

# Darwin Initiative for the Survival of Species

## Annual Report

### 1. Darwin Project Information

<i>Project Ref. Number</i>	162/12/032
<i>Project Title</i>	Supporting the Development of Nature Conservation Education in Bulgaria
<i>Country(ies)</i>	UK, Bulgaria
<i>UK Contractor</i>	Field Studies Council
<i>Partner Organisation(s)</i>	TIME Ecoprojects foundation
<i>Darwin Grant Value</i>	£131000
<i>Start/End dates</i>	1.09.2003 – 1.09.2006
<i>Reporting period (1 Apr 2004 to 31 Mar 2005) and report number (1,2,3..)</i>	1 September 2004 – 1 April 2005 Report 2
<i>Project website</i>	<a href="http://www.time-foundation.org">www.time-foundation.org</a>
<i>Author(s), date</i>	Dr James Hindson, FSC, Nadya Boneva, TIME, April 2005

Abbreviation - NCE - Nature Conservation Education

### 2. Project Background

- *Briefly describe the location and circumstances of the project and the problem that the project aims to address*

Environmental Education is listed as fourth priority for immediate action and support in the Biodiversity Strategy of Bulgaria. The strategy acknowledges that “much more time and energy is needed to be devoted to environmental education at all levels. This is a long-term undertaking, but immediate steps can be taken to begin the process. These steps include developing a national strategy for environmental education; appointing an advisory group of scientists, educators, and conservationists to provide guidance and advice in the design of curricula involving biological diversity and its conservation; and supporting opportunities for Bulgarians to interact with environmental educators in other countries.”

The purpose of the project is to build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum.

The specific objectives are:

1. To develop an understanding of nature conservation education that is set within the context of sustainable development
2. To build the capacity of the education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum
3. To build the material and human resource support to enable effective NCE to take place in schools.

### 3. Project Purpose and Outputs

- *State the purpose and outputs of the project. Please include your project logical framework as an appendix and report achievements and progress against it (or, if applicable, against the latest version of the logframe).*
- *Have the outputs or proposed operational plan been modified over the last year, for what reason, and have these changes been approved by the Darwin Secretariat? (Please note that any intended modifications should be discussed with the Secretariat directly rather than making suggestions in this report).*

#### Purpose

To build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum

#### Outputs

1. A body of educators able to develop deliver and support effective NCE into the formal school curriculum.
2. A NCE Policy approved by the Ministries of Education and Environment
3. NCE Teacher Training Module used for Teacher Training in NE Bulgaria.
4. An NCE Text Book and supporting resources published and used in Schools in NE Bulgaria.
5. An operational NCE Network
6. Publicity for the project

See table 1 Logical Framework

There were no changes during the reporting period

### 4. Progress

- *Please provide a brief history of the project to the beginning of this reporting period. (1 para)*

The first year of the project focused on the -

- (a) Creation of the four Working Groups related to each of the components of the project.
  - (b) Training of the Working Groups, both in the UK and Bulgaria
  - (c) Discussions with Ameco and Borrowed Nature to coordinate the Matra funded project with the Darwin Initiative Project.
  - (d) Initial planning for the outputs and outcomes for the four components.
- *Summarise progress over the last year against the agreed baseline timetable for the period and the logical framework (complete Annex 1). Explain differences including any slippage or additional outputs and activities.*

And -

- *Provide an account of the project's achievements during the last year. This should include concise discussion on methodologies and approaches by the project (e.g. research, training, planning, assessment, monitoring) and their consequences and impacts as well as results. Please **summarise** content on methodologies and approaches, and, if necessary, provide more detailed information in appendices (this may include cross-references to attached publications).*

See Annex 1

#### 1. Policy Working Group

##### 1.1 Working Group Meetings

The WG Policy has held 10 meetings. Decisions and agreement are listed in minutes of the meetings. These are available on request. The WG -

- Collected information about the current situation and legal framework of education, and trends about the development of NCE, environmental education and Education for Sustainable Development (ESD).
- Reviewed and specified the contents and definitions of terms associated with NCE and ESD.
- Discussed the structure and contents of the framework document for NCE in the context of ESD in Bulgaria. (see Appendix I)

The members of WG developed the content for the framework document, “Program to support Education for Sustainable Development (ESD) in Bulgaria”. To begin with, the WG reviewed and specified the contents of each part of the framework document for ESD in Bulgaria, than a SWOT analysis of the current situation for ESD was executed and finally the WG summarised and shaped the contents of the framework document for Environmental Education Policy in Bulgaria. Several drafts were discussed for the scope and contents of the framework document.

