

# Darwin Initiative for the Survival of Species

## Half Year Report (due 31 October each year)

<b>Project Ref. No.</b>	162/11/024
<b>Project Title</b>	School Green Land
<b>Country(ies)</b>	Kyrgyzstan
<b>UK Organisation</b>	Field Studies Council
<b>Collaborator(s)</b>	Youth Ecological Movement "BIOM"
<b>Report date</b>	26 October 2004
<b>Report No. (HYR 1/2/3/4)</b>	HYR 3
<b>Project website</b>	<a href="http://ecoeducation.host.net.kg">http://ecoeducation.host.net.kg</a>

1. Outline progress over the last 6 months (April – September) against the agreed baseline timetable for the project (if your project has started less than 6 months ago, please report on the period since start up).

### The process of creation of school micro-reserves:

All 25 school micro-reserves have been created and are being maintained and improvement in some cases adapted. The pictures attached as Appendix I show the development of the micro-reserves and examples of educational activities at the reserves. The monitoring on micro-reserve creation was organized through phone calls to project schools (not less than once or twice a month), monitoring visits to schools and consultations of Development Team members and invited experts (see Appendix II). Additional periodic monitoring was undertaken by local community groups. The main issues raised during monitoring related to specific horticultural problems, Sustainability and Biodiversity conservation issues, as well as the use of the created reserves for educational activities. A seminar has been planned for December 2004- January 2005 for all project schools covering these issues. Some consultations were organized for project schools during field study visits to wild nature. For example, in April there was an educational excursion of Bishkek project schools to the Institute of Forest and Nuts.

### Using of the reserves in educational activity of schools

All 25 schools have already developed their curriculum plans and began to deliver them. Around 250 lessons and educational events have been delivered. The teachers from project schools developed many educational materials and organized events and lessons in schools and communities. 12 schools were awarded by prizes (books, educational CD-disks and video-tapes, etc) as school-winners in project competition. There were four categories.

- The best educational event held on the micro-reserve (lesson, excursion, school festival)
- The best school informational stand, devoted to the project "School Green Land"
- The best event on informing local community about the problem of biodiversity reduction (meeting with parents, seminar, round table)
- The best coverage of the project in mass media (the article about school's activity in the newspaper, interview on radio or TV).

### Workshops for teachers in other schools

At the present time the major part of project schools (about 60%) are in the process of developing the programs of the workshops for teachers from other schools surrounding the project schools.

### Community based educational Events at the reserves

All project schools are now in the process of preparation to community events or their realization. DT

members are involved in the process of visiting the events and information about them will be available in 2-3 months.

Development and issuing of project Newsletters and other advertisement of the project:

During the reporting period 2 project Newsletters were issued and distributed among project schools: Newsletter 8 contains the project news, example of lesson on micro-reserve, developed by project school, an article about Wilde Life by Prof. E. Shukurov and a description of a model of sub-desert on school micro-reserve. Newsletter 9 contains the project news, the plan of project for end of 2004-2005 year, and a model of steppe school micro-reserve.

Good promotion of the project was organised during realisation of joint information Campaign of BIOM and the Central Asian Project on West Tien-Shan Biodiversity Conservation. The campaign, “Biodiversity as a basis of life” was undertaken in Osh, Jalalabat, Bishkek city and Issyk-Kul (Bostery village). Members of BIOM are also taking part in other regional projects and through these the Darwin project is promoted to other countries in the region, especially through networking related to a Climate Change project coordinated by CAREC. Special interest has been shown by education authorities in Almaty (Kazakhstan) and Tashkent (Uzbekistan). Regional promotion of the project was also organized within Joint event of Darwin project “School Green land ” and Headley Trust project “Water as a source of life” – Summer Camp “Join the circle of life together with us” for teachers and children from school-winners of “Water project” and involvement of schools from SGL project.

Development of Teachers handbook, students’ materials and project poster:

Teachers’ Manual. The Teachers manual is developed and in the process of printing. It is ring binder folder (175 pages), well illustrated and including 4 main parts: Chapter 1 - information about Global Crisis, Sustainability, Biodiversity; Chapter 2 - information about role of school micro-reserve in biodiversity, a step-by-step plan of micro-reserve creation and detailed information about main ecosystems of Kyrgyzstan.; Chapter 3 – contains more than 30 examples of using the reserves in school education in the framework of different subjects. Attachments – contain many useful information about micro-reserve creation, useful contacts, information about the project, handouts (students’ materials) etc.

