

# DARWIN INITIATIVE FOR THE SURVIVAL OF SPECIES: APPLICATION FOR GRANT FOR ROUND 10 COMPETITION

Please read the accompanying Guidance Note before completing this form. Give a full answer to each section; applications will be considered on the basis of information submitted on this form. Applicants are asked not to use the form supplied to cross-refer to information in separate documents except where this is invited on the form. The space provided indicates the level of detail required but you may provide additional information on a separate sheet if necessary. Copies of this form are available on disk or by e-mail on request. You are asked also to complete the summary sheet. Although you may reproduce this sheet in a reasonable font, you should not expand it beyond an A4 sheet (leaving the allocated space for DEFRA comments to be made) as additional information will not be taken into account.

## 1. Name and address of organisation

**Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury, SY4 1HW**

## 2. Principals in project

Details	Project leader	Other UK personnel (if working more than 50% of their time on project)	Main project partner or co-ordinator in host country
<b>Surname</b>	Hindson		Postnova
<b>Forename(s)</b>	James Crosby		Evgeniya
<b>Post held</b>	Unit Director		Project And Youth Officer
<b>Institution (if different to above)</b>	As above		BIOM Youth Ecological Movement
<b>Department</b>	FSC Environmental Education		Education
<b>Telephone</b>			
<b>Fax</b>			
<b>Email</b>			

Please provide a one page CV for each of these named individuals.

## 3. Project title (not exceeding 10 words)

**School Green Land - Community Biodiversity Awareness in Kyrgyzstan**

## 4. Abstract of study (in no more than 750 characters)

The project goal is to raise awareness and understanding of school students and communities in Kyrgyzstan of the unique value of biodiversity and the importance of protecting this as the country seeks to develop .

This will be achieved through the establishment Biodiversity Micro Reserves (BMR) in 25 schools. Each BMR will create a typical ecosystem for one part of the country. They will be designed for use by all ages of students, teachers and the community. The project will establish and train a Development Team, identify of schools, establish the BMRs using participatory methods, train teachers , develop a programme of education activities for schools and the local communities.

The project will be managed by, BIOM a leading NGO, in partnership with the Ministries of Education and Environment and the scientific community, all of which have pledged their support for the project.

750 characters

## 5. Timing. Give the proposed starting date and duration of the project.

July 2002 - three years

## 6. Describe briefly the aims, activities and achievements of your organisation. (Please note that this should describe your unit, institute or department within a university.)

### Aims

The main aim and mission statement of the Field Studies Council is "Environmental Understanding for All". FSC EE aims to contribute in the fulfilment of this aim through its mission of "Capacity building for sustainable change". FSCEE provides high quality training to a variety of groups to meet this goal.

### Activities

The Field Studies Council (FSC) manages a network of sixteen environmental education centres throughout England and Wales, which deliver environmental education related courses to over 75,000 school and university students, adults and professionals every year. FSC produces and sells a wide range of high quality publications and AIDGAP keys. Through FSCEE it is responsible for the management and delivery of UK and overseas training courses in environmental education, education for sustainable development, bio-diversity and NGO development, public participation and community awareness and involvement.

At present FSCEE is working in Russia, Ukraine, Kazakhstan, Uzbekistan, Poland, Slovakia, Latvia, Lithuania and India on a variety of projects all of which focus on capacity building of partners and meeting local needs. FSCEE partners include national and local government offices, both Ministries of Education and the Environment, Universities and Teacher Training Institutions, Schools and NGOs. Last year FSC ran 75 training courses and provided training for nearly 2000 people. FSC also produced 5 sets of educational materials with their partners. FSCEE's work is supported by a variety of Agencies including DFID, DEFRA, Community Fund, Headley Trust and British Petroleum.

### Achievements

FSCEE has built up project partnerships in over 30 countries over the last five years. The quality and success of our training, which focuses on partnership and the transfer of skills, is recognised by both our sponsors and the 2000 plus people a year that experience our project training. Examples of significant project achievements are listed below -

**Ongoing** - A Darwin funded project in Slovakia has been incredibly successful in its first year. The project has produced three identification keys for schools, and these were used by nearly 800 groups of young people in schools and other groups to monitor biodiversity of three ecosystems. The results are currently being analysed and in 2002 the first Biodiversity atlas will be produced using the data. This project in Slovakia has attracted huge media attention and is certainly the biggest educational project ever in the country.

A project on Sakhalin Oblast has recently produced an "Environmental Education Kit" for all the schools in the region. The kit has been developed together with the Teacher Retraining Institute and a team of teachers. The kit contains a student's book developed for the island, and teacher's handbook, poster, and copies of the recently published Russian version of the FSC Water Quality Key. Next year as part of the project a schools community Eco Award will be launched and an environmental education centre established for schools.

