

15N 71989

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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET (PID)	1 TRANSACTION CODE <input checked="" type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	DOCUMENT CODE 1
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2. COUNTRY/ENTITY Worldwide	3 PROJECT NUMBER 936-5839 } PD-ABC-899
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4 BUREAU/OFFICE S&T/ED	5 PROJECT TITLE (maximum 40 characters) Environmental Education & Communication
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6 ESTIMATED FY OF AUTHORIZATION/OBLIGATION/COMPLETION A. Initial FY <input type="text" value="9"/> <input type="text" value="2"/> B. Final FY <input type="text" value="9"/> <input type="text" value="9"/> C. PACD <input type="text" value="9"/> <input type="text" value="9"/>	7 ESTIMATED COSTS (\$000 OR EQUIVALENT \$1 =) <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="2">FUNDING SOURCE</th> <th>LIFE OF PROJECT</th> </tr> <tr> <td>A. AID</td> <td></td> <td>15,100</td> </tr> <tr> <td>B. Other U.S.</td> <td>1 Mission Buy-Ins</td> <td>21,200</td> </tr> <tr> <td></td> <td>2</td> <td></td> </tr> <tr> <td>C. Host Country</td> <td></td> <td></td> </tr> <tr> <td>D. Other Donor(s)</td> <td></td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td style="text-align: center;">36,300</td> </tr> </table>	FUNDING SOURCE		LIFE OF PROJECT	A. AID		15,100	B. Other U.S.	1 Mission Buy-Ins	21,200		2		C. Host Country			D. Other Donor(s)			TOTAL		36,300
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D. Other Donor(s)																						
TOTAL		36,300																				

8 PROPOSED BUDGET AID FUNDS (\$000)							
A APPRO- PRIATION	B PRIMARY PURPOSE CODE	C PRIMARY TECH. CODE		D 1ST FY <u>92</u>		E. LIFE OF PROJECT	
		1 Grant	2 Loan	1 Grant	2 Loan	1 Grant	2 Loan
(1) EH	EDPE	EDPE		100		1,000	
(2) ARD&N	HESD	HESD		700		13,000	
(3) PSEE	INCO	INCO		---		1,100	
(4)							
TOTALS				800		15,100	

9 SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)						10 SECONDARY PURPOSE CODE	
CIT	TWN	PVL	PBL	ROR	DCO		

11 SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)							
A. Code	EDEA	EDEC					
B. Amount							

12. PROJECT PURPOSE (maximum 480 characters)

The project will adapt known educational and communication intervention methods to agency environmental objectives and in so doing develop a public education methodology suited for environmental interventions in developing countries

13 RESOURCES REQUIRED FOR PROJECT DEVELOPMENT

Staff S&T/ED in conjunction with contract expertise

Funds Program (approx \$7,000)

14 ORIGINATING OFFICE CLEARANCE	Signature: Samuel Rea Title: S&T/ED, Office Director	15 DATE DOCUMENT RECEIVED IN AID/W OR FOR AID/W DOCUMENTS DATE OF DISTRIBUTION Date Signed: MM DD YY 06 04 91
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16 PROJECT DOCUMENT ACTION TAKEN <input type="checkbox"/> S = Suspended <input type="checkbox"/> A = Approved <input type="checkbox"/> D = Disapproved <input type="checkbox"/> CA = Conditionally Approved <input type="checkbox"/> DD = Decision Deferred	17 COMMENTS
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18 ACTION APPROVED	Signature: Richard Bissett Title: A / C	19 ACTION REFERENCE	20 ACTION DATE 10/6/04/91
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PD ABC - 1

(N.B.: Contains Procurement Sensitive Information)

ENVIRONMENTAL EDUCATION AND COMMUNICATIONS:
GREENCOM

Project Identification Document.

May 31, 1991

Doc # 4603R

B

ENVIRONMENTAL EDUCATION AND COMMUNICATION: GREENCOM

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ENVIRONMENTAL EDUCATION AND COMMUNICATIONS PROJECT:

GREENCOM

PROGRAM FACTORS.

