

## ***Final Report***

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

Project Ref. Number	162/12/032
Project Title	Supporting the Development of Nature Conservation Education in Bulgaria
Country(ies)	UK, Bulgaria
UK Contractor	Field Studies Council
Partner Organisation(s)	TIME Ecoprojects foundation
Darwin Grant Value	£131000
Start/End dates	1.09.2003 – 1.09.2006
Project website	<a href="http://www.time-foundation.org">www.time-foundation.org</a> , <a href="http://www.ekoobrazovanie.net">www.ekoobrazovanie.net</a>
Author(s), date	Dr James Hindson, FSC, Nadya Boneva, TIME, September 2006

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

- Describe the location and circumstances of the project

The project took place throughout the whole of Bulgaria with the materials and training we developed being piloted in regions of eastern Bulgaria. The text books produced as a key output of the project will be made available by the publisher through the whole of the country.

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

The project was designed to address the need to enhance young peoples' awareness and understanding of biodiversity issues within the context of sustainable development. Addressing this problem involved the development of a Nature Conservation Education strategy to provide a national context for biodiversity education, the development of a series of text books, teacher training and the creation of a network to support biodiversity educators.

- 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 by TIME NGO during work with the Ministry of Environment and Ministry of Education. The commitment of both Ministries to the project outcomes has been demonstrated during the project through the involvement of representatives throughout the project. Environmental Education is listed as the fourth priority for immediate action and support in the Biodiversity Strategy of Bulgaria. The

strategy acknowledges, “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.”

### 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 logframe 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 is to build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education (NCE) 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.

The Logical framework is attached in Appendix 1 and did not change during the project.

- 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 were not modified during the project period.

- 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.

**13. Public Education and Awareness** - 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.

**12. Research and Training** - 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).

**10. Sustainable Use of Components of Biological Diversity** - 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.

**17. Exchange of Information** - Countries shall facilitate information exchange and repatriation including technical scientific and socio-economic research, information on training and surveying programmes and local knowledge

- 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?

We believe that all objectives were met in full extent. The strategy we developed firmly places nature conservation education that is set within the context of sustainable development and copies of the strategy were sent to all schools in Bulgaria. The training we have provided has built the capacity of the education decision makers, teacher trainers and teachers. We are especially pleased that we found a commercial publisher to adopt the materials we have produced and make them available throughout the country and hence have built the material resource support to enable effective NCE to take place in schools. Other support materials we have produced have enhanced the quality and effectiveness of nature conservation education in the formal school curriculum.

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

- Please provide a full account of the project's research, training, and/or technical work.
- **Research** - this should include details of staff, methodology, findings and the extent to which research findings have been subject to peer review.
- **Training and capacity building activities** – this should include information on selection criteria, content, assessment and accreditation.

#### **Training**

- Education for Sustainability and Biodiversity Education Training in UK, 1-10 December 2003, six people, members of the Development Team selected by TIME including representatives of the Ministry of Education and Ministry of Environment.
- Education for Sustainability and Biodiversity Education Training in Bulgaria 9-13<sup>th</sup> February 2004 Effective NCE for current teachers - Information pack for teacher training, 54 people in 3 days
- Effective NCE for current teachers – Education materials for 1<sup>st</sup> and 2<sup>nd</sup> grade, 39 people in 2 days
- Effective NCE for preserves teachers - Information pack for teacher training, 30 people in 3 days
- Effective NCE for current teachers – Education materials for 3<sup>rd</sup> and 4<sup>th</sup> grade in Lovech and Varna, , 63 people in 2 days
- Effective NCE training for inspectors from Regional inspectorates of Education and Science – July-August 2006, Bulgaria, 28 people in 3 days
- Closing Conference – general training on the use of materials and networking – 100 people over two days in Sophia.

The training for Teachers and Inspectors focused on the following topics – student centred learning, what is biodiversity and learning about biodiversity using the

materials produced as part of the project.

## 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?
- 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.

We believe that our project has had significant impact at a number of levels that supports Bulgaria meeting its obligations under the Biodiversity Convention

Firstly at a strategic level “The Programme to support the Education for Sustainable Development (ESD) in Bulgaria” was developed adopted by Ministries of Education and Science and Environment and Waters. This document was finalised 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. As a result of the Darwin project, TIME played a key role in the development of this document and the Vilnius event.

Several meetings were held with those MPs who are members of Commissions on Environment and Commission of Education of General Assembly in order to receive support for the framework document on education and other project products. As a result we were able to develop a policy document on Nature Conservation Education and this was disseminated through the established BEEnet and other networks of NGOs, experts and specialist working on the field of nature conservation education and education for sustainable development.

The project profile is very high with 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 work to bring them fully on board. They have requested that we continue to work in this area and are highly supportive of the development of an initial teacher training module for Biodiversity Education. We shall develop a funding proposal for such a project although we recognise that the Darwin Initiative will not be able to fund this.

Two presentations were delivered during the Public discussions of National Action Plan for Biodiversity 2005-2010 and National Environmental Strategy 2005-2015 and as a result suggestions and comments made by the Project Team regarding Nature Conservation Education have been incorporated in both documents. Indeed our Darwin project ‘Supporting the development of nature conservation education’, funded by Darwin Initiative and executed by FSC and TIME is listed in the National Environmental Strategy adopted by the Council of Ministers, as a very significant contribution to the development of NCE in

Bulgaria. The same applies for National Action Plan for Biodiversity 2005-2010 which also lists the project as a significant contribution. All activities in the framework of Darwin project were listed as a contribution of execution of National action plan.

- 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. (see Appendix I)
- If there were training or capacity building elements to the project, to what extent has this improved local capacity to further biodiversity work in the host country and what is the evidence for this? Where possible, please provide information on what each student / trainee is now doing (or what they expect to be doing in the longer term).