Students’ Materials – The student poster is developed and in the process of printing. It will be distributed to schools by the end of 2004. It is in full colour and contains maps, diagrams and pictures, which can be used at the lessons. The other materials for students (handouts, which are related to Teachers’ Manual) are developed and in the process of issuing.

Project poster - The project poster is developed and in the process of printing. It will be distributed among schools by the end of 2004. It is in full colour and contains central picture with key message about biodiversity and sustainability and the steps of micro-reserve creation and photos of project schools as illustrations.

**2. Give details of any notable problems or unexpected developments that the project has encountered over the last 6 months. Explain what impact these could have on the project and whether the changes will affect the budget and timetable of project activities.**

*There were not such problems in the project during last 6 month.*

Have any of these issues been discussed with the Darwin Secretariat and if so, have changes been made to the original agreement?

Discussed with the DI Secretariat: no

Changes to the project schedule/work plan: no

3. Are there any other issues you wish to raise relating to the project or to Darwin's management, monitoring, or financial procedures?

*There are no such issues.*

**If you were asked to provide a response to this year's annual report review with your next half year report, please attach your response to this document.**

**Please note: Any planned modifications to your project schedule/work plan or budget should not be discussed in this report but raised with the Darwin Secretariat directly.**

Please send your **completed form by 31 October each year per email** to Stefanie Halfmann, Darwin Initiative M&E Programme, [stefanie.halfmann@ed.ac.uk](mailto:stefanie.halfmann@ed.ac.uk). The report should be between 1-2 pages maximum. **Please state your project reference number in the header of your email message.**

**Appendices**

**Appendix 1**

**Pictures of the development of the micro reserves**

**Appendix 2**

**Monitoring of Micro-reserves & examples of educational activities at the reserves**

**Appendix 1**  
**Pictures of the development of the micro reserves**



Bishkek plan



Planning activities



School 6 - Rockery



Subanova with children



Grounds to be developed



**School grounds to be developed**

**Appendix 2**  
**Monitoring of Micro-reserves**

**Table of visits to schools on the period from April – October 2004**

Name of project school	Number of visits on reporting period	Dates
<b>Bishkek city</b>		
School# 23 in Bishkek	5	April 7 May 24 June 16 August 20 September 2
School# 70 in Bishkek	6	April 16 May 5 May 24 June 16 August 20 September 3
School# 6 in Bishkek	5	April 16 May 24 June 16 August 20 September 2
School “Kelechek” in Bishkek	6	April 16 May 5 May 24 June 16 August 20 September 3
<b>Chu region</b>		
School in Tuz village	3	May 15 July 10 September 10
School in Vorontsovka village	2	July 10 September 10
School in Shopokovo	5	April 12 April 17 May 5 July 10 September 10
School in Tokmok	2	July 10 September 10
School in Ivanovka village	3	April 10 July 10 September 10
<b>Naryn region</b>		
School in At-Bashy village	2	April 22 August 12-13
School#2 in Naryn	2	April 21



		August 12-13
School#7 in Naryn	2	April 22 August 12-13
<b>Talas region</b>		
School#2 in Talas	2	June 7-10 September 21
School in Arashan village	2	June 7-10 September 21
<b>Issyk-Kul region</b>		
School in Bostery	2	June 16-17 August 3
School in Grigorievka	2	June 16-17 August 3
School in Kichi-Jargylchak	2	June 25 August 4
School in Ak-Dobo	2	June 25 August 4
<b>Osh region</b>		
School in Kurshab village	2	June 18 August 29
School#21 in Osh	3	April 22 July 3-4 September 7
School#50 in Osh	3	April 22 July 3-4 September 7
School "IIM-Osh" in Osh	3	April 22 July 3-4 September 7
School named by Agahan in Osh	3	April 22 July 3-4 September 7
<b>Jalalabat region</b>		
School#19 in Jalalabat	2	June 20 September 11
School in Kyrgyzstan village	2	June 21 September 12