I.A. Nature of the Problem:

We are in a "Race to save the Planet." World-wide issues such as Global Warming, Clean Air, and Pure Water are gaining greater and greater attention. Whether it be tropical deforestation in South America, soil erosion in West Africa or water pollution in the Caribbean, the complex web of interactions which lead to Environmental and Natural Resource (ENR) degradation or, conversely, to enhancement of ENR quality need to be better understood and addressed.

A.I.D. recipient countries share both the problem and the responsibility for its resolution. To assist developing countries in devising appropriate policy and program responses to this problem, A.I.D. has recently developed a comprehensive environmental strategy centering on five problem areas.

- (1) loss of tropical forests and biological diversity,
- (2) unsound agricultural practices;
- (3) energy shortages, inefficiencies, and negative environmental impacts of energy use,
- (4) urban and industrial pollution, and
- (5) degradation and mismanagement of water resources.

Interventions will be mounted with A.I.D. support which address developing country policies and programs in these areas. These interventions will require social acceptance and change in practices among a broad base of decision-makers and, often, the general public, institution strengthening and human resources development. This implies an awareness raising and educational effort at all levels of society, driven by the fundamental link between the environment and development in that problems and benefits for the individual which pertain to environmental practices are seen in relation to problems and benefits for society. In addition, the education of school age youth is crucial for developing a generation with expectations that environmentally sound practices will be the social norm.

The Environmental Education and Communications Project GREENCOM, will be an integral part of this Agency response, taking the lead in its awareness raising and educational efforts through a program of applied research, technical assistance and information exchange. In this effort, GREENCOM will complement the work of Agency policy analysis/dialogue projects, specifically the ENVIRONMENTAL AND NATURAL RESOURCES POLICY AND TRAINING PROJECT (EPAT), and the other works of S&T/FENR, S&T/EY, S&T/AG, S&T/RD and the Regional Bureaus in the five categorical problem areas described in the Agency strategy.

I. B. Relevant Past Experiences Lessons Learned:

GREENCOM will use a combination of effective education and communication approaches developed and tested over the past twenty years. These approaches include strategies and methods from a broad array of applied social science disciplines including behavioral psychology, anthropology, communications research, instructional design and social marketing. The project will develop sustainable and integrated approaches to environmental education and communication.

Public education and communications programs have evolved over the last twenty years to a process which is highly interactive with the "consumer", relying on research, planning and feedback focused on the participants. Increased emphasis on behavioral analysis and the principles of social marketing have been a part of this evolution.

Studies have shown marked success in achieving change in public attitudes and behavior through well-implemented programs based on this process in such diverse concerns as cardiovascular disease risk reduction, cigarette smoking cessation, correct oral re-hydration therapy administration, agricultural technology transfer and AIDS prevention.

Experiences to date have led to the following conclusions.

- o there is a better understanding than 5 to 10 years ago of the behavior change which the communications process can influence and of what are pre-conditions for change.
- o a commonly accepted communication intervention process has emerged.
- o there has been a clear trend from ad hoc audio-visuals, single channel interventions, and

one-time campaigns in the beginning to today's multiple channel interventions with increasingly sophisticated channel interactions and audience targeting sustained over time

- o such communications interventions, when well designed and implemented, have shown the power to have significant impact on a broad range of behaviors and outcomes across all development sectors.
- o through observational techniques, key-informant interviews, and other approaches of ethnographic research, development communication and education can look clearly at the needs and traditions of their audiences and develop programs compatible with them.

We have not yet learned, however, how to systematically apply these lessons learned to awareness raising and change in practices pertaining to improving the environment. Indeed, there are special issues which GREENCOM must address to be successful. Key among these are

- o how can environmental social benefits be interpreted as immediately beneficial to the key target audiences of the project?
- o can conformity with social norms and resulting peer pressure which support pro-environmental individual and institutional change be perceived as benefits adequate to the costs of change?

II Project Description

II A. Goal: GREENCOM will support Agency policy and program efforts to increase adoption of environmentally sound policies and practices in developing countries through the adaptation of known education and communication methods to environmental problems .

