



## Darwin Initiative Annual Report



Important note:

To be completed with reference to the Reporting Guidance Notes for Project Leaders – it is expected that this report will be about 10 pages in length, excluding annexes

Submission deadline 30 April 2009

### Darwin Project Information

Project Ref Number	14-052
Project Title	Biodiversity Education and Action around the Caspian
Country(ies)	Iran, Azerbaijan, Russia, Kazakhstan and Turkmenistan
UK Contract Holder Institution	Field Studies Council
Host country Partner Institution(s)	None
Other Partner Institution(s)	Caspian Environment Programme (CEP) – Iran Caspian Institute for Environmental Services (SCIENSE) - Iran Regional Environment Centre Caucasus - Azerbaijan The Regional Environmental Centre for Central Asia (CAREC) – Kazakhstan Centre of Environmental Education of Astrakan – Russia Khazar State Nature Reserve - Turkmenistan
Darwin Grant Value	£154375
Start/End dates of Project	April 2005 – March 2009
Reporting period (1 Apr 2009 to 30 <sup>th</sup> April 2009) and annual report number (4)	1 <sup>st</sup> April 2008 to 31 <sup>st</sup> March 2009
Project Leader Name	Richard Dawson
Project website	<a href="http://www.caspianseabiodiversity.org">www.caspianseabiodiversity.org</a>
Author(s) and main contributors, date	Richard Dawson, 5 <sup>th</sup> May 2009

### 1. Project Background

Our project seeks to address the need for high quality resources to support environmental and biodiversity education related to the Caspian Sea and to engage children and young people in monitoring that biodiversity. To address this need we are working with five partners, one in each of the Caspian countries, to develop a pack of educational materials, train teachers and establish biodiversity monitoring groups. Once established the biodiversity monitoring groups will record data about biodiversity in the region and log records online. The resulting outputs will be the first time such a network of schools has been created in the region, and in some of the partners the first time schools have been permitted to actively collect data of scientific value.



## 2. Project Partnerships

The main formal project partner listed in the proposal is the Caspian Environment Programme. The purpose of working with the CEP was to facilitate partnership with national NGOs in each country and it was never intended that there would be strong active partnership links with the CEP secretariat itself in Tehran. The CEP has undergone a number of changes as detailed in the previous report. With the signing of the Caspian Convention the context for work in the region is now different with less emphasis on practical public participation interventions by the CEP. In addition there have been several changes of public participation officers. The main support given by the CEP was to facilitate the participation of the project at the launch of the Caspian Convention. In this sense the partnership with the CEP has successfully served its purpose.

The partnership between the five country partners has been mixed, some partnerships developing very strongly whilst others have remained stable. The issues relating to the delay in project implementation has been explained in previous reports, nevertheless this has impacted on the partners ability to work to deliver the project. The partnership with Russia is a strong one and the renewed management efforts from the FSC has ensured that this has been strengthened. Likewise in Kazakhstan where an additional partner, EcoObraz, is also helping to support the project together with CAREC. The Azerbaijan partnership is strong but the links with the REC Caucas are not strong. Our local Azerbaijan partner reported last year that the REC Caucas have been experiencing financial difficulties due to poor management procedures and the Director had left the organisation. We have been in contact with the interim Director but communication is difficult given their current situation. We have continued to work directly with the Azerbaijan local partner and this is working well. The partnership with Iran remains strong although communication can be sporadic. The extension of the project has led to the need to reapply for permissions to work in the three regions next to the Caspian Sea that we are working with, this has not been an easy process. Turkmenistan is difficult. Whereas the partnership is still good the political conditions for the project in Turkmenistan are extremely challenging. Due to the extension of the project beyond its original deadline new permissions

had to be obtained from the Turkmen government to allow work to continue. This has meant that progress on project outputs has been slow. To ensure that the project partnership can continue and strengthen two project meetings have taken place in December 2008 and April 2009.

The project has a simple management structure. Each country has a Project Manager responsible for the delivery of the project assisted by a project team and teachers. The work of each country is co-ordinated by the FSC Project Manager and a technical biodiversity expert also from the FSC.

Each partner has its own links to Ministries of Education and Environment. In Russia for example, these are quite formal as certain permissions are required to work within the schools system and distribute materials. In Iran we have agreements with the Department of Environment to work in three regions, with separate agreements with each of these regions. This is an intensely bureaucratic process. In Kazakhstan and Azerbaijan informal links are strong.

Several links have been made with local organisations in each country. In Azerbaijan the Azerbaijan Ornithology Society has received project materials and they have an extensive network of schools. Support from the AOS was also used in developing the bird keys to ensure accuracy. Additional support in Azerbaijan has also come from the Republican Centre of Ecological Training and Experience. In Kazakhstan EcoObraz has collaborated with CAREC in providing training about the project and integrating our project into the work of several of their other projects in the Caspian Sea area.

### **3. Project progress**

The last year has focused on consolidating the project partnership and focusing efforts on achieving the key project outputs. This has included significant work on producing all the tangible outputs including keys, posters, teacher manuals and project website. Significant effort has been put into disseminating these resources to schools and teachers via training workshops, school visits and teacher meetings. A major milestone was the completion of the project website in Russian, Azeri, Farsi and English ([www.caspianseabiodiversity.org](http://www.caspianseabiodiversity.org)).

