

## ***Darwin Initiative : Final Report***

### **1. Darwin Project Information**

Project Reference No.	162/11/024
Project title	School Green Land
Country	Kyrgyzstan
UK Contractor	“Field Studies Council”
Partner Organisation (s)	Youth Ecological Movement “BIOM”
Darwin Grant Value	£121,275
Start/End date	June 2002-October 2005
Project website	-
Author(s), date	James Hindson, Postnova Evgenia, 24/12/05

### **2. Project Background/Rationale**

- Describe the location and circumstances of the project

Kyrgyzstan has the richest biodiversity of all the Central Asian countries - 22 classes of ecosystems and 1% of all known species on Earth can be found on its territory, although the country occupies only 0.13% of the Earth’s land area.

But like many countries in transition, the biodiversity of Kyrgyzstan is under huge threat from social and economic pressures, especially in rural areas through over grazing, over use of pesticides and fertilizers and pollution of water sources. There is a need to raise awareness of rural and urban communities to the countries unique biodiversity heritage and to begin to establish different patterns of behaviour.

- What was the problem that the project aimed to address?

Schools are the appropriate centres that can be used to spread the ideas of biodiversity protection in local communities both directly to local people and through children. However, the level of effective biodiversity education is very low in Kyrgyzstan and this causes a low level of awareness and understudying of school students and local communities about the unique role of biodiversity and its importance for sustainable development of Kyrgyzstan.

- Who identified the need for this project and what evidence is there for a demand for this work and a commitment from the local partner?

The need for the project was identified as a result of a UNESCO Regional Conference to identify priority environmental education needs - one of which was the protection of the natural environment. The project was supported by the Ministries of Education and Environment. The latter sees the project supporting the Biodiversity Action Plan for the country. The project was proposed by BIOM, a national NGO working together with the Ministry of Environment who strongly support the project.

### 3. Project Summary

- What were the purpose and objectives (or outputs) of the project? Please include the project logical framework as an appendix if this formed part of the original project proposal/schedule and report against it. If the log frame has been changed in the meantime, please indicate against which version you are reporting and include it with your report.

The **purpose** of the project was to - Raise the awareness and understanding of school students and 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** was 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 in a way that can change behaviour.

The **specific objectives** of the project were:

- (a) To raise awareness across the whole community of the critical importance of protecting Kyrgyzstan's biodiversity.
- (b) To increase understanding 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 to reduce the loss of biodiversity.
- (d) To increase the effectiveness of biodiversity education for young people
- (e) To increase the effectiveness of biodiversity education for local communities
- (f) To raise the capacity of the teachers and those working with young people to deliver effective learning about the biodiversity of Kyrgyzstan.

The original log frame is included as Appendix 19. There were no changes in it during project period.

- Were the original objectives or operational plan modified during the project period? If significant changes were made, for what reason, and when were they approved by the Darwin Secretariat?

The original objectives as well as the proposed operational plan have not been modified during the project period. There was only one significant change. As a result of the revolution for democracy in Kyrgyzstan we requested a four month continuation of the project period from June to October 2005. Although the revolution did not materially affect the project there were obviously changes of personnel in national Ministries and regional offices. In addition many people in the country felt uncertain about the future and needed time to adjust to new conditions.

- Which of the Articles under the Convention on Biological Diversity (CBD) best describe the project? Summaries of the most relevant Articles to Darwin Projects are presented in Appendix I.

The most relevant Articles under the CBD are the following:

- Article 13. Public Education and Awareness
  - Article 9. In-situ Conservation
  - Article 17. Exchange of Information
  - Article 16. Access to and Transfer of Technology
  - Article 6. General Measures for Conservation & Sustainable Use
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- Briefly discuss how successful the project was in terms of meeting its objectives. What objectives were not or only partly achieved, and have there been significant additional accomplishments?

The **main objective** was 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 in a way that can change behaviour.

We have been completely successful in achieving this main objective in the case of BIOM and other NGOs. We have been 75% successful with the Ministry of Environment and less than 25% successful with the Ministry of Education who are aware of and support the project, but have not taken part in capacity building.

The capacity of local partner - “BIOM”, other NGOs and Ministry of Environment members involved in Darwin project as members of Development Team - in raising awareness and understanding of biodiversity became much stronger than at the beginning of the project. The evidence of this change is that now DT members are frequently invited to take part in different projects as experts and consultants on biodiversity. For example,

- BIOM members are involved in preparing the new variant of Red book of Kyrgyzstan,
- One of DT members was involved as consultant in UNDP project on preparing of 3-d National Report on realisation of CBD in Kyrgyzstan
- The Head of BIOM is a member of the national Committee on Education for Sustainable Development and one member of BIOM attended the High Level Ministerial meeting in Lithuania.

During the project review, the DT members themselves also confirmed they felt that their personal capacity had increased.

Official governmental bodies, such as Kyrgyz Academy of Education, Ministry of Education, Governmental Agency of Environment Protection and Forestry, as well as leading experts-ecologists of Kyrgyzstan approve “School Green Land” project and support the idea of distribution collected experience as good practice on biodiversity education and way that can change behaviour in communities.

We also consider that we largely achieved the **specific objectives** of the project.

- (a) *To raise awareness across the whole community of the critical importance of protecting Kyrgyzstan’s biodiversity. 75% achieved (see (e))*

- (b) *To increase understanding of the relationships between the environment, economy and society and that protecting biodiversity is a positive contribution towards reaching sustainable development. Fully achieved.*

Our training and educational materials - the Posters and Manual for teachers, developed and published within the project, all took the approach of linking biodiversity with sustainable development. All the education materials received the approval of Ministry of Education, and there is interest of some donors in their further distribution in the Republic. The publications also received many positive comments and were distributed in electronic version (on CD) not only in Kyrgyzstan, but also in other 4 countries of Central Asia.

- (c) *To stimulate new behaviours to reduce the loss of biodiversity. 50-75% achieved*

There are also examples of new behaviours to reduce the loss of biodiversity in pilot communities as a result of project. For example, information campaigns of project schools in Issyk-Kul region stimulated activities of local NGOs on protection of unique ecosystems of sea-buckthorn bushes on the beach of Issyk-Kul lake.

- (d) *To increase the effectiveness of biodiversity education for young people. Fully achieved*

We succeeded in the creation of network of school micro reserves of wild nature of different regions of Kyrgyzstan in 25 different schools throughout the country. These have been used regularly by teachers for lesson and new lesson plans have been developed and biodiversity integrated in school curricular (within different school subjects). In addition, many informal ecological youth group have been created in project schools, and our SGL schools awarded prizes, awards and diplomas of Republic ecological Olympiads. In all the schools there is an increased number of outdoor lessons also point out to some positive tendencies.

- (e) *To increase the effectiveness of biodiversity education for local communities. 75% achieved*

More than 300 educational events of different kinds - meetings in communities, events, school festivals, open lessons, etc. by project schools. The majority of these events (about 200) were initiated by schools themselves and conducted without support of the Darwin project. This is a testimony to the sustainability of this work.

- (f) *To raise the capacity of the teachers and those working with young people to deliver effective learning about the biodiversity of Kyrgyzstan. Fully achieved*

The data of post-project survey demonstrates that trainings and educational materials, issued within the project, contributed to raising capacity of the teachers from pilot schools in their work with young people to deliver effective learning about the biodiversity of Kyrgyzstan.

Through regular issuing of project Newsletter, work with mass-media and sequence of information campaigns on biodiversity we have also been able to raise awareness across the whole community of the critical importance of protecting biodiversity of Kyrgyzstan.

We also got such important additional and unplanned achievements within the project including having an influence on national policy in the sphere of education and strengthening of National platform for realisation of principles of Education for Sustainable Development in Kyrgyzstan. The “School Green Land” project contributed to many informational meetings with school and university teachers

about principles of ESD and ways to integrate ESD to all levels of education. The “School Green Land” project also gave BIOM access to join initiatives of a number of partners (including Ministry of Education, Science and Youth policy of KR, Ministry of environment, NGOs, schools, universities and international agencies) and conduct first National Conference on Education for Sustainable Development in Kyrgyzstan.