FSCEE recently facilitated a needs analysis workshop for UNESCO in Central Asia, with representatives of NGOs and Ministries of Environment meeting for two days to discuss priorities for environmental education in the region.

FSCEE is also working with partners in Tomsk and Omsk in Russia to develop projects related to domestic waste management. Both projects take a multi sector community based approach to solving this critical issue in Russia, and the FSC is working in pilot rayons in both cities to develop waste reduction and waste recycling systems appropriate for the local context.

**Completed** - Completion of a Sustainable Development Project in India - Samvardhan. This project has worked with three Rural Higher Education Institutes in India to develop new curricula and approaches to teaching that infuses sustainability throughout the curriculum. Part of this infusion involves students undertaking small scale projects in villages, and many of these have provided significant quality of life improvements as well as environmental improvements. The introduction of vermi-wash and vermi-compost for example has reduced dependency on chemical fertilisers, improving the environment as well as saving farmers money!

**Recently started** - Education for Sustainability Strategy Development for St Petersburg - this project is taking a participatory approach to the development of an education for sustainability strategy for the City of St Petersburg in Russia. The project has attracted sponsorship from Vodokanal, the City Water Company, who will be providing funding for schools to implement small scale projects to improve their sustainability. Also in St Petersburg the FSC will be starting a project to provide NGOs with basic teaching qualifications to allow them to work with teachers in schools.

**7. Has your organisation received funding under the Initiative before? If so, please give details.**

To date, the FSC has received funding from the Initiative for five bio-diversity based projects:

- *Practical training in the production of user friendly taxonomic work to enable the non-specialist to identify selected groups of plant and invertebrates from tropical Asian countries* (Third Round - a joint project with NHM)
- *Setting up a Fresh Water Monitoring Programme for assessment of improved water quality in Vietnam* (Fifth Round - a joint project with Institute of Freshwater Ecology)
- *Training NGO staff with practical assignments on projects with local communities in India* (Fifth Round)
- *Coral Reef Biodiversity in the Caribbean - schools project and resources* (Sixth Round - a joint project with the Caribbean Conservation Association, Commonwealth Institute and Marine Conservation Association)
- *Schools and Communities Monitoring and Protecting Biodiversity in Slovakia* (Eighth Round – a joint project with SAZP)

**8. Which overseas institutions, if any, will be involved in the project? Please explain the responsibilities of these institutions.**

BIOM is a NGO that unites young people, students, teachers and lecturers and specialists to take part in solving Kyrgyzstan's ecological problems. The mission of BIOM is "to increase the activity of people and to join their efforts in the solution of the ecological problems of Kyrgyzstan through ecological education, providing access to information and the realisation of ecological actions on nature conservation, recreation and protection. BIOM has 300 active members and undertakes a range of activities including taking part in the development of the education components of the National Strategy and Plan of Action on Biodiversity Conservation. More details are provided in the attached Appendix .

BIOM's responsibilities are to manage the project overall, coordinate the involvement of the schools and other NGOs in the Development Team, manage the establishment of the School Biodiversity Areas and produce education materials for schools and communities to use in each area, lead local training, prepare reports and ensure the commitment of all the stakeholders

Kyrgyzstan Ministry of Environment and Kyrgyzstan Ministry of Education. Both national Ministries have responsibilities related to the development of biodiversity education that are relevant to this project. Because the project works specifically in schools our main partner is the Ministry of Education.

The main role of the Ministry of Education is to provide members of the Development Team and provide the instructions to schools to allow them to take part in the project.

The Ministry of Environment and other appropriate Ministries will assist with the supply of expertise in the development of the Biodiversity areas and also in providing needed plants and other items that schools might require.

## PROJECT DETAILS

### 9. Define the purpose (main objective) of the project in line with the logical framework.

The **purpose** of the project is to - Raise the awareness and understanding of school students and their communities in Kyrgyzstan of the unique nature and value of Kyrgyzstan's biodiversity and the importance of protecting this as the country seeks to move towards sustainable development

The **main objective** is to - Enhance the capacity of BIOM, other NGOs, the Ministry of Education and the Ministry of Environment to be effective in raising awareness and understanding of biodiversity and to communicate biodiversity issue that can change behaviour.