This report was produced following a partners meeting in Baku in April 2009 with partner from Azerbaijan, Russia and Kazakhstan.

#### **3.1 Progress in carrying out project activities**

##### *1. Posters.*

Issues relating to the transport of posters have been detailed in previous reports. During the past year most of the poster issues have been resolved with the exception of Turkmenistan.

The key achievement has been the printing of additional posters in Russia where formal permission was required from the State Government. The situation in Turkmenistan has remained unchanged, so that a decision has been taken to reprint the posters in Turkmenistan. The local partner is currently investigating the costs of doing this.

##### *2. Teachers booklet.*

This has been completed in all partner countries with the exception of Russia and Turkmenistan. In Russia formal approval from the State Government has been granted and the booklet is now being prepared for printing. A similar situation exists in Turkmenistan with the booklet ready for printing.

The teachers booklet will be made available on the project website for free download.

### 3. *Teachers Workshop*

In Azerbaijan, Russia and Kazakhstan teacher training workshops on biodiversity monitoring and using identification keys has taken place. The workshops attracted teachers from 12 schools in Azerbaijan, 50 schools in Russia and 25 schools in Kazakhstan. In Russia a short video presentation was made of the workshop that was later shown on local TV. In country project teams have visited participating schools to follow up the training and support the monitoring that is taking place.

In Turkmenistan the teachers workshop will take place at the beginning of June.

In Iran difficulties with extending project permissions with both the national and regional offices of the Department of Environment have delayed the training.

Photographs of the training workshops are attached in Annex 3.

### 4. *The Wetland Bird Key*

During this year the bird keys have been produced and distributed in Azerbaijan, Russia and Kazakhstan. They have been very successful with requests for keys far outstripping supply. Use of the keys has been supported by the training detailed above and follow-up visits by project staff. A total of 1000 copies have been printed in each country.

In Turkmenistan the keys will be printed in time for the teacher workshops taking place at the beginning of June.

In Iran difficulties with extending project permissions with both the national and regional offices of the Department of Environment have delayed the printing of the keys until permissions to distribute them have been obtained. Approval has now be obtained and we expect the printing of the keys to move ahead.

Photographs of the bird keys are attached in Annex 3.

### 5. *Website*

The website was completed by the end of March 2009 and translated into all the partner languages except Turkmen and Kazakh (Russian is the preferred language in Kazakhstan). The website can be viewed at [www.caspianseabiodiversity.org](http://www.caspianseabiodiversity.org) and is open for anyone to register. A content management system has been developed that allows each country administrator to add content relevant to their country and keep track of schools who have registered to use the site.

The site is now in use by schools and registrations are active. There are currently 4 schools registered in Russia, 3 in Kazakhstan and 5 in Azerbaijan.

### 6. *Bird Monitoring*

Monitoring of birds has commenced in Russia, Azerbaijan and Kazakhstan. Reports from partners suggest that schools are very active, even recording birds on the way to/from school. Bird species are being recorded on paper records for transferring to the project website. Although the monitoring is successful some schools have difficulties accessing the website due to a lack of connectivity in some schools. This issue is being overcome with the use of paper records that are collected and sent to a co-ordinator who is inputting the records.

A partner meeting in December 2008 developed a revised plan for the delivery of the activities listed above. With the exception of Iran and Turkmenistan, these have largely been delivered to plan.

## 3.2 Progress towards Project Outputs

The outputs in the log frame are:

### Communicating Biodiversity Training Programme established for education stakeholders teachers.

Training for the project team is now complete. Training was provided to all project members in December 2008 covering aspects of biodiversity monitoring and record keeping for young people. Towards the end of the project the training materials will be structured in a formal programme but currently exist as informal notes. Further training was provided in April 2009 in using the project website.

Training for school teachers has progressed well, with training having taken place in Azerbaijan (12 teachers), Russia (50 teachers) and Kazakhstan (25 teachers). Training in Iran and Turkmenistan is planned for June 2009.

This output is 100% complete in Azerbaijan, Russia and Kazakhstan, and in Iran and Turkmenistan is 85% complete.

### Education programme and resources produced used by schools.

Posters have been produced and distributed in Azerbaijan, Russia, Kazakhstan and Iran. They will be printed and distributed in Turkmenistan at the beginning of June. Teacher manuals have been printed in Azerbaijan, Kazakhstan and Iran and distributed. Printing in Russia is underway and in Turkmenistan this task will be completed in early June.

Pre-project surveys have been carried out in Russia, Azerbaijan, and Kazakhstan. In Turkmenistan and Iran this has not taken place and is unlikely to be completed. Post-project surveys will take place at the end of June 2009.

This output is 100% complete in Azerbaijan, Russia and Kazakhstan. In Iran it is 90% complete and Turkmenistan it is 85% complete.

### National and regional Schools and Community "Caspian Biodiversity Groups" and network established.

Schools in Russia, Azerbaijan and Kazakhstan have joined the project and established biodiversity monitoring groups. All have received their monitoring keys and are active in collecting data about birds in their area. Results will appear on the project website. Activities in Turkmenistan are delayed due to the materials not being ready. In Iran the network of schools is ready to start work once the delays detailed above have been resolved.

The website is complete in all the partner languages except Turkmen. School registration has commenced with 12 schools registered to date. As schools collect data it will be entered onto the site and maps of bird distribution around the Caspian Sea produced. There remain a few minor bugs in the programming to rectify. Now that the website is live the schools can function as a monitoring network.