Education for Sustainability and Biodiversity Education Training in UK, 1-10 December 2003 for the Project Development Team

The two staff members of TIME Ecoprojects Foundation who took part if this training are working as NCE trainers in various projects and develop environmental education activities. For example, in 2004 TIME-Ecoprojects Foundation in cooperation with Environment Initiative Centre "CRIM" - Romania, Association for Sustainable Development "AGRO-GRUP"-Poland and CPIE "Centre Permanent d'Initiative Pour l'Environnement du Vercors"- France, registered an Association "European Environment Education Network". The mission of the Association is to implement initiatives related to environmental protection, environmental education and education for sustainability, forming and promoting a public attitude based on the principle of sustainable development in the European Union and candidate countries. (see [www.time-foundation.org](http://www.time-foundation.org))

The trainees from our partner NGO in the project, Borrowed Nature are working on various projects like: "Environmental Education at Primary School", funded by MATRA program and executed by Ameco, the Netherlands, Project "Floopy", The "Green Pack" Bulgaria and others.

Mariana Bancheva, the representative from the Ministry of Education and Science continues to work there and partly as a result of the project, Nature Conservation Education and Education for Sustainability have become a permanent part of the work of Directorate "Educational and culture integration".

Teacher Training and Regional Inspector Training events (listed above in section 4).

These events involved training over 200 people, and we have not formally kept track of the work that each trainee is currently undertaking. On the whole however, turnover of staff in the teaching professional is relatively low and we are confident that most of those we have trained are still in their teaching posts and implementing the learning from the project. However we have no data to support that.

- 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?

FSC and TIME established a strong partnership during the 3 years of the project. The knowledge and experience transferred for UK educators to Bulgarian education experts;

school principals, teachers and NGOs were very valuable.

FSC partners took a very active role in the development of teacher's and students training materials, training of teachers and project staff, participation in the national conferences.

FSC partners provided a lot of teaching materials, books and information to Bulgarian partners.

- 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?

The main target of the project are teachers and educators. Overall 240 teachers and educators benefited directly through training. The main beneficiaries are school students aged 6-10. They will benefit through an increased quality of biodiversity education and through the text book resources that we have produced. During the pilot process 1500 thousand children experience new lessons using our materials. The publisher will be producing 2000 thousand copies of each book (with money from Time Foundation an additional 2500 copies were printed, that means that the first print run in total is 4500 copies of each book) for sale as part of their first print run and so we estimate that it is likely that 2000 thousand children will benefit within the next year, with year on year increases. It is hoped that students will be interested in ordering more books and that the publishers will print a second print run. As with all education projects the social impact is different to estimate and calculate.

Survey of the impact of Darwin project was executed during the teacher training and National conference in May 2006. The results of survey shows that

The Survey appears in the appendix VI

## **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.
- 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.
- 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.
- 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?

### 2003-2004 years

The project has been introduced to a wider audience through four broadcasts on Bulgarian National Radio in Programs Horizont and Hristo Botev, and BBC1 and in one national newspaper- Dnevnik. The project was presented with an article in the newspaper "AZ Buki" disseminated in each school of the country. The project is summarised on the FSC website.

### 2004-2005 years

The project was in 2 broadcasts on Bulgarian National Radio – Programs Hristo Botev, and 2 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 was announced on the website of TIME Eco projects Foundation with 5000 visitors.

#### 2005-2006 years

The project has also been introduced to a wider audience through several articles in different national and regional newspapers. The teacher trainings were presented in one TV broadcast in cable MSAT TV and one radio broadcast in National Radio "Horizont". Two articles were published in newspapers "Cherno more" and "Narodno delo" (see Attachments medii Cherno more, Narodno delo)

The project partners are also playing a national and international role. Two presentations have been delivered during the Public discussions of National Action Plan for Biodiversity 2005-2010 and National Action plan for sustainable land management. One presentation has been delivered during the Conference Environmental Education in Europe, Klaipeda, Lithuania 13-18 September 2005.

A press-release was published for National Conference "Education for sustainability is looking for partners" in May 2006.

An invitation for publication was sent out from one of the most respectful magazine working on environmental issue "Planet Eco-info". An article about the project content, outputs and outcomes will be published in October 2006.

Throughout the project, the regular newsletter produced by TIME, ECOPOLIS, was published and contained dedicated pages giving updates on the project

## 7. Project Expenditure

- Tabulate grant expenditure using the categories in the original application/schedule.
- Highlight agreed changes to the budget.
- Explain any variation in expenditure where this is +/- 10% of the budget.

### 7. Project Expenditure

Project 162/12/032		Supporting the Development of Nature Conservation in Bulgaria				
	Original Budget	Agreed change Bud	Actual Spend	% diff.	Difference £	Notes




Note 1	Considerably more time was needed planning and designing final outputs of project
Note 2	Generally higher than expected costs of office running costs plus the extra time spent attracted a greater allocation of shared costs
Note 3	Greater use of e mail and buying cheaper tickets by planning travel early gave considerable savings under this heading - more than covering the cost over runs on Salaries and overheads

## 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?

FSC worked with TIME Ecoprojects Foundation as a main partner. TIME Foundation was acting as a project leader in Bulgaria and was responsible for the project management, activities, project implementation, publicity and reporting in Bulgaria, organization of national conferences, running of project Websites, printing of education materials, publication of Newsletter “ECOPOLIS”, etc.

Center 21, Varna was also acting as a partner and was responsible for the execution of the activities related to Teacher training and Educational materials development, i.e. coordination of 2 Working groups, development of Information module and Information pack, organization and execution of Trainings for Teachers, how to work with Information pack, development of Education materials and Teachers books for 1<sup>st</sup> and 2<sup>nd</sup> grades, and organization and delivery of Trainings for teachers to work with Education materials and Teachers books.

Borrowed Nature Association (BN) executed Matra funded project “Environmental Education in Primary school in Bulgaria”. In the framework of both project Darwin and Matra funded, BN was responsible for the coordination of Strategy working group, development of “Program to support the education for sustainable development in Bulgaria.”