A specialised meeting with the experts from the Ministry of Education and Science was held to discuss the document and partners from FSC gave valuable comments and outputs during the overall process.

The draft document was finalized prior the UNECE High-level Meeting of Environment and Education Ministries in Vilnius (17 – 18 March 2005) and presented as an input of Bulgaria to the Decade of Education for Sustainable Development.

## 1.2 Meeting of the NCE Advisory Committee

It was decided to expand the role and purpose of NCE Advisory Committee to invite more people from Ministries of Education and Science and Environment and Waters to strengthen it role. A meeting of the Advisory Committee was conducted on 10 December 2004 in MES. Ken Webster, (FSC), Koen Peters (Ameco), Hans Smith (SME) and representatives of the Embassy of the Netherlands participated. It was decided that the Advisory Committee would

- provide guidance on the overall directions of the both projects in relation to the objectives and related ongoing developments in Bulgaria;
- provide advice on strategic issues;
- help ensure that its results have maximum benefit for primary education in Bulgaria.

The Advisory Committee has an advisory capacity and not a formal executive responsibility. It is co-chaired by the Deputy Minister of Education and Science and Deputy Minister of Environment and Water. The members are experts from both Ministries and NGO representatives. The consultants from the partner organizations FSC, UK and Ameco, the Netherlands will participate as observers.

## 1.3 Dissemination and Consultation

Dissemination of the framework document to the interested stakeholders through the country. Several meetings were held with MPs, including members of Commissions on Environment and Commission of Education of General Assembly, took place in order to receive support for the framework document. The document was also disseminated through the established BEE net and other networks of NGOs, experts and specialists working on the field of nature conservation education and education for sustainable development.

## **2. Teacher Training Working Group**

During the reporting period 6 WG meetings took place. Decisions and agreement are listed in minutes of the meetings. These are available on request. The WG -

- Undertook an Institutional analysis of the teachers qualification, standards and programs for teachers in primary education in the context of education for sustainable development
- Developed the structure, contents list and approach of the Teacher Training Module and Information Package
- Teacher Training Module developed (see Appendix II)
- First draft of the Information Pack developed and disseminated for the comments between the partners.(see Appendix III)

## **3. Education Materials Working Group**

During the reporting period 7 WG meetings took place. Decisions and agreement are listed in minutes of the meetings. These are available on request. The WG -

- Undertook a report on the “Analysis of educational materials, education curriculum, education standards for nature conservation education and education for sustainable development”
- Developed Nature Conservation Education curriculum for the Mandatory Selected Education for Grades 1-4 (see Appendix IV). It should be noted that this is an additional output for the project. It was developed to ensure that teachers had a curriculum structure in which to set the Education materials that are being produced by the project.
- Developed the outline structure and content of the Education materials for 1-2 grade and Teachers books.
- Developed first drafts of the texts for the Text Books and Teachers books for 1-2 grade

## **4. Network Working Group**

During the reporting period one WG meeting and one training for the WG took place. The WG -

- Created a mailing list and all the information produced by the different WGs is regularly circulated to members of the WGs.
- Produced and adopted a draft strategy of the Network.
- Produced a regular Newsletter ‘ECOPOLIS’. The two middle pages are dedicated to Nature Conservation Education and eight issues have been printed. They include the logos of DEFRA and DARWIN Initiative. The newsletter is distributed free of charge to all Regional Inspectorates of the MofSE, environmental education NGOs, and schools and under subscription to different Governmental institutions, municipalities and business entities.
- Developed the terms of reference for a website. Three offers for the development of the website were submitted, and the lowest, provided by a company called Aspectrum, selected.
- Carried out a national inquiry “Networking Capacity” among primary schools. The aim was to research the capacity of teachers to work in networks as well as to identify

active and/or interested schools in the area of environmental education. Data was collected through a questionnaire that was distributed to 500 schools all around Bulgaria. Around 60 schools responded and the results are summarized in the attached report.

The main conclusions of the results show: a lack of access to internet in most schools outside Sofia; a low ability of most teachers to use computers in schools outside Sofia; low experience and knowledge of networking; a lack of knowledge about ESD; environmental education taught only in connection with the material in the compulsory programme.