This output is 90% complete in Azerbaijan, Russia and Kazakhstan. In Iran it is 85% complete and Turkmenistan it is 80% complete.

### System established for Schools and Community Biodiversity monitoring around the Caspian.

A simple monitoring system for wetland birds has been developed and integrated into the project website. Monitoring has commenced in Russian, Kazakhstan and Azerbaijan, results will be entered on to the website.

A wetland bird identification key has been produced in all partner countries but not yet printed in Turkmenistan or Iran. They have been distributed to schools and training provided to teachers.

This output is 100% complete in Azerbaijan, Russia and Kazakhstan. In Iran it is 90% complete and Turkmenistan it is 85% complete.

Promotion of the project and best practise dissemination.

This is ongoing in each country and has been given a lower priority against the other tasks due to the urgency required to complete the development of the materials, website and training for teachers. It is unlikely that the number of dissemination and media exposures anticipated will be achieved. This is mainly due to the delay in implementation of the project, and the focus being on delivering the teacher resources and training.

With reference to all the outputs above, progress over the last year in Azerbaijan, Russia and Kazakhstan has been excellent. The delays experienced with the issues surrounding the printing of the posters left all partners feeling disenfranchised and reluctant to commit to the project completion. The partner meeting in December 2008 reassured partners that the project will still be completed and all partners showed a renewed commitment to the project.

Iran has experienced delays due to extending project permissions explained above. Now this issue seems to have been resolved the project can move ahead. That said, with the limited time remaining in the project there is a risk that not all aspects of the project will be completed on time.

Turkmenistan has been extremely difficult. This is in part due to changing staff at the partner organisation as detailed in previous reports. The extension granted to the project by the Darwin Initiative meant that the project needed to be re-registered with the Government in Turkmenistan. This has been a lengthy process and time consuming. As a result the delivery of the outputs in Turkmenistan is delayed. They will be delivered by the end of June with the exception of pre/post surveys in schools and significant monitoring data.

The key assumption to have been challenged over the last 12 months is support from Government in implementing the project. In Russia the State Government requested numerous changes to the posters and teachers manual, and that these are approved by a panel of experts. This has now been achieved at additional cost. In Iran and Turkmenistan working with officials remains difficult, not least due to the need to extend the project for an additional 12 months. The results of a lack of Government support in Iran and Turkmenistan is severely restricting the ability of partners to deliver the project at the present time.

**3.3 Standard Measures**

**Table 1 Project Standard Output Measures**

Code No.	Description	Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Total to date	Total planned from application
6A 6B 6A 6B	15 - Development Team members – 20 days. 500 – Teachers - 6 days being trained plus coaching	DT – 15 x 5 days	DT – 15 x 5 days	T'cher – 300 x 3 days	DT – 10 x 2 days T'cher – 87 x 1 day	DT – 15 x 12 T'cher – 387 x 4 days	15 x 20 500 x 6
7	DT Training Manual x 250 pages 5 posters x 1250 each (6000)	100 pages	5 x 1250			100 pgs 6000 posters	100/250 6000/6000
8	Training x 12 weeks	1 week	1 week		2 weeks	4 weeks	4/12
10	5 keys x 1000 copies				3 x 3000	0	3000/5000

Code No.	Description	Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Total to date	Total planned from application
12A	1 web site x 5 languages			1 site x Eng	1 site revised x Eng, Ru, Az, Farsi	1 site	4/5
14A 14B	Dissemination Seminar x 5 Conferences attended x 4 x 5 countries		1 conf x 5 c'ties	1 conf x 5 c'ties	3	3 2 Conf x 5 countries	3/5 10/20
15A	20 – national press releases 2 x 5 x 3	5	5	5	0	15	15/20
15B	75 – 5 x 5 x 3	0	10	20	0	30	30/75
15C	5 – FSC to national media	1	0	0	0	0	0/5
15D	5 – FSC to local media		1	1	0	3	3/5
16A	5 newsletter – as part of partner newsletters	1	2	2	0	5	5/5
17A	1- Network established			1		1	1/1
18A 18C	5 – 1 in each Caspian country 10 – 2 in each Caspian country			1 3	1	2 3	2/5 4/10
19A	10 – 2 in each Caspian country	3 Nd	0	2	0	5 ?	5/10 ?/25
19C	25 – 5 in each Caspian country	0	0	0	0	0	0/0
19D	2 – potentially 2 in Shropshire						
20	5 x 1 computer	5				5	5/5
23	24500 GBP matching	5000	5000	5000	7000	22000	24500

**Table 2 Publications**

Type (eg journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (eg contact address, website)	Cost £
Bird Key – available in Russia, Kazakhstan and Azerbaijan	2009 Bird Key to the Identification of Wetland Birds around the Caspian Sea	Various	fscee@field-studies-council.org	£0
Teachers Handbook in Russian	2009 Teachers Handbook Author – Project Team			£0
Website	Caspian Biodiversity Website	Accipeter Design Tehran Iran	<a href="http://www.caspianseabiodiversity.org">www.caspianseabiodiversity.org</a>	

### **3.4 Progress towards the project purpose and outcomes**

The purpose of the project is to protect the biodiversity of the Caspian Sea through enhanced biodiversity education and action in schools and communities around the Caspian in Iran, Azerbaijan, Russia, Kazakhstan and Turkmenistan.