The **specific objectives** of the project are to -

- (a) To raise awareness across the community of the critical important of protecting Kyrgyzstan's biodiversity.
- (b) To increase understanding across the community of the relationships between the environment, economy and society and that protecting biodiversity is a positive contribution towards reaching sustainable development
- (c) To stimulate new behaviours across the community to reduce the loss of biodiversity.
- (d) To increase the effectiveness of biodiversity education for young people in the formal and non formal education systems
- (e) To increase the effectiveness of biodiversity education for local communities
- (f) To raise the capacity of teachers and those working with young people to deliver effective learning about the biodiversity of Kyrgyzstan.

These objectives will be reached through the establishment of biodiversity micro reserves attached to 25 schools in the country.

Each biodiversity micro area will be around 400 square metres in size and will be designed in a way to allow their use by the whole community. Scientific experts will be involved in selecting the location and designing the areas, but the communities will be also involved in design and will assist in planting and construction as part of a whole community activity. Schools will be able to use the areas for teaching and the project will involve running teacher training workshops, training a network of teachers to use the biodiversity areas, development of a programme of education activities and materials for schools. Whole community activities will such as Earth Day celebrations, will be organised to take place in the areas .

The project will be managed by a trained Development Team of 10 people.

### 10. Is this a new project or the continuation of an existing one?

This is a new project.

### 11. What is the evidence for a demand or need for the work? How is the project related to conservation priorities in the host country(ies)? How would the project assist the host country with its obligations under the Biodiversity Convention?

#### How was the work identified?

In 2001 James Hindson from the FSC facilitated at UNESCO Conference for NGOs and Ministries of Education from Central Asia held in Almaty. The purpose of the Conference was to identify priorities for environmental education in the region. At that Conference contact was made with a representative of BIOM and subsequently a study tour to the UK and FSC was organised in September 2001. During this visit the FSC and BIOM discussed how best the FSC could support the goals of BIOM and also address the priorities identified at the Regional Conference. This specific idea arose related to BIOMs longer term goals and as a result of school visits and discussions with environmental organisations in the UK. In Kyrgyzstan BIOM has close links with both the Ministry of Education and Ministry of Environment, both of which have environmental education as a priority.

There are huge needs for more effective conservation education. The environment as a topic is only covered in around 15% of schools, and even then it is studied theoretically. Young people have very little practical knowledge of the environment despite the fact that nearly 70% of people live in rural areas. The changing social and economic situation and the desire for development is a major threat with a growing pressure to utilise more natural resources than in the Soviet period.

In addition, there is also a huge need for interesting and innovative educational resources. This project will provide teachers and students materials for Nature Conservation Education that can reach at least 75% of the schools in the country (2000 schools) and because the materials will be colourful and attractive it is almost guaranteed that they will be used.

#### How is the project related to conservation priorities in the host country?

Kyrgyzstan has the richest biodiversity of all the central Asian countries as a result of its location and landscape characteristics -

there are significant variations in height above sea level and geology. 1% of all known species on earth can be found in Kyrgyzstan, although the country occupies only 0.13% of the earth's land area. 22 classes of ecosystems are found in the country.

Biodiversity conservation is a priority for State Policy. The country was the first in central Asia to develop a National Environment Protection Plan, and in the country Strategy for Sustainable Development, nature conservation has a high priority. This is because a large proportion of the country lives in a rural environment and is dependent on biodiversity for income. Various biodiversity conservation projects have been developed for the country focusing on the conservation of specific ecosystems and training related to this. Projects have also focused on the developing the necessary legislative and institutional support for biodiversity conservation.

Section 3.2 of the National Strategy and Plan covers Ecological Education and Strategy E covers Ecological Education and Public Participation and the School Green Initiative directly covers the following priorities -

E 1.1 To develop possibilities on the realisation of ecological education for various groups including teachers from schools ; E 1.3 Purchase and creation of materials on ecology and environmental protection at schools and Universities; E 2.4 To develop and distribute visual materials and information about biodiversity conservation; E 2.5 To use public actions to increase knowledge of people about biodiversity conservation; E 5.2 To organise national and local actions on voluntary participation of the population in environment protection

### **How will the project assist the host country meet its obligations under the Biodiversity Convention?**

The Project will assist Kyrgyzstan in meeting the following Articles of the Biodiversity Convention

Article 7 - Identification and Monitoring - through the preparation work for the Biodiversity Micro Reserves

Article 8 - Ex situ conservation - through the establishment of the Biodiversity Micro Reserves

Article 13 - Education and Public Awareness - through the resources, materials and activities focused on the micro reserves.

