cookbook

State of the Environment Reporting on the Internet

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Foreword

At the Rio Conference in 1992 one would have needed a truck to carry the state of the environment information presented there back home. Today, information is more compact and easier to disseminate through the use of electronic media, such as the Internet and CD-ROM. In addition, efforts have been undertaken to standardise, streamline and popularise this information.

UNEP, in cooperation with other international organisations - such as the EEA and PHARE - have taken a lead in strengthening the existing national and regional environmental information networks in Central and Eastern Europe and the NIS to make environmental information more widely accessible to policy-makers, planners and the general public. Results of these activities are presented on the enclosed compact disc 'State of the Environment Reports Sampler', which features a 'Cookbook for State of the Environment Reporting on the Internet' - straight-forward guidelines on how to make your own State-of-the-Environment report.

This compact disc documents the progress made in environmental information management over the past six years. It provides a sample of the most current products available and highlights clear examples of well structured, cross-sector, and easily accesible environmental information. The challenge remains to put this information into action.

Arendal, June 5, 1998

Otto Simonett
Global Programme Manager
UNEP/GRID-Arendal

Acknowledgements

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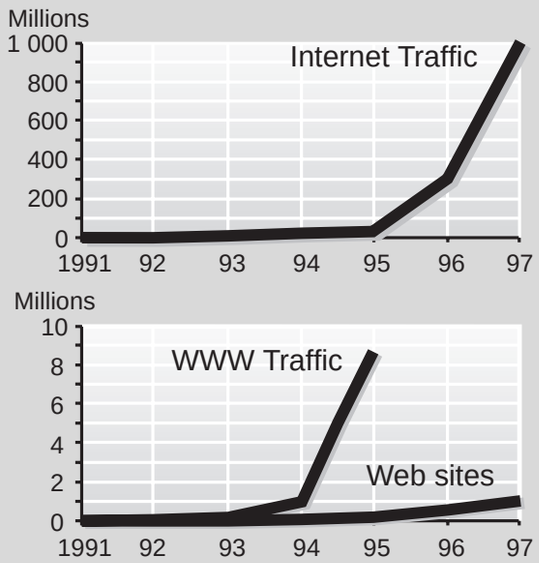
Questions to ask
(after UNEP/DEIA 1996)

- What is happening?
- Why is it happening?
- Are changes significant?
- What is being (can be) done?

SoE report audience

Government
Parliament and politicians
Public and press
Schools and universities
Industry and business

Growth of the Internet



Why SoE on the Internet?

◀ **SoE** refers to **state of the environment** or, in this book, a report about the state of the environment in a particular region. It is intended that the ◀ audience of these reports applies information contained within them for decision making purposes, ranging from voting choices to setting policies. The impetus for SoE reporting is partially due to the adoption of Agenda 21 at the 1992 UNCED conference in Rio. Chapter 40 of Agenda 21 specifically calls for improved environmental information for decision-making.

◀ The **Internet** is a fast growing, efficient and inexpensive tool for spreading information world-wide. It is already widely used in Europe and North America, and is becoming more and more available in other regions. As a result, it is increasingly common to publish otherwise difficult to access SoE information on the Internet. Besides reaching a wide audience, Internet publishing can improve the overall cost-efficiency of SoE reporting, and will make updating information in the report much easier.

Partners and players

To make your report broadly accepted and to ensure its quality, start your SoE with developing a partnership with key users and holders of environmental information. A network of **partners** ▶ can help formulate

◀ **indicates more information** where the arrow is pointing

user needs, provide data, and ensure feedback and quality control. Identify key players and establish a **consultation** mechanism best suited for your situation, e.g. setting regular meetings, review rounds, or a permanent advisory group. For official SoE publication, support from government authorities is important.

The team

Your SoE team, whether an independent group or a network secretariat, will be **responsible** for the everyday management, final compilation and routine editing of the report. Although some tasks can be subcontracted, your team should have **qualifications** in areas such as environmental analysis, data processing, journalism, cartography, graphic design, and design for the Internet. Knowledge of foreign languages may be an asset, too.

Resources and Planning

From the beginning, think about SoE preparation in project management terms. Proper planning of **tasks** and allocation of **resources** is critical to the success of the report (▶▶ p.6).

Important players
(national level)

Environment Agency
Bureau of Statistics
Sectoral Ministries
Mapping Authority
Geological Survey
Forestry Service
Universities
Public groups, NGOs
Private sector

Milestones in SoE reporting

1970s USA, Japan, OECD
1985 Pacific-Asia - ESCAP
1992 UNCED, Agenda 21
1993 Nordic indicator report
1995 European - EEA's Dobris
1996 The Internet - Australia (NSW), Canada, Norway
1997 UNEP's GEO-1

Note:
See links to selected SoEs on pp. 28-29

Critical resources

Task	Hardware	Software	External expertise
Data collection	▪	▪	■
Data preparation	■	■	▪
Writing and editing	▪	▪	■
Graphical design	■	■	▪
HTML programming	▪	■	▪
CD-ROM	■	▪	▪

Human resources are the most expensive and critical ones. Carefully plan the allocation of your staff time following a project plan.

Generic SoE project plan

The overall project duration may vary from months to years, depending upon the scope of the report

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State of the Environment Reporting on the Internet

Commonly present issues

Media and resources
Air quality
Climate change
Fish resources
Forest resources
Nature and biodiversity
Ozone layer
Soil and land resources
Waste
Water resources

Cross-cutting concerns
Acidification
Hazards and accidents
Health
Noise
Radiation
Toxic substances

Spatial systems
Coastal and marine areas
Urban settlements

Examples of economic indicators

- GDP/GNP
- Dow-Jones Index
- unemployment rate
- investment security rating

What's in an SoE?

While preparing an SoE report, it is important to remember some **guiding principles:**

- The contents of an SoE should depend upon your readers' interests, in other words upon environmental **priorities** in your society;
- It will also depend to a certain extent on available **data**, but should ideally be driven by national priorities. Either way, the SoE can help identify gaps and (re)structure monitoring;
- Beside your national priorities, it is important to compare your SoE situation with that of your neighbouring countries. Whenever possible, the SoE structure and contents should be harmonised with **international** practices;
- Make your SoE **user-friendly**, concise and understandable. Formulate and present conclusions that non-specialists will find easy to grasp;
- Ensure that environmental professionals looking for additional **details** and raw data will be able to find them. This is done by creating lists of links, sources and contact information.