II. B. Purpose: GREENCOM will adapt known education and communication intervention methods to Agency environmental objectives and in so doing will develop a public education methodology particularly suited for environmental interventions in developing countries. Through the testing, refinement and institutionalization of innovative education and communication programs, the project will support individual and institutional

change in practices in the countries it serves. The project will target a broad base of opinion leaders, the general public, school age youth and others whose practices are considered to have significant environmental impact. In doing so, the project will directly support the educational elements of activities which address the five key problem areas identified in the A.I.D. Environmental Strategy: (1) loss of tropical forests and biological diversity; (2) degradation of soil and freshwater resources; (3) inefficient use of energy; (4) urban/industrial pollution; and (5) mismanagement of coastal resources.

II. C. Objectives: Over the next ten years, GREENCOM will seek to promote public support of policies and participation in programs that promote a sound environment. GREENCOM will target. (1) a broad base of policy makers, decision makers and opinion leaders; (2) the general public, and (3) in-school and out of school youth to establish support for environmental policy reforms and participation in environmental programs. Finally, it will attempt to influence (4) targeted audiences to change their behavior concerning specific actions related to sound environmental policy. Such efforts will be aimed at both individual behavior and institutional practices related to the five key problem areas

In its six emphasis countries, GREENCOM will seek to integrate its activities for all four target audiences through a unified strategy. For example, in helping to reduce the urban pollution problem of Mexico City, GREENCOM might work with Mexico's department of public health in mounting metro media awareness raising campaigns promoting clean air initiatives, with the department of education to introduce coordinated curriculum material and youth outreach campaigns; and with the department of public works and industry to mount motivationally appropriate interpersonal and mediated approaches to relevant small industry.

In this work, GREENCOM would be complementing an existing A.I.D. environmental project and Mexico's Environmental Action Plan. GREENCOM would also have the opportunity to test known education and communication approaches for their impact on environmental issues. Over the life of the project, GREENCOM will be able to generalize such lessons learned to an education and communication methodology tailored for environmental interventions.

II. D. Project Components The success of GREENCOM will depend, first, on the establishment of an effective communications process that will inform, educate, and activate individuals and institutions in developing countries regarding environmental policies and practices. Key anticipated elements of the project are the following:

1. The development of a public education methodology appropriate for environmental interventions in developing countries through the adaptation of known education and communication intervention methods. GREENCOM will pursue this applied research agenda through target audience assessments, formative evaluation studies, and operations research studies. It will monitor studies and evaluations completed in the course of providing technical assistance, supporting the design, implementation and evaluation of environmental education and information programs in six emphasis countries which:

- o Raise awareness and support for policy change among a broad spectrum of opinion leaders and decision makers,
- o Raise awareness and support for policy change among the general public,
- o Educate youth, both in formal school systems (primary and secondary) and non-formal education systems.
- o Support behavior change among select target audiences across sectors, depending on national policy, opportunity and potential impact

Where possible, the project will assist in the development of a national Information, Environmental Education and Communication (IEC) strategy incorporating all of these elements. The results of the target audience assessments, operations research and evaluation studies will provide the research and development element of the Project. Short-term technical assistance will be available upon demand as a service to Missions initiating activity in the environmental area.

Whenever possible, GREENCOM will collaborate with EPAT and other A.I.D. projects which are working with specific environmental problems in the same countries. Research findings and lessons learned from GREENCOM will feed back, in turn, to the process of policy reformulation in these countries

2. Establishment or support of a "Center for Excellence in Environmental Education and Communications". Many educational

materials exist which promote sound environmental objectives. These are scattered widely geographically and organizationally. Many are ad hoc responses to specific problems and do not reflect considered strategic thinking. A.I.D. needs to be appraised of the more significant of these materials on an on-going basis. Some of these materials will contribute to the methodology of this project. Some may be immediately useful to other A.I.D. projects.