**12. In what ways can this project be considered a Darwin project? How does the project relate to the Darwin principles? How would the project be advertised as a Darwin project and in what ways would the Darwin name and logo be used?**

**Assist countries rich in biodiversity but poor in resources** - Kyrgyzstan is the most biodiversity rich country in central Asia but also one economic pressures that is resulting in an increasing threat to biodiversity. There are 13 mammals, 32 birds, 3 reptiles, 2 fish, 17 insects and 65 plants in the Red Book, and recent research has identified a reducing reproductivity amongst many other species because of contamination and competition with domesticated species. Legislation has prevented the complete disappearance of a number of species of both plants and animals, but they are still under threat from poaching. Other major threats are from Industrial pollution in urban areas, water pollution (especially in the south), excessive irrigation and an unrestrained use of fertilisers, especially during the Soviet period. There are also problems of overgrazing and a significant proportion of grasslands are under threat. There is a serious need for improved awareness and education to both support legislation and to develop a greater awareness amongst local communities.

**UK expertise** - BIOM is a young and active NGO with a good experience of working with schools. The FSC is bringing an extensive experience of the development special areas for nature conservation education to the project. This is based on the experience of developing special biodiversity study areas at a number of our centres such as special Butterfly Gardens, "Touchy Feely" areas, dedicated habitat gardens and plots and different kinds of ponds. Special efforts are made to ensure that the areas are accessible to groups with special needs.

**Collaborative** - this project is a collaboration between NGOs in Kyrgyzstan and the UK. In Kyrgyzstan there is also a growing partnership between NGOs and the Ministries of Environment and Education which this project will build on and strengthen.

**Lasting Impact** - this project will have a lasting impact. It will create 25 Biodiversity micro reserves in Kyrgyzstan. The micro reserves will be sustainable as they will be maintained and used by the schools and communities they are attached to, and through the educational resources, programmes and activity opportunities offered by the reserves, the educational benefits will continue and expand.

**High quality and Scientific excellence** - through previous projects the FSC has demonstrated that it is committed to scientific excellence. This has been achieved through the inclusion of local scientific expertise on project teams and process of testing of educational materials. BIOM is an organisation that has a balanced membership of scientists, students and teachers.

**Catalyst** - The economic situation in Kyrgyzstan is very difficult and therefore it is unlikely the project will stimulate further funding unless this is from international agencies such as UNESCO. The Ministry of Environment will provide assistance in kind as much as possible, especially in the creation of the micro reserves.

**Distinctive and Innovative** - this is one of the key characteristics of this project. The concept of a national network of specially created micro reserves is a new one for the Darwin Initiative although previous projects have resulted in some areas being protected.

**Value for money** - the project will cost around £40000 a year for three years. It is estimated that the project will directly reach at least 100000 people and possibly more. This is just over £1 per person and around 3% of the population of the country (4.6 million)

**Exit Strategy** - FSCEE always has a clear exit strategy for projects, with inputs declining and changing in nature over the three years of the project. Building sustainability also takes place throughout the project through capacity building. In addition, though a young NGO, BIOM is well organised and will easily build in learning and training into their management systems to ensure sustainability.

The project also **builds the institutional capacity** of BIOM and the Ministry of Environment. If successful this will be BIOM's largest international project though one it is well capable of managing. The project will build capacity in a number of specific and generic areas including - the development of student centred learning materials and resources, project management, working with local communities and effective communication - through an appropriate mix of formal and non formal training (workshops, coaching and mentoring).

The **training** will be a mixture of formal training - some of which will be in the UK together with practical experience.

This project also addresses a number of Articles in the **Biodiversity Convention** (see above). The project is aimed at improving **environmental education and awareness** through Biodiversity micro Reserves in Kyrgyzstan and associated activities. School teachers will use the Reserves for teaching issues associated with ecology and development, and the areas will be appropriate for use by communities for a variety of purposes including awareness raising, the encouragement of stewardship and team work in building the areas.

The **Darwin Initiative will be publicised** through the name and logo appearing on all appropriate materials including - All printed materials from letter heads to educational materials, equipment purchased for the project, information produced such as newsletters and the web site. In addition, all of the biodiversity micro reserves will have a notice with the Darwin logo. Finally, all press releases and any contacts with the media we shall endeavour to ensure that that Darwin name and logo are mentioned.