The specific objectives are to:

Increase teachers, school students and community knowledge of Caspian biodiversity within the context of sustainable development, stressing the importance of monitoring and how biodiversity can be protected.

Provide support for teachers in the form of programmes, training, teaching materials and a support network to integrate biodiversity learning into school programmes.

Develop systems and resources to allow schools and communities to monitor and record Caspian biodiversity.

We have made good progress over the last 12 month, the last 6 months in particular. School groups are actively taking part in monitoring in Azerbaijan, Russia and Kazakhstan, where the project is in its final stages. Progress in Iran is moving forward but at a slower pace than in other countries due to official barriers. The extension of the project and changes in the Department of Environment has meant that project extensions had to be applied for and this has taken considerable time. Whereas permission has now been obtained from the Deputy Director of the DoE, co-operation from the Regional Directors in the three provinces we are working in is not yet secure. This is a risk to project completion. A similar situation exists in Turkmenistan where the project has had to be re-registered and approved by relevant Government bodies. This has now been achieved but has resulted in additional delays to those detailed in previous reports. These delays are a risk to project completion.

### **3.5 Progress towards impact on biodiversity, sustainable use or equitable sharing of biodiversity benefits**

This is difficult to assess in our project. There has certainly been a tremendous interest in our project from the target groups and their responses to the materials and training provided very positive. As with many education projects, whereas we can indicate changes in general knowledge and understanding about the Caspian Sea and biodiversity are increasing, the long term changes in behaviour, attitudes and actions are harder to predict. Likewise, biodiversity monitoring is ongoing but records are as yet insufficient to provide scientifically useful data.



#### **4. Monitoring, evaluation and lessons**

Limited progress took place in the first five months of the year. Mid-year there was a change in Project Manager within the FSC. Following this all partners were requested to submit a written update on progress which was followed by a partners meeting in December 2008. At this meeting progress reports were received from all partners and formal plans developed to implement the remaining activities in the project. A second partners meeting was held in April 2009 and one monitoring visit undertaken to Kazakhstan in March 2009. Apart from meetings, monitoring is carried out via email and Skype. Project results are evaluated against the log frame. For all the project outputs feedback is received from the target groups. This is collected in a number of ways: pre/post baseline surveys, evaluation forms, verbal feedback and group observation.

The key lesson learned from this year is that the project outputs need to be more flexibly achieved. The long delays encountered due to the posters issue should have been mitigated by changing some of the project deliverables so that they were not so dependent on the poster e.g. the teachers manual could have been written to be less reliant on the posters as a central part, and this would have allowed the project to progress more quickly. Furthermore, a more robust management approach is required to drive the project forward in the face of delays.

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

No response was required.

#### **6. Other comments on progress not covered elsewhere**

The project still faces risk of non-completion in Iran and Turkmenistan, the reasons for this have been stated above. The amount of monitoring time within the project has been reduced due to the delays detailed above and in previous reports. However, the partners are very pleased with the monitoring process and look to integrate it into their own programmes and continue the work well beyond the lifetime of the project.

#### **7. Sustainability**

The project continues to be well received by schools and teachers. This year has seen further training delivered to teachers and activities in schools increased. Monitoring groups have been established and monitoring is now taking place in schools and initial responses have been very encouraging. Discussions between the project partners have taken place on the long term future of the project. The partners have agreed to integrate the project into their own ongoing programmes and seek additional support for an annual teachers' conference to share the results of the monitoring. Each partner will continue to support schools in monitoring and recording data on the project website. The website will be maintained by the FSC. Talks have also taken place on the potential to expand the project to include monitoring of other species related to wetland birds.

#### **8. Dissemination**

The project teams have used various conferences and events to publicise the project, but no formal dissemination events have been organised. The focus of all the partners has been on the work with schools and delivering the project outputs.

## 9. Project Expenditure

Please expand and complete Table 3.

**Table 3 Project expenditure during the reporting period (Defra Financial Year 1 April 2008 to 31 April 2009)**

Item	Budget (please indicate which document you refer to if other than your project application or annual grant offer letter)	Expenditure	Variance
Rent, rates, heating, overheads etc			
Office costs (eg postage, telephone, stationery)			
Travel and subsistence			
Printing			
Conferences, seminars, etc			
Capital items/equipment (specify)			
Others (specify)			
Salaries (specify by individual) Project Co-ordinator Project Trainer Project Trainer Website Development Development Teams Interpreter Project Consultant			
TOTAL			

**Rent, rates and office costs.** Variances arise as detailed analysis of costs showed over and under spends under these headings. They cancel each other out and although they exceed 10%, as they are similar in nature we trust that this is not a problem.

**Travel and subsistence.** This is a large positive variance and represents a genuine under spend on this item. This was not anticipated earlier in the project and claims made to date were on the basis that we believed that the required travel would eventually take place. There is one major meeting yet to take place and this will reduce the under spend to some extent by the time of the final report. Also, it is hoped that savings under this heading may be used to offset payment for extra management time required to complete the project after the problems encountered and mentioned in the narrative report.

**Printing.** These have been delays in producing the final outputs but it is anticipated that all monies will be spent before the end of the project.

**Computer and link.** Savings made.

**Project Coordinator and Project Trainer.** Over spends due to the delays and problems with the project.

**Website Development.** Over spend results from failure of the original contractor to deliver the project. An alternative contractor had to be found and restart the work.