Structuring the contents

Use the common environmental ◀ **issues** present in most reports as a starting point to decide which chapters to include in your SoE, but adjust the final selection to your priorities and data.

In addition to environmental issues, include chapters describing the development of main economic **sectors** ▶ influencing the environmental situation in your country, and chapters about the use of environmental management **instruments** ▶.

After you have made the list of chapters, think about elements you will include in each chapter. You will need hard facts to illustrate your statements. The use of **indicators** - representative, concise and easy-to-interpret parameters - is common in ◀ economics for this purpose, and is widespread in SoE reporting as well.

Indicators can **represent** an issue in a broad sense (e.g. the level of heavy metals in soil indicates not only metal contamination but a situation with toxic pollution in general). Indicators can also **aggregate** separate pieces of information (e.g. water quality index or greenhouse gas emission index).

Commonly described economic sectors,

Agriculture	*production, land use...*
Energy	*production, structure...*
Fisheries	*catch, aquaculture...*
Forestry	*felling, management...*
Households	*consumption...*
Industry	*production, eco-industry*
Mining	*excavation, trade...*
Tourism	*growth, consumption...*
Transportation	*fleet, traffic, density...*

other drivers,

Economy	*GDP, structure...*
Population	*growth rate, structure...*

and instruments

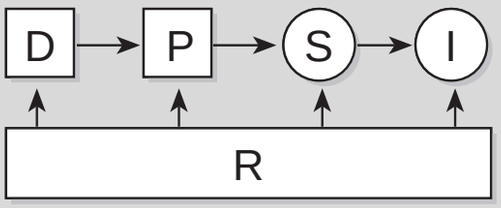
Technology	*pollution abatement...*
Conservation	*protected areas...*
Finance	*expenditures, taxes...*
Information	*monitoring, reporting...*
Law, policies	*legislation, plans...*
Institutions	*ministries, councils...*
Participation	*NGOs, attitudes...*

Note:
See also examples on p.12 and in literature cited on p.30

DPSIR indicator framework
(examples in brackets)

- **D**riving forces of environmental change *(industrial production)*
- **P**ressures on the environment *(waste water loading)*
- **S**tate of the environment (*water quality in rivers and lakes)*
- **I**mpacts on population, economy, ecosystems *(% of water unsuitable for drinking)*
- **R**esponse of the society *(protected watersheds)*

DPSIR concept



Some international indicator lists

EU (DPSIR)
OECD (PSR)
UNCSD (DSR)
World Bank (DSR)

A **good indicator**

- is relevant to an issue,
- can be expressed as 'below' or 'above' a target,
- is comparable internationally,
- is based on available or cost-efficient data,
- is easy to communicate and understand.

Remember that indicators are not only numbers or time-series, they can also be "yes" / "no" statements (ratification of a convention), maps, diagrams (structure of a Ministry) or text (list of laws).

You may select indicators for your SoE from existing ◀ lists or suggest new ones. Arrange indicators that you choose for each chapter in tables following a ◀ **DPSIR** type framework, and try to achieve a balance between various types of indicators (examples ▶▶ p.12). Some indicators may be used for more than one issue (▶▶ p.24).

Assembling the contents

After you have completed the table of contents, use your partners' network and technical literature to **collect** data for your indicators. Catalogues, meta-databases and the Internet are useful tools for learning about what data sets exist, and for getting access to them. For each indicator, maintain a paper or electronic **fact-sheet** with the description of data source ▶,

quality and scope, other reference information, actual and reference indicator values ▶, and its graphical draft.

Indicator methodology sheets developed by various organisations can be helpful for data **processing**. Use common denominators ▶ to construct ratios for D and P indicators (emissions per capita) and to express S/I and R indicators (population served by wastewater treatment). Use GIS and statistical software to draft maps, diagrams, time-series, and forecasts.

With the help of your team and experts compile SoE **chapters** that will later make up WWW pages (▶▶ p.24), each chapter normally containing:

- a condensed and clear **overview** of the issue (good / bad, better / worse, why), possibly with a qualitative assessment using colours or symbols ▶;
- **sections on D,P,S,I,R** with explanatory text and facts - indicators, case-studies, photos, links to pages where single indicators are described in detail;
- **links** to other related chapters of your SoE and to background and reference information.

After necessary reviews and quality checks, your SoE is ready for graphical **design** and **conversion** to the Internet ▶▶.

Data for DPSIR indicators

	D/P	S/I	R
statistics	■	▪	■
monitoring	▪	■	▪
policies	■	▪	■

Reference values

(inter)national targets
scientific tresholds
historical values
(inter)national averages

Common denominators

GDP, production
population
area, time
stock of resource or product

Visual qualitative assessment

positive development ☺
neutral / mixed 😐
negative development ☹

Applied by Nordic Council 97, EEA 98

OECD indicators of acidification (OECD 1994)

Pressure	State	Response
☐ index of acidifying substances ☐ emissions of NOx and SOx	☐ exceedance of critical loads of pH in water and soil ☐ concentrations in acid precipitation	☐ % of car fleet equipped with catalytic converters ☐ capacity of NOx and SOx abatement equipment of stationary sources

UNCSD indicators of combating deforestation (UNCSD 1996)

Driving Forces	State	Response
☐ wood harvesting intensity	☐ forest area change	☐ managed forest area ratio ☐ protected forest areas as a percent of total forest area

Indicators related to Swiss army activities (SFSO and SAEFL 1997)

☐ army land use structure	☐ metals in soils in target zones	☐ management of shooting ranges ☐ upgrade of planes and vehicles ☐ substituting halogenated solvents ☐ waste disposal facilities ☐ bog protection ☐ inventory of contaminated sites ☐ legislation and regulations ☐ Environmental Office mandate

Note: See other examples of indicator frameworks in the literature cited on p.30.