**13. Set out the proposed timetable for the work, including the programme's measurable outputs using the attached list of output measures.**

<b>PROJECT OUTPUTS</b>		
Year/Month (starting April)	Output Number (see standard output measures)	Description (include numbers of people involved, numbers of publications printed or produced and days/weeks where applicable)
Year One	6A	<ol style="list-style-type: none"> <li>1. Training for Development Team - the Team will be made up of representatives of BIOM and other NGOs, Ministry of Education, Ministry of Environment and if appropriate a University</li> <li>2. School/Community leader training</li> <li>3. School Teacher Training Workshops</li> <li>4. Community based events</li> </ol>
	6B	<ol style="list-style-type: none"> <li>1. At least 4 training weeks will be provided for each of the 8 members of the Development Team.</li> <li>2. A 1 week day workshop for the lead teacher and community representative from the 25 schools taking part in the project</li> <li>3. 25 three day workshops (one in each school) for other teachers in the school once the Micro Reserves have been established. 25 one day workshops for teachers from other schools.</li> <li>4. At least 10 events based on the Biodiversity micro Reserves for different groups, including at least 5 for the local communities</li> </ol>
	7	<p>At least 250 pages of training materials in Russian and if possible Kyrgys, to support the training courses above.</p> <p>Training materials for Teachers</p>
	8	<p>1 member of staff for an average of one working month (22 days) a year for the time of the project.</p>
	9	<p>25 Biodiversity micro Reserves will be established. Each area will have a development management plan.</p>
	10	<p>Each of the 25 Biodiversity micro Reserves will have a number of associated resources designed for use by schools and the general public.</p> <p>Each Reserve will have location specific resource, and one national Handbook will be provided for teachers and one textbook for students to support classroom and fieldwork activities</p>
	14A	<p>One final dissemination workshop will be organised in the Kyrgys Republic</p>
	14B	<p>Presentations will be made at other Conferences as appropriate.</p>
	15A	<p>Up to 5 in national Kyrgys Press</p> <p>Up to 20 in the local Press around the country related to specific micro Reserves</p>

	<p>15B</p> <p>16A</p> <p>16B</p> <p>16C</p> <p>17A</p> <p>18A/C</p> <p>19A/C</p> <p>20</p> <p>23</p>	<p>12 (four newsletters a year)</p> <p>A quarterly newsletter in Kyrgys sent to all schools in the country</p> <p>0</p> <p>The network of 25 Schools established by the project will continue to work after the end of Darwin funding</p> <p>At least one programme during the life of the project both nationally and locally will feature the project</p> <p>At least one programme during the life of the project both nationally and locally will feature the project</p>
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<b>Key Milestones</b>	
Year/Month (starting April)	Description (include travel dates, drafts and other processes that support the delivery of outputs)
<b><u>Year One</u></b>	<b>1. "Getting Ready"</b>
Month 1	<u>Identification of the Development Team - Kyrgyzstan</u> The Project Manager and assistant will be appointed and Development Team identified. The team will be led by BIOM and will include representative of the Ministry of Education and Ministry of Environment, and other NGOs.
Month 1	<u>Training of the Project Manager - Kyrgyzstan</u> The FSC will train the Project Manager and assistant manager during the Inception visit.
Month 3	<u>Training of the Development Team - in the UK and Kyrgyzstan</u> The Development Team will participate in a five day Study/Training visit to the UK. This visit will include an element of project planning with the Development Team and also the training related to the development of schools based micro reserves, developing active student and teacher resources and working with local communities.
Months 4-6	This will be followed up by a further five day training event in Kyrgyzstan <b>Outputs of 1</b> A Development Team (DT) of 10 trained people in Kyrgyzstan A Inception Report and detailed activity plan A trained Project Officer <b>Inputs</b> FSC Management -5 days, FSC Training - 20 days. 2 visits of 1 person to Kyrgyzstan. BIOM Management - 3 months Development Team - 8 people x 15 days, 1 visit of 8 people to the UK. Consultants - 2 people x 5 days
Months 4-12	<b>2. "Preparing the Ground"</b> <u>Selection of Schools</u> The DT will prepare a description of the project and circulate all schools (Basic and Secondary) in Kyrgyzstan with an invitation to participate. All short listed schools will be visited and assessed before a final selection of 25 schools is made. <u>Initial base line survey</u> After the schools have been selected a questionnaire survey will be undertaken in a sample of schools taking part and a number not taking part in the project to establish baseline data on awareness and understanding of biodiversity. <u>Writing the Management Plan Frameworks</u> The Development Team will write a framework management and a guideline for management plan preparation. <u>Training the Schools/Community Teams</u> The Development Team will run a number of workshops for the 25 Schools/Community Teams and assist them to write a short development and management plan for their Micro Reserve. <u>Writing the Micro Reserve Development and Management plans</u> One member of the Development Team will assist 2/3 schools to write their development / management plans. Each plan will be approved by the Development Team and a scientific referee before the next stage. <b>Output of 2</b>