It was not in the original plan to involve BN in the project in the way they eventually were involved. This happened for reasons that have already been described in detail in the Annual Project Reports. Essentially two projects were simultaneously funded by two different national funding agencies to do basically the same work. As a result the two EU partners met together with Bulgarian partners to agree a work plan whereby the outcomes and outputs were the joint responsibility of both projects. Despite some tensions throughout the project we have successfully produced the outputs proposed in our Darwin proposal and benefited through joint funding of some activities – especially related to teacher training and the development of the website. The Matra project has yet to produce the two student text books.

- 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?

As has been described in previous reports and above, the FSC and TIME worked with Borrowed Nature and Ameco in the delivery of the project.

The contact details of Borrowed nature association is:

20 A, Alexander Stamboliiski Str.,  
1000 Sofia,

TIME is actively involved in various national processes associated with both education and nature protection.

The contact person from the Ministry of Environment and Waters is:

Mr. Hristo Bojinov, Director of Directorate “National Nature Protection Service”  
Fax: (+359 2) 980 9641

The project has also recently made links with the Round 13 Project awarded for Bulgaria to Conservation Education related to Wolf Education. The FSC has also worked with the Round 13 project, assisting in hosting a study visit to the UK.

The contact details of the project coordinator from Bulgaria, Mr. Andrey Kovatchev is:  
Association for wild nature “Balkani”  
e-mail: [balkani@bluelink.net](mailto:balkani@bluelink.net)

The FSC has maintained contact with a number of other Darwin projects involved in Biodiversity Education.

As long term partners, FSC and TIME Foundation have also worked on the projects together including -

“Enabling access to environmental education for people with disabilities”, funded by the EU Leonardo program.

“Capacity building for Education for sustainability”, Funded by DG Environment of EU

TIME Foundation has executed the following projects in the area of nature conservation and education for sustainable development:

“Environmental portable classroom”, Funded by Europe 2002 program, PHARE, Bulgaria

Operational grant for the implementation of the Annual work programme of the Environmental Education Network for 2005.

TIME Foundation participated very actively in the discussions of the development of National action plan for biodiversity, coordinated by Ministry of Environment and Waters. Suggestions and recommendations done by Nadya Boneva were taken into consideration and included in the implementation of the National Plan.

(please see attached only in Bulgarian)

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

Within the framework of our Darwin project we only had one international partner – the Field Studies Council. As a result of our joining our Darwin Project with a similar Dutch projects, “Environmental education in primary school of Bulgaria” (see above) we also then worked with a Dutch Consultancy, Ameco, and the consultants they appointed for their project, SME of the Netherlands.

In Bulgaria TIME works with a large number of international partners on other projects some of which have already been mentioned in responses to other questions. During these projects TIME has cooperated with

- Italy – Valle dei Casali Societa
- Poland - Unit for Environmental Education Trainers Training – ODIEE
- Poland -“AGRO-GRUP“-Poland

- Latvia - Association of the EE educators
- Slovakia - Slovak Executive Environmental Agency
- Romania - Environment Initiative Center "CRIM"- Romania Association for Sustainable Development CPIE
- France – CPIE - "Centre Permanent d'Initiative Pour l'Environnement du Vercors"
- 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?

TIME Foundation is recognized by the Ministries of Environment and Waters and Education and Science, teachers training institutions, school principals and school teachers, NGOs and other stakeholders, as one of the most advanced, and serious organizations in the area of Nature Conservation Education, Environmental Education and Education for Sustainability. It will maintain its national partnerships after the end of the projects. In particular, TIME has close relationships with Centre 21 in Varna and will continue to work with the NGO in the development and delivery of teacher training programmes. TIME will also continue to work in partnerships with local education authorities. There is an expectation that when the students text books are published that TIME will be asked to run training events by local authorities to support teachers in the use of the books.

TIME will also continue to have close relationships with the Ministry of Environment. TIME and the Ministry have developed the concept for a funding proposal to support the creation of an initial teacher training course on biodiversity education and were disappointed that as a result of Bulgaria joining the EU, the Darwin Initiative no longer accepts applications from Bulgaria. The FSC is hoping to work with TIME to take the proposal to another funding agency.

TIME is invited to the all-national events related to biodiversity conservation, environmental strategy, peer reviews of DG Environment in the country. TIME will continue to work in the area of education with the building and development of its own Eco-education Centre. The idea was born to build a Sustainability Technologies Demonstration Centre that would show in an attractive and professional way how sustainable construction and transportation may contribute to improving human lives and to environment protection at the same time. The building would be an educational tool by itself (both for children and adults) providing different sites to observe the technologies and materials used, as well as interactive video wall showing sustainable transport technologies. TIME Foundation has purchased 4800 m<sup>2</sup> of land in the village of Zdravkovetz, Gabrovo Municipality situated in the low parts of the Balkan mountains in close proximity with the unique Central Balkan National Park. Please see the website [www.time-foundation.org](http://www.time-foundation.org) for more details.

We have however involved the private sector in the publication of the materials we produced. We realised early on in the project that NGOs are not always the best organisations to publish and market school text books and so a key component of our project has been to get our books published by a commercial publisher. We have been successful in this. We have a contract with Bulvest 2000 publisher whereby we produce ten thousands of the books using project money. Publisher invested his own money

in publishing of 8000 extra copies of the books. The publisher will then market them to schools, making sure that each school in Bulgaria receives a copy. The publisher will then take orders from schools following the usual publishing and marketing process in Bulgaria and print and sell further copies as required.

## 9. Monitoring and Evaluation, Lesson learning

- Please explain your strategy for monitoring and evaluation (M&E) and give an 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).
- What were the main problems and what steps were taken to overcome them?
- During the project period, has there been an internal or external evaluation of the work or are there any plans for this?
- 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.