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Types of visual representation

- **Maps**
  locational
  mono- or polythematic
- **Charts**
  pie charts
  bars/columns
  lines
- **Diagrams**

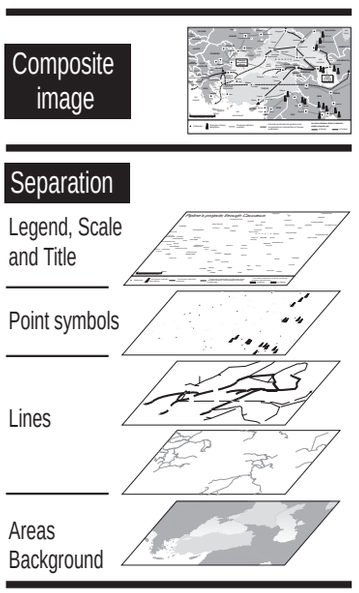
A visual display is

a combination of
points
lines
- areas

dressed with elements such as
identification labels
- title
  legend, units
  scale
  inset location map

The power of the image

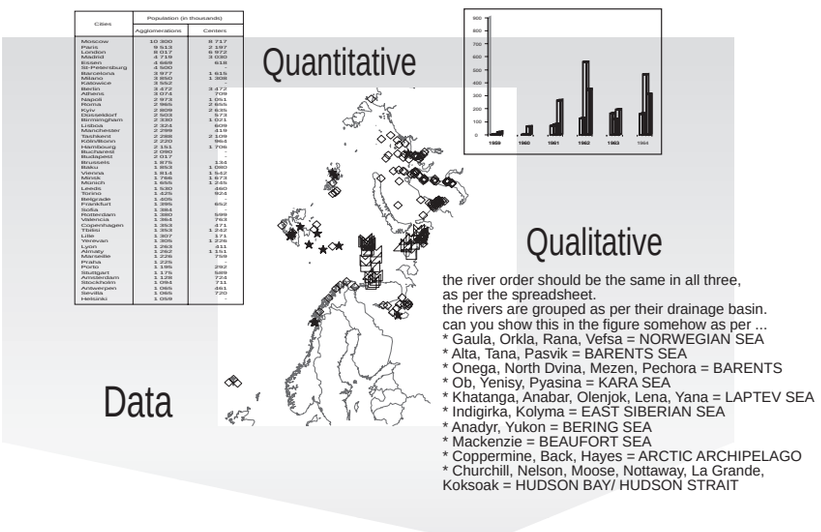
When viewing a web site, a **user's attention** will immediately be drawn to any graphical elements present rather than to text elements. For many years, editors and publishers have understood the power of graphical production and have devoted considerable resources to carefully crafting high quality, effective images which capture the attention of readers. Pleasant to the eye, and simply conceived, an image should significantly help users to rapidly absorb basic information. A well designed graphic will not only convince the user of the quality of information being presented, but will also entice them to investigate the web site in more detail. The success of graphical production will depend on one's ability to follow some basic rules of graphical semiology, and to rely on a consistent presentation methodology.



◂ Dressing the data

Once data are collected and analysed, they are sent to a cartographic designer for further **processing and refinement**. This step involves transforming the data into a clear and efficient visual representation ▸. Ideally, the figures

should give an immediate message ▼ to the users, with no more than two or three items being presented.



Implement time saving techniques

Continuous and efficient updating of your SoE can be facilitated by the tools of graphical production. To take advantage of this system it is important to consider the

A multidisciplinary approach

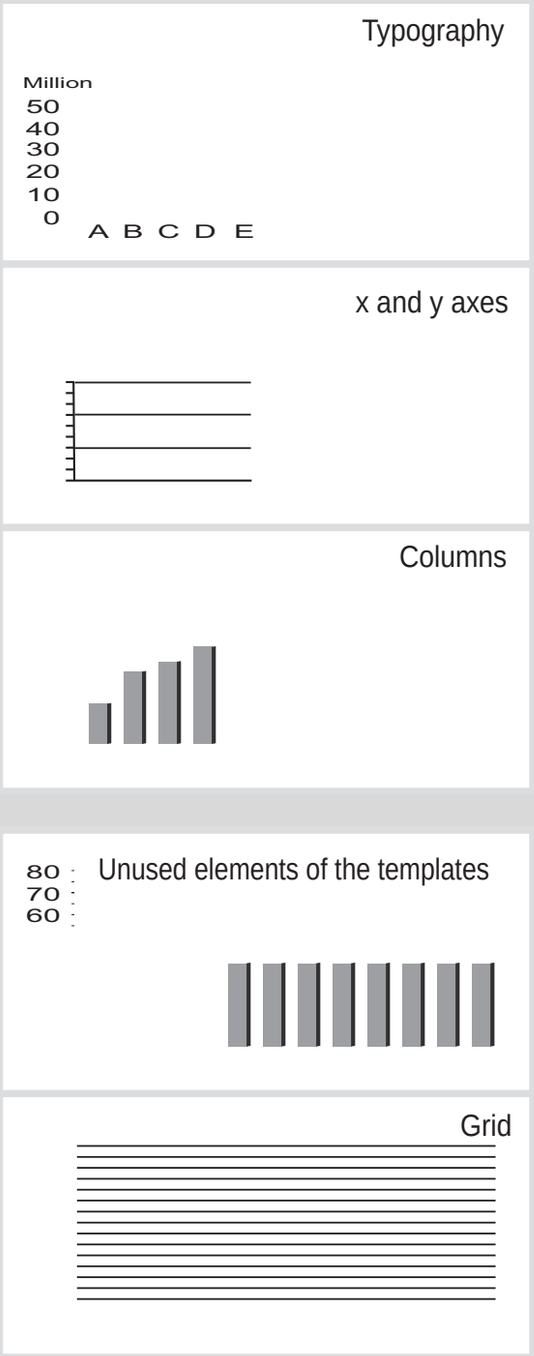
- **Ethics**
  do not manipulate data
  represent data as close as possible to reality
- **Science**
  analysis, methodology
- **Technology**
  hardware and special (design) software needed
- **Esthetics**
  design, style, elegance, balance

Before you begin, ask yourself...

What is my intention?
What do I want to show?
Why do I choose these data?
What level of detail do I want to reach?

What representation am I going to choose ?
What style am I going to create?
How will I draft a figure?
How will I produce a figure?

Construction of a graph using template layers



project on a long time scale, so that production routines can be implemented from the beginning.

Create templates and libraries that can easily be assembled and stored on a computer, so that they can later be used for multiple purposes. At the beginning of the production process, time is spent creating the necessary elements to produce graphics (e.g.: base maps used as backgrounds, color scale, symbols, typography, etc). These elements should then be logically stored in libraries and as ◀ templates so they can be easily retrieved for future projects.

Using elements which already exist rather than recreating new components again and again will save time and allow for consistency in visual presentation. Throughout the production process the library will continuously expand, and eventually graphical production will simply consist of assembling various elements into a final figure.