This Center will serve as a "clearinghouse plus" for information on environmental education and communications programs, approaches and materials in developing countries. It will not generate or sponsor research. On the other hand it will do more than passively collect and catalog environmental education and communication materials. It will categorize programs, approaches and materials with some estimation of their innovativeness and quality. It will promote the exchange of information about such programs, approaches and materials through a newsletter or bulletin targeted for A.I.D. officers and professional personnel working with A I D. projects in the various categorical problem areas and through response to inquiries. It will support the Agency in taking a leadership role in the area of environmental education and communication. The Center will be separate from, or integral with, the A.I.D. proposed Environment and Natural Resources Information Center (ENRIC), depending on which approach best serves the fulfillment of project objectives.

3. Diffusion of project methods and lessons learned.

The project will produce a methodology monograph which describes lessons learned across emphasis country sites, addressing each of the Agency strategic problem areas. In addition, the project will produce a case book of model programs, their methods and evaluation data. A video based on the educational programs described in these publications will also be produced. Peer review papers and other publications will be produced by project staff about the methods and impact of the project.

II. E. Project Activities and Inputs

Project activities and inputs over the first five years include the following:

1. The project requires up to twelve years equivalent of Long Term Technical Assistance (LTTA) for advisors based in six emphasis countries and ten years of Short-Term Technical

Assistance (STTA) in a variety of social science disciplines. These include social communications and marketing, environmental education and communications, survey and marketing research, curriculum development and instructional design, behavioral psychology, anthropology, sociology and evaluation.

2. Through "buy-ins", the project will provide up to \$500,000 per country for assistance to major programs in up to six countries for the designing, initiating and/or evaluating of research-based, environmental education and communications programs. Target audience assessments, operations research and evaluations will take place in each of these emphasis countries to support the design, implementation and evaluation of interventions so that lessons can be learned which are relevant world-wide.

3. A "Center for Excellence in Environmental Education and Communications" will be established or supported with the following characteristics:

- o located in Washington, D.C. (for access to Agencies and personnel active in international development work).
- o with a Director (who may also be the Project Director), a program assistant, and a publications specialist.
- o at or with the collaboration of at least one University
- o with an environmental education library and audio-visual facilities.
- o with access to "state of the art" information and communications technologies

The Center will.

- o Collect, catalog and appraise environmental education and communication materials;
- o Publish a periodic bulletin on environmental education and communication as described above;
- o Respond to specific requests for information about environmental education and communication programs approaches and materials;

- o If requested by A.I.D., organize up to three major international conferences on environmental education and communications in conjunction with other major international conferences on the environment.

4. To provide for effective and wide-spread diffusion of the "Lessons Learned," the following activities will be undertaken

- o A methodology monograph will be developed.
- o A case-book of programs and methods relating to environmental education and communications will be developed.
- o An instructional videotape about environmental education and communication will be produced.
- o A number of articles or papers will be produced for publication on project-related methods and program impacts.

Activities and inputs for years 6-8 of the Project will be described after the project mid-term evaluation.

I. F. End of Project Status

GREENCOM will assist people in the developing countries to better understand the need for and the means to implement sound environmental development, particularly in regard to the five emphasis problem areas. The project will also help to establish an atmosphere of support for environmental policy reform. It will enable men and women, youth, and non-governmental bodies and organizations to contribute more effectively to their own environmentally safer futures.

In the course of these activities, GREENCOM will refine and support the institutionalization of the strategies and methods for education and communications which are most appropriate for the implementation of national environmental policies. These strategies and methods may also assist in the development of environmental policies in the industrialized world.

II G Cost Estimates and Financial Plan

The total life of project funding will be \$36.3 million over eight years. Of this, S&T funding of "core" activities is projected to be \$15.1 million; mission and regional bureau funding through buy-ins is projected to be \$21.2 million.

The project during its first five years (Phase 1) will operate through a competitively awarded contract or cooperative agreement which will provide a core staff for management and for short-term technical assistance, supplemented by consultants. The value of this award is projected as \$15.3 million: \$6.1 million from S&T, \$9.2 million through buy-ins.

When feasible, local currency portions of Mission buy-ins will be accepted for local expenditures in emphasis countries. During Project Paper development, collaboration with the World Bank Global Environmental Fund for joint or parallel funding of country interventions will be explored. The possibility of debt for nature swaps will also be explored.