There has been no independent monitoring or evaluation of the project, however, the FSC and TIME have monitored the project through regular reports and meetings. A representative of the FSC has visited Bulgaria on six occasions over the years and TIME Foundation has visited the UK once. At each meeting the partners 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.

James Hindson and Nadya Boneva also met in Slovakia in the framework of another project and took the opportunity to discuss the Darwin Project. Nadya Boneva, the TIME Project Manager, gave six monthly progress reports to the British Embassy in Sofia.

Several surveys have been conducted during the project lifetime:

- Collected information about the current situation and legal framework of education, and trends about the development of NCE, Environmental Education and ESD.
- Reviewed and specified the contents and definitions of terms associated with NCE and ESD.
- Undertook an Institutional analyses of the teachers qualification, standards and programs for teachers in primary education in the context of education for sustainable development.
- Undertook a report on the “Analyses 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 partly to ensure that teachers had a curriculum structure in which to set the Education materials.
- Carried out a national inquiry “Networking capacity” among primary schools to research the abilities of teachers to work in Networks as well as to find active and/or interested schools in the area of environmental education.
- Carried out a national inquiry “Supporting the development of nature conservation education in Bulgaria” project impact on Bulgarian school curriculum, implementation of Nature conservation policy, teacher training needs, networking and visibility of the

project.

The Darwin Secretariat has also independently monitored the project each year of implementation and delivered very positive monitoring reports.

Our project has faced no major practical problems that we have not been able to overcome. The following issues were challenges during the project -

- Links with the Borrowed Nature and Ameco project. Obviously, when two projects – separately funded and managed, with different timescales and levels of budget support (the Ameco/Matra funded project budget was about twice as big as the Darwin project budget) are trying to work together when this was not planned from the start – there are bound to be challenges! The Project Manager of TIME Foundation had to spend a large amount of time and energy in managing the relationships between the projects. Our frank review of the partnership was that at times, our TIME Darwin Project Manager was in fact managing both projects! However we believe that our persistent effort was worth this investment and benefited both projects. During our Darwin project, Matra funding enabled us to run more pilot workshops than intended and hold a larger end of project event. When the Matra funded project ends we shall have produced a series of four nationally available text books on biodiversity education for Grades 1-4.
- Discussions with the Ministries of Education and Environment. Links with the Ministry of Environment and TIME have always been positive and strong. Links with the Ministry of Education took more time and effort to develop than anticipated, though we believe we have now reached a stage where Nature and Biodiversity Education is strongly supported within both Ministries as is evidenced by the support of both Ministries throughout the project and their active involvement in project activities – especially the final conference where both Ministries were represented and gave presentations. The Ministry of Education also has a desire to develop a Biodiversity Teacher training module for initial teacher training.
- Philosophical discussions about the nature of biodiversity education, the relationship of biodiversity education with sustainable development and the nature of changing behaviour were the subject of intense discussions between members of the FSC and Bulgarian Teams. Our text books focus on Grades 1 - 4 for a number of reasons. Firstly – these were the grades that the Ministry of Education recommended and we wanted to meet the needs of the Ministry to ensure their support. Secondly, it is within these grades that schools have maximum flexibility within the curriculum to integrate biodiversity learning into the curriculum. We are therefore working with young children and teachers of young children, and therefore the temptation for the content of our text books just to focus on “knowing and loving nature” aspects of biodiversity education was strong. However, this approach is already quite a strong tradition in Bulgaria and we wanted to move things forward –do something new. Hence our discussions covered the challenge of how to integrate content related to people’s impact on biodiversity through consumption and lifestyles at an appropriate level for this age group. We believe that we have more or less succeeded in this.

The specific lessons that are learned are related to the needs of further teacher training. The methods used during the trainings are tested and will be used in further trainings.

Bulgarian Teachers are really excited about the education materials and they are used in various lessons. Not only for Mandatory selected Education “Environment”, but also for Free selected education “Arts”, “Computer technologies” and “Environment”.

Mandatory and Free selected education are subjects that are funded by municipalities.

That's why despite the fact that most of the parents would like their children to study languages in Mandatory and Free selected education, there is a great interest among the teachers and school principals and already there are 30 applications for those. The FSC and TIME have monitored the project through regular reports and meetings.

### General lessons learnt

We believe that through our project we have learnt several key lessons that are applicable to other Darwin projects.

- We had the strong and active support of the Ministry of Education. In nearly all countries with a centralised curriculum, this is necessary. It is nearly always the case that a Ministry of Environment will support Biodiversity Education, but this support means little without the support of the Ministry of Education as it is this Ministry that usually maintains a tight control over what happens in schools.
- We took a systematic approach to our project – we started with the Ministries to develop the necessary strategic framework and then moved to resource development supported by teacher training. We have created a support structure for the growing network of teachers committed to biodiversity education so that ongoing support is available. We focused on in service training, which for longer term development is a weak point in the project. We hope to develop a project in the future that will cover pre service education.
- We decided to produce text books. In our experience, although teacher's guidance and teacher hand books are important, most learning in classrooms is still mediated through text books. Any project that relies on teachers making their own lessons from Handbook guidance will only be effective with the most enthusiastic teachers.
- We also decided to invite a commercial publisher to produce the text books after the pilot version. We believe that generally NGOs are poorly equipped to promote and market text books in a national education system.
- Much more teacher training is needed in order to achieve good results in promotion of education for sustainable development. The teacher training in Bulgaria is not supported from the Government and teachers have to use their own financial resources to invest in in-service training.
- Internet resources are still unavailable in some parts of the country, because teachers couldn't use computer and Internet. It is the case in small towns and villages and about the teachers from older generation.
- Young teachers have to be motivated to participate in different activities of nature conservation education and education for sustainable development.

### **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).

There were no significant changes in the project log frame, outputs and outcomes.

FSC has discussed with TIME all annual reports, but they were positive and no special recommendations were done.

