indigenous peoples?	No
6.8	Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	No

¹⁵ 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.

Checklist Potential Social and Environmental Risks		
Standard 7: Pollution Prevention and Resource Efficiency		
7.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	No
7.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	No
7.3	Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose use of chemicals or materials subject to international bans or phase-outs? <i>For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol</i>	No
7.4	Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	No
7.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	No

Annex 6: Letter of agreement between UNDP and Government of Armenia for the provision of support services

1. Reference is made to consultations between officials of the Government of *Armenia* (hereinafter referred to as “the Government”) and officials of UNDP with respect to the provision of support services by the UNDP country office for nationally managed programmes and projects. UNDP and the Government hereby agree that the UNDP country office may provide such support services at the request of the Government through its institution designated in the relevant programme support document or project document, as described below.
2. The UNDP country office may provide support services for assistance with reporting requirements and direct payment. In providing such support services, the UNDP country office shall ensure that the capacity of the Government-designated institution is strengthened to enable it to carry out such activities directly. The costs incurred by the UNDP country office in providing such support services shall be recovered from the administrative budget of the office.
3. The UNDP country office may provide, at the request of the designated institution, the following support services for the activities of the programme/project:
 - (a) Identification and/or recruitment of project and programme personnel;
 - (b) Identification and facilitation of training activities;
 - (a) Procurement of goods and services;
4. The procurement of goods and services and the recruitment of project and programme personnel by the UNDP country office shall be in accordance with the UNDP regulations, rules, policies and procedures. Support services described in paragraph 3 above shall be detailed in an annex to the programme support document or project document, in the form provided in the Attachment hereto. If the requirements for support services by the country office change during the life of a programme or project, the annex to the programme support document or project document is revised with the mutual agreement of the UNDP resident representative and the designated institution.
5. The relevant provisions of the SBAA between the Authorities of the Government of Armenia and the United Nations Development Programme (UNDP), signed by the Parties on 8 March 1995, including the provisions on liability and privileges and immunities, shall apply to the provision of such support services. The Government shall retain overall responsibility for the nationally managed programme or project through its designated institution. The responsibility of the UNDP country office for the provision of the support services described herein shall be limited to the provision of such support services detailed in the project document.
6. Any claim or dispute arising under or in connection with the provision of support services by the UNDP country office in accordance with this letter shall be handled pursuant to the relevant provisions of the SBAA.
7. The manner and method of cost-recovery by the UNDP country office in providing the support services described in paragraph 3 above shall be specified in the annex to the project document.

8. The UNDP country office shall submit progress reports on the support services provided and shall report on the costs reimbursed in providing such services, as may be required.

9. Any modification of the present arrangements shall be effected by mutual written agreement of the parties hereto.

For the Government

Aramayis Grigoryan
Minister of Nature Protection
of the Republic of Armenia

Signed on behalf of UNDP

Bradley Busetto
UN Resident Coordinator
UNDP Resident Representative in Armenia

Date: 25.03.2015

Date: 25.03.2015

DESCRIPTION OF UNDP COUNTRY OFFICE SUPPORT SERVICES

1. Reference is made to consultations between the Ministry of Nature Protection, the institution designated by the Government of Armenia and officials of UNDP with respect to the provision of support services by the UNDP country office for the nationally executed project “Generate Global Environmental Benefits through Environmental Education and Raising Awareness of Stakeholders” Project ID 00081939.

2. In accordance with the provisions of the letter of agreement signed and the project document, the UNDP country office shall provide support services for the Project as described below.

3. Support services to be provided:

	Description of services	Reimbursement amount based on the Universal Price List that UNDP uses for cost recovery with other UN Agencies (in USD)	UNIT
1	Payment Process	29.85	Per voucher
2	Credit card payment	31.80	Per transaction
3	New vendor creation in ATLAS	15.44	Per vendor
4	Payroll validation	30.91	Per person, quarterly
5	Leave monitoring	4.42	Per person, quarterly
6	IC and SC recruitment, including	180.54	Per person
6a	Advertisement	36.11	
6b	Short listing	72.22	
6c	Contract Issuance	72.22	
7	Issue IDs	29.93	Per ID
8	F10 Settlement	24.82	Per item
9	Ticket request	24.40	Per ticket
10	Hotel reservation	10.97	Per booking
11	Visa request	20.00	Per person
12	Vehicle Registration	29.13	Per item
13	Procurement process involving local CAP or RACP/ACP	416.29	Per case
13a	Identification and selection	208.14	
13b	Contracting/Issue PO	104.07	
13c	Follow-up	104.07	
14	Procurement not involving review bodies	167.81	Per case
14a	Identification and selection	83.91	
14b	Contracting/Issue PO	41.95	
14c	Contract follow-up	41.95	
15	Disposal of equipment	211.73	Per lot