**Interpreter.** More interpretation/translation needed to produce materials and for general project management.

**Project Consultant.** This was a role not anticipated in the original budget but was required to organise the complexities of some of the partner meetings.

**10. OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum). This section may be used for publicity purposes**

[I agree for LTS and the Darwin Secretariat to publish the content of this section](#) (please leave this line in to indicate your agreement to use any material you provide here)

## Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2008/09

Project summary	Measurable Indicators	Progress and Achievements April 2008 - April 2009	Actions required/planned for next period
<p><b>Goal:</b> <i>To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but constrained in resources to achieve</i></p> <p><i>The conservation of biological diversity,</i></p> <p><i>The sustainable use of its components, and</i></p> <p><i>The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</i></p>			<p><i>(do not fill not applicable)</i></p>
<p><b>Purpose</b> The Biodiversity of the Caspian Sea protected through enhanced Biodiversity education and action in schools and communities around the Caspian.</p>	<p>Improved biodiversity of the Caspian Sea. Evidence of improved teaching and learning in schools about Caspian Biodiversity (yr2)</p> <p>Biodiversity monitoring key and system functioning (by yr 3)</p> <p>Participation of schools and communities in biodiversity monitoring and protection (by yr 3)</p>	<p>Reports from schools and training workshops show great enthusiasm amongst teachers to use project materials. Biodiversity monitoring key and system largely complete and schools commenced monitoring.</p>	<p>See below</p>
<p><b>Outputs</b></p>		<p>All indicators for the outputs are appropriate and have not been changed</p>	
<p><b>Output 1</b> Communicating Biodiversity Training Programme established for education stakeholders teachers</p>	<p>A Development Team trained - 5 from 5 participating countries; training handbook and training course produced</p> <p>500 teachers trained - an average of 100 in each of the 5 participating countries. Training materials</p>	<p>(report general progress and appropriateness of indicator)</p> <p>Progress Development Team training completed. Around 87 teachers trained in three countries.</p> <p><u>Key Actions for next year</u> Complete training of teachers in Turkmenistan and Iran.</p>	

	produced. All by Yr 2.	
<b>Output 2</b> Education programme and resources produced used by schools.	A set of five posters produced in each national language and 1250 sets (6000 posters) distributed to all coastal schools. Teachers guide containing an education programme produced. All by Yr 2	Progress All posters and teachers handbooks produced. <u>Key Actions for next year</u> Printing of keys in Iran and Turkmenistan. Printing of teacher handbook in Russia and Turkmenistan.
<b>Output 3</b> National and regional Schools and Community "Caspian Biodiversity Groups" and network established	75 Groups established and Network created; 1 content-managed web site created. Network activities undertaken. By end Yr 2	Progress Groups established in Russia, Azerbaijan and Kazakhstan. Website complete. Network activities started in Russia, Azerbaijan and Kazakhstan. <u>Key Actions for next year</u> Continue network activities in Russia, Azerbaijan and Kazakhstan. Commence network activities in Iran and Turkmenistan.
<b>Output 4</b> System established for Schools and Community Biodiversity monitoring around the Caspian.	Biodiversity monitoring system developed and used by Groups; 1 multi species identification key developed and used by Groups. By yr 3	Progress Biodiversity monitoring system complete. Keys produced and published in Russia, Azerbaijan and Kazakhstan. <u>Key Actions for next year</u> Completion of keys in Turkmenistan and Iran.
<b>Output 5</b> Promotion of the project and best practise dissemination	100 Press releases, 5 newsletters, 15 Television and 35 radio broadcasts, 5 dissemination seminars	Progress Local press releases issued. <u>Key actions for next year</u> Further media coverage and dissemination seminar.

Activities	(report completed or progress on activities that contribute toward achieving this output), and what will be carried out in the next period
Training	This year – Training teachers on biodiversity, student centred learning and the use of the posters in three countries. Training for Development Teams. Next year – Training teachers and communities on biodiversity monitoring and use of the key in two countries.
Resource Development	This year and next year – Development of Biodiversity Key in two countries.
Biodiversity Education in Schools	This year – In four countries teachers have the posters and are using them with school students. Planning for next year – Ongoing use of programme and posters in four countries. Starting using posters and programmes in one country. Use of the wetland bird key.
Networking	This year – Website complete so networking between countries can commence. Networking has taken place between schools in each country. Planning for next year – At least 100 schools will take part in the network, monitoring wetland bird biodiversity and recording this on the website.
Biodiversity Monitoring and Recording	Next year – Schools undertake monitoring and recording using the wetland bird key.
Publicising our Activities	This year – Largely newspaper coverage of workshop activities. Next year – More media coverage of school monitoring and further workshops, completion of the website and other promotional materials. Final dissemination events in each country.
Monitoring and Evaluation	This year – Reports by project leaders, visits to schools after the workshop by the project leaders, project team meetings. Reports to Darwin.