GREENCOM ESTIMATED BUDGET (\$1 = 1000)

<u>Component</u>	FY92	FY93	FY94	FY95	FY96	FY92-6 Total	FY97-99	LOP Total
<u>S&T Funded</u>								
Core Staff	600	650	700	700	700			
Ctr Excell*	100	150	150	150	150			
OpRes/Eval	100	200	250	250	200			
Confrences	---	---	500	---	550			
S&T Total	800	1,000	1,600	1,100	1,600	6,100	9,000	15,100
<u>RB/Mission</u>								
Six Countr	600	1,200	1,800	1,800	1,800			
Sht-trm TA	200	300	500	500	500			
RB/Mis Tot	800	1,500	2,300	2,300	2,300	9,200	12,000	21,200
TOTAL						15,300		36,300

*This level of funding is adequate for the Center's basic operations at a minimum level. The RFP or RFA will direct that offerors have some existing clearinghouse type of service in operation (which will reduce start-up costs) and contribute the portion of the Center's annual budget which is above this level.

III. IMPLEMENTATION

III. A. Management

The Project will be managed by the Office of Education, Bureau of Science and Technology, with a close working relationship with the Office of Forestry, Energy and Natural Resources and the Office of Energy. A joint management committee will be established made up of personnel from these offices to direct this project. The project will also work closely with Regional Bureaus and with the individual Mission staffs to select emphasis countries and to define activities within them. S&T/ED will assign one-half Full-time Equivalent to manage this project.

III. B. Monitoring and Evaluation

1. Ongoing Monitoring

Routine field performance monitoring will be provided by USAID field personnel supported by periodic S&T field visits to project countries. Project-funded personnel will be used extensively to support design, implementation and evaluation activities associated with the project. In addition, a Technical Advisory Group (TAG) will advise the contractors and A.I.D. managers on the technical quality of the project.

2. Management Review

The first substantive management review will be held during the initial year of activity, and annually thereafter. AID/W will conduct semi-annual management reviews with contractors and with cooperating entities to assess the status of budget allocations and obligations. Periodic financial reviews and audits will be scheduled in consultation with S&T/PO.

3. Project Evaluation

The Project will be conducted in two phases, with external interim and final evaluations in each phase for a total of four evaluations over the ten year life of the project. The purpose of the evaluation will be to assess project performance and the impact of project activities individually and collectively. The output indicators of the various activities will serve as the quantifiable measures to be evaluated for overall project performance. The CTO will work with CDIE to ensure

compatibility with Agency-wide impact indicators. A major evaluation question towards the end of Phase I (five years) will be how to proceed during the second phase of the project and what improvements might be made in project design

IV. FACTORS AFFECTING PROJECT SELECTION AND FURTHER DEVELOPMENT

IV A. Social Considerations

Natural resource depletion and environmental degradation are a growing problem for all peoples. The interconnections of environmental issues across sectors is becoming more and more evident. Developing countries are even more vulnerable to the attraction of instant "progress" which fails to take account of the longer-term detrimental effects such practices can have on future growth and prosperity. Thus, the primary beneficiaries of the project will be the general population in developing countries, most especially the youth of these countries. The secondary beneficiaries will be governmental and private sector leaders and their constituents who will be enabled to achieve sustainable environmental policies.

Both individual and national productivity and the quality of life in these countries stand to benefit in the long-term from such sound environmental practices. Yet, the poor will likely perceive some environmental activities as a short-term threat to their subsistence, and the wealthier will be concerned about the more immediate negative impact on profits and on their standard of living. That is why an extensive program of environmental education and communications is essential for lasting environmental policy reforms to occur.

Socio-cultural feasibility of this project will depend on the development of effective methodologies of environmental education and communication, as well as on the ability of countries to institutionalize these methodologies into their political and social organizations and processes. This Agency's Initiative on the Environment stresses the crucial importance of addressing economic and environmental issues jointly in order to resolve the apparent conflict between environmental stewardship and economic development.