◀ **The layer structure** of design offered by most drawing software on the market allows user-friendly templates. For example, a template used to create bar graphs should contain at least 5 layers (grid, x and y axes, typography, columns, remaining elements from the template).

The file structure on the hard disk must also be organised in a logical and efficient way, so that it is

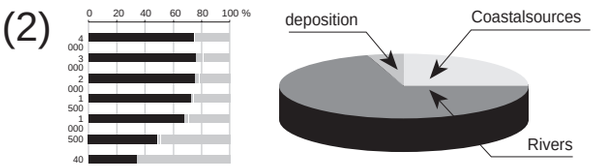
easy to find specific files which may otherwise be buried among hundreds or thousands of others.

Choose the right type of graphic

A persuasive message may be delivered to an audience in a variety of ways by choosing the right type of visual representation. An appropriate mapping, graphing or charting methodology can be used to accomplish this goal. For example, in the cases below ▼, you'll find different solutions for graphic representation of information.

(1) Trends over time: lines;
(2) Proportions of various features: pies or bar charts;
(3) Comparisons: bar charts;
(4) Maps with values: proportional circles or squares;
(5) Maps showing percentages: shaded areas.

(1)


(2)


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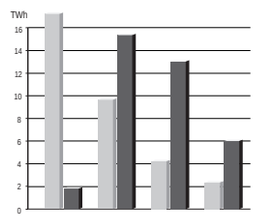

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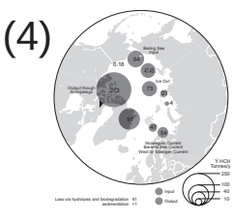

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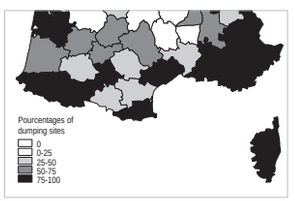


Final step...

- **Review, quality check**
  Spelling
  Conformity between raw data and a final figure
  Consistency between legend and image

- **Deliver the figures on the web**
  Save files as jpeg, gif, or downloadable high resolution format (i.e. postscript)

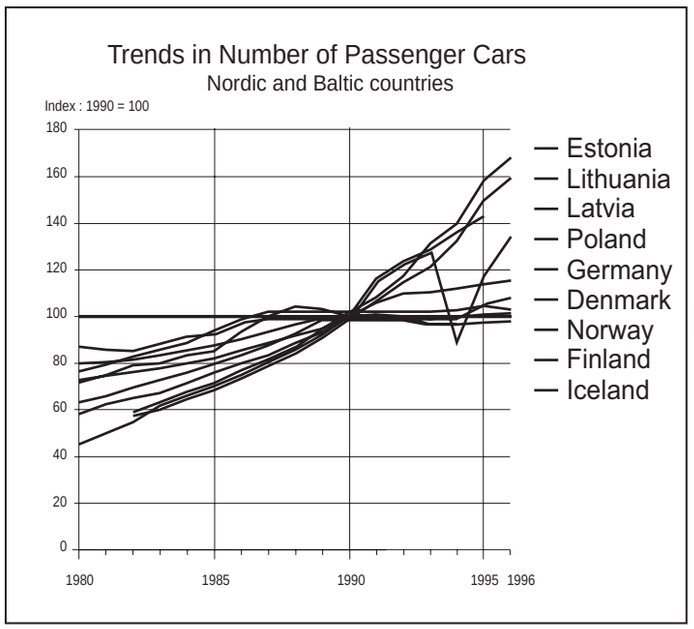
Recommended software

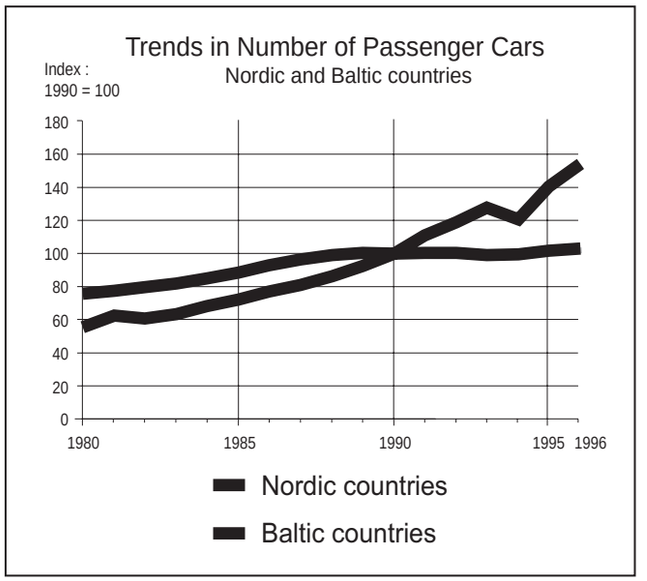
- **Mapping and graphing**
  Freehand™ (Macromedia)
  Illustrator™ (Adobe)
  Corel draw™ (Corel)

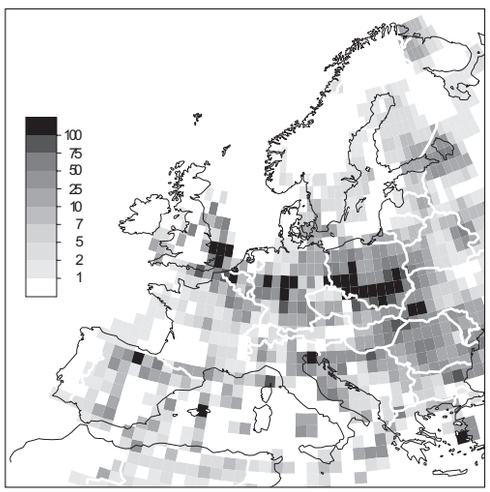
- **Desktop publishing**
  X-press™ (Quark)
  Pagemaker™ (Adobe)