## Annex 2 Project's full current logframe

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<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 <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 benefits arising out of the utilisation of genetic resources</li> </ul>			
<b>Purpose</b> The Biodiversity of the Caspian Sea protected through enhanced Biodiversity education and action in schools and communities around the Caspian.	Improved biodiversity of the Caspian Sea. Evidence of improved teaching and learning in schools about Caspian Biodiversity (yr2)  Biodiversity monitoring key and system functioning (by yr 3)  Participation of schools and communities in biodiversity monitoring and protection (by yr 3)	Reports from the Ministry of Education and Ministry of Environment in each country - and Reports from the Caspian Environment Programme (CEP). Project Reports.	Government support for and commitment to implementation of the education and participation components of SAP and NCAP remains high in all countries.
<b>Outputs</b>			
Communicating Biodiversity Training Programme established for education stakeholders teachers	A Development Team trained - 5 from 5 participating countries;  training handbook and training course produced  500 teachers trained - an average of 100 in each of the 5 participating countries. Training materials produced.	Training Course Reports and participants attendance records, course reviews.  Training programme in five countries produced by Development team	That key people can be identified as Development Team members and once trained that they will remain in appropriate positions to allow the continuation of the project outcomes.  That teachers will be released to attend training and will be able to implement training

	All by Yr 2.		
Education programme and resources produced used by schools.	A set of five posters produced in each national language and 1250 sets (6000 posters) distributed to all coastal schools. Teachers guide containing an education programme produced. All by Yr 2	Pre and post project surveys in schools. MPPA and DT review Reports Copies of all materials sent to all schools and to the Darwin Initiative. School records.	That the schools will be able to use the resources and that the Education Systems will not put barriers in the way of dissemination or use.
National and regional Schools and Community "Caspian Biodiversity Groups" and network established	75 Groups established and Network created; 1 content-managed web site created. Network activities undertaken. By end Yr 2	Number of groups and network membership; number of web site hits; participation in putting materials on the web site; participation in network activities.	Schools are willing to participate in the Groups and Network.
System established for Schools and Community Biodiversity monitoring around the Caspian.	Biodiversity monitoring system developed and used by Groups; 1 multi species identification key developed and used by Groups. By yr 3	Monitoring data entered on the web site. Web site hits recorded. Biodiversity Analysis presented to Ministries of Environment	That young people and communities are motivated and able to undertake simple biodiversity monitoring and
Promotion of the project and best practise dissemination	100 Press releases, 5 newsletters, 15 Television and 35 radio broadcasts, 5 dissemination seminars	Copies of all publications, recordings and conference presentations sent to Darwin Initiative	We can create an interest in the media to report our project.
<b>Activities</b>	<b>Activity Milestones (Summary of Project Implementation Timetable)</b>		



Training	<p><u>Yr 1</u> - Project Planning with project partners to clarify and confirm project process, outputs and impact. Development of Training Courses by FSC and local partners; training Development Team (DT) on student centred learning, biodiversity education, as trainers.</p> <p><u>Yr 2</u> - training DT on development of biodiversity keys and content managed web sites. Training teachers on biodiversity, student centred learning and the use of the posters;</p> <p><u>Yr 3</u> - training teachers and communities on biodiversity monitoring.</p>
Resource Development	<p><u>Yr 1</u> - development of posters and teachers handbook;</p> <p><u>Yr 2</u> - development of Biodiversity Key and monitoring guidelines, creation of recording and data base content managed web site.</p>
Biodiversity Education in Schools	<p><u>Yr 2</u> - teachers use programmes and posters in schools;</p> <p><u>Yr 3</u> ongoing use of programme and posters</p>
Networking	<p><u>Yr 2</u> - invitation to 100 schools and communities to establish Biodiversity Monitoring Groups and join the Network, schools join network and sign contract, development of network activities; on going use of the network.</p>
Biodiversity Monitoring and recording	<p><u>Yr 1</u> - review of the current status of community biodiversity monitoring;</p> <p><u>End Yr 2 and Yr 3</u> - schools and community groups undertake monitoring and recording.</p>
Publicising our activities	<p><u>Throughout</u> - production of pages for partners Web Sites; production of newsletters (2 a year); regular press releases, radio, television and newspaper publicity (at least 100 over the project period) attendance at dissemination events.</p> <p><u>Yr 3</u> - Project dissemination activities.</p>
Monitoring and Evaluation	<p><u>Yr 1</u> - Baseline questionnaire.</p> <p><u>Yr 2</u> visits from DT and MPPAs to schools;</p> <p><u>Yr 3</u> Visits of DT and MPPAs to schools so support both teaching and monitoring of biodiversity; repeat of the questionnaire to evaluate impact.</p>