- *Discuss any significant difficulties encountered during the year and steps taken to overcome them.*

There has only been one difficulty encountered over the year.

As we stated in previous reports, we are cooperating closely with a Dutch Matra funded project managed by Borrowed Nature NGO in Bulgaria and Ameco from the Netherlands. They are responsible for the Policy and Networking components to the project. There have been management issues associated with both these components. In the case of the Policy component the date for the launch of the Policy has been delayed and as a result the Policy component is significantly behind the planned timescale. It will now be launched in May. A delay in the transfer of funding from Ameco and Borrowed Nature has delayed the start of the web site. The timeframe for design and developing is 30-40 days after signature of the contract. These delays and poor communication by the Ameco/Borrowed Nature Team with the FSC and Time have resulted in some tensions between the partners. Having said that, the Policy output has been produced and the networking outputs are progressing according to the Darwin timescale.

- *Has the design of the project been enhanced over the last year, e.g. refining methods, indicators for measuring achievements, exit strategy?*

We have not made any changes to the overall project design

- *Present a timetable (workplan) for the next reporting period.*

### 3. Work plan April – September 2005

Steps	Time frame	Results	Communication
<b>Policy Working Group</b>			
1. Launch of the policy document	May 2005	National conference organized and policy document discussed with 120 participants	National conference funded by MATRA programme
2. Adoption of the policy document by the Ministry of Education and Science and Ministry of Environment and Waters	May/June 2005	Policy document signed by 2 Ministers	WG meetings WG meeting, publisher hired to develop a poster
3. Developing a poster to popularise the idea and the concept of the framework document for introduction of ESD in education curriculum	July-August 2005	Poster developed in 3000 copies	Dissemination via Regional Inspectorates of Ministry of Education and Science
4. Information campaign	September – October 2005	Poster disseminated in each secondary school in Bulgaria	

<b>Teacher Training</b>	<b>Time frame</b>	<b>Results</b>	<b>Communication</b>
Finalisation of the Information pack for Teacher Training	May - August 2005	Information pack for Teacher training	Working group meetings, co-ordination with WG1, 3
Development of teacher training materials for the workshop of 50 teachers	August–September 2005	Workshop training materials	Working group meeting
Organization of 2 workshops for the total number of 50 teachers	August – September 2005	50 teachers invited	2 workshops organized, 50 people participated
<b>Educational Materials</b>			
Development of educational materials for 1-2 grade Mandatory Selected Education and 2 Teachers book	April-September 2005	Education materials for 1-2 grade 2 sets of 48 pages, 2 Teacher books – 64 pages each	WG meetings Work on-line,
Development of training materials for the workshop of 50 teachers	August - September 2005	Training materials	WG meetings Work on-line,
Organization of 2 workshops for the total number of 50 teachers	August – September 2005	50 teachers invited	2 workshops organized, 50 people participated
<b>Networking</b>			
Editing, printing and disseminating monthly the bulletin	April 2005 – August 2006	Dissemination of the bulletin to the stakeholders- schools, NGOs, MoES and MoEW	WG
Running a mailing list of BEEnet	April 2005- August 2006	An operational mailing list for exchange of information between the WGs	WG

## 5. Actions taken in response to previous reviews (if applicable)

- *Have you responded to issues raised in the review of your last year's annual report? Have you discussed the review with your collaborators? Briefly describe what actions have been taken as a result of recommendations from last year's review.*

The review of Year One of the project stated

"It would have been useful for the reviewer to have had more information about the current status of conservation education in Bulgaria to help gauge the level of understanding of teachers, young people and the community on conservation. Also, has good practise been drawn from projects of a similar nature?"

These issues were really covered in the Project Application Document which described the context of nature conservation education (NCE) in the country, especially the research undertaken as part of the UNESCO review of NCE in Bulgaria. Our Darwin project was based on the recommendations of this Report. The Project Application Document also described previous good practise projects - largely managed by Time and their partners - and how our current Darwin Project built on these.