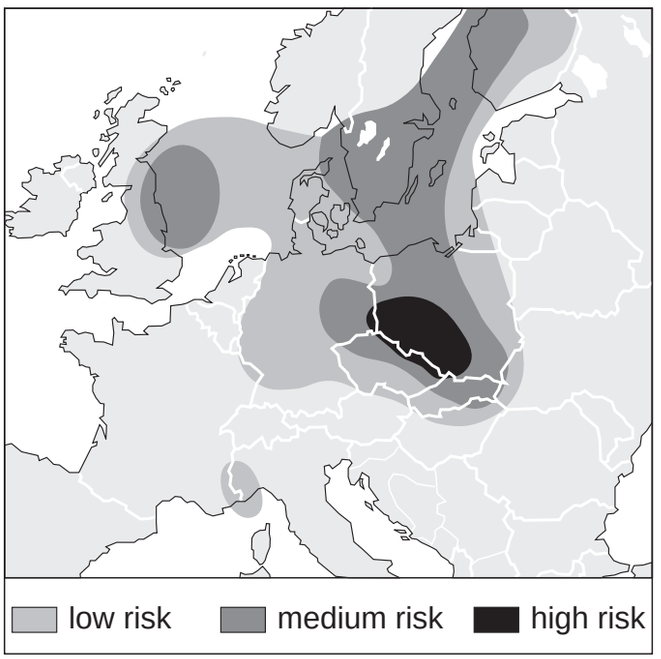
- **Image processing**
  Photoshop™ (Adobe)
  Paintshop Pro™ (Jasc)
  Photopaint™ (Corel)

Examples: Simplify information, reduce the number of categories









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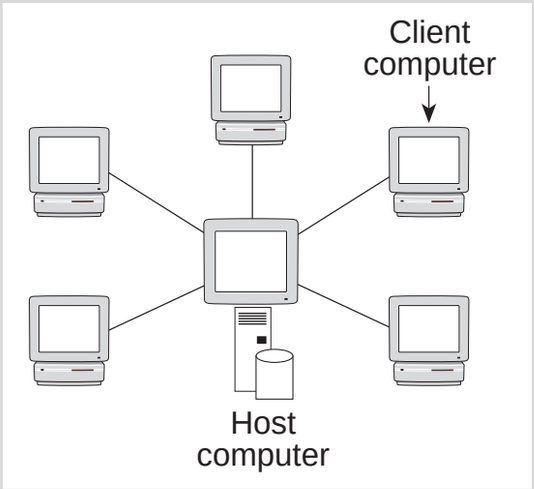
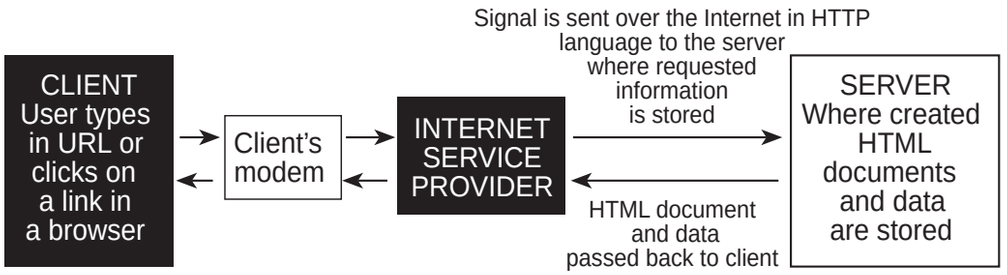


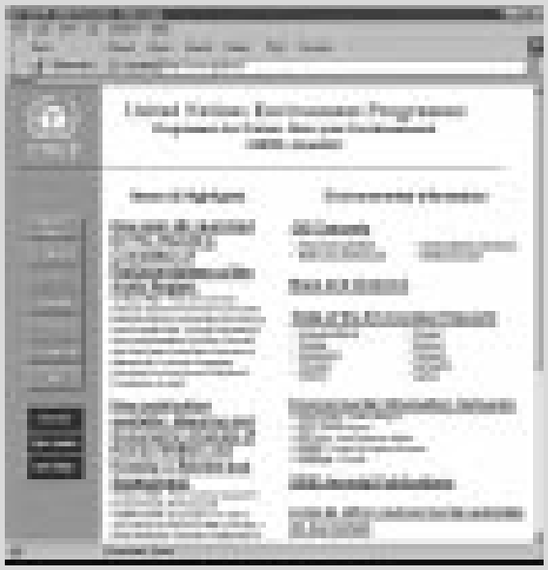
Learning about the medium

◀ **The Internet** is a globally distributed client/server network of computers. Any one of these computers can communicate with any other. Information stored on a server computer (machines containing web sites) may be accessed by client computers.

The World Wide Web is a seamless world in which all information, from any source (client / server), can be accessed in a consistent and simple way. It uses a concept called hypertext to link documents together.



Hypertext Mark-up Language (HTML) is the language of web files. The basis for HTML is plain text files, since these can be read on all computer platforms. In HTML, the text contains tags - commands enclosed in angled brackets < > which tell the browser how to display the document, e.g.



Browsers

Microsoft Explorer
Netscape Navigator

◀ **A Web Browser** is a software used to interpret and display HTML files. A browser can search networks and retrieve and display copies of files in an easy-to-read format. A browser will let you "travel" on the Internet.

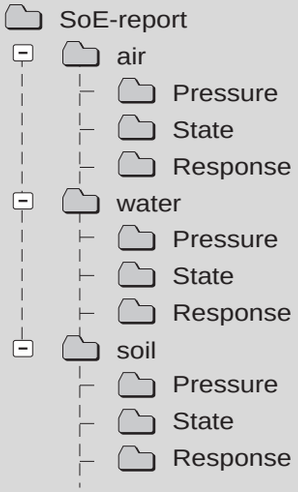
Visualising the site

The success of your Web site as an **organisation of information** ▶ will largely be determined by how well your actual organisation system matches your users' expectations. A logical site organisation allows users to make successful predictions about where to find things. Use consistent methods of grouping, ordering, labelling, and graphical arrangement of information.

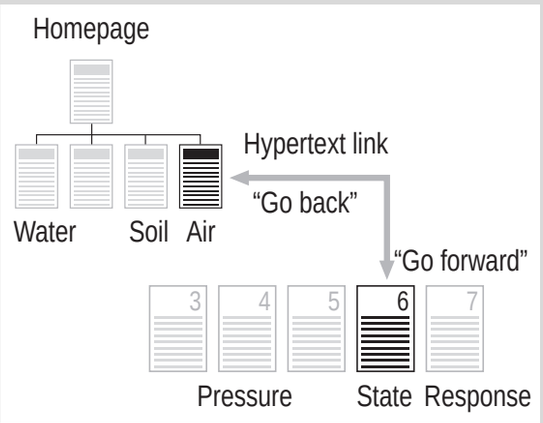
User-centred design: the goal is to be consistent and predictable, so that your users will feel comfortable exploring your site, and confident that they know how to find what they are looking for. The graphic identity of a series of pages in your Web site provides visual clues to the continuity of information.