#### **4. Scientific, Training, and Technical Assessment**

- Please provide a full account of the project’s research, training, and/or technical work.

In the descriptions below – training includes both formal workshop based training and also more informal coaching. We saw the capacity building and training as taking place throughout the project as we responded to the learning and skills needs of the DT, SGL teachers, community members and other teachers in the project.

On the 1st project step (April - July 2002) the Project Manager and assistant from BIOM team was appointed and trained by FSC during the Inception visit (8-14 July, 2002). This supported the planning of project activities, the development of the selection criteria for schools of Kyrgyzstan to be involved in the project, and selection criteria for Development Team.

The 2nd project step (August-October 2002) included the selection of the Development Team. This Team was trained in a number of contexts. We undertook a five day Study/Training visit of the Development Team to the UK, which included an element of project planning and also the training, related to the development of schools based micro reserves, developing active student and teacher resources and working with local communities. Further training was provided by the FSC in Kyrgyzstan by Jonathan Oldham.

There was no training in the 3<sup>rd</sup> project step

The 4th project step (February-March 2003) was devoted to workshops for 25 selected schools, which were delivered by 3 teams through 3 workshops 4 days workshops. These workshops were organized by Development Team with involvement of experts from FSC, Kyrgyz scientists and representatives from Ministry of Education and Ministry of Environment. We trained 53 teachers and each produced a development management plans for their Micro Reserves.

In the 5th project step (April 2003-April 2004) the project schools mostly were focused on the creation of the micro reserves. As a result during the year we worked with the schools and developed 25 management plans, 25 curriculum plans of using of micro-reserves in educational activity of schools and actually created 25 micro-reserves.

During this phase the DT members offered a high level of coaching support through regular visits to provide advice and support on the process of developing the management plans, creation of the reserves themselves and the development curricula programmes and activities. Different members of the DT undertook these visits depending on the advice and support that was needed by the SGL schools.

In the 6th project step (May 2004-February 2005) all 25 school micro-reserves had been created and were being maintained, improved and in some cases adapted. The monitoring of 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. Additional periodic monitoring was undertaken by local community groups. The solution of horticultural problems in the reserves was available through practical information, included in Teachers' Manual, and participation of teachers from project schools in ecological actions and visits to Institute of Forest of Kyrgyzstan.

This stage also involved teachers using the reserves for teaching according to their developed curriculum plans. Around 304 lessons and educational events were delivered. Some of these were observed by the DT who were available to provide advice and support.

The Teachers handbook, students' materials and project poster were also produced during this phase and this process involved intensive support and coaching from the FSC.

In the 7th project step (March 2005) (a) On 11-12 of March 2005 there was a seminar for teachers from project schools, called "Capacity building of schools of Kyrgyzstan in biodiversity conservation – phase 2", focused on sharing experience of project schools with each other in the sphere of biodiversity education in their micro reserves, discussing successes and lessons learned. The part of seminar was devoted to training of teachers to use the project posters in educational activity and discussions about exercises from Teachers' Manual.

In the 7th project step (April – September 2005) (a) In this step all 25 schools conducted workshops for teachers from other schools in their regions to disseminate ideas about biodiversity and sustainability.

The majority of the teacher's workshops included the following sessions:

- about "School Green Land" project,
- excursion to school micro reserve,
- about role of biodiversity and its role on the planet,
- about what is sustainable development,
- about school micro reserve as area for realisation of biodiversity education in school,
- about algorithm of micro reserve creation
- examples of lessons in micro reserves.

The members of DT took part in majority of these seminars and helped project school in development of the programmes, presentations and organisation of seminar's work.

(b) The other part of work at this project step was conduction of community based educational events at the reserves. In total - 63 events for local communities were held involving about 2500 people. The majority of these events included presentations of SGL project, visits to micro reserves, school festivals on biodiversity conservation, musical plays, morning performances in primary schools, open lessons for parents, mini-lections and activities on explaining the ideas about role of biodiversity and importance of its conservation to people from communities.

- **Research** - this should include details of staff, methodology, findings and the extent to which research findings have been subject to peer review.

In order to evaluate the impact of the project, we organised pre and post-project questionnaire surveys. In December 2002 and January 2003 we organized the pre-project questionnaire survey undertaken in a sample of schools, taking part in the project to establish baseline data on awareness and understanding of biodiversity and sustainable Development ideas. The total number of schools, which took part in the research, was 104 schools – 25 project schools and 79 schools from different regions of Kyrgyzstan, not involved in the project "School Green Land".

In May-September 2003 we also have received additional data from a baseline survey (mostly from schools not taking part in the project) during BIOM's research of ecological consciousness of teachers from different regions of the republic. In October –November 2003 the data of baseline survey were analysed and the first version of baseline research report produced. The questionnaire and main findings of pre-project survey were presented in previous Annual Reports to the Darwin Initiative.

In September 2005 the data for post-project survey, including interviews with representatives of local communities, teachers, parents, children and other users of the reserves were collected. The main purpose of post-project survey was to evaluate effectiveness of the micro reserves in both teaching and developing understanding of biodiversity. The questionnaire is presented in Appendix 6. The main findings of post-project survey will be available in January 2006.

Both steps of project surveys were implemented by members of DT, led by expert Glushkova Marina, who has a long experience in research projects and is often involved as an evaluation expert to UNDP programs – preparing annual National reports on Human Development. The FSC was also involved in preparing research reports.

- **Training and capacity building activities** – this should include information on selection criteria, content, assessment and accreditation.

The types of capacity building activities within the project and their content are described above. The Development Team was largely identified during the

project development stage. The School Green Land schools were selected through a competitive process. Schools had to complete an application form and answer specific questions designed to give BIOM an indication of their potential commitment to the project and their willingness to engage in educational innovation and change. The schools obviously also had to make a commitment to providing an areas of land for the biodiversity micro reserve, a commitment to development activities for communities and a commitment to maintain the area after the end of the project. Schools that were selected were visited by members of the DT and were required to sign an agreement with BIOM.

We didn't have specific selection criteria for the other teachers-participants of our seminars within the project. The only requirement for project school was to ensure participation of teacher-coordinator of project in school and 1 person from administrative staff of pilot school in all project seminars.

The assessment of trainings were implemented through questionnaire and further analysis of collected data.

We didn't have the special procedure of accreditation of our trainings.

## 5. Project Impacts

- What evidence is there that project achievements have led to the accomplishment of the project purpose? Has achievement of objectives/outputs resulted in other, unexpected impacts?

These evidences were described above in item 3 “Project Summary”. More detailed assessment will be available when the results of the post project survey have been analysed.

- To what extent has the project achieved its purpose, i.e. how has it helped the host country to meet its obligations under the Biodiversity Convention (CBD), or what indication is there that it is likely to do so in the future? Information should be provided on plans, actions or policies by the host institution and government resulting directly from the project that building on new skills and research findings.

The “School Green Land” project directly contributed to implementation of obligations under the Biodiversity Convention:

- **Article 13.** Public Education and Awareness - trainings for teachers, information campaigns, publishing of materials – Newsletter, posters, Manual, etc.
- **Article 9.** In-situ Conservation – creation of 25 micro reserves with models of local wild ecosystems.
- **Article 17.** Exchange of Information – exchange of information between British and local partners (during study visit to UK and all other steps of the project); local partners with each other – during meetings, seminars, etc within Kyrgyzstan; local and British partners with representatives of countries of Central Asia and other



- countries during international conferences, exchange of educational materials, etc.
- **Article 16.** Access to and Transfer of Technology – local partners were able to get information about algorithm and technology of micro reserve creation as well as many educational technologies on biodiversity education, including field studying.
  - **Article 6.** General Measures for Conservation & Sustainable Use – because it was possible to support the national platform of ESD in the country within the project through close work with schools in different regions of Kyrgyzstan, creation of network “Schools and communities of Kyrgyzstan for SD and biodiversity conservation”, conducting the first national Conference on ESD in the Country and other positive impacts, some members of project DT are going to be included in National Commission of Sustainable Development (sectors – “Biodiversity Conservation” and “Education”). In this connection it will be possible to ensure further promotion of work to integrate biodiversity content in school curricula, activity on creation of new school micro reserves and dissemination of other project achievements and results.