4. The total amount for provided support services will not exceed 26,250.00 USD.

PART III: Co-Financing Letters

United Nations Development Programme



*Empowered lives.
Resilient nations.*

25 March 2015
L.79/2015

Dear GEF Council Members and Secretariat,

Subject: Letter of co-financing for “Generate Global Environmental Benefits through Environmental Education and Raising Awareness of Stakeholders” Full-Sized Project

I am pleased to confirm the commitment of the United Nations Development Programme in Armenia for the successful implementation of the UNDP/GEF “Generate Global Environmental Benefits through Environmental Education and Raising Awareness of Stakeholders” Full-Sized Project.


The amount of co-financing for the project implementation, allocated from UNDP Armenia TRAC resources, comprises USD 30,000 (thirty thousand US dollars) for the project implementation life-time. This contribution will be used to support project management and reporting activities in accordance with the UNDP rules and procedures, and in line with the GEF requirements to ensure project accountability, transparency, effectiveness, efficiency.

In-kind contribution in amount of USD 90,000 (ninety thousand US dollars) will be also provided to ensure the project assurance, monitoring as well as technical advice and expert input to the Project Board and Advisory Committee during the project implementation.

Taking this opportunity, I would like to reiterate that UNDP in Armenia looks forward to our cooperation on this important initiative.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Bradley Busetto', is positioned above the typed name.

 Bradley Busetto
UN Resident Coordinator/
UNDP Resident Representative in Armenia

GEF Council Members and Secretariat



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 АКАДЕМИЯ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ РЕСПУБЛИКИ АРМЕНИЯ
Р Е К Т О Р
 PUBLIC ADMINISTRATION ACADEMY OF THE REPUBLIC OF ARMENIA
Р Е С Т О Р

«25» փետրվարի 2015 թ.
 № 01/68

H.E. Mr. Bradley Busetto
 UN Resident Coordinator,
 UNDP Resident Representative in Armenia

24.02.2015
 Ref. N

Financial commitment letter

Your Excellency,

I am pleased to confirm the commitment of the Public Administration Academy of the Republic of Armenia (PAARA) to collaboration on issue of implementation of the United Nations Development Programme in Armenia within a framework of "Generate global environmental benefits through environmental education and raising awareness of stakeholders" UNDP/GEF project in 2015-2018.

The Public Administration Academy of the RA as a principal structure of training the RA civil servants attaches great significance to the ecological education of civil servants and to the formation of high-standard ecological culture in Armenia.

Hereby, I would like to reiterate our support and in-kind contributions to the UNDP Project Outcome 2, outputs 2.1 and 2.2 comprising 51,000 USD in the form of the Academy's staff and use of resources to co-finance the project.

I am looking forward to our further thriving cooperation.

Yours sincerely,

Arsen Lokyan



ՀՀ, ք. Երևան – 0028, Կիևյան 8 ՔԱ, ք. Երևան – 0028, Կիևյան 8 Kievian 8, Yerevan – 0028, RA
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for a living planet®

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27 November 2014

N 143

H.E. Mr. Bradley Busetto

LINDP Resident Representative in Armenia

UN Resident Coordinator in Armenia

Your Excellency,

We are pleased to reconfirm commitment of World Wide Fund for Nature Armenian Branch (WWF-Armenia) to collaboration with the United Nations Development Programme in Armenia within the framework of the "Generate global environmental benefits through environmental education and raising awareness of stakeholders" project.

WWF Armenia's overall contribution to the above-mentioned Project is USD 52,235 (fifty two thousand two hundred thirty five), including the following components:

- USD 22,235 allocated for the activity "School Forestry in Syunik Region of Armenia" in the frames of the communications and awareness raising activities for various target groups about the importance of sustainable forest management (from WWF-Armenia project "European Neighborhood and Partnership Instrument (ENPI) East Countries Forest Law Enforcement and Governance (FLEG) II Program", GE 0041.02) as contribution to the UNDP project Outcome 3, Outputs 3.1 and 3.2.
- USD 30,000 allocated for the activity "Development, Publication and Presentation of a Book and CD on Forest Related Vegetation of Armenia" in the frames of the communications and awareness raising activities for various target groups about the importance of sustainable forest management (from WWF-Armenia project "European Neighborhood and Partnership Instrument (ENPI) East Countries Forest Law Enforcement and Governance (FLEG) II Program", GE 0041.02) as contribution to the UNDP project Outcome 3, Outputs 3.1 and 3.2.

WWF-Armenia, avails itself of this opportunity to renew to the United Nations Development Programme in Armenia the assurances of its highest consideration.