Build **clear navigation** aids ▼: simple, consistent icons, graphic identity schemes, and graphic or text-based overview and summary screen can give the users confidence that they can find what they are looking for.

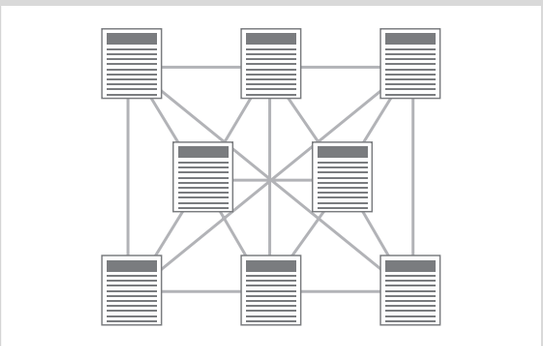
File structure



Create easy navigation



Create organic design

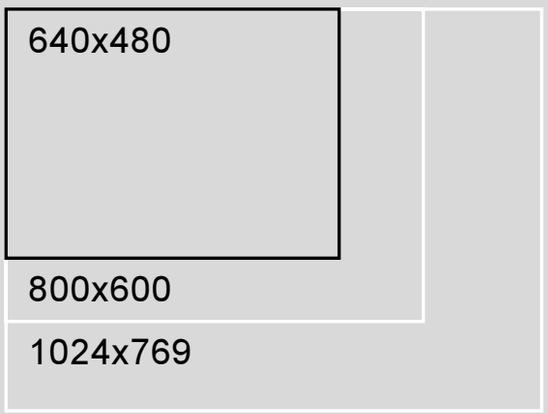


A basic HTML template

<html>
<head>
<title>page name**</title>**
</head>
<body>
The main contents of your page go between these two 'body' tags.
</body>
</html>

Your main home page file MUST be titled **index.htm**, because this is the name all web servers are set up to identify as a home page.

For proper display on small screens, adjust your pages to a screen resolution of 640 pixels



Building the site

◀ A **web page** consists of an HTML file, plus any image (picture) files used on the page. The HTML file (a normal text file) contains all the text to display, and also acts as the "glue" to hold the text and images together in the right places, and display them in the right style. Complete web training will involve learning how to code a web page using HTML tags, and how to use a web graphics program to create images.

You do not need any special **software** to create an HTML page. You can write HTML in any program that can create a plain text file, e.g. Notepad™ or SimpleText™. There are also special software (web editors) available to help simplify web page development: WebEdit™, HotDog™, FrontPage™.

HTML is just a series of tags that are integrated into a text document. They are a lot like cooking instructions - telling a browser what to do, and what spices to use. HTML tags are usually English words (such as "center") or abbreviations (such as "p" for paragraph), but they are distinguished from regular text because they are placed in small angle brackets. So the paragraph tag is <p>, and the center tag is . Every time you use a tag - like - you must also close it off with another tag - in this case, .

You can create **complex** tables of information and

arrange elements of your page in general by using the <table> tag ▶. You can create a user feedback mechanism using the <form> tag, and you can split your page into multiple linked pages displayed on the screen at the same time by using frames.

Use **graphics** programs to include button style navigation tools, maps, graphics and photos. The easiest and most popular programs are Paintshop Pro™ and Adobe Photoshop™. Clickable maps (imagemaps) are created using a program called MapEdit™ which draws coordinates on any part of an image and links it to another page or website.

Add a **search** engine to your web site for free text search (this will work similarly to a word index in a book).

Since some people still do not have a good access to the Internet, make an off-line version of the most essential part of your site on a CD-ROM. You may then need to change some of the tags, links and routines ▶.

Promote the site

Once your site is complete, promote it by **registering** it with as many search engines ▶ as possible. You can also improve your location on a search engine by using <meta> tags. These allow you to insert relevant keywords and a description to your page.

Using the <table> tag

```
<TABLE>
<TR>
<TD>cell 1</TD>
<TD>cell 2</TD>
</TR>
<TR>
<TD>cell 3</TD>
<TD>cell 4</TD>
</TR>
</TABLE>
```

cell 1	cell 2
cell 3	cell 4

Making it work on a CD-ROM

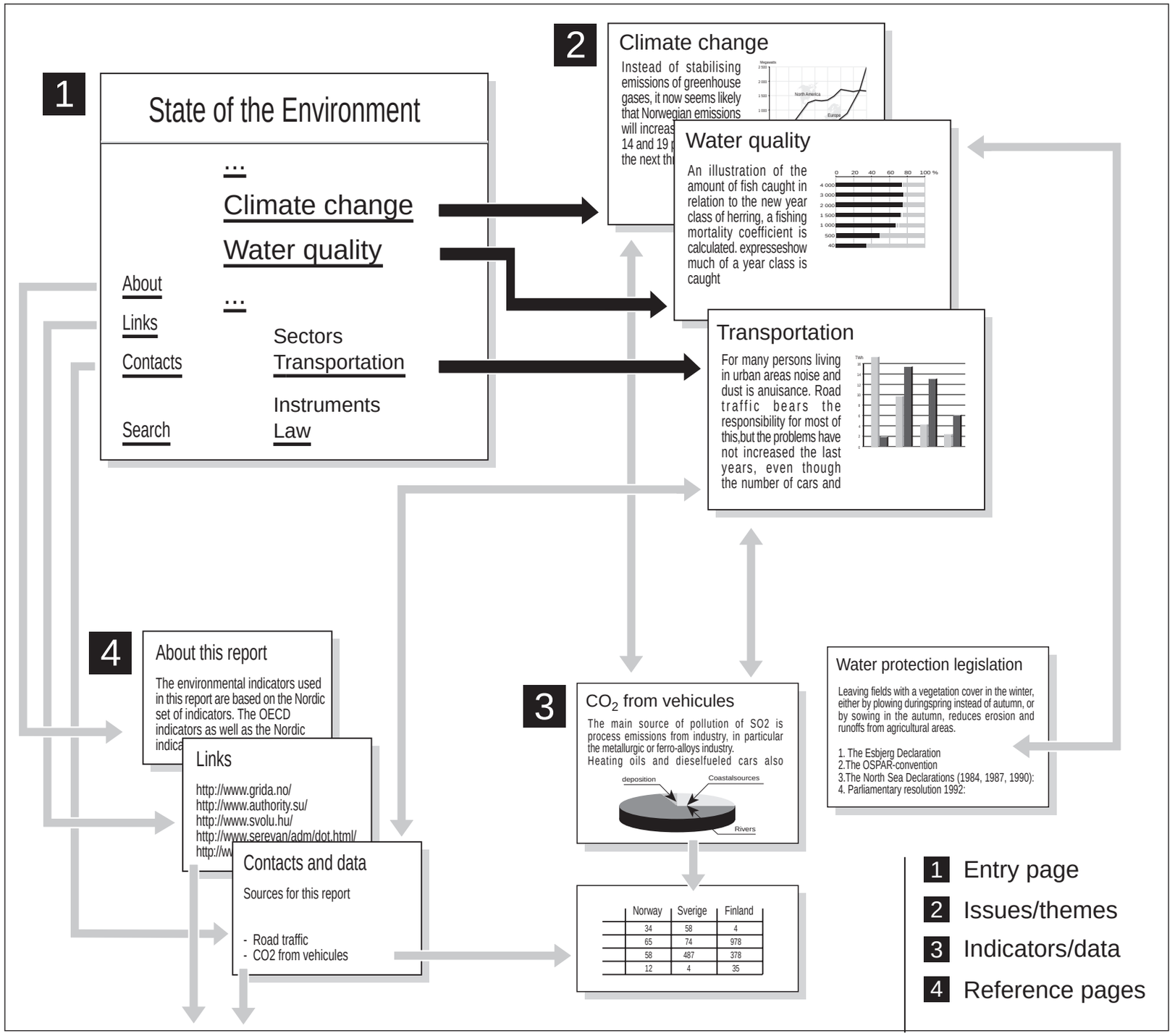
- Use relative links to local files or images *(map.gif,* not *http://www.soe/map.gif*)
- CGI-scripts will not work on a CD-ROM
- Never refer to “http” (not used off-line)
- Always use “8.3” file naming convention (*thisfile.htm*, not *this file.html*)
- Use only client-side image map