IV. B Economic Considerations

The proposed project encompasses a number of components including technical assistance, training, information exchange and other educational processes. These activities cannot simply be attributed a rate of return to serve as an economic justification for project funding. However, economic considerations must and do play a key role in the project's design. In this project we believe that the most judicious mix of intervention methods and flexibility have been combined to maximize effectiveness within the limited resources available.

One of the areas of focus in this project is to improve the long-term viability of environmental education and social communication programs in the developing world. Through the careful application of technical assistance, both short-term and long-term studies and informational exchange activities, and the application of improved project design principles, the long-term rates of return and sustainability of environmental project investments will be enhanced. The project will also help to mobilize private and public sector resources in support of sound environmental policies

A cost-benefit analysis of this project is not considered appropriate because of the large number of assumptions and imputed values. Cost-effectiveness analysis, on the other hand, is feasible. The cost-effectiveness of different approaches will be part of the operations research and an output of this project.

IV C Proposed Implementation Agency

A.I D. will competitively award a five year contract or cooperative agreement (with a two year optional extension clause) to assist S&T/ED and the other S&T Offices in implementing this project. Additional contractual agreement mechanisms will be considered for the Life Of Project period not covered by this award

The winning implementation agency is expected to be a consortium of institutions and will work with existing host country institutions. The host country institutions are expected to be already working in some relationship to A.I.D projects, Mission or Central, on specific environmental problems. GREENCOM will play a supportive role regarding these projects, providing a dimension of applied research in

communications and educational methods. In this context local NGOs are expected to play an important role since they are often major actors in environmental issues in developing countries and are often institutional partners with A I.D. in this regard.

IV. D. Management Requirements and Capability

The management of GREENCOM will require one-half FTE. S&T/ED is prepared to provide this level of staff time to manage the project

IV. E. Design Strategy

The design of the project and development of the full project paper will be carried out with the coordination of the design review team (including members of S&T/ED, S&T/FENR, S&T/PO and officers from PPC and each of the Regional Bureaus) Technical experts with experience in methods of environmental education, communications, human resources development, management and A I D. programming, will participate in the development of the Project Paper These services are available through A.I D direct hire staff and purchase orders.

Input from field missions is essential for further development of the project Mission needs in this area will be assessed with the assistance of Regional Bureau staff and cables to each Mission.

IV F. Women in Development Issues

This project will include a focus on the role of women in fostering environmental awareness and in helping to conserve precious natural resources for future generations. The central role of women in the education of our youth has long been recognized. It is only recently, however, that their vital role in economic development is becoming equally appreciated. Women, therefore, are both an important resource and target group for environmental education and communications programs This project understands women as both primary actors and primary beneficiaries of sustainable environmental policies throughout the developing world.

IV. G. Recommended Environmental Threshold Decision

Section 216.2 C Categorical Exclusion Subsection (2), of the Environmental Procedures for A.I D specifies that for the type of project activities proposed above an initial environmental examination (IEE) and environmental impact statement (EIS) are not generally required.

IV. H. Gray Amendment

The most efficient modes for acquiring project management and technical services for GREENCOM will be adopted These may include inter alia PSCs, PASAs, or institutional contractors Wherever possible, consideration will be given to 8(a) contractors and historically black Colleges and Universities (HBCUs).

Project Name **GREENCOM**

Est Completion :

Date of Revision :

