

Darwin Initiative – Final Report

(To be completed with reference to the Reporting Guidance Notes for Project Leaders
(<http://darwin.defra.gov.uk/resources/reporting/>) -

it is expected that this report will be a **maximum** of 20 pages in length, excluding annexes)

Darwin project information

Project Reference	14-052
Project Title	Biodiversity Education and Action around the Caspian
Host country(ies)	Iran, Azerbaijan, Russia, Kazakhstan and Turkmenistan
UK Contract Holder Institution	Field Studies Council
UK Partner Institution(s)	None
Host Country 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 Astrakhan – Russia Khazar State Nature Reserve - Turkmenistan
Darwin Grant Value	£154375
Start/End dates of Project	April 2005 – September 2009
Project Leader Name	Richard Dawson
Project Website	www.caspianseabiodiversity.org
Report Author(s) and date	Richard Dawson, 3 rd October 2009

1 Project Background

Our project sought 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 worked with five partners, one in each of the Caspian countries, to develop a pack of