The project also contributed to implementation of the Kyrgyz National Plan and Strategy on Biodiversity Conservation, especially Section 3.2, which covers Ecological Education and specifically –

- 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 and
- E 5.2 To organise national and local actions on voluntary participation of the population in environment protection.

It is important to note, that information about School Green Land project was included in GEF/UNDP Report on National Assessment of opportunities on implementation of global ecological conventions "Analysis of intersectoral cooperation in realization of global ecological conventions".

- Please complete the table in Appendix I to show the contribution made by different components of the project to the measures for biodiversity conservation defined in the CBD Articles.

Please see Appendix I.

We have been able to get several concrete and sustainable results of capacity building activities within the project. As it was mentioned above, the capacity of “BIOM” and other NGO members involved in School Green Land project as members of DT, have very good status as specialists in the sphere of biodiversity conservation and biodiversity education.

The evidence of that is their involvement to different projects as experts and consultants on biodiversity. This includes work on new variant of Red book of Kyrgyzstan, preparation of the 3rd National Report on realisation of CBD in Kyrgyzstan, the “Eco net” project, organization of information campaigns on biodiversity protection for different groups of population and taking part in other education related activities. We believe that this Darwin project has created a independent cadre of people who now can develop their own biodiversity education initiatives.

In terms of capacity building activities for project schools, all 53 trained teachers now continue their work on developing new lessons plans, organisation of school and community events devoted to biodiversity conservation and support of school micro reserves. The visible changes in quality of biodiversity education in project schools have been noted in independent reports by Ministry of Education, Science and Youth policy of Kyrgyzstan and specialists of State Agency of environmental protection and forestry. Other evidences of raising teachers’ potential and quality of eco education in project schools is connected with approval of other organisations and experts in the sphere of education and environment. For example, project school in Tuz village got the 3rd place in 10th Republic Competition on best school projects on protection of environment, called "Sebat". The commission approved the school micro-reserve of wild nature (pond, areas with herbs, rock, etc.) and educational activity that the teachers conducted. The activity of project school in Ivanovka village the sphere of biodiversity education and work of “School Green Land” project is approved by Deputy of State Duma of Russian Federation.

Other evidence of teachers’ competence is that all 25 schools developed their curriculum plans and realised high percent of arrangements within it. More than 300 open lessons, actions, excursions, school competitions, festivals, and other educational events have been delivered. Besides, project schools organized more than 60 events with involvement of about 2500 people. Some more detailed data are presented below:

- The collection of **324** plans of educational events (lessons, excursions, school competitions, school festivals, etc.) as well as separate exercises and games, developed and realised by the teachers from the project schools on their micro-reserves.
- **63** meetings with local communities with total involvement of about **2500 people**, conducted by project schools.
- **27 seminars** for teachers from other schools with total involvement of **648 teachers from 296 schools and educational centres**.
- **25** school informational stands, devoted to the project "School Green Land".
- **14** Articles in mass-media, issued by project schools.
- **15 eco groups**, created in project schools.
- **4 schools** determined in including of ecological components to all school subjects.
- **2 new experimental program** – 1 - developed by school from Kichi-Jargylchak village on ecology for the 9-th form, where 10 hours are devoted to practical work on the territory of micro-reserve. The program was approved by Ministry

of Education in August 2003. In spring 2005 this school was also awarded for their work on micro-reserve as a winner of Ecological Competition for schools of Issyk-Kul region. 1 more program was developed by project school from Ak-Dobo village.

- Discuss the impact of the project in terms of collaboration to date between UK and local partner. What impact has the project made on local collaboration such as improved links between Governmental and civil society groups?

The collaboration between BIOM and FSC during project period brought many positive and valuable outcomes to both organizations. BIOM and the FSC developed a strong common philosophy of project management and also of approaches to education for sustainability that has strengthened the partnership. FSC contributed greatly to the substantial growth of BIOM team and their understanding of the relationships between the environment, economy and society.

The FSC also helped greatly in strengthening of the status of BIOM as an organisation and in improving links between BIOM as an NGO and government organisations. Due to assistance of FSC, BIOM's representatives were able to take part in two important events in the sphere of ESD – UNECE High Level Meeting of Environment and Education Ministries, where the UNECE Strategy of Education for SD was adopted (17-18 March, Vilnius, Lithuania) and World Summit on Ecological Education for SD (2-6 October, Turin, Italy). Participation in these events allowed BIOM not only to present the Darwin project in an international context but also to collect the recent information about ESD, disseminate it in the country and support the process of further participation of Kyrgyzstan in UNECE initiatives in the sphere of ESD promotion. BIOM's relationship with the Ministry of Environment is very strong, partly as a result of this Darwin project.

The partnership has also developed in other areas over the year with the FSC involving BIOM in development and realisation of Central Asian energy saving project, supported within PECE initiative. In year 2006 BIOM and FSC are also going to develop several joint project applications, including a Post Project Application to the Darwin Initiative and an application to the EU Civil Society Fund, IBPP.

The “School Green Land” project also made strong impact on local collaboration especially between Governmental and civil society groups. BIOM and other NGOs, involved in the project, strengthened their links with Ministry of Education, Governmental Agency of Environmental Protection and Forestry, the Kyrgyz Academy of Education, local departments of education, universities, schools, international agencies and many other organisations in different regions of Kyrgyzstan. As a result all four of the NGOs, involved in Darwin project now play a noticeable role in policy making process in the sphere of environment protection in Kyrgyzstan.

- In terms of social impact, who has benefited from the project? Has the project had (or is likely to result in) an unexpected positive or negative impact on individuals or local communities? What are the indicators for this and how were they measured?

There are many social groups in Kyrgyzstan that have benefited from “School Green Land” project

**NGO sector of Kyrgyzstan** – a group of eight specialists from different NGOs were able to raise their awareness and understanding of biodiversity issues and then during 3 years contribute to capacity building of their colleagues throughout the Republic through conducting of information campaigns, events, presentations and reports on national conferences, seminars and meetings. In total more than 1040 people from NGO sector were involved in information events of BIOM and other NGO members from the Development Team in north and south of Kyrgyzstan. The positive results of “School Green Land” project also influenced to positive image of NGOs activity in Kyrgyzstan.

**Schools of Kyrgyzstan, including:**

**25 pilot schools**, involved in the project - received training for their teachers, a new educational area (micro reserve of wild nature), new educational areas, ecological literature, more strong links with their communities and other benefits.

**About 300 (296) schools near pilot schools** – which received new educational materials (project posters), project Newsletters and took part in seminars, organized by project schools.

**About 1500 schools from different regions of Kyrgyzstan** - which received educational materials (project posters).

**Governmental organizations** (including Ministry of Education, Science and Youth Policy of KR, Governmental Agency of Environmental Protection and Forestry, Kyrgyz Academy of Education and local departments of education) - as they received strong support in promotion of ecological education in the country and meeting the responsibilities of Kyrgyzstan on CBD and National Plan on Biodiversity Conservation.

**Population from 25 local communities of Kyrgyzstan** – including people (more than 2500), who took part in information campaigns, organised by pilot schools, parents and schoolchildren, who benefited from concrete positive changes on school grounds, increased quality of education in schools for their children and through the opportunity to take part in biodiversity awareness raising events.