### **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?

- 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?
- 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 project has worked hard to ensure that the Darwin name and logo was promoted at every appropriate opportunity. For example, the Darwin logo is listed on all project publications - teacher training materials, education materials and teachers books, strategy paper poster and leaflet, conference transparent, Newsletter "ECOPOLIS", TIME website and project website: [www.time-foundation.org](http://www.time-foundation.org), [www.ekoobrazovanie.net](http://www.ekoobrazovanie.net). The Darwin logo appeared as well on all publication materials, conference leaflets, teacher training materials, conference transparent, etc. of Matra funded project "Environmental Educating in Primary School of Bulgaria", executed by Borrowed nature association, Ameco, the Netherlands.

The Darwin logo pins, were used during the trainings in UK, and trainings in Bulgaria, by the TIME team and WG members. The Darwin logo is printed on every certificate given to teachers after the trainings and to the volunteers of the conference.

We believe that there is a good understanding and recognition of the Darwin Identity at an officer level within the "Educational Environment and Integration" and "Environmental Education" Departments of the Ministry of Education and Ministry of Environment in Bulgaria. The project has been introduced at Minister level, but we would not be confident that they would recognise the brand immediately! At an NGO level it is likely that recognition will be high amongst nature conservation and environmental education NGOs, especially those that receive ECOPOLIS. At a teacher level recognition will be high within the pilot schools. However, we have not done any formal research on recognition of the Darwin Initiative.

## 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?
- 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?

FSC and TIME Foundation secure funds for office expenses during the project lifetime. The funding came from different EU funded projects.

Additional to this TIME Foundation secured additional funding for poster printing, educational materials printing and organization of national conference "Education for sustainability is looking for partners" from DG Environment Operational grant 2005, British Embassy in Bulgaria.

The Matra/Ameco project also brought additional funds to the project to allow better organization of National conference and teacher trainings.

TIME is a long standing, robust and sustainable NGO in Bulgaria and already had the capacity experience and a track record in securing funding. Training in fund raising was therefore not a component of our project.



### **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?
- Have the project's conclusions and outputs been widely applied? How could legacy have been improved?
- Are additional funds being sought to continue aspects of the project (funds from where and for which aspects)?

We believe that most of our project outputs will endure for the foreseeable future. The project staff will continue to work in the same area of activities and although there has been staff changes at TIME, as an organisation it will continue to be involved in biodiversity education, and as long terms partners, will continue to work with the FSC.

The enduring nature of the project is demonstrated through the fact that TIME Foundation signed a 5-year contract with the commercial publisher "Bulvest 2000" to ensure the publication of educational materials for 1<sup>st</sup> and 2<sup>nd</sup> grade and Teachers books for 5 continuous years (see contract attached). We are confident that a growing number of teachers will use curriculum developed for Mandatory selected education module "Environment" 1-4<sup>th</sup> grade and will continue to develop activities and projects for mandatory selected education for 1<sup>st</sup> and 2<sup>nd</sup> grade. The project staff will be involved in Matra funded project till the end of 2006 year. The Nature Conservation Education committee that was established a part of the project will become a part of Ministry of Education and Science and has permanent mandate.

The project's conclusions and outputs have been widely applied through the whole of Bulgaria – the posters for example were distributed to all schools in the country, together with the NCE Policy developed by the project. The text books are also going to be available throughout the whole of the country when marketed nationally by Bulvest. TIME and Centre 21 from Varna will continue to run teacher training if requested by local administrations. We do not think that the projects legacy could have been improved. Given the budget and timescale of the project we believe we have made a significant impact.

TIME and FSC have applied for EU funding for various projects and will be applying for funding to develop a pre service teacher training module on biodiversity education to fill a gap in our initial project structure.

### **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?

In terms of value for money - during the project we directly trained 240 teachers who then used the materials with an estimated 6000 pupils. This works out at around 400 GBP per teacher and 24 GBP per pupil. Assuming that in the next three years TIME and their partners will train around 300 teachers and the teachers will work with up to 6000 pupils each year, then the cost effectiveness after three years will be around 140 GBP per teacher and approximately 8 GBP per student. We believe that these figures represent excellent value for money, especially as it is likely that they are minimum figures and represent simply the cost effectiveness of the books rather than their educational value.

The process of the development of the text book and teachers Handbooks took far more time than was originally anticipated and planned and necessitated more translation of materials and time spent by the FSC team in commenting and adding ideas. We have thus transferred monies from travel to FSC staff time.

## 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>	<b>10%</b> Our project is listed in the National Strategy on Environment as well as national strategic plan for biodiversity	Develop national strategies that integrate conservation and sustainable use.
<b>7. Identification and Monitoring</b>		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>		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>		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>		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>		Establish economically and socially sound incentives to conserve and promote sustainable use of biological diversity.
<b>12. Research and Training</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>	75%	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>		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>		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>		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 assess and joint development of technologies.
<b>17. Exchange of Information</b>	15%	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>		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.

Code	Total to date (reduce box)	Detail (←expand box)
<b>Training Outputs</b>		
1a	Number of people to submit PhD thesis	-
1b	Number of PhD qualifications obtained	-
2	Number of Masters qualifications obtained	-
3	Number of other qualifications obtained	-
4a	Number of undergraduate students receiving training	-
4b	Number of training weeks provided to undergraduate students	-
4c	Number of postgraduate students receiving training (not 1-3 above)	-
4d	Number of training weeks for postgraduate students	-
5	Number of people receiving other forms of <b>long-term</b> (>1yr) training not leading to formal qualification( i.e not categories 1-4 above)	-
6a	Number of people receiving other forms of <b>short-term</b> education/training (i.e not categories 1-5 above)	<p>30 people Education for Sustainability and Biodiversity Education Training in Bulgaria 9-13<sup>th</sup> February 2004</p> <p>8 people Education for Sustainability and Biodiversity Education Training in UK, 1-10 December 2003</p> <p>1 training of 5 people Developing Effective Networks</p> <p>1 mailing list established Developing Effective Networks</p> <p>54 people in 3 days Effective NCE for current teachers - Information pack for teacher training</p> <p>39 people in 2 days Effective NCE for current teachers –</p> <p>Education materials for 1<sup>st</sup> and 2<sup>nd</sup> grade</p> <p>30 people in 3 days Information pack for teacher training (MATRA funded)</p> <p>63 people in 2 days (MATRA funded)</p> <p>75 people trained from Regional Inspectorate to work with Educational materials</p>
6b	Number of training weeks not leading to formal qualification	