## **Annex 3 Onwards – supplementary material (optional but encouraged as evidence of project achievement)**

### **3.1 Photographs of Teachers Workshops in Russia and Azerbaijan**

Astrakan Russia –



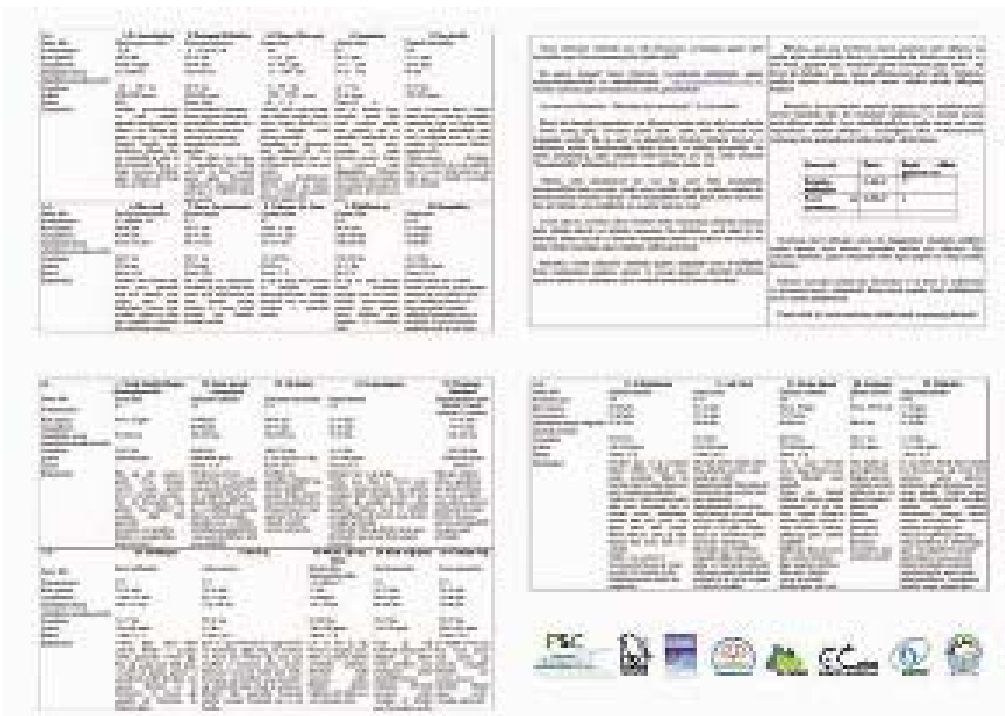


Azerbaijan









Russia



**Курсовые показатели работы за отчетный период**

В отчетном периоде курсовые показатели работы за отчетный период были выполнены в полном объеме. Все работы выполнены в срок и в соответствии с требованиями. Качество работ оценивается как высокое. В отчетном периоде были выполнены все работы, предусмотренные учебным планом. Все работы выполнены в срок и в соответствии с требованиями. Качество работ оценивается как высокое. В отчетном периоде были выполнены все работы, предусмотренные учебным планом.