**Other groups** (including journalists, private sector, etc.)

## **6. Project Outputs**

- Quantify all project outputs in the table in Appendix II using the coding and format of the Darwin Initiative Standard Output Measures.

Please, see Appendix II.

- Explain differences in actual outputs against those in the agreed schedule, i.e. what outputs were not achieved or only partly achieved? Were additional outputs achieved? Give details in the table in Appendix II.

There are no differences in the planned and achieved outputs. Additional outputs are related to BIOM being involve other ecological projects to financing of the project

Conference (see details in item 8 “Project Operation and Partnerships”).

- Provide full details in Appendix III of all publications and material that can be publicly accessed, e.g. title, name of publisher, contact details, cost. Details will be recorded on the Darwin Monitoring Website database.

Please, see Appendix III.

- How has information relating to project outputs and outcomes been disseminated, and who was/is the target audience? Will this continue or develop after project completion and, if so, who will be responsible and bear the cost of further information dissemination?

The information about project outputs and outcomes was widely disseminated among different public groups.

During last 3 years we published **12 issues of project Newsletters** “School Green Land”, which was regularly distributed information about project among 25 pilot schools and other schools of Kyrgyzstan. Today it is the only environmental education related newsletter in Kyrgyzstan – albeit with a focus on Biodiversity.

Besides Newsletter the other mechanisms of dissemination are:

To date the total number of **publications in mass-media** of Kyrgyzstan is – 22 (11- published by members of DT and 11- by project schools). Some articles were issued in response to **2 press-conferences**, organised by BIOM in Aki-Press Center in Bishkek on 10-th of March and 20-th of October 2005, where the project posters and Teachers’ Manual and results of National Conference were presented. One of articles about results of “SGL” project was published in Times of Central Asia Newspaper in English (see the text in original newspaper)

**4 articles were published in mass media of the UK**, including articles in FSCEE Newsletter.

**2 articles were issued in Darwin Newsletter.**

In addition, **we have been interviewed 8 times in the Kyrgyz National TV-Radio Company and 4 video programmes** were recorded done during project period (2 – in Osh by initiatives of project school and member of DT on regional TV (“Osh-TV”), and 2 – on news on Central Kyrgyz TV by initiatives of BIOM).

The main dissemination event within the project was **Project Conference**. Because of contribution and participation of a number of partners, it was possible to organise a larger conference than simply a Darwin Project Dissemination event. As a result we hosted the first National Conference “Education for Sustainable Development in Kyrgyzstan ” in Bishkek 18-19 of October 2005 where we obviously showcased the Darwin project but also considered a range of other issues. More than 100 people – including teachers from 25 school of “School Green Land” project, SPARE schools, representatives of higher schools (institutes and universities), NGOs, regional Departments of Education and international organizations took part. The Ministry of Education and Ministry of Environment both strongly supported the event and took

part in the opening event of the Conference.

The promotion and presentation of School Green Land project was also made at the following **conferences and meetings**:

- Meeting with Minister of Environment of Norway in BIOM's office as part of his official visit to Kyrgyzstan - July 4, 2003.
- Conference on Ecological Education in Moscow - October 27-28, 2003.
- Meeting organised by Ministry of Education, and devoted to presentation of Conception of Ecological Education in Kyrgyzstan - October 29, 2003.
- Events at the 7th meeting of the Conference of parties of Biodiversity Convention in Kuala-Lumpur, Malaysia – 9th-20th February, 2004. As a result of their work on the Darwin and GEF Projects, BIOM were invited to be on the Kyrgyz Team at this Conference and discussions were held with attending DEFRA officers.
- The 3rd sub-regional Central Asian Conference on Eco education and ESD in Almaty, organised by Regional Ecological Centre of Central Asia (10- 11 of November, 2004);
- High Level Meeting of Environment and Education Ministries of the member states of the United Nations Economic Commission for Europe and NGO preparatory meeting to this event - Vilnius, Lithuania (17-18 of March, 2005).
- Seminar «Results of Central Asian project «Posters and Video on climate change», organized by Ministry of Ecology and Emergency Situations of KR (26-th of April, 2005).
- GEA International Eco Youth Conference in Asia Pacific Region on Millennium Development Goals and SD with focus on ESD, organized in Gifu (Japan) 2<sup>nd</sup> and 3rd of June, 2005.
- “ECO Asia” – High Level Meeting of Parliamentarians, Ministers and Vice-Ministers of environment from countries of Asia-Pacific Region, organized in Gifu (Japan) 2-3 of June, 2005.
- Meeting of experts – members of working group “Eco education” within project of the Dutch organisation Milieukontakt-Oost Europa on capacity building of ecological NGOs of Kyrgyzstan (18th of June, 2005)
- Working meeting on Regional Environment Centres 's project “Realisation of UN Decade on SD in Central Asia” in Almaty (4-th of July, 2005)
- Regional Conference of UNESCO “Voices of youth: qualitative education for all” in Almaty(on 26th of July).

As a result of our dissemination and promotion events many schools and NGOs from the countries of Central Asia and other NIS countries, have contacted us, interested in promoting a “School Green Land” kind of project in their own country. We have received many requested for information, project materials and publications. The dissemination activities of project outputs and outcomes will continue after project completion and BIOM will be responsible for this.



## **8. Project Operation and Partnerships**

- How many local partners worked on project activities and how does this differ from initial plans for partnerships? Who were the main partners and the most active partners, and what is their role in biodiversity issues? How were partners involved in project planning and implementation? Were plans modified significantly in response to local consultation?

The Ecological Movement “BIOM” (national-level NGO) was the main partner in the project, and 2 other NGOs were also involved as members of Development Team (NGO “Ananke” from Naryn and NGO “Institute of Humanitarian Protection” based in Bishkek). Two more experts from universities from Bishkek and Osh were also involved as DT members. The DT worked in close collaboration with other NGOs in the republic and governmental bodies, such as Ministry of Education, Science and Youth Policy of KR, Governmental Agency of Environmental Protection and Forestry, Kyrgyz Academy of Education, and local departments of education. The representatives of these bodies were involved in the project as consultants and took part in all significant steps of the project. All the partners have a role in biodiversity management, and BIOM’s significance has been described elsewhere in this report in terms of the positive relationship with the Ministry of Environment and BIOMs member of several key biodiversity and education Ministerial committees.

This grouping of partners and stakeholders does not differ from initial plans for partnership.

The most active partner was, as planned, BIOM. BIOM successfully managed to energise the other partners, and the role of the Ministry of Environment was greater than expected or could have been hoped for.

The plans and project schedule were not significantly changed, as all partners developed strong common vision of project realisation at the initial stages of work during the preparation of the proposal. Obviously during the project small modifications were made to aspects of the project such as timescale and so on, but there were no major changes.

The FSC delegated significant responsibility to BIOM. Although a relatively young NGO BIOM combines people with enthusiasm, a real understanding of biodiversity and sustainability issues, and a high level of organisation and responsibility. BIOM is an exceptionally reliable partner, and the amount of support and monitoring the FSC had to put into the project to “make sure things happened” was less with this project than many others the FSC manages. BIOM was significantly involved in project planning and monitoring and it has been BIOM that have drafted 90% of this report. The FSC’s role was mostly in correcting English language and grammar and adding small amounts of information!

- During the project lifetime, what collaboration existed with similar projects (Darwin or other) elsewhere in the host country? Was there consultation with the host country Biodiversity Strategy (BS) Office?



BIOM is an exceptionally active and well networked NGO in Kyrgyzstan and the Central Asian region as a whole. As a result the “School Green Land” project has been able to effectively collaborate with other projects, directed on biodiversity conservation and environment protection in Kyrgyzstan. These include:

- **The “West Tien Shan Biodiversity project”**, supported by GEF/World Bank Bank and the “Intergovernmental project on West Tien-Shan Biodiversity Conservation”, supported by TACIS. As a result of the success of our Darwin newsletter, these projects requested that BIOM produce a special Newsletter, devoted to Day of Biodiversity on 22nd May 2004. This included information about biodiversity of Kyrgyzstan and some practical advice for teachers on how they can celebrate this day in schools. The Newsletter was developed by BIOM and supported by GEF financially. The Newsletter was sent to all "School Green Land" project schools and other schools in Kyrgyz Republic and also featured the SGL project.