Design Team **S&T/ED, A.Meyer; M.Doyle**

Narrative Summary (NS)	Measureable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
<p>Goal</p> <p>1 To support Agency policy and program efforts to increase adoption of environmentally sound policies and practices in developing countries through the adaptation of known education and communication methods to environmental problems</p>	<p>1 1 Increased adoption of environmentally sound policies and practices through project interventions</p> <p>1 2 Adoption of project methods by non-project institutions</p>	<p>1 1 Evaluation studies in six countries conducted within the project and by other projects</p> <p>1 2 Interviews with Mission and host country personnel</p>	<p>(goal to supergoal)</p> <p>1 1 Host country commitment to sound environmental policies and p</p> <p>1 2 A stable polit economic context during project interventions</p>
<p>Purpose</p> <p>1 To adapt known educational and communication intervention methods to Agency environmental objectives and in so doing to develop a public education methodology suited for environmental interventions in developing countries The project will conduct this applied research through the testing, refinement and institutionalization of innovative education and communication programs supporting individual and institutional change The project will target opinion leaders, the general public, school age youth and others whose practices are considered to have significant environmental impact</p>	<p>1 1 Increase in public awareness and concern for sound environmental policies and programs</p> <p>1 2 Increase in public participation in programs to strengthen the environment</p> <p>1 3 Increase in adoption of environmentally sound practices among members of project target audiences</p> <p>1 4 Increase in institutional practices which promote a sound environment</p> <p>1 5 Adoption of project methods by collaborating institutions</p>	<p>1 1 Knowledge and attitude studies in six countries</p> <p>1 2 Monitoring of public participation in programs supported by the project</p> <p>1 3 Assessment of behavior change among project target audiences</p> <p>1 4 Monitoring of change in institutional practices among collaborating institutions</p> <p>1 5 Monitoring the institutional adoption of project methodology</p>	<p>(purpose to goal)</p> <p>1 1 Commitment of local institutions to implement rese interventions</p> <p>1 2 Commitment of local institutions t intervention methods</p> <p>1 3 Quality of int effects desired change</p> <p>1 4 Sustained A I D investment in the project</p>
<p>Outputs</p> <p>1 The development of a public education methodology appropriate for environmental interventions in developing countries through the adaptation of known educational and communication intervention methods The project will conduct applied research to this end through target audience assessments, formative evaluation and operations research studies, monitoring studies and evaluations supporting the design, implementation and evaluation of environmental education and communication programs in six emphasis countries Assistance in initiating programs will be provided at a lesser level in</p>	<p>1 1 A methodology for environmental education and communication interventions based on lessons learned from applied research studies</p> <p>1 2 Interventions implemented and evaluated in six countries</p>	<p>1 1 Project and Mission reports and evaluations</p>	<p>(output to purpose)</p> <p>1 1 Availability of counterpart personnel and resources</p> <p>1 2 Access to channels of communication and required mater</p>

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<p>additional countries in response to Agency demand</p> <p>2 A Center for Excellence in Environmental Education and Communication with worldwide clearinghouse and information dissemination functions</p> <p>3 Information products which synthesize and disseminate lessons learned</p>	<p>2 1 Established Center</p> <p>3 1 Production of products listed in NS as activities</p>	<p>2 1 Evaluation of Center operations</p> <p>3 1 Receipt of the products and documentation of their dissemination</p>	<p>2 1 Collaboration institutions/projects with the Center</p> <p>3 1 Lessons learned are of interest to ot institutions/projects</p>
<p>Activities</p> <p>1 1 Applied research implemented through the provision of short and long term technical assistance in the design and implementation of six environmental education and communication programs</p> <p>1 2 Assessment, formative evaluation, operations research and impact evaluation studies completed as part of 1 1</p> <p>2 1 Establishment of a Clearinghouse/Center to collect, appraise and catalog environmental education materials and approaches, to publish a periodic bulletin on environmental education and communication, to respond to requests for information about these approaches and materials, and if requested by A I D , to organize up to three international conferences on environmental education and communication</p> <p>3 1 Production and dissemination of</p> <ul style="list-style-type: none"> o a methodology monograph synthesizing lessons learned o a casebook of programs and methods, o an instructional videotape, o presentations, papers and publications about project applied research studies <p>3 2 Periodic project reports and evaluations</p>	<p>Inputs/Resources</p> <p>22 person years of long-term and short-term TA</p> <p>\$36.3 million of project implementation support</p>	<p>1 1 Project and Mission reports, evaluation studies</p> <p>1 2 Informal and published papers and studies reporting project results</p> <p>2 1 Project reports and evaluation of the Center and its operations</p> <p>3 1 Receipt of products and documentation of their dissemination</p> <p>3 2 Receipt of project reports and evaluations</p>	<p>(activity to output)</p> <p>1 1 Uninterrupted central funds</p> <p>2 1 Missions and other institutions maintain interest and allocate resources</p> <p>3 1 Suitable U S Contractor personnel are hired to implement the project</p>