Director
WWF Armenia

Karen Manvelyan



President: H.E. Ghivi Emeka Anyanwu
Director General: Mr. James O. Leake
President Emeritus:
Herb Riechers of Edinburgh
Honorary President:
Lord Prince Bernhard of the Netherlands

Registered as:
WWF-World Wide Fund For Nature
WWF-Fondo Mundial per la Natura
WWF-Fondo Mundial para la Naturaleza
WWF-Fonds Mondiale pour la Nature
WWF-World Nature Fund
Approved by World Wildlife Fund





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№ 885/Ե

25 12 2014թ

H.E. Mr. Bradley Busetto
UN Resident Coordinator,
UNDP Resident Representative in Armenia

Financial commitment letter

Your Excellency,

I am pleased to confirm the commitment of the Armenian Youth Foundation (AYF) to collaboration on issue of implementation of the United Nations Development Programm in Armenia within a framework of "Generate global environmental benefits through environmental education and raising awareness of stakeholders" UNDP/GEF project for upcoming years.

The AYF overall contribution (both cash and in-kind) to above mentioned Project is USD 65,000 (sixty five thousand). That will support, I hope, to the UNDP Project Outcome 1, output 1.1.4. and Outcome 3, outputs 3.1 and 3.3.

The Armenian Youth Foundation glad to use this opportunity for express our consideration to UNDP's activity in Armenia.

Looking forward to our collaboration for enhancing and developing EE/ESD in our country.

Executive Director

A. Ter-Hovakimyan





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MINISTRY OF NATURE PROTECTION OF THE REPUBLIC OF ARMENIA

MINISTER

МИНИСТЕРСТВО ОХРАНЫ ПРИРОДЫ РЕСПУБЛИКИ АРМЕНИЯ

МИНИСТР

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☎ (374 11) 518 311
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№ 1/41/10584
« 27 » « 03 » 201 թ.

Տր. Bradley Busetto
UN Resident Coordinator,
UNDP Resident Representative in Armenia
Fax: (37410) 543 811

Subject: "Generate Global Environmental Benefits through Environmental Education and Raising Awareness of Stakeholders"

Dear Mr. Busetto,

In reference to your letter N L29 dated 13 February 2015 regarding UNDP/GEF "Generate Global Environmental Benefits through Environmental Education and Raising Awareness of Stakeholders" project, I would like to inform you that in my capacity of GEF Operational Focal Point for Armenia I confirm that the above mentioned project proposal is in accordance with my government's national priorities.

The Ministry of Nature Protection of the Republic of Armenia is also willing to contribute US\$ 200,000 as in kind co-financing to this project.

Sincerely

Aramays Grigoryan
GEF Operational/Political Focal Point in Armenia



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ՐԷՍՊԱԲԼԻԿԱ ԱՐՄԵՆԻՅԱ
МИНИСТЕРСТВО ОБРАЗОВАНИЯ
И НАУКИ

ՄԻՆԻՍՏՐ

REPUBLIC OF ARMENIA
MINISTRY OF EDUCATION
AND SCIENCE
MINISTER

0010, Երևան, Արշակունյաց պողոտա 15, հեռ. 71 60 02, Խոյր-ձգակաբեկ (374 10) 52 79 49,
0010, Ерванд, Բաղրամյան պողոտա 15, հեռ. 71 60 02, Խոյր-ձգակաբեկ (374 10) 52 79 49,
0010, Ерванд, Բաղրամյան պողոտա 15, հեռ. 71 60 02, Խոյր-ձգակաբեկ (374 10) 52 79 49, Email: minis.a@edu.am, www.edu.am

N 01/14/3121-15 - 26 - 03 - 2015թ.

Mr. Bradley Busetto
UN Resident Coordinator
UNDP Resident Representative in Armenia

Dear Mr. Busetto

In addition to the letter of the Ministry of Education and Science of RA dated 2015-03-05 N01/14/2223-15, I am pleased to reconfirm commitment of the Ministry of Education and Science of RA to collaboration with UNDP in Armenia within the framework of the "Generate Global Environmental Benefits through Environmental Education and Raising Awareness of stakeholders" project.

The Ministry's n-kind contribution to the above-mentioned project for the next 3 years of cooperation will be equivalent to USD 234,500 and include the following components:

- development and approval of the relevant policy papers and strategy documents (USD 44,800),
- development and approval of education standards and curriculum and provision of trainings (USD 63,800),
- elaboration of environmental education needs at local level and development of training and information materials, teachers training (USD 125,900).

Taking the opportunity I would like to thank you for our on-going and fruitful cooperation.

Yours sincerely,

Armen Ashotyan