№ п/п	Фамилия, имя, отчество	Дата сдачи	Оценки
1	Иванов И.И.	10.10.2009	5, 4, 3, 2, 1
2	Петров П.П.	15.10.2009	5, 4, 3, 2, 1
3	Сидоров С.С.	20.10.2009	5, 4, 3, 2, 1
4	Климов К.К.	25.10.2009	5, 4, 3, 2, 1
5	Васильев В.В.	30.10.2009	5, 4, 3, 2, 1
6	Попов П.П.	05.11.2009	5, 4, 3, 2, 1
7	Смирнов С.С.	10.11.2009	5, 4, 3, 2, 1
8	Морозов М.М.	15.11.2009	5, 4, 3, 2, 1
9	Михайлов М.М.	20.11.2009	5, 4, 3, 2, 1
10	Кузнецов К.К.	25.11.2009	5, 4, 3, 2, 1
11	Лебедев Л.Л.	30.11.2009	5, 4, 3, 2, 1
12	Зинченко З.З.	05.12.2009	5, 4, 3, 2, 1
13	Березин Б.Б.	10.12.2009	5, 4, 3, 2, 1
14	Воробьев В.В.	15.12.2009	5, 4, 3, 2, 1
15	Антонов А.А.	20.12.2009	5, 4, 3, 2, 1
16	Ильин И.И.	25.12.2009	5, 4, 3, 2, 1
17	Савин С.С.	30.12.2009	5, 4, 3, 2, 1
18	Мухоморов М.М.	05.01.2010	5, 4, 3, 2, 1
19	Павлов П.П.	10.01.2010	5, 4, 3, 2, 1
20	Соколов С.С.	15.01.2010	5, 4, 3, 2, 1
21	Степанов С.С.	20.01.2010	5, 4, 3, 2, 1
22	Сидоров С.С.	25.01.2010	5, 4, 3, 2, 1
23	Смирнов С.С.	30.01.2010	5, 4, 3, 2, 1
24	Морозов М.М.	05.02.2010	5, 4, 3, 2, 1
25	Михайлов М.М.	10.02.2010	5, 4, 3, 2, 1
26	Кузнецов К.К.	15.02.2010	5, 4, 3, 2, 1
27	Лебедев Л.Л.	20.02.2010	5, 4, 3, 2, 1
28	Зинченко З.З.	25.02.2010	5, 4, 3, 2, 1
29	Березин Б.Б.	30.02.2010	5, 4, 3, 2, 1
30	Воробьев В.В.	05.03.2010	5, 4, 3, 2, 1
31	Антонов А.А.	10.03.2010	5, 4, 3, 2, 1
32	Ильин И.И.	15.03.2010	5, 4, 3, 2, 1
33	Савин С.С.	20.03.2010	5, 4, 3, 2, 1
34	Мухоморов М.М.	25.03.2010	5, 4, 3, 2, 1
35	Павлов П.П.	30.03.2010	5, 4, 3, 2, 1
36	Соколов С.С.	05.04.2010	5, 4, 3, 2, 1
37	Степанов С.С.	10.04.2010	5, 4, 3, 2, 1
38	Сидоров С.С.	15.04.2010	5, 4, 3, 2, 1
39	Смирнов С.С.	20.04.2010	5, 4, 3, 2, 1
40	Морозов М.М.	25.04.2010	5, 4, 3, 2, 1
41	Михайлов М.М.	30.04.2010	5, 4, 3, 2, 1
42	Кузнецов К.К.	05.05.2010	5, 4, 3, 2, 1
43	Лебедев Л.Л.	10.05.2010	5, 4, 3, 2, 1
44	Зинченко З.З.	15.05.2010	5, 4, 3, 2, 1
45	Березин Б.Б.	20.05.2010	5, 4, 3, 2, 1
46	Воробьев В.В.	25.05.2010	5, 4, 3, 2, 1
47	Антонов А.А.	30.05.2010	5, 4, 3, 2, 1
48	Ильин И.И.	05.06.2010	5, 4, 3, 2, 1
49	Савин С.С.	10.06.2010	5, 4, 3, 2, 1
50	Мухоморов М.М.	15.06.2010	5, 4, 3, 2, 1
51	Павлов П.П.	20.06.2010	5, 4, 3, 2, 1
52	Соколов С.С.	25.06.2010	5, 4, 3, 2, 1
53	Степанов С.С.	30.06.2010	5, 4, 3, 2, 1
54	Сидоров С.С.	05.07.2010	5, 4, 3, 2, 1
55	Смирнов С.С.	10.07.2010	5, 4, 3, 2, 1
56	Морозов М.М.	15.07.2010	5, 4, 3, 2, 1
57	Михайлов М.М.	20.07.2010	5, 4, 3, 2, 1
58	Кузнецов К.К.	25.07.2010	5, 4, 3, 2, 1
59	Лебедев Л.Л.	30.07.2010	5, 4, 3, 2, 1
60	Зинченко З.З.	05.08.2010	5, 4, 3, 2, 1
61	Березин Б.Б.	10.08.2010	5, 4, 3, 2, 1
62	Воробьев В.В.	15.08.2010	5, 4, 3, 2, 1
63	Антонов А.А.	20.08.2010	5, 4, 3, 2, 1
64	Ильин И.И.	25.08.2010	5, 4, 3, 2, 1
65	Савин С.С.	30.08.2010	5, 4, 3, 2, 1
66	Мухоморов М.М.	05.09.2010	5, 4, 3, 2, 1
67	Павлов П.П.	10.09.2010	5, 4, 3, 2, 1
68	Соколов С.С.	15.09.2010	5, 4, 3, 2, 1
69	Степанов С.С.	20.09.2010	5, 4, 3, 2, 1
70	Сидоров С.С.	25.09.2010	5, 4, 3, 2, 1
71	Смирнов С.С.	30.09.2010	5, 4, 3, 2, 1
72	Морозов М.М.	05.10.2010	5, 4, 3, 2, 1
73	Михайлов М.М.	10.10.2010	5, 4, 3, 2, 1
74	Кузнецов К.К.	15.10.2010	5, 4, 3, 2, 1
75	Лебедев Л.Л.	20.10.2010	5, 4, 3, 2, 1
76	Зинченко З.З.	25.10.2010	5, 4, 3, 2, 1
77	Березин Б.Б.	30.10.2010	5, 4, 3, 2, 1
78	Воробьев В.В.	05.11.2010	5, 4, 3, 2, 1
79	Антонов А.А.	10.11.2010	5, 4, 3, 2, 1
80	Ильин И.И.	15.11.2010	5, 4, 3, 2, 1
81	Савин С.С.	20.11.2010	5, 4, 3, 2, 1
82	Мухоморов М.М.	25.11.2010	5, 4, 3, 2, 1
83	Павлов П.П.	30.11.2010	5, 4, 3, 2, 1
84	Соколов С.С.	05.12.2010	5, 4, 3, 2, 1
85	Степанов С.С.	10.12.2010	5, 4, 3, 2, 1
86	Сидоров С.С.	15.12.2010	5, 4, 3, 2, 1
87	Смирнов С.С.	20.12.2010	5, 4, 3, 2, 1
88	Морозов М.М.	25.12.2010	5, 4, 3, 2, 1
89	Михайлов М.М.	30.12.2010	5, 4, 3, 2, 1
90	Кузнецов К.К.	05.01.2011	5, 4, 3, 2, 1
91	Лебедев Л.Л.	10.01.2011	5, 4, 3, 2, 1
92	Зинченко З.З.	15.01.2011	5, 4, 3, 2, 1
93	Березин Б.Б.	20.01.2011	5, 4, 3, 2, 1
94	Воробьев В.В.	25.01.2011	5, 4, 3, 2, 1
95	Антонов А.А.	30.01.2011	5, 4, 3, 2, 1
96	Ильин И.И.	05.02.2011	5, 4, 3, 2, 1
97	Савин С.С.	10.02.2011	5, 4, 3, 2, 1
98	Мухоморов М.М.	15.02.2011	5, 4, 3, 2, 1
99	Павлов П.П.	20.02.2011	5, 4, 3, 2, 1
100	Соколов С.С.	25.02.2011	5, 4, 3, 2, 1





## ***Checklist for submission***

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<b>Is your report more than 5MB?</b> If so, please advise <a href="mailto:Darwin-Projects@ltsi.co.uk">Darwin-Projects@ltsi.co.uk</a> that the report will be send by post on CD, putting the project number in the Subject line.	No
<b>Have you included means of verification?</b> You need not submit every project document, but the main outputs and a selection of the others would strengthen the report.	Yes
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