17-023 LOGICAL FRAMEWORK – revised and approved by Portfolio Manager May 2009

17. Please enter the details of your project onto the matrix using the note at Annex 3 of the Guidance Note. This should not have substantially changed from the Logical Framework submitted with your Stage 1 application. Please highlight any changes. (Use no smaller than Arial 10 pt)

Project summary	Measurable Indicators	Means of verification	Important Assumptions
Goal: Effective contribution in support of the implementation of the objectives of the Convention on Biological Diversity (CBD), the Convention on Trade in Endangered Species (CITES), and the Convention on the Conservation of Migratory Species (CMS), as well as related targets set by countries rich in biodiversity but constrained in resources.			
Sub-Goal: To help Amazonian countries meet their CBD objectives by reducing the spread of wildfires, thereby minimising biodiversity loss and helping maintain the resilience of tropical forests to climate and land-use change.	A reduction of wildfires, changes in agricultural practice, and an increase in environmental education schemes.	Earth observation data (satellite monitoring of the timing, frequency and location of fires). Monitoring of agricultural practices by Brazilian counterparts (both within governmental institutions, and within local communities). Development of environmental education schemes	
Purpose: To reduce the prevalence of Amazonian wildfires by linking earth observation, biodiversity data, and social and ethnographic research with environmental education, training, and capacity building.	Changes in attitudes to fire and in land use practices Training and capacity building Evaluation of impact of environmental education	Baseline and end of project attitude surveys compared and analysed Baseline and regular monitoring of land use practices and fire by IDELFOR and communities Baseline and regular assessment of effectiveness of education programme events through formal and informal techniques	• Project partners are able to work together and communicate effectively IDEFLOR has the institutional capacity to implement the dissemination, education, and the monitoring of the results.
Outputs 1. Change in the baseline attitudes and agricultural practices used by cattle ranchers	Social and environmental costs of fires are quantified for cattle ranchers Development of virtual landscape fire scenario package as policy tool. Development of ethnographic film showing the social and environmental costs of wildfires Development of Radio documentary demonstrating the social and environmental costs of wildfires	Data collected, validated, and available to partners Data validated and compiled into GIS database Publications submitted 3D model developed Film available for dissemination Radio documentary available for dissemination	Farmers collaborate with social researchers through agreed links (AVISAR) Date collected is useful for building virtual landscapes – Virtual Landscape scenarios are interpretable by stakeholders. Farmers and smallholders collaborate with film project Smallholder communities collaborate with radio project

2. Change in the baseline attitudes and agricultural practices used by subsistence farmers	Social and environmental costs of fires are quantified for subsistence farmers Development of virtual landscape fire scenario package Development of film showing the social and environmental costs of wildfires Development of Radio documentary demonstrating the social and environmental costs of wildfires	Data collected, validated, and available to partners Data validated & compiled into GIS database Publications submitted 3D model developed Film available for dissemination Radio documentary available for dissemination	Farmers collaborate with social researchers through agreed links (AVISAR) Date collected is useful for building virtual landscapes Smallholder communities collaborate with film project Smallholder communities collaborate with radio project
3. Improved capacity to undertake policy relevant social research, develop environmental education and awareness programmes, and monitor and evaluate their effectiveness.	Improved capacity in local government in the state of Pará (able to plan, undertake and monitor impact of environmental education). The establishment of learning portfolios/networks in communities in fire-prone areas. Improved expertise in undertaking social research, and coordinating and undertaking large-scale environmental education programs.	State government undertakes education and monitoring program and makes results available. Local communities participate in the project, monitor their activities, and share results. MSc and PhD students complete studies by EoP . Government and research institutions in Pará continuing engagement with INPE and University of Campinas	State government maintains interest in project Communities are interested, and are willing to undertake monitoring. Students are integrated into project structure and complete their course Institutions in Pará and those in the south-east of Brazil are willing to work together.

Activities (details in workplan)

1.1 Social and environmental costs of fires for cattle ranchers assessed
1.2 Virtual landscape fire scenario package developed for regions dominated by cattle ranching
1.3 Production of ethnographic film showing the social and environmental costs of wildfires in regions dominated by cattle ranching
1.4 Production of Radio documentary demonstrating the social and environmental costs of wildfires in regions dominated by cattle ranching
2.1 Social and environmental costs of fires for subsistence farmers assessed
2.2 Virtual landscape fire scenario package developed for regions dominated by subsistence farmers and extractivists
2.3 Production of ethnographic film showing the social and environmental costs of wildfires for subsistence farmers and extractivists
2.4 Production of Radio documentary demonstrating the social and environmental costs of wildfires for subsistence farmers and extractivists
3.1 Field course in Altamira for IDEFLOR staff and students to improve capacity to engage with cattle ranchers.
3.2 Community-based workshops conducted in Extractive Reserves and establishment of learning portfolio.
3.3 Training of IDEFLOR staff in (a) techniques that can be used to monitor and evaluate fires, and (b) environmental education techniques, including use of virtual landscape tools
3.4 Integration of a coherent fire policy into certification schemes for cattle ranching.
3.5 Research undertaken and students achieve qualifications.

Monitoring activities:
Indicators for 1 & 2. Social and environmental research is undertaken, virtual landscape fire scenarios tool is produced, and film and radio outputs are completed.
Indicators for 3. Training courses take place and enhance capacity in IDEFLOR. Community-based workshops take place.
Indicators for 3.5 Publications and qualifications available.

18. Provide a project implementation timetable that shows the key milestones in project activities. Complete the following table as appropriate to describe the intended workplan for your project.

	Activity	Months	Year 1				Year 2				Year 3			
			1	2	3	4	1	2	3	4	1	2	3	4
1.1	Social and environmental costs of fires for cattle ranchers assessed				X	X	X	X	X	X				
1.2	Virtual landscape fire scenario package developed for regions dominated by cattle ranching							X	X	X	X			
1.3	Production of ethnographic film showing the social and environmental costs of wildfires in regions dominated by cattle ranching								X	X	X	X	X	
1.4	Production of Radio documentary demonstrating the social and environmental costs of wildfires in regions dominated by cattle ranching								X	X	X	X	X	
2.1	Social and environmental costs of fires for subsistence farmers assessed		X	X	X	X	X	X						
2.2	Virtual landscape fire scenario package developed for regions dominated by subsistence farmers and extractivists							X	X	X	X			
2.3	Production of ethnographic film showing the social and environmental costs of wildfires for subsistence farmers and extractivists								X	X	X	X	X	
2.4	Production of Radio documentary demonstrating the social and environmental costs of wildfires for subsistence farmers and extractivists								X	X	X	X	X	
3.1	Field course in Altamira for IDEFLOR staff and students to improve capacity to engage with cattle ranchers.		X											
3.2	Community-based workshops in Extractive Reserves and establishment of learning portfolio.				X		X							
3.3	Training of IDEFLOR staff in (a) techniques that can be used to monitor and evaluate fires, and (b) environmental education techniques, including use of virtual landscape tools.											X	X	X
3.4	Integration of a coherent fire policy into certification schemes for cattle ranching.								X	X	X			
4.1	Research undertaken and students achieve qualifications.		X	X	X	X	X	X	X	X	X	X	X	X