## 6. Partnerships

- *Describe collaboration between UK and host country partner(s) over the last year. Are there difficulties or unforeseen problems or advantages of these relationships?*

The FSC has worked closely with TIME over the 19 months of the project and had a major role in providing training through the WG meetings. Experts from FSC participated in several WG meetings in order to give guidelines and to work in close collaboration with the Bulgarian experts during the development of Teacher training module, Information pack for teacher training, Education curriculum for Mandatory selected education 1-4 grade, Education materials 1-2 grade, Teacher book 1-2 grade. This input has included making detailed comments at all stages and in some instances drafting new sections of the different materials

Ken Webster and James Hindson also commented on the policy document *Programme to support the Education for Sustainable Development (ESD) in Bulgaria*". They also provided Bulgarian colleagues with different education materials, books and other literature regarding Nature Conservation Education and Education for Sustainable Development.

The working relationship has been good with no difficulties that have had a long lasting impact. The FSC and Time Foundation are currently working together on two other projects as well. This enables regular visits of the FSC to Bulgaria and provided added value for all projects.

- *Has the project been able to collaborate with similar projects (Darwin or other) in the host country or other regions, or establish new links with / between local or international organisations involved in biodiversity conservation?*

As has been described in previous reports and above, the FSC and Time are working with Borrowed Nature and Ameco in the delivery of the project. Time is actively involved in various national processes associated with both education and nature protection.

The project has also recently made links with the Round 13 Project awarded for Bulgaria to Conservation4Education.

## **7. Impact and Sustainability**

- *Discuss the profile of the project within the country and what efforts have been made during the year to promote the work. What evidence is there for increasing interest and capacity for biodiversity resulting from the project? Is there a satisfactory exit strategy for the project in place?*

The project profile is very high within both the Ministry of Education and Ministry of Environment and Waters. We are especially pleased with the impact we have had on the Ministry of Education as it took a lot of effort to bring them fully on board. Both Ministries have agreed the Policy that will be launched in May this year.

The project has also been introduced to a wider audience through two broadcasts on Bulgarian National Radio in Program Hristo Botev. The project was presented in two TV broadcast in cable MSAT TV.

The project partners are also playing a national role. Two presentations have been delivered during the Public discussions of National Action Plan for Biodiversity 2005-2010 and National Environmental Strategy 2005-2015 (see Appendix VI). The suggestions and comments made by Time regarding NCE have been incorporated in both documents.

The National Environmental Strategy is already adopted by the Council of Ministers. Darwin project 'Supporting the development of nature conservation education', funded by Darwin

Initiative and executed by FSC and TIME is listed in this document as a very significant contribution to the development of NCE in Bulgaria.

Post-Project Follow up Activities (**max 300 words**)

This section should be completed ONLY if your project is nearing completion (penultimate or final year) and you wish to be considered to be invited to apply for Post Project Funding. *Each year, a small number of Darwin projects will be invited to apply for funding. Selection of these projects will be based on promising project work, reviews to date, and your suggestions within this section. Further information on this scheme introduced in 2003 is available from the Darwin website.*

- From project progress so far, what follow-up activities would help to embed or consolidate the results of your project, and why would you consider these as suitable for Darwin Post Project Funding?
- What evidence is there of strong commitment and capacity by host country partners to enable them to play a major role in follow-up activities?

**8. Outputs, Outcomes and Dissemination**

- *Explain differences in actual outputs against those agreed in the initial 'Project Implementation Timetable' and the 'Project Outputs Schedule', i.e. what outputs were not or only partly achieved? Were additional outputs achieved?*

There are no changes in the actual outputs compared to the initial Project proposal during the reporting period.

- *Provide details of dissemination activities in the host country during the year, including information on target audiences. Will dissemination activities be continued by the host country when the project finishes, and how will this be funded and implemented?*

The project was featured in two broadcasts on Bulgarian National Radio – Programs Hristo Botev, and two regional broadcast MSAT TV. Hristo Botev has the audience of 1 000 000 people. MSAT TV is a cable TV for Varna region, but it is accessible all over the country.

More than 100 people participated in the Public discussion of National action plan for Biodiversity and 150 people participated in Public discussion of National Environmental Strategy 2005-2015

The project is announced on the web site of TIME Eco projects Foundation with 5000 visitors.