Search engines on the Web

Yahoo: www.yahoo.com
Excite: www.excite.com
HotBot: www.hotbot.com

Note: Check the GRID-A homepage for an in-depth description of HTML

Possible organisation of an SoE Web site



cookbook

State of the Environment Reporting on the Internet

Evaluation and feedback

◀ The evaluation stage is often forgotten after an SoE project is completed. However, information received through a systematic evaluation and feedback will save resources in the future when the report will be updated, and will improve its quality. In addition, the possibility to provide feedback and to influence the process will increase the sense of ownership of the SoE within the community.

Beside a direct evaluation, analysis of ◀ web site usage statistics provides useful information on who reads the report, how it is being read, and it can also highlight possible programming errors. There are special techniques for monitoring the use of a web site, described in web development and site maintenance tutorials.

One way to encourage users to express their opinions is to prepare an electronic feedback form which can be filled out and sent immediately over the Internet ▶.

SoE project evaluation techniques
(after UNEP/DEIA 1996)

- sale / usage statistics
- media coverage
- feedback from users
- feedback from partners
- commissioned reviews, interviews
- costs and implementation analysis

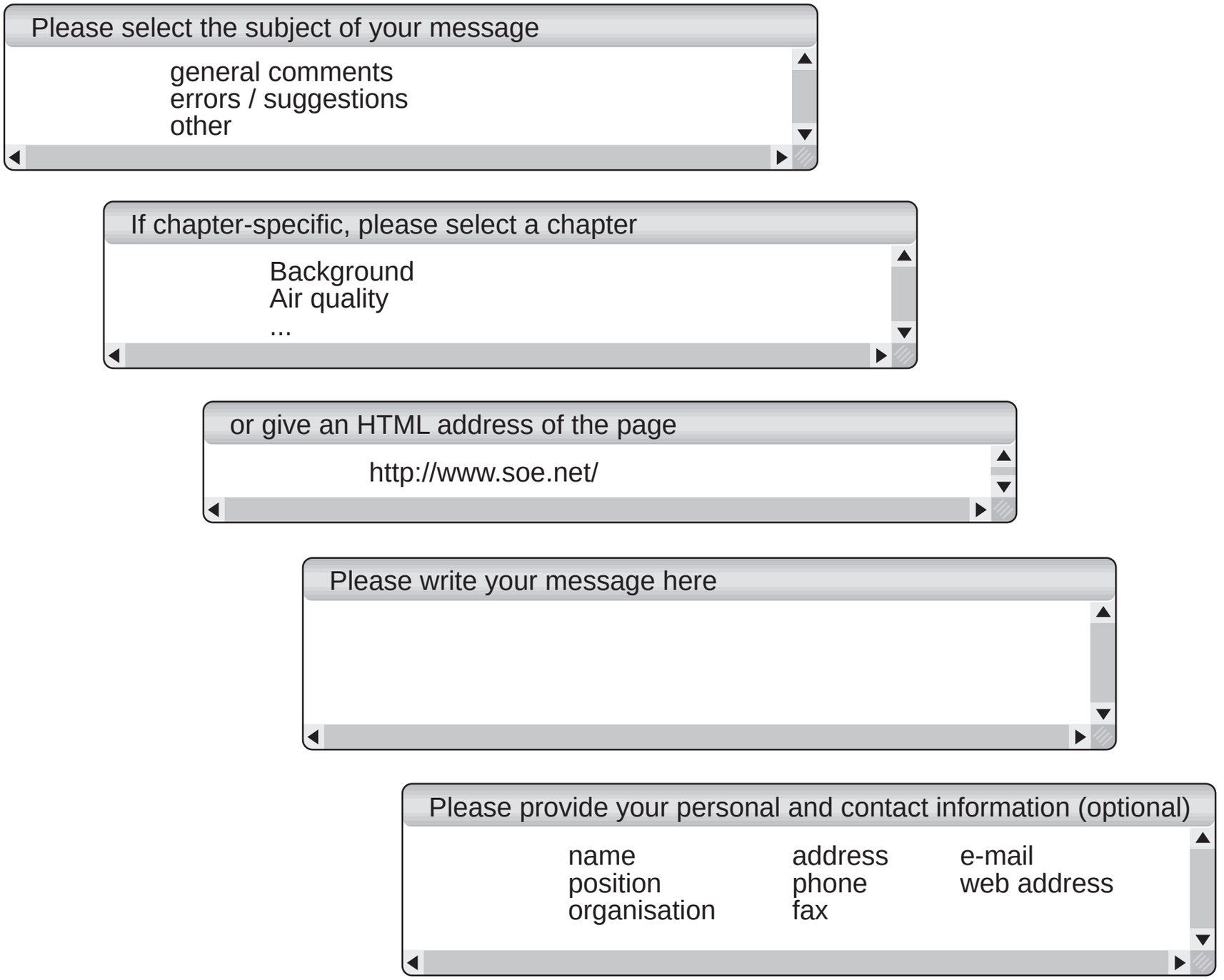
Web usage statistics

- hits per period
- hits from outside
- hits excluding search engines
- number and size of downloaded files
- accesses by country / domain
- frequently requested pages
- recurrent visits
- external links to your site

Tools for web use monitoring

Web Trends: www.webtrends.com
Net Tracker: www.sare.com

What a feedback form may look like



Links to selected SoEs on-line

Reports on this CD-ROM are in italic.