The other joint activity of BIOM and GEF during the 2003-2004 years was development of a book for teachers on the subject “Ecology” about biodiversity of Central Asia and ways of its protection. BIOM was asked to produce this book – again as a result of the Darwin project and again this was financed by GEF. The book was distributed among all the SGL pilot schools and other schools of Kyrgyzstan.

Good promotion of the project was organised during realization 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.

- **The project of “Soros-Kyrgyzstan”** Foundation on the publishing and distribution of the Kyrgyz Conception of Ecological Education of Kyrgyzstan. BIOM assisted in the development of the brochures and the text of Conception has now been distributed to all project schools.
- **The project of Regional Ecological Center of Central Asia** on development of Local Environment Action Plans. One of the LEAP project seminars was organised in Tuz village, and the SGL project school from Tuz was closely involved in the work of the seminar.
- **SPARE project.** There is an agreement that all schools of “School Green Land” project will become the part of network of SPARE school in Kyrgyzstan. This is a network of energy saving schools. Membership of this network will provide ongoing opportunities to network and receive professional development. SPARE contributed 2400\$ to project Conference in October 2005.

- **Project of the Dutch NGO - Milieukontakt-Oost Europa “Capacity building of ecological NGOs in Kyrgyzstan”**, supported by TACIS (IBPP program) The working group on Eco education of this Milieukontakt project contributed 3000\$ to project Conference in October 2005 and supported the issuing of publication with materials of this conference.

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**.

Within other Central Asian project “Water as a source of life”, supported by Headley Trust, several schools, taking part in “SGL” project, were able to take part in **“Water as a source of life” project**, get training and use the principles of sustainable water consumption in schools micro-reserves.

This close relationship and synergy with other projects were not planned at the start of our Darwin Initiative project.

Kyrgyzstan does not have such a specific structure as a Biodiversity Office but throughout the whole project period we have worked closely with Ministry of Environment and Emergency Situations and Governmental Forest Service and national focal point in this service, who were responsible for CBD implementation in Kyrgyzstan.

- How many international partners participated in project activities? Provide names of main international partners.

The main international partner within “School Green Land” project was Field Studies Council.

- To your knowledge, have the local partnerships been active after the end of the Darwin Project and what is the level of their participation with the local biodiversity strategy process and other local Government activities? Is more community participation needed and is there a role for the private sector?

The project has only just ended and the partnerships are continuing. The FSC and BIOM have continued cooperation in a number of areas, and BIOM is continuing to work with local partners. As a result of suggestions from a number of Universities that have taken part in elements of the project, BIOM and the FSC have submitted a Post Project Proposal to development the teacher training aspect of this project working with initial teacher training departments at University level to create a long term Biodiversity education component of the degree course followed by students training to be Biology teachers.

The level of working with both national and local government has increased over the project and it remains to be seen whether this continues. Having said that there is no reason why it should not. The government bodies seem to have a secure relationship with the organisations involved in the SGL project.

Obviously it would be good to have a greater level of community participation in the biodiversity education activities the SGL schools are promoting. A greater role for the private sector is not necessarily needed, but would be welcome, especially if it brought with it financial support. The private sector in Kyrgyzstan are also in need of a greater awareness and understanding of biodiversity related issues but it was not the goal of this project to address these.

## 9. Monitoring and Evaluation, Lesson learning

- Please explain your strategy for monitoring and evaluation (M&E) and give a outline of results. How does this **demonstrate** the value of the project? E.g. what baseline information was collected (e.g. scientific, social, economic), milestones in the project design, and indicators to identify your achievements (at purpose and goal level).

We have largely followed the monitoring processes outlined in the proposal. The main strategy for monitoring has been on regular and personal contact by members of the Development Team with the schools through telephone conversations and visits comparing the action plans that were jointly developed with actual progress and focusing on progress towards achievement of the outputs and outcomes.

The focus of the 3rd year of the project has been on supporting the development educational plans of project schools, using the created micro-reserves in educational activity, sharing experience with other schools in the republic and events in communities. The FSC has monitored the project through visits at key stages, meetings with the BIOM Team and through regular contact through email (b and a in the proposal). The FSC Project Manager has submitted progress Report to the FSC Chief Executive who then reported to the Scientific and Education Committee (e). BIOM has also had discussions with the Ministry of Education and Ministry of Environment and kept them informed about the progress of the project (c and d). Regular meetings have been held with the Development Team (d). BIOM has taken responsibility themselves to ensure that the project outcomes are met. This has involved frequent contact with the 25 project schools through visits and contact by email. These visits focused on detailed feedback and discussions about the micro reserves that the schools have planned and suggestions for activities that teachers could do using the reserves (g).

Our evaluation has focused on (a) pre and post project surveys to demonstrate changes in knowledge, values and attitudes, and (b) development of lessons plans and evidence that these have taken place by the teachers (c) development of the micro reserve and (d) running community events and evidence that these have taken place. We have also compared the achievement of the biodiversity micro-reserve against the management plan.

- What were the main problems and what steps were taken to overcome them?

No significant problems occurred in the delivery of the project other than those normally experienced – such as some schools missing deadlines and so on. The only aspect of the project that the SGL schools found more difficult than expected was the planning of the micro-reserve for biodiversity - as opposed to just having a school garden! This problem was overcome through further training being provided to the SGL network.

No significant problems have occurred in the project management that had an impact on the outputs outcomes and achievements. This has largely been as a result of the fact that partnership ground rules were worked out at the start of the project. BIOM and the FSC share a strong common philosophy of project management and also of approaches to education for sustainability that has strengthened the partnership.

Having said that Kyrgyzstan did experience a peaceful revolution in the first half of 2005 and this meant that the project had to be put on hold for about three months. After the revolution there were several changes of personnel in the Ministries of Environment and Education, but they did not have a significant impact on the project.

- During the project period, has there been an internal or external evaluation of the work or are there any plans for this?

We have focused mostly on internal evaluation by the Project Manager and Development Team. We did contract some external monitoring by the Kyrgyz Academy of Education to look at the educational components of the project and Ministry of Environment to consider the biodiversity aspects of the project. Verbal reports were given by both organisations.

- What are the key lessons to be drawn from the experience of this project? We would welcome your comments on any broader lessons for Darwin Initiative as a programme or practical lessons that could be valuable to other projects, as we would like to present this information on a website page.

Our project is possibly different to many other Darwin projects as it has education at its heart, with the core goal of integrating effective biodiversity learning into young people's education experiences. The creation of the micro biodiversity reserves gives a context for this. There are few lessons that we can pass on to the Darwin Initiative with relation to the actual management and delivery of the project – however we would like to take this opportunity to stress our general learning about the importance of education in creating a more environmentally literate society.

Education is a long term process and it will take some time before the full results of any project can be observed. It is therefore important for education projects that they are not one time interventions as these will produce little impact. It is important that systems are created to ensure the ongoing and sustainable implementation of programmes, the use of curriculum resources and so on.

It is this concern that stimulated our application for a Post Project Darwin funding to develop an initial teacher training module on biodiversity education for all those

students training to be biology teachers. This will help to continue the impact of our original Darwin project and also provide the basis for ensuring that all new biology teachers entering the classroom will have the capacity to integrate biodiversity education into their programmes.

## **10. Actions taken in response to annual report reviews (if applicable)**

- Have you responded to issues raised in the reviews of your annual reports? Have you discussed the reviews with your collaborators? Briefly summarise what actions have been taken over the lifetime of the project as a result of recommendations from previous reviews (if applicable).