- *Please expand and complete Table 1. **Quantify** project outputs over the last year using the coding and format from the Darwin Initiative Standard Output Measures (see website for details) and give a brief description. Please list and report on appropriate Code Nos. only. The level of detail required is specified in the Guidance notes on Output Definitions, which accompanies the List of Standard Output Measures*

**Table 1. Project Outputs (According to Standard Output Measures)**

<b>Code No.</b>	<b>Quantity</b>	<b>Description</b>
6 A/B	13 pages	Developing Effective NCE Teaching Materials Teacher training module - draft materials
6 A/B	78 pages	Developing Effective NCE Teaching Materials Information pack - draft materials
6 A/B	1 training – 5 people	Developing Effective Networks
6 A/B	1 mailing list	Developing Effective Networks



7	coordinated 41 pages	Education curriculum for 1-4 grade, Mandatory elected education
7	Draft document disseminated	NCE Policy Statement (not a separate document but included within current Ministry of Education Statements)
15A	2 presentations – National action plan for biodiversity meeting National Strategy of the environment of Bulgaria	Presentations will be made at other Conferences as appropriate
15C	2 radio	2 per year in National media
16A/B	8 issues 600 copies	One newsletter every 4 months, after the first 4 months - approx. 600 copies of each newsletter
18A/C	1 regional broadcast – MSAT TV	Efforts will be made to ensure that the project is presented on both national and local television

- *In Table 2, provide full details of all publications and material produced over the last year 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. Mark (\*) all publications and other material that you have included with this report.*

To date we have produced no publications

**Table 2: Publications**

Type * (e.g. journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (e.g. contact address, website)	Cost £
Newsletter	8 issues	Time	Time	free

## 9. Project Expenditure

- *Please expand and complete Table 3.*

**Table 3: Project expenditure during the reporting period (Defra Financial Year 01 April to 31 March)**

Item	Budget (please indicate which document you refer to if other than your project schedule)	Expenditure	Balance

- *Highlight any recently agreed changes to the budget and explain any variation in expenditure where this is +/- 10% of the budget.*

## **10. Monitoring, Evaluation and Lessons**

- *Discuss methods employed to monitor and evaluate the project this year. How can you demonstrate that the outputs and outcomes of the project actually contribute to the project purpose? i.e. what are the indicators of achievements (both qualitative and quantitative) and how are you measuring these?*
- *What lessons have you learned from this year's work, and can you build this learning into future plans?*

The FSC and TIME have monitored the project through regular reports and meetings. A representative of the FSC has visited Bulgaria on four occasions over the year and TIME Foundation has visited the UK once in the framework of another project and took the opportunity to discuss the Darwin Project. At each meeting we have checked the planned activities and outputs with those actually undertaken. Our reports and discussion documents demonstrate progress together with records of Working Group meetings and Training materials. Nadya Boneva, the TIME Project Manager, gives a six monthly progress report to the British Embassy in Sofia.

No specific lessons have been learnt that have an impact on the project.

## **11. OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum)**

### **■ I agree for ECTF and the Darwin Secretariat to publish the content of this section**

In this section you have the chance to let us know about outstanding achievements of your project over the year that you consider worth highlighting to ECTF and the Darwin Secretariat. This could relate to achievements already mentioned in this report, on which you would like to expand further, or achievements that were in addition to the ones planned and deserve particular attention e.g. in terms of best practice. The idea is to use this section for various promotion and dissemination purposes, including e.g. publication in the Defra Annual Report, Darwin promotion material, or on the Darwin website. As we will not be able to ask projects on an individual basis for their consent to publish the content of this section, please note the above agreement clause.

There are two significant achievements in this reporting period.

We consider that getting both the Ministry of Education and Ministry of Environment committed to the process of Nature Conservation Education and the fact that both have been closely involved in the process of NCE Policy development to be hugely significant. The acceptance and launch of the Policy in May will be an important event.

Through the development of the Policy both Ministries have involved Time closely in the development of National Biodiversity Action Plan for Bulgaria. It is encouraging that the recommendations made by Time through the participation of Nadya Boneva on the Working Group were accepted into the NBAP and that the Darwin Project is mentioned as a specific example of good practice.