National and sub-national

Australia	kaos.erin.gov.au/environment/epcg/soe.html
Capital Territory	www.act.gov.au/environ/actser95.html
Fairfield City	www.fairfieldcity.nsw.gov.au/council/environ/19951996/19951996.htm
Hurstville City	www.slnsw.gov.au/plb/libs/hurstville/report/9596/96env.htm
Lake Macquarie City	www.infohunt.nsw.gov.au/lakemac/environ/soe/SOE97.htm
North-South Wales	www.epa.nsw.gov.au/soe/97
Penrith City	www.penrithcity.nsw.gov.au/Lib/LocalSuburbs/soe.htm
Western Australia	www.environ.wa.gov.au/current/soe/soe.html
Woollahra Municipality	www.slnsw.gov.au/plb/libs/woollahra
Austria	www.ubavie.gv.at/info/situatio.htm
Vienna City	www.magwien.gv.at/ma22/top/umwelt.html
Canada	www1.sid.ncr.doe.ca/~soer
British Columbia	www.env.gov.bc.ca
Manitoba	www.gov.mb.ca/environ/pages/soerepts.html
Vancouver City	www.city.vancouver.bc.ca/commsvcs/enviro/summary.html
Saskatchewan	www.gov.sk.ca/serm/WWW/ECOREGON/SOEREPRT/INTRO.HTM
Yukon	www.taiga.net/yukonsoe
Czech Republic	www.env.cz
Prague City	www.monet.cz
Denmark	www.mem.dk/publikationer/, http://www.dmu.dk
Estonia	www.envir.ee/ehp
Finland	www.vyh.fi/fei/enviprob/enviprob.htm
France	www.ifen.fr/pages/2indic.htm
FYROM	www.mupce.unet.com.mk
Georgia	www.parliament.ge/SOEGEO/hp_soege.htm
Germany	www.umweltbundesamt.de/uba-info-daten-e/index.htm
Hungary	www.gridbp.meh.hu/angol98/index.htm
Ireland	www.compass.ie/epa/report/soe-report.html
Italy	www.mclink.it/com/econet/databank/bank1.htm
Japan	www.eic.or.jp/eanet/index-e.html
Latvia	www.vkmc.vdc.lv/soe96
Lithuania	www.ktl.mii.lt/aa/index.html

Malaysia	161.142.128.10/doe/eqr94/html/content.html
Netherlands	www.milieubalans.rivm.nl/, http://neon.vb.cbs.nl/sec_lmi_e/statistix.htm
New Zealand	www.mfe.govt.nz/soe.htm
Norway	www.grida.no/prog/norway/soeno97, www.ssb.no/www-open/statistikk_etter_emne/01natur
Poland	www.mos.gov.pl/soe/index.htm
People's Republic of China	nepa.unep.net
Russia	www.fcgs.rssi.ru/eng/mepnr/index.htm
Leningrad Oblast	www.dux.ru/lcp/LE_HOMT.HTM
Moscow City	www.md.mos.ru/unep
Slovak Republic	sun.sazp.sk/metainfo/sprava/index.html
Slovenia	www.sigov.si/mop, www.kud-fp.si/retina/okolje/porocilo/index.html
Sweden	smn.environ.se/smnproj/miljonat/english/katalog, www.environ.se/sweionet
Switzerland	www.admin.ch/bfs/stat_ch/ber02/eber02.htm
Ukraine	www.freenet.kiev.ua/ciesin/envinfo/index.htm
UK	www.detr.gov.uk
Brent Borough	www.brent.gov.uk/brent/brent/la21/statenv/repintro.htm
England-Wales	www.environment-agency.gov.uk
Linkolnshire	www.personal.u-net.com/~lincscc/soerhome.htm
Scotland	www.sepa.org.uk/stateenv/soeindex.htm
USA	www.epa.gov/indicator
states	www.fsu.edu/~cpm/segip/othergov.html

SoEs or selected chapters for *Azerbaijan,* Armenia*, Bosnia and Herzegovina, Bulgaria, the Kyrgyz Republic, the Republic of Moldova* and and other CEE/NIS countries are also accessible through www.grida.no/soe.

UNEP/GRID-Arendal

Regional and international

	www.grida.no/amap/summary.htm
Arctic	www.bef.lv
Baltic	www.eea.eu.int
Europe/EU	www.ciat.cgiar.org/indicators/project.html
Latin America	www.ssb.no/www-open/ukens_statistikk/utg/9720/4.html
Nordic	www.grida.no/geo1

Global

Note: These links were verified on the date of publication. If a page is not accessible, you may try to access the organisation's home page by taking a part of the full link from its beginning to the first slash "/".

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Abbreviations

CD-ROM	Compact Disk Read-Only Memory
CGI	Common Gateway Interface
CEU	Central European University
DPSIR	Driving forces - Pressures - State - Impact - Response (indicator framework)
DEIA	(UNEP's) Division of Environmental Information and Assessment
EEA	European Environment Agency
ESCAP	(UN) Economic and Social Commission for Asia and the Pacific
EU	European Union
GDP	Gross Domestic Product
GIS	Geographic Information System
GNP	Gross National Product
GRID	(UNEP's) Global Resource Information Database
GEO	(UNEP's) Global Environmental Outlook (report)
HTML	Hypertext Mark-up Language
HTTP	Hypertext Transfer Protocol
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PHARE	EU's economic assistance programme for Central and Eastern Europe
PSR	Pressure - State - Response (indicator framework, see also DPSIR)
SoE	State of the Environment (report)
UNCSD	United Nations Commission for Sustainable Development
UNEP	United Nations Environment Programme
WWW	World-Wide Web