

Darwin Initiative

Half Year Report (due 31 October each year) [For project 342, the half year is July to December, therefore reporting by end January]

PLEASE NOTE: Due to the increased number of reports expected in 2005, we will not be able to confirm receipt of reports but will contact you individually should any questions arise

Project Ref. No.	14-022
Project Title	Environmental educational programme promoting biodiversity conservation on Socotra, Yemen
Country(ies)	Yemen
UK Organisation	Durham University (Geography)
Collaborator(s)	Socotra Conservation and Development Programme, Yemen
Report date	<i>January 2007 (for the period July-December 2006)</i>
Report No. (HYR 1/2/3/4)	<i>HYR/2</i>
Project website	

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

Key milestones for year two are: Yr 2: Materials - More materials and approaches developed; Courses and training - Yr 1-2: Selected EPA staff trained in developing materials with teachers. Outreach strategy outside of curriculum developed. Yr 2: Accredited training in UK for 1 EPA or MoE staff member from Socotra achieved. Yr 2-3: Working with EPA staff and teachers, the new course developed and being delivered. Yr 2: 20 in-service teachers trained; Teachers Training College Yr 2: Courses approved and TTC staff trained; Agreement with MoE - Yr 1-3: On-going meetings/discussions/emails, faxes with MoE, EPA, SCDP and other bodies in Sana'a resulting in EE being integrated into the curriculum, as initiated in Socotra.

By March 2007: Materials produced and delivered to Socotra before start of academic year Selected teachers trained in use of materials; EPA staff trained in promotion of materials to teachers; TTC staff trained; Work with MoE, EPA to promote EE in curriculum through core subjects using materials as exemplars; Materials trialed in schools on Socotra; and exploring ways of involving parents in the process; Topics for additional materials researched.

Attainments by December 2006. The findings of the monitoring and evaluation visit to Sana'a and Soqotra in early July 2006 (the visit itself was discussed in the end first year report, end July 2006) led to the following: (a) the revision of the original 12 lessons, with revised format and additional activities; (b) the drafting of three additional lessons; (c) the full revision of the Arabic used in the original drafts, to make the Arabic more suited to children of grades 4-6. Another outcome of the July 2006 visit was an agreement that training on the revised lessons would take place in the inter-semester break, in January 2007 (the only time, we were told, that the teachers would be free for training). It was also agreed, in July, that up to 50 teachers from 10-12 schools would be trained, the schools and teachers to be selected by the NGO and the MoE officials on Soqotra. It was also agreed, in the early part of the last half year, that the SCDP Environmental Awareness team would, through the existing and planned Environmental Clubs, take prime responsibility for working with enthusiastic teachers and pupils, extra-curricular, to deliver the Additional Activities that were included at the end of each lesson. In

December 2006 we held a week-long series of meetings, in the SCDP offices in Sana'a, with UK and SCDP staff together with the two Directors of Education from Soqotra, and the head of SCDP on Soqotra and of the NGO, SSHH, also from Soqotra and with a number of MoE technical curriculum and training staff from MoE, Sana'a. The aim of this set of meetings was: (a) to review the modified lessons, make any outstanding changes to them and prepare them for printing to be ready for the January training programme; (b) to discuss the 12 selected schools and the list of 50 named teachers from those schools; (c) to make necessary preparations for the training programme in January; (d) to talk about the future involvement of the Teacher Training College on Soqotra; (e) to agree a work schedule and budget for the NGO, SSHH, to the end of the academic year; (f) to discuss the principles and roles of the Environmental Awareness team of EPA/SCDP on Soqotra in delivering the Additional Activities via the Environmental Clubs. Understandings were also finalised concerning the next stage of the Learning by Growing activity, led, from the UK side, by the NGO Aridlands (Tony Milroy) together with RBGE and a plant nursery on Soqotra.

Finally, during the December visit, all those who had participated in the early meetings met with the Vice Minister of Education, Professor Habtoor. He made it very clear that he believes the Darwin project to be of true importance because in Yemen, as worldwide, environmental issues are rising to the top of the agenda and because he believes that MoE should play an important role, through the schools, in informing the up and coming generation about this. He wants the Darwin project to succeed, and thus establish a principle that can also be adopted elsewhere in Yemen. However, he said, he must clear all the material through his curriculum committee (and their technical experts) before it can be approved even for further testing in the schools. Therefore he wants our January workshop to have as its focus discussions on the best ways of incorporating our new materials into the curriculum, and to achieve this in the coming months so that the revised materials, formally approved, can be taught from the beginning of the academic year 2007-08.

By the end of December plans for the revised workshop were well in hand, as were plans for the training in Learning by Growing at an overlapping time and plans for training the EPA/SCDP Environmental Awareness team to deliver the Additional Activities associated with the new lessons through the Environmental Clubs.

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

The notable unexpected development, as discussed above, was the decision by Yemen's Vice Minister of Education to use the planned late January workshop on Soqotra to examine how best to fit the new material into the curriculum rather than, as up to then agreed, training a large number of teachers to test use the materials in 12 selected schools. The aim is to finalise the materials by the start of the academic year 2007-08 and then, with MoE full backing, use them more widely within the curriculum. This will be supported by a Learning by Growing pilot scheme and by extra-curricular teaching of associated Additional Activities through the Environmental Clubs. The budgetary impact is a smaller printing requirement during this financial year (with a somewhat larger budget to support the non-curricular activities) but a larger printing requirement in the coming financial year.

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

Overseas training: Darwin has already agreed (see milestones above) that we can send a group of people to Jordan for training/experience rather than sending one person to the UK.

Budget: Earlier in January I wrote to Darwin about the main budget impact, asking that some money should be vired into the coming financial year. The matter is under consideration.

Discussed with the DI Secretariat: budget YES , in Jan 2007

Changes to the project schedule/workplan: curriculum workshop YES, in.JAN

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

A general point: a project such as ours, in which the main thrust concerns policy (in this case biodiversity/environment education policy), involves working with many people at all levels, from primary school teachers to a Minister and a Vice Minister. The project therefore has to be a 'process project', very responsive and flexible in adapting to ideas that are thrown up by our Yemeni colleagues at the many meetings we have with different groups of them. This will assist (is clearly assisting) local ownership of the project but it inevitably also involves changes to our original schedule and activities.

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

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

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