	<p>25 selected schools/communities</p> <p>Baseline Research Report</p> <p>50 trained people - 2 from each school/community</p> <p>25 Micro Reserve management plans</p> <p><b>Inputs</b></p> <p>FSC Management - 5 days, FSC Training 15 days, 1 visit of 1 person to Kyrgyzstan</p> <p>BIOM Management - 9 months x 2 people</p> <p>Development Team - 8 people x 20 days</p> <p>Consultants - 2 people x 10 days</p>
<p>Months 13-21</p>	<p><b>3. “Planting the Seed”</b></p> <p><u>Developing the Micro Reserves</u></p> <p>After the management plans have been approved the school/community will develop the Reserve. This might involve some planting of new species, and some construction - for example of a pond or special area. The Reserve will be developed by the local teams that the schools will have established.</p> <p><u>Development of Teaching Resources</u></p> <p>The DT will develop a teachers Handbook and also a textbook style resource for school students.</p> <p><u>Teacher Training workshops</u></p> <p>The DT will prepare and lead teacher training workshops for the teachers in each of the schools to demonstrate how the Micro Reserve can be used for teaching in different subject areas.</p> <p><b>Outputs of 3</b></p> <p>25 Micro Reserves started</p> <p>Teachers Handbook developed</p> <p>Draft students materials developed</p> <p>25 Teacher training workshops - 1 in each school</p> <p>25 curriculum plans to show how the Reserve will be used by different subjects</p> <p><b>Inputs</b></p> <p>FSC Management - 5 days, FSC Training/support 20 days, 2 visits of 1 person to Kyrgyzstan</p> <p>BIOM Management - 9 months</p> <p>Development Team - 8 people x 20 days</p> <p>Consultants - 2 people x 10</p>

<p>Months 18-36</p>	<p><b>4. “Tending and Harvesting”</b></p> <p><u>Use of the Reserve by teachers</u></p> <p>Teachers of the schools will use the Reserve for teaching out of the classroom. This will overlap with Phase 3 as teachers will be able to use the Reserve during this period.</p> <p><u>Teachers Workshops</u></p> <p>The Lead teacher (supported by a member of the DT) will run a workshop for teachers in other schools surrounding the schools.</p> <p><u>Use of the Reserve by communities</u></p> <p>The local teams will organise a number of community based education events at the Reserve. It is envisaged that the community involvement will be a mix of formal and informal. For example, a lot of informal learning will take place during the development of the Reserves.</p> <p><b>Outputs of 4</b></p> <p>Biodiversity awareness and understanding activities.</p> <p><b>Inputs</b></p> <p>FSC Management - 10 days, FSC Monitoring and Support 25 days, 3 visits of 1 person to Kyrgyzstan</p> <p>BIOM Management - 18 months</p> <p>Development Team - 8 people x 35 days</p> <p>Consultants - 2 people x 20</p>
<p>Months 31-36</p>	<p><b>5. “Scattering the Seed and sowing for next year”</b></p> <p>The main activities in this phase will be reviewing, action planning and confirming the sustainability of the project</p> <p><u>Review and Evaluation</u></p> <p>The effectiveness of the micro Reserves will be evaluated through a questionnaire survey and also interviews with the users of the reserves.</p> <p><u>Dissemination</u></p> <p>The Ministry of Education and Ministry of Environment will jointly host a National Conference on Environmental Education that will include a significant input from the Darwin Project.</p> <p><u>Confirming sustainability</u></p> <p>Visits to each of the Schools with representatives from the Ministries of Education and Environment will confirm the future use and development of the Reserves. Short sustainability plans will be produced as addendums to the management plans</p> <p><b>Outputs of 5</b></p> <p>Report on Project Effectiveness</p> <p>Dissemination Conference - 2/3 days</p> <p>Sustainability Action plans from Natural Resources Committee and other stakeholders.</p> <p><b>Inputs</b></p> <p>FSC Management - 5 days, FSC Monitoring and Support 10 days, 2 visits of 1 person to Kyrgyzstan</p> <p>BIOM Management - see above</p> <p>Development Team - 8 people x 5 days</p> <p>Consultants - 2 x 10 days</p>

**14. Do you know of any other individual/organisation carrying out similar work? Give the details of the work, explaining the similarities and differences.**

As far as we are aware, no other organisation is carrying out this kind of work in Kyrgyzstan. BIOM is the only NGO working in Environmental Education in Schools. In fact, currently investment in the education system as a whole is at a low point and any materials provided will almost certainly be used and have an impact. There has been International support for the development of the Environmental Action Plan for the country and FFI have been involved in a project to support the development of legislation and action plans for environmental protection. This has resulted in a large GEF project on biodiversity protection in West Tien Shan.