Yes, we have responded to issues raised in the reviews of our previous years annual reports and discussed it with FSC. The review comments were generally positive and appreciated by the FSC and BIOM. The key issues raised were

- The need to strengthen the content of Manual for teachers to support SGL schools that might experience horticultural problem when creating and maintaining the biodiversity micro reserves.
- The need to present data in a more comparative way in our baseline survey report. The new version of the report was submitted to Darwin in 2004.
- We also made correction to our schedule of issuing of project Newsletters and now we have got 12 project Newsletters, to correspond to the baseline timetable.
- We also provided all additional documents, information and pictures, required by reviewers.

## **11. Darwin Identity**

- What effort has the project made to publicise the Darwin Initiative, e.g. where did the project use the Darwin Initiative logo, promote Darwin funding opportunities or projects? Was there evidence that Darwin Fellows or Darwin Scholars/Students used these titles?

We believe that we have been successful in promoting the Darwin Initiative

The initial information about biodiversity was circulated to all schools in the country in the form of a special newsletter. All 2032 schools received an attractive full colour Newsletter, which included the description of the project, rules of competition for schools, and also the information about Darwin Foundation, FSC and BIOM. Thus, instead of the usual process of distributing information to schools, we used a PR company and the high level (almost 100 %) of information distribution among the target group of the project was reached.

At the beginning of the project each of 25 pilot school organised a small information campaign, directed on distribution of the information about project in their local communities. For this purpose they created special information stands in their schools in a prominent place (with logos of Darwin initiative, BIOM and FSC on them), made broadcast appeals, organised meetings with representatives of local community, published the articles about project in school newspapers and so on. The SGL school

leaders were given instructions and a short training about promoting the Darwin Initiative and the SGL brand name.

During the whole project period we also used Darwin logos in all project Newsletters, Teachers Manual, posters, brochures and other production, published within the project.

The Darwin logo was also put on Agendas of all events, organised by BIOM and FSC within “School Green Land project”

All school micro reserves also have special signs by the reserve to promote Darwin identity. In July 2005 the signs for school micro reserves were developed and produced. The sign includes the name “School micro reserve”, logos of Darwin Initiative, FSC, BIOM, project logo, short information about network of 25 project schools and purposes of school micro reserve.

The other measures to ensure Darwin identity are marked in description of dissemination activities (item 6).

It is important to note, that information about School Green Land project and Darwin Initiative was included in GEF/UNDP Report on National Assessment of opportunities on implementation of global ecological conventions "Analysis of inter-sectoral cooperation in realisation of global ecological conventions" (the text was included in Annual Report 2005). The Darwin project is also going to be included as good practice in National Report on progress of Kyrgyz Republic in the sphere of Sustainable Development.

- **What is the understanding of Darwin Identity in the host country? Who, within the host country, is likely to be familiar with the Darwin Initiative and what evidence is there to show that people are aware of this project and the aims of the Darwin Initiative?**

After realisation of “School Green Land ” project there is much more understanding of Darwin Identity amongst NGOs, Schools, Universities and Ministries. It is probably fair to say, that at least 90% of those directly involved in the project would recognise Darwin Initiative support for the project, and would know that this is a UK government source of funding for biodiversity conservation. Having said that have no hard evidence for this and have not conducted any specific evaluation. We are confident that those at a senior level in the Ministry of Education and Ministry of Environment are aware of the Darwin Initiative.

- **Considering the project in the context of biodiversity conservation in the host country, did it form part of a larger programme or was it recognised as a distinct project with a clear identity?**

The “School Green Land” project is recognised as a distinct project with a clear identity – the name and logos are well know in the appropriate education and environment spheres, and over its life time the project has almost achieved the status of a recognised “brand”. BIOM intend to build on this.

## 12. Leverage

- During the lifetime of the project, what additional funds were attracted to biodiversity work associated with the project, including additional investment by partners?

During lifetime of the project we were able to attract additional funds for project realisation. The communities raised some funding for the creation of the reserve. On average this was at least 50\$ per each reserve in cash. Taking money, materials, expert assistance or other resources altogether each reserve raised around 1250\$ in total.

More than 5400\$ of additional money was raised because of contribution of other projects to Conference in October 2005:

- ***SPARE project*** – there is an agreement now, that all schools of “School Green Land” project will become the part of network of SPARE school in Kyrgyzstan. This will help them to improve the component of saving energy and using of alternative energy in their school buildings. The SPARE contributed 2400\$ to project Conference in October 2005.
- ***Project of Dutch NGO - Milieukontakt-Oost Europa “Capacity building of ecological NGOs in Kyrgyzstan”***, supported by TACIS (IBPP program). There is a working group on Eco Education in project of Milieukontakt. The project also contributed 3000\$ to project Conference in October 2005 and issuing of publication with materials of this conference.

The total amount of actual money raised was 6650 US\$. Counting money and in kind resources was approximately 25000 US\$.

- What efforts were made by UK project staff to strengthen the capacity of partners to secure further funds for similar work in the host country and were attempts made to capture funds from international donors?

During project period our UK partners made significant efforts to attract further funds that would support the SGL initiatives. Four joint project proposals have been developed, and one of them is now submitted to Japan Keidanren Conservation Fund. In year 2006 BIOM and FSC are also going to develop several joint project applications, including EU Civil Society Fund, IBPP. As a result of ideas put forward by the Universities that took part in different components of the project we have also made a submission for Post-Project funding from the Darwin Initiative.

## 13. Sustainability and Legacy

- What project achievements are most likely to endure? What will happen to project staff and resources after the project ends? Are partners likely to keep in touch?

There are a number of BIOM outputs and outcomes from the project that are sustainable and that have left a lasting legacy in Kyrgyzstan.

At a national scale the project has firmly established biodiversity education within the minds of decision makers in the Ministry of Education and Ministry of Environment, and through the project, BIOM and their partners have gained a positive reputation

with the Ministries. The NGO has successfully lobbied the Ministries for education for sustainable development (and within that biodiversity education) to have a greater status in the school curriculum, and as a result have been asked to join the joint committee that is overseeing the implementation of the UNECE ESD strategy in Kyrgyzstan. Hence they are able to continue to influence the process in the future and ensure a high profile for biodiversity education.

In terms of the concrete achievements of the project, BIOM is committed to ensuring their continuation and is making every effort both through practical and moral support!

- (a) BIOM is confident that the 25 micro reserves will continue in the SGL schools and will be used for teaching purposes and for community activities. There is evidence that this is happening since the end of the project.
- (b) BIOM plans to use the micro-reserves as well as the trained teachers from 25 project schools in order to create the network of schools “For Biodiversity Conservation”. This process has already started as we have begun to establish the project schools as regional Educational Centres, which can conduct educational events for teachers of all regions of Kyrgyzstan, organise ecological actions and companies, work with communities, issuing of ecological publications, etc. BIOM is going to support this network, develop and coordinate its activity.
- (c) “Biodiversity Conservation” is now the first step in developing the ecological activity in project schools/communities and BIOM plans to involve the SGL schools in another projects (“Developing of Local Agendas-21 for School and Communities”, “Energy and Water resources protection”, “Developing of Alternative Energy in Kyrgyzstan”, etc.) in order to develop the SGL network and start to build 25 Schools of Sustainable Development, which can become “ Good practice examples” and help to make conditions for developing of Ecological Education in Kyrgyzstan.
- (d) BIOM also plan to continue to issue project Newsletter and send it to project schools to support them in realisation and development of biodiversity education in school micro reserves
- (e) The resources we have produced through the project will have a life of at least five years. We managed to produce more posters than planned to ensure that all schools in the country received a set.

The project has a high profile in Kyrgyzstan and has been effectively publicised. The Ministry of Education, Ministry of Environment and Kyrgyz Academy of Education are openly enthusiastic and closely involved in the project. Links with other projects are exceptionally strong.