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2003/2004

<b>Project summary</b>	<b>Measurable Indicators</b>	<b>Progress and Achievements April 2003-Mar 2004</b>	<b>Actions required/planned for next period</b>
<p><b>Goal:</b> To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but poor in resources to achieve</p> <ul style="list-style-type: none"> <li>• The conservation of biological diversity,</li> <li>• The sustainable use of its components, and</li> <li>• The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</li> </ul>			
<p><b>Purpose</b> (insert original project purpose statement)</p> <p>To build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum</p>	<p>(insert original purpose level indicators)</p> <p>That the quality of learning about Bulgaria's nature increases. That the NCE begins to develop positive changes in attitudes and behaviour</p>	<p>(report impacts and achievements resulting from the project against purpose indicators – if any)</p> <p>24 WG meetings in order to develop: Policy document “Program to support the Education for Sustainable Development in Bulgaria” Draft Teacher training module produced Draft Information pack produced Education materials 1-2 grade, 2 sets 48 pages - 1st draft produced Teachers book 1-2 grade – 2 text books-64 pages - 1st draft produced 8 issues of Newsletter Ecopolis – 600 copies each.</p>	<p>(report any lessons learned resulting from the project &amp; highlight key actions planning for next period)</p> <p>The next period of the project will be critical - as we produced the final drafts of all the materials and then run the teacher's workshops in two regions of Bulgaria. We are also in the process of identifying a publisher for the materials.</p>

<b>Outputs</b> (insert original outputs – one per line)		<i>(report completed activities and outcomes that contribute toward outputs and indicators)</i>	(report any lessons learned resulting from the project & highlight key actions planning for next period)
1. A body of educators able to develop, deliver and support effective NCE into the formal school curriculum.	A functioning Nature Conservation Education Committee. A minimum of 25 people trained in effective learning approaches, biodiversity education, curriculum and resource development		
2. A NCE Policy approved by the Ministries of Education and Environment	Policy Developed by Working Team and approved by Ministries.	Draft document ‘Program for support the Education for Sustainable development in Bulgaria’ disseminated for the consultation among the stakeholders.	Program for support the Education for Sustainable development in Bulgaria” adopted by Ministries of Education and Science and Environment and Water; Developing a poster to popularise the idea and the concept of the framework document for introduction of ESD in education curriculum; Information campaign
3. NCE Teacher Training Module used Teacher Training in NE Bulgaria.	Working Team produce a course and manual which is adopted teacher training institutions and organisations.	Training module of 13 pages developed  Information pack for Teacher training of 78 pages developed	Finalisation of the Information pack for Teacher Training Development of teacher training materials for the workshop of 50 teachers Organization of 2 workshops for the total number of 50 teachers

<p>4. An NCE Text Book and supporting resources published and used in Schools in NE Bulgaria.</p>	<p>Working Team develop a textbook and materials in consultation with teachers and teacher trainers and the book is adopted by at least 25% of schools in the NE region.</p>	<p>Education curriculum for 1-4 grade for Mandatory Selection Education of 41 pages developed          Concept and content of Education material 1-2 grade –48 pages each developed          Concept and content of Teacher training book 1-2 grade – 64 pages each developed</p>	<p>Development of educational materials for 1-2 grade Mandatory selected education and 2 Teachers book          Development of training materials for the workshop of 50 teachers          Organization of 2 workshops with the participation of 50 teachers</p>
<p>5. An operational NCE Network</p>	<p>Target audience use the network facilities</p>	<p>Mailing list of WG members and other expert in NCE and ESD operated          8 issues of Newsletter “Ecopolis” published with 600 copies each</p>	<p>6 issues of Newsletter “Ecopolis” published with 600 copies each          Web site developed and launched</p>
<p>6. Publicity for the project</p>	<p>Reports in newspapers, radio and other media mentioning the Darwin Initiative</p>	<p>8 issues of Newsletter “Ecopolis” published with 600 copies each          2 radio broadcasts of National radio “Hristo Botev”          2 TV broadcast on regional MSAT TV          2 presentations:          Discussion of National action plan for biodiversity          Discussion of National Strategy of the environment of Bulgaria</p>	<p>6 issues of Newsletter “Ecopolis” published with 600 copies each          Participation in the press conference of National conference “Environmental Education in Bulgaria”, funded by Matra program</p>

Note: Please do NOT expand rows to include activities since their completion and outcomes should be reported under the column on progress and achievements at output and purpose levels.

## Appendices

### Appendix I

Draft policy document “Program for support of the Education on sustainable development in Bulgaria”

### Appendix II

Training module for Teacher training – Bulgarian version,

### Appendix III

Information pack for Teacher training – Bulgarian version and translation of section 4

### Appendix IV

Education curriculum 1-4 grade for Mandatory selection education-

Full version in Bulgarian

Resume in English

### Appendix V

Presentation of the project for

Discussion about the National action plan for Biodiversity – Bulgarian version

Resume in English

### Appendix VI

Inquiry to schools “Networking capacity and report of the results