**15. Will the project include training and development? Please indicate how many trainees will be involved, from which countries and what will be the criteria for selection. How will you measure the effectiveness of the training and will those trained then be able to train others? Where appropriate give the length of any training course.**

Training Activity	Dates	Who will participate, how many will participate and for how long?
Training of the Project Manager - Kyrgyzstan	Month 1	The FSC will train the Project Officer and Project Assistant
Training of the Development Team - in the UK and Kyrgyzstan	Month 3	The 8 members of the DT will participate in a five day Study/Training visit to the UK. This visit will include an element of project planning with the Development Team and also the training related to the development of schools based micro reserves, developing active student and teacher resources and working with local communities.
Training of the School/Community Teams	Month 7	The Development Team will run a number of workshops for the 25 Schools/Community Teams and assist them to write a short development and management plan for their Micro Reserve. Coaching support will be provided during the writing process.
Participating Teacher Training workshops	Month 15	The DT will prepare and lead teacher training workshops for the teachers in each of the schools to demonstrate how the Micro Reserve can be used for teaching in different subject areas. 25 workshops for at least 10 teachers over three days.
Teacher Training workshops	Month 20	The DT and teachers in the project schools will lead a series of workshops for teachers in other Schools of Kyrgyzstan.

**16. How will trainee outcomes/destinations be monitored after the end of the training?**

The project requires that the impact of the training is demonstrated through the subsequent project activities. The formal training programme will be supported by informal coaching and mentoring during the project itself. The Development Team for example will be expected to produce Reserve Management plan frameworks, support the schools in the development of the reserves, train teachers, support the organisation of community events and so on. After the end of the project it is planned that the Development Team can continue to meet informally and continue their work on the project coordinated by BIOM.

**17. How is the work of the project expected to continue after the end of grant period? A clear exit strategy must be included.**

The project will continue through the network of schools/communities established.

The continuation of the project can be assured through -

**(a) Organisations.** BIOM is a stable NGO for the country and the biggest environmental NGO. It is well organised and managed and will continue to coordinate the network of Schools/communities and work with the DT to expand the network if that is appropriate. Through the network the Reserves will continue to be managed and their number also expanded.

The Ministry of Education will continue to allow the use of the teachers and students materials developed to be used in schools and support the development of further materials, and the Ministry of Environment through their network of local departments and officers will support the maintenance of the Reserves.

Letters of support are attached to this proposal.

**(b) People.** The creation of a Development Team will form a body of biodiversity education experts that BIOM and the Ministries can continue to call up and use in a training and development capacity. They will for example, be able to continue providing support to the network of schools and possibly expand that network.

**(c) Materials, programmes and information** developed by the project will continue to be used after the end of the project by the schools. The textbook style resources developed will have a life of at least five to seven years.

**(d) Networks**

BIOM propose to continue working with the network of schools after the end of the project for a further five years to continue. The goal is to develop annual programmes that will focus schools to look at different themes - including Water, Energy, Resource Consumption and the Community. Through these programmes it is planned to develop the schools as learning places about sustainable development for local communities.

The FSC has a clear exit strategy. This is demonstrated through the schedule of activities and inputs. After a high initial input through training and support, our involvement reduces each year. The input also moves from supporting fundamental capacity building through to coaching and mentoring and then evaluation

## MONITORING AND EVALUATION

18. Describe how progress on the project would be monitored and evaluated in terms of achieving its aims and objectives, both during the lifetime of the project and at its conclusion. How would you ensure that it achieves value for money? What arrangements will be made for disseminating results? If applicable, how would you seek the views of clients/customers?

### Monitoring

A number of monitoring processes are planned.

During the project monitoring will be achieved through

- (a) The appointment of a full time project officer who will ensure that the project meets its goals within the timescale and finances, and who will provide regular reports after each milestone. The project officer will also regularly visit Schools/communities
- (b) There will be regular contact between the FSC and BIOM and at least six monthly monitoring visits in addition to training events.
- (c) Reports will be discussed by the Development Team and submitted to a Project Monitoring Group established by the Natural Resources Committee.
- (d) Regular review meetings between the Project Officer and the representatives from the Ministry of Education and Ministry of Environment
- (e) Reports will also be monitored by the Chief Executive of the FSC.
- (f) Submission of Reports to the Darwin Initiative.
- (g) There will also be constant feedback from the schools taking part in the project. An important part of the project will be linking a member of the Development Team to two or three schools/communities. The DT member will be able to visit the schools/communities regularly and provide a mix of formal and informal support and monitoring, in addition to the formal training and other activities.