The FSC is more than confident that in BIOM there is an expert and stable NGO, more than capable of developing the work of biodiversity education. BIOM is going



to continue working with project schools and communities both in the field of biodiversity conservation and Sustainable Development.

- **Have the project's conclusions and outputs been widely applied? How could legacy have been improved?**

We have answered this question above. The project has had a national impact and the outputs far more widely applied than was initially envisaged in the project, especially in terms of access to resources, and the numbers of teachers trained by the project both directly by the Development Team and through the dissemination workshops held by the schools. We really don't think that the legacy could have been improved.

- **Are additional funds being sought to continue aspects of the project (funds from where and for which aspects)?**

The FSC, BIOM and three Universities in Kyrgyzstan have made an application for a Darwin Post Project to follow up some of the achievements of the project. The teacher training was particularly successful and as a result the Universities want to develop a biodiversity education module as part of the initial teacher training for biology students training to be teachers. They also wish to create micro reserves in the University grounds and use the SGL as teaching and demonstration schools.

As it was mentioned above, we raised the possibility of further support for some project activities from Japan Keidanren Conservation Fund. It is about 70 000\$ for further support of micro reserves and direct activities of pilot school/NGO in Issyk-Kul, Naryn and Jalalabat regions on conservation of 3 types of unique ecosystems of Kyrgyzstan – sea-buckthorn bushes, juniper forests, nut forests. We expect to be informed about results in March 2006.

#### **14. Value for money**

- **Considering the costs and benefits of the project, how do you rate the project in terms of value for money and what evidence do you have to support these conclusions?**

We consider that this project has been excellent value for money because of both the short term impact and the long term benefits. We have produced a significant number of long term outputs. In total we have trained around 750 teachers directly, and the SGL schools have worked with at least three classes of children using the biodiversity reserves meaning a total of around 2250 children have experienced higher quality biodiversity education through the reserves as a minimum. This is an investment of around 40GBP per person during the project as a maximum which reduce year after year as the micro reserves continue to be used.

Not only in terms of numbers directly involved – but all schools in the country have received copies of key resources such as the posters and BIOM is strategically placed to have a long term impact on biodiversity education.

## **Appendix I: Project Contribution to Articles under the Convention on Biological Diversity (CBD)**

Please complete the table below to show the extent of project contribution to the different measures for biodiversity conservation defined in the CBD Articles. This will enable us to tie Darwin projects more directly into CBD areas and to see if the underlying objective of the Darwin Initiative has been met. We have focused on CBD Articles that are most relevant to biodiversity conservation initiatives by small projects in developing countries. However, certain Articles have been omitted where they apply across the board. Where there is overlap between measures described by two different Articles, allocate the % to the most appropriate one.

<b>Project Contribution to Articles under the Convention on Biological Diversity</b>		
<b>Article No./Title</b>	<b>Project %</b>	<b>Article Description</b>
<b>6. General Measures for Conservation &amp; Sustainable Use</b>	5 %	Develop national strategies that integrate conservation and sustainable use.
<b>7. Identification and Monitoring</b>	0%	Identify and monitor components of biological diversity, particularly those requiring urgent conservation; identify processes and activities that have adverse effects; maintain and organise relevant data.
<b>8. In-situ Conservation</b>	0%	Establish systems of protected areas with guidelines for selection and management; regulate biological resources, promote protection of habitats; manage areas adjacent to protected areas; restore degraded ecosystems and recovery of threatened species; control risks associated with organisms modified by biotechnology; control spread of alien species; ensure compatibility between sustainable use of resources and their conservation; protect traditional lifestyles and knowledge on biological resources.
<b>9. Ex-situ Conservation</b>	20%	Adopt ex-situ measures to conserve and research components of biological diversity, preferably in country of origin; facilitate recovery of threatened species; regulate and manage collection of biological resources.
<b>10. Sustainable Use of Components of Biological Diversity</b>	0%	Integrate conservation and sustainable use in national decisions; protect sustainable customary uses; support local populations to implement remedial actions; encourage co-operation between governments and the private sector.
<b>11. Incentive Measures</b>	0%	Establish economically and socially sound incentives to conserve and promote sustainable use of biological diversity.

<b>12. Research and Training</b>	<b>15%</b>	Establish programmes for scientific and technical education in identification, conservation and sustainable use of biodiversity components; promote research contributing to the conservation and sustainable use of biological diversity, particularly in developing countries (in accordance with SBSTTA recommendations).
<b>13. Public Education and Awareness</b>	<b>45%</b>	Promote understanding of the importance of measures to conserve biological diversity and propagate these measures through the media; cooperate with other states and organisations in developing awareness programmes.
<b>14. Impact Assessment and Minimizing Adverse Impacts</b>	0%	Introduce EIAs of appropriate projects and allow public participation; take into account environmental consequences of policies; exchange information on impacts beyond State boundaries and work to reduce hazards; promote emergency responses to hazards; examine mechanisms for re-dress of international damage.
<b>15. Access to Genetic Resources</b>	0%	Whilst governments control access to their genetic resources they should also facilitate access of environmentally sound uses on mutually agreed terms; scientific research based on a country's genetic resources should ensure sharing in a fair and equitable way of results and benefits.
<b>16. Access to and Transfer of Technology</b>	<b>5%</b>	Countries shall ensure access to technologies relevant to conservation and sustainable use of biodiversity under fair and most favourable terms to the source countries (subject to patents and intellectual property rights) and ensure the private sector facilitates such access and joint development of technologies.
<b>17. Exchange of Information</b>	<b>10%</b>	Countries shall facilitate information exchange and repatriation including technical scientific and socio-economic research, information on training and surveying programmes and local knowledge
<b>19. Bio-safety Protocol</b>	0%	Countries shall take legislative, administrative or policy measures to provide for the effective participation in biotechnological research activities and to ensure all practicable measures to promote and advance priority access on a fair and equitable basis, especially where they provide the genetic resources for such research.
<b>Total %</b>	<b>100%</b>	<b>Check % = total 100</b>

**Appendix II Outputs**

Please quantify and briefly describe all project outputs using the coding and format of the Darwin Initiative Standard Output Measures.

(*Outputs 15, 18 and 19*); 10. *Newsletter (12 issues) (Output 16)*.

<b>Code</b>	<b>Total to date (reduce box)</b>	<b>Detail (←expand box)</b>
<b>Training Outputs</b>		
6a	Number of people receiving other forms of <b>short-term</b> education/training (i.e not categories 1-5 above)	<ul style="list-style-type: none"> <li>• Development Team of 8 people, made up from BIOM, 2 other NGOs and 2 university teachers, was trained (the representatives from Ministry of Education and Ministry of Environment were involved in project as consultants)</li> <li>• 53 trained teachers and people- field guides, able to work with local communities, (at least 2 for each reserve to allow educational use) trained</li> <li>• 648 teachers trained (more than the 250 planned) in other 296 schools</li> </ul>
6b	Number of training weeks not leading to formal qualification	<p>More, than 5 weeks: One week training for DT members in UK in October 13-20, 2002 conducted</p> <ul style="list-style-type: none"> <li>• 3 week training for DT members, conducted during visits of FSC consultants to Kyrgyzstan</li> <li>• One week School/Community leader training for people/ teachers from pilot schools (3, 2 and 2-days seminars) in February-March 2003 conducted</li> <li>• 25 3-days workshops for other teachers in pilot school conducted.</li> <li>• 63 meetings with local communities with total involvement of about 2500 people, conducted by project schools.</li> <li>• 27 seminars for teachers from other schools with total involvement of 648 teachers from 296 schools and educational centres</li> <li>• 2 days training for teachers from pilot schools on experience exchange on using micro reserve in educational activity (in March 2005) conducted by DT</li> </ul>
7	Number of types of training materials produced for use by host country(s)	<p>6 types of training materials (in Russian) produced:</p> <ul style="list-style-type: none"> <li>• Training materials for training in UK (handouts) produced</li> <li>• Training materials for School/Community leader training (handouts) produced</li> <li>• Manual for teacher on biodiversity conservation and ESD published</li> <li>• 2 educational posters on biodiversity conservation published</li> <li>• Training materials for teacher training on experience exchange in the sphere of using micro reserve in school educational activity (handouts) produced</li> <li>• Brochure “Micro reserve on school ground” published</li> </ul>
<b>Research Outputs</b>		
8	Number of weeks spent by UK project staff on project work in host country(s)	This was as per the project proposal. Visits were made by James Hindson, Ken Webster and Jonathan Oldham.