Code	Total to date (reduce box)	Detail (←expand box)
7	Number of types of training materials produced for use by host country(s)	<p>a) 100 Training materials for the courses in 2003-2004</p> <p>b) 41 pages Education curriculum for 1-4 grade, Mandatory selected education</p> <p>c) 128 pages in 100 copies Teacher training module and Information pack for teacher training “Time for one new world”</p> <p>d) 52 pages Teacher book for 1<sup>st</sup> grade</p> <p>e) 32 pages Education material for 1<sup>st</sup> grade</p> <p>f) 56 pages Teachers book for 2<sup>nd</sup> grade</p> <p>g) 24 pages Education materials for 2<sup>nd</sup> grade</p> <p>Publication of poster in 3000 copies “Time for one new world”;</p> <p>“Program to support the education for sustainable development in Bulgaria” published in 150 copies</p> <p>Information network of educators with 67 subscribers to the mailing list.</p>
<b>Research Outputs</b>		
8	Number of weeks spent by UK project staff on project work in host country(s)	Staff time as indicated in proposal. FSC staff time to date 25 days
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (s)	
10	Number of formal documents produced to assist work related to species identification, classification and recording.	
11a	Number of papers published or accepted for publication in peer reviewed journals	
11b	Number of papers published or accepted for publication elsewhere	<p>“Challenges to biodiversity education and education for sustainable development”, Nadya Boneva, Petya Ivanova, James Hindson &amp; Ken Webster.</p> <p>Bulgarian Bio platform, Sofia, in Petrova, A (ed.), Current state of Bulgarian biodiversity – problems and perspectives. Pp.549-557</p>
12a	Number of computer-based databases established (containing species/generic information) and handed over to host country	
12b	Number of computer-based databases enhanced (containing species/genetic information) and handed over to host country	
13a	Number of species reference collections established and handed over to host country(s)	

<b>Code</b>	<b>Total to date (reduce box)</b>	<b>Detail (←expand box)</b>
13b	Number of species reference collections enhanced and handed over to host country(s)	



<b>Dissemination Outputs</b>		
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work	65 people High Level Conference on 3 <sup>rd</sup> November 2003
14b	Number of conferences/seminars/ workshops <b>attended</b> at which findings from Darwin project work will be presented/ disseminated.	12 National conferences/annual meetings 3 International conferences and events
15a	Number of national press releases or publicity articles in host country(s)	2 newspapers, Press coverage as indicated above 2 presentations – National action plan for biodiversity meeting National Strategy of the environment of Bulgaria 2 presentations – 1 on the national conference organized by Matra project, May 2005 and one in the Environmental education conference in Lithuania Sep 2005 2 press releases in May 2005, and May 2006
15b	Number of local press releases or publicity articles in host country(s)	2 articles in newspaper “Cherno more” and “Narodno delo”
15c	Number of national press releases or publicity articles in UK	
15d	Number of local press releases or publicity articles in UK	
16a	Number of issues of newsletters produced in the host country(s)	27 issues 600 copies each of newsletter “ECOPOLIS”
16b	Estimated circulation of each newsletter in the host country(s)	
16c	Estimated circulation of each newsletter in the UK	
17a	Number of dissemination networks established	
17b	Number of dissemination networks enhanced or extended	
18a	Number of national TV programmes/features in host country(s)	
18b	Number of national TV programme/features in the UK	
18c	Number of local TV programme/features in host country	
18d	Number of local TV programme features in the UK	
19a	Number of national radio interviews/features in host country(s)	6 radio broadcasts in National radio Horizont and Hristo Botev
19b	Number of national radio interviews/features in the UK	1 radio broadcast for BBC 1
19c	Number of local radio interviews/features in host country (s)	1 regional broadcast – MSAT TV
19d	Number of local radio interviews/features in the UK	
<b>Physical Outputs</b>		

20	Estimated value (£s) of physical assets handed over to host country(s)	One computer purchased
21	Number of permanent educational/training/research facilities or organisation established	NCE Committee established
22	Number of permanent field plots established	
23	Value of additional resources raised for project	

### 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>
News letter	ECOPOLIS – 26 issues	TIME	www.time-foundation.org	Free/Annual subscription of £7 for 12 issues
Teacher Manual	“Time for one new world” – Information pack for teacher training, E. Gancheva, K. Kardjilova, G. Gancev, S. Hristova, P. Mandadjieva, D. Bojinova, N. Boneva Sofia, 2005	TIME	<a href="http://www.time-foundation.org">www.time-foundation.org</a> <a href="http://www.ecobrazovanie.net">www.ecobrazovanie.net</a>	Free
Publication	“Challenges to biodiversity education and education for sustainable development”, Nadya Boneva, Petya Ivanova, James Hindson&Ken Webster.	Bulgarian Bioplatform, Sofia	In:Petrova, A (ed.), Current state of Bulgarian biodiversity – problems and perspectives. Pp.549-557	Free
Text book	“The world around us”, V. Atanassova, S. Meloyan, P. Ivanova, N. Boneva Education material 1 <sup>st</sup> grade, Module “Environment” aimed at Mandatory selected education in Bulgarian school, approved by Ministry of Education and Science of Bulgaria N RD 09-246/31.03.2006	Bulvest 2000	Bulvest 2000 Publishers 13 Serdika str., entr.A, fl.4, 1000 Sofia <a href="http://www.bulvest.com/">http://www.bulvest.com/</a>	<b>3,75 leva</b>