### Evaluation

- (a) Evaluation will be achieved through matching the achievement of the project with the proposed outputs. Particular attention will be paid to the successful establishment of the Biodiversity Micro Reserves.
- (b) Pre and post project questionnaires will provide data on the impact of the project awareness and understanding of the different groups involved in the project including - members of the Development Team, Teachers, school students and members of the communities. These pre and post questionnaire will involve questionnaires to groups that have participated in the project and some that have not to act as controls.
- (c) Each of the activities developed will be evaluated through questionnaires - as appropriate.

### Dissemination

- (a) Locally, we plan to use all available opportunities to publicise and disseminate the project in the local media. We shall also issue a regular project newsletter to all schools in Kyrgyzstan.
- (b) Nationally we plan to hold a Conference on Environmental Education with the Ministry of Education and Ministry of Environment. This will not focus exclusively on the project but will be a national conference looking at Environmental Education.

**Logical framework. Please enter the details of your project onto the matrix using the note at Annex B of the Guidance Note.**

<b>Project summary</b>	<b>Measurable indicators</b>	<b>Means of verification</b>	<b>Important assumptions</b>
<p><b>Goal</b></p> <p>To assist countries rich in biodiversity but poor in resources with the conservation of biological diversity and implementation of the Biodiversity Convention</p>		<p>Project Reports</p> <p>Evaluation Report by Ministry of Education and Ministry of Environment</p>	<p>That the government level stakeholders recognise the importance of developing biodiversity education in schools and communities</p>
<p><b>Purpose</b></p> <p>The purpose of the project is to raise the awareness and understanding of school students and their communities in Kyrgyzstan of the unique nature and value of Kyrgyzstan's biodiversity and the importance of protecting this as the country seeks to move towards sustainable development</p>	<p>Questionnaire survey before and after the main project activities to evaluate changes in awareness understanding and attitude and behaviour.</p>	<p>Questionnaire Survey Reports.</p> <p>Project Reports</p>	<p>That the government level stakeholders are committed to encouraging the development of critical thinking in relation to biodiversity protection and economic development.</p> <p>That communities are willing to engage in the project and do not see biodiversity protection as a threat to their economic development.</p>
<p><b>Outputs</b></p> <p>Enhanced capacity of the BIOM, other NGOs, The Ministry of Education and Ministry of Environment and teachers to be effective in raising awareness and understanding and to communicate biodiversity in a way that can change behaviour.</p> <p>Establishment of Biodiversity Micro Reserves in 25 schools/communities</p> <p>Processes developed for raising Biodiversity awareness and understanding for school students and communities</p>	<p>Full attendance at training courses. Demonstration of enhanced capacity through active involvement in development of other outputs</p> <p>Areas established</p> <p>Curriculum planning documentation, lesson plans and teaching resources.</p> <p>Programme of community activities and attendance at events</p>	<p>Attendance Lists, Training documentation,</p> <p>Workshop Reports, Team Action Lists.</p> <p>Development and Management Plan Reports, Photographs of Reserves</p> <p>Photographs of activities and events, Teacher Reports, Student Reports and Projects.</p>	<p>That people can be found to build a committed and active Development Team and that this team can commit themselves to active involvement in the project.</p> <p>That the Ministry of Environment is fully committed to supporting the establishment of the Biodiversity Reserves</p> <p>That the Ministry of Education is fully committed to supporting the integration of biodiversity education into the curriculum</p> <p>That 25 schools/communities can be identified able to take part in the project.</p> <p>That the political situation in Central Asia and the country does not disrupt the Project - (note - Kyrgyzstan does not have borders with Afghanistan.)</p>
<p><b>Activities</b></p> <p>Establishment of a Development Team</p> <p>Training courses for Development Team</p> <p>Selection of Schools/Communities</p> <p>Baseline Survey</p> <p>Training for Schools/Communities</p> <p>Development of Biodiversity Micro Reserves and Management Plans</p> <p>Activities based on the Micro Reserves by communities and schools.</p> <p>Review and Evaluation</p> <p>Dissemination Conference.</p>	<p><b>Inputs</b></p> <p>Salaries-£61800</p> <p>Rents, rates etc - £2250</p> <p>Office - £2750</p> <p>Travel and Subsistence - £34800</p> <p>Printing - £9425</p> <p>Conference £2500</p> <p>Equipment - £1500</p> <p>Micro Reserve Support - £6250</p> <p><b>Total - £121275</b> over three years.</p>	<p>Regular invoicing and payment records</p> <p>FSC financial records and audited accounts.</p>	<p>Staff and a Development Team can be identified and can remain in place for the duration of the project</p> <p>Dependency on UK consultants is avoided and a clear exit strategy implemented</p> <p>That BIOM, The Ministry of Education and Ministry of Environment and other stakeholders can provide the resources to continue the project after the end of Darwin Funding.</p>