<b>Code</b>	<b>Total to date (reduce box)</b>	<b>Detail (←expand box)</b>
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (s)	25 management plans of school Biodiversity micro reserves produced
10	Number of formal documents produced to assist work related to species identification, classification and recording.	<ul style="list-style-type: none"> <li>• 1 Handbook for teachers on biodiversity conservation and ESD (237 pages)</li> <li>• 1 project poster on biodiversity (more than 1000 copies)</li> <li>• 1 educational poster on biodiversity for students (more than 1000 copies)</li> <li>• 25 packets of location specific information materials, prepared for each pilot school, produced</li> </ul>
<b>Dissemination Outputs</b>		
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work	2 press-conferences (in March and October 2005) One national dissemination project Conference – 18-19 of October 2005
14b	Number of conferences/seminars/workshops <b>attended</b> at which findings from Darwin project work will be presented/ disseminated.	At least 15
15a	Number of national press releases or publicity articles in host country(s)	11 (more than planned)
15b	Number of local press releases or publicity articles in host country(s)	11 (more than planned)
15c	Number of national press releases or publicity articles in UK	0
15d	Number of local press releases or publicity articles in UK	0
16a	Number of issues of newsletters produced in the host country(s)	12 issues of project Newsletter “School Green Land” produced
16b	Estimated circulation of each newsletter in the host country(s)	12 issues of Newsletter (100 copies of each), distributed among project schools and other schools of the Republic
17a	Number of dissemination networks established	One Biodiversity Network of 25 Schools
18a	Number of national TV programmes/features in host country(s)	2

<b>Code</b>	<b>Total to date (reduce box)</b>	<b>Detail (←expand box)</b>
18c	Number of local TV programme/features in host country	2
19a	Number of national radio interviews/features in host country(s)	8
19c	Number of local radio interviews/features in host country (s)	5
<b>Physical Outputs</b>		
20	Estimated value (£s) of physical assets handed over to host country(s)	£1505.00
21	Number of permanent educational/training/research facilities or organisation established	15 youth eco groups was created by initiatives of project schools
22	Number of permanent field plots established	25 Biodiversity micro reserves in each 25 schools created
23	Value of additional resources raised for project	The amount of raised money – 6650\$ The communities raised some funding for the creation of the reserve (on average at least 50 \$ per each reserve – measured in money, materials, expert assistance or other resources) – it is 1250 \$ in total More then 5400 \$ of additional money were raised because of contribution of other projects to Conference in October 2005 .

**15. Appendix III: Publications**

Provide full details of all publications and material that can be publicly accessed, e.g. title, name of publisher, contact details, cost. Details will be recorded on the Darwin Monitoring Website Publications Database that is currently being compiled.

Mark (\*) all publications and other material that you have included with this report

<b>Type *</b> (e.g. journals, manual, CDs)	<b>Detail</b> (title, author, year)	<b>Publishers</b> (name, city)	<b>Available from</b> (e.g. contact address, website)	<b>Cost £</b>
Newsletter 1	“School Green Land”, BIOM, 2002	BIOM, Bishkek	BIOM’s address	free
Newsletter 2	“School Green Land”, BIOM, 2003	BIOM, Bishkek	-	free
Newsletter 3	“School Green Land”, BIOM, 2003	BIOM, Bishkek	-	free
Newsletter 4	“School Green Land”, BIOM, 2003	BIOM, Bishkek	-	free
Newsletter 5	“School Green Land”, BIOM, 2003	BIOM, Bishkek	-	free
Newsletter 6	“School Green Land”, BIOM, 2004	BIOM, Bishkek	-	free
Newsletter 7	“School Green Land”, BIOM, 2004	BIOM, Bishkek	-	free
Newsletter 8	“School Green Land”, BIOM, 2004	BIOM, Bishkek	-	free
Newsletter 9	“School Green Land”, BIOM, 2004	BIOM, Bishkek	-	free
Teacher’s Manual	“School Green Land”, BIOM, 2005	BIOM, Bishkek	-	free
Project poster for children	“Biodiversity-diversity of life”, BIOM, 2005	BIOM, Bishkek	-	free
Project poster for teachers	“School Green Land”, BIOM, 2005	BIOM, Bishkek	-	free
Newsletter 10	“School Green Land”, BIOM, 2005	BIOM, Bishkek	-	free
Newsletter 11	“School Green Land”, BIOM, 2005	BIOM, Bishkek	-	free
Newsletter 12	“School Green Land”, BIOM, 2005	BIOM, Bishkek	-	free
Brochure	“Microreserve on school ground”, BIOM, 2005	BIOM, Bishkek	-	free
Manual for teachers on biodiversity conservation and sustainable development	“In the workshop of subject “Ecology””, BIOM, 2005	BIOM, Bishkek	-	free

**16. Appendix IV: Darwin Contacts**

To assist us with future evaluation work and feedback on your report, please provide contact details below.

<b>Project Title</b>	School Green Land
<b>17. Ref. No.</b>	162/11/024
<b>UK Leader Details</b>	
Name	“Field Studies Council”
Role within Darwin Project	Overall management of the project, training of project Development Team, consultations, development of project publications, monitoring visits to Kyrgyzstan.
Address	FSCEE Preston Montford Shrewsbury Shropshire SY4 1HW UK
Phone	Tel: +44 1743 852160
Fax	Fax: +44 1743 852101
Email	fscee@field-studies-council.org
<b>Other UK Contact (if relevant)</b>	No
<b>Partner 1</b>	
Name	Ecological Movement “BIOM”
Organisation	NGO
Role within Darwin Project	Project management in Kyrgyzstan, coordination of work of project Development Team, coordination of work of school/community network “Schools of Kyrgyzstan for Sustainable Development and biodiversity conservation”, development of project publications.
Address	720001 Kyrgyzstan, Bishkek, Kyrgyz National University 328 Abdymomunova st. Room No.105
Fax	Phone/fax: (996-312)-655338
Email	E-mail: biom@infotel.kg
<b>Partner 2 (if relevant)</b>	<b>No</b>



### 19. Appendix V: Original Logical framework

<i><b>Project summary</b></i>	<i><b>Measurable indicators</b></i>	<i><b>Means of verification</b></i>	<i><b>Important assumptions</b></i>
<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 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. 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. 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. Programme of community activities and attendance at events</p>	<p>Attendance Lists, Training documentation, 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>

Darwin Initiative

**Final Report – School Green Land Project Kyrgyzstan (Project number 162/11/024)**

Field Studies Council UK, BIOM NGO Kyrgyzstan

<p><b>Activities</b></p> <p>Establishment of a Development Team          Training courses for Development Team          Selection of Schools/Communities          Baseline Survey          Training for Schools/Communities          Development of Biodiversity Micro Reserves and Management Plans          Activities based on the Micro Reserves by communities and schools.          Review and Evaluation          Dissemination Conference.</p>	<p><b>Inputs</b></p> <p>Salaries-£61800          Rents, rates etc - £2250          Office - £2750          Travel and Subsistence - £34800          Printing - £9425          Conference £2500          Equipment - £1500          Micro Reserve Support - £6250  <b>Total - £121275</b> over three years.</p>	<p>Regular invoicing and payment records           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>
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Darwin Initiative

**Final Report – School Green Land Project Kyrgyzstan (Project number 162/11/024)**

Field Studies Council UK, BIOM NGO Kyrgyzstan