Text book	“The world around us”, V. Atanassova, S. Meloyan, P. Ivanova, N. Boneva Education material 2 <sup>st</sup> grade, Module “Environment” aimed at Mandatory selected education in Bulgarian school, approved by Ministry of Education and Science of Bulgaria N RD 09-246/31.03.2006	Bulvest 2000	Bulvest 2000 Publishers 13 Serdika str., entr.A, fl.4, 1000 Sofia <a href="http://www.bulvest.com/">http://www.bulvest.com/</a>	<b>3,25 leva</b>
Text book	“The world around us”, V. Atanassova, S. Meloyan, P. Ivanova, N. Boneva Teachers book 1 <sup>nd</sup> grade, Module “Environment” aimed at Mandatory selected education in Bulgarian school, approved by Ministry of Education and Science of Bulgaria N RD 09-246/31.03.2006	Bulvest 2000	Bulvest 2000 Publishers 13 Serdika str., entr.A, fl.4, 1000 Sofia <a href="http://www.bulvest.com/">http://www.bulvest.com/</a>	Free with the educational material
Text book	“The world around us”, V. Atanassova, S. Meloyan, P. Ivanova, N. Boneva Teacher’s training 2 <sup>nd</sup> grade, Module “Environment” aimed at Mandatory selected education in Bulgarian school, approved by Ministry of Education and Science of Bulgaria N RD 09-246/31.03.2006	Bulvest 2000	Bulvest 2000 Publishers 13 Serdika str., entr.A, fl.4, 1000 Sofia <a href="http://www.bulvest.com/">http://www.bulvest.com/</a>	Free with the educational material
Poster	“Time for one new world”	TIME	<a href="http://www.time-foundation.org">www.time-foundation.org</a>	free
Leaflet	Program “Supporting the education for sustainability in Bulgaria”	TIME	<a href="http://www.time-foundation.org">www.time-foundation.org</a> <a href="http://www.ecoobrazovanie.net">www.ecoobrazovanie.net</a>	free

## 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>	<i>Supporting the Development of Nature Conservation Education in Bulgaria</i>
<b>Ref. No.</b>	162/12/032
<b>UK Leader Details</b>	Fields Studies Council
Name	Dr. James Hindson
Role within Darwin Project	Project manager
Address	FSC Environmental Education, The Annexe, Preston Montford Lane, Shrewsbury SY4 1DU
Phone	
Fax	
Email	
<b>Other UK Contact (if relevant)</b>	
Name	
Role within Darwin Project	
Address	
Phone	
Fax	
Email	
<b>Partner 1</b>	
Name	Nadya Boneva
Organisation	TIME Ecoprojects Foundation
Role within Darwin Project	Project leader
Address	3, Vazrajidane Sq., ap.15, 1303 Sofia, Bulgaria
Fax	
Email	
<b>Partner 2 (if relevant)</b>	
Name	
Organisation	
Role within Darwin Project	
Address	
Fax	
Email	

**Appendix V: Log Frame**  
**Original Logframe**

Project summary	Measurable indicators	Means of verification	Important assumptions
<p><b>Goal:</b></p> <p>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></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>That the quality of learning about Bulgaria's nature increases.</p> <p>That the NCE begins to develop positive changes in attitudes and behaviour</p>	<p>School Reports and Monitoring reports by Education Inspectors.</p> <p>Reports from the Ministry of Environment</p> <p>Project monitoring Reports.</p> <p>Pre and post Project surveys.</p>	<p>That the Ministry of Education will support the integration of NCE into the current curriculum.</p> <p>That the current reforms in the education system will not discourage further innovation</p>
<p><b>Outputs</b></p> <p>1. A body of educators able to develop, deliver and support effective NCE into the formal school curriculum.</p> <p>2. A NCE Policy approved by the Ministries of Education and Environment.</p> <p>3. NCE Teacher Training Module used Teacher Training in NE Bulgaria.</p> <p>4. An NCE Text Book and supporting resources published and used in Schools in NE Bulgaria.</p> <p>5. An operational NCE Network</p>	<p>A functioning Nature Conservation Education Committee. A minimum of 25 people trained in effective learning approaches, biodiversity education, curriculum and resource development</p> <p>Policy Developed by Working Team and approved by Ministries.</p> <p>Working Team produce a course and manual which is adopted teacher training institutions and organisations.</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>Target audience use the network facilities</p>	<p>Approval of role of NCEC by Ministry of Education and Environment.</p> <p>Training Reports and Reports of participation in Working Teams developing other elements of the project.</p> <p>Policy document signed and a summary document sent to all schools.</p> <p>NCE course published as part of Institutions programmes. Reports from the Course and feedback from students</p> <p>Data from the publisher and sales of books to schools. Schools Visit reports. Reports from Teacher Training events.</p> <p>Data on web site hits and newsletter circulation</p>	<p>Selection of the right people to join the Teams. A high % of those selected complete their training and continue to work in education where their training can be used.</p> <p>That the Ministries agree with and are willing to sign the Policy Statement.</p> <p>That the Teacher Training and Retraining Institutions and organisations are willing to use the NCE course developed.</p> <p>That schools are willing to purchase and use the NCE books even at a subsidised price</p> <p>That NCE is seen to be important enough for NGOs and schools to want to join the NCE network.</p>

<b>Activities</b>	<b>Activity Milestones (Summary of Implementation Timetables)</b>
Conferences	Y1 1 – High Level Conference to confirm the support of the Ministry of Education and other stakeholders; establishment of Nature Conservation Education Committee and Working Teams; Conference to establish the NCE Network and launch of the NCE node. Y3 – End of Project Conference to Disseminate outputs.
Workshops and Programmes and materials development	Y1 – Training Workshops for the Working Teams in the UK and Bulgaria spread over the year (25 days). Some will be common workshops and others related to specific needs at which the Working Teams develop the Policy documents, Teacher Training Courses and curriculum materials. Y2 Workshops led by the Working Teams for Teachers. Training of a Trainers Network.
Support and Monitoring	Y2/3 Working Teams for Teacher training and Materials Development will work with their target groups to support the delivery of the teacher training programmes and use of the text book materials in schools
Publicity	Y 1/2/3 Articles about the project in the educational press, and especially high coverage during the launch of the Policy and Schools materials .

## **Appendix VI: Survey**

### **Summary of Research Reports**

To evaluate the result of the project “Supporting the development of nature conservation education in Bulgaria” we have evaluated 64 teachers that were involved in different activities of the project. The questionnaire consists of 16 questions placed in 4 general themes (see the attached questionnaire). The statistical assessment of the questionnaire shows the results as follows:

#### **1. Support for Nature Conservation Education**

All teachers think that they have received support for NCE during the 3 years of the project. 57% answered that they received much more support and 43%, more support. Regarding the level of support, the teachers answered that they received 64% support for education materials, 86% for teacher training, 86% teaching materials for teachers, 71% support for experts, 71% support for NGOs, 64% support for teachers networks and 64% websites. As a result, 100% of the respondents feel confident to teach NCE with 43% being much more confident, and 57% more confident.

#### **2. Policy for Nature conservation education**

100% of the teachers are familiar with the Program “Supporting the education for sustainable development in Bulgaria”, endorsed by the Ministry of Education and Science and Ministry of Environment and Waters. To the question about the clear understanding of what NCE is and how it was integrated into the teaching 79% answered “yes definitely”, and 21% said “yes- may be”. Regarding the integration of NCE in the teaching process again the answers are 79% answered “yes definitely”, and 21% said “yes- may be”. 100% have seen the project poster “Time for one new world” and 86% of the students parents are interested in NCE, and just 14% are not.

#### **3. Teacher training**

100% of the teachers answered that the only teacher training they receive about NCE has been within the framework of the project “Supporting the development of NCE in Bulgaria”. This training gave them excellent understanding of NCE (64%) and 36% added to their understanding about NCE. Regarding the level of skills, 71% answered that they had few skills before and now feel confident about integrating NCE, 29% answered to the question about the skills to use student centred methods in their teaching teachers, 71% answered that they had few skills before and now feel confident about student centred methods in NCE, and 29% that they had some skills before and this training added to them.

#### **4. NCE package “TIME for one new world”**

100% of the teachers are positive about the use of Information package. 100% of the teachers answer positive to the questions - have you used the NCE package of materials produced by the Darwin Project, students are more motivated and interested in nature and environment, and the amount of student centred learning in NCE has increased

The analyses shows that, there was a great support for teachers during the last 3 years and that They feel much more motivated to integrate Nature conservation education in the Education for sustainability to use students centered learning methods.

The teachers are familiar with the materials developed by the project “Supporting the development of nature conservation education in Bulgaria”, program “Supporting the



development of education for sustainability”, Information pack for teacher training “Time for one new world”, Promotional poster, education materials for teachers and students. They use those materials for in-service training and as a additional materials for the education curriculum. The organized teachers trainings lead to the integration of the NCE in the teaching and learning process, improvement of teacher’s qualification, and implementation of integrated techniques. The results show that solid basis for education for sustainability was developed.

## **Appendix VII: National Action Plan for Biodiversity**

**The National action plan for biodiversity 2005-2010**

**Darwin Initiative is mentioned in the table under N: 142; 149; 151; 153; 155.**

## Appendix VIII: Training Seminars & Conference - Matra

### TRAINING SEMINARS AND CONFERENCE

Within “Environmental education at primary schools in Bulgaria” project (MATRA)

1. **“Environmental education”** – training seminar for ToT WG & 6 Educ. materials WG members; Gozhe Delchev, 18-20 June 2004; Total number of participants: 20 participants (7 people ToT & 6 people EM WG); 5 staff members, 2 consultants (Ken Webster, Hans Smit)
2. **“Environmental education II”** – training for members of ToT WG and Educ. materials WG, Sofia, 11-12 October 2004; Total number of participants: 20 participants (7 people ToT & 6 people EM WG); 5 staff members, 1 consultant (Hans Smit)
3. **National conference on ESD in Bulgaria, 27 May 2005, Sofia** – total number of 113 participants (representatives from identified schools from the 3 pilot regions, RI of MES, the MES, the MOEW, NGOs, media, etc.; representatives from foreign and national team members);
4. **Education seminar for pilot testing of materials for 3-4 grades** – for identified primary teachers and RI of MES experts from Lovech pilot region; 20-21 February 2006, Apriltzi; Total number of participants: 43 participants (38 primary teachers and principles from Lovech region); 4 staff members, 1 consultant (Hans Smit)
5. **Education seminar for pilot testing of materials for 3-4 grades** – for identified primary teachers and RI of MES experts from Varna and Dobrich pilot regions; 23-24 February 2006, Varna; Total number of participants: 76 participants (68 primary teachers and principles from Varna and Dobrich region); 4 staff members, 2 consultants (Hans Smit, Koen Peters)
6. **Training of trainers** – educational seminar for trainers of ESD in Bulgaria, 22-24 February 2006, Varna; Total number of participants: 30 participants (24 identified experts from the Universities, RI of MES, env. NGOs, teachers); 4 staff members, 2 consultants (Hans Smit, Koen Peters);
7. **Environmental education in practice** – outdoor training and presentation of successful school practices in Environmental education; 29 June – 1 July 2006, Ribaritzha, total number of 91 participants ( 80 representatives from identified schools from the 3 pilot regions, RI of MES, the MES, the MOEW; 10 trainers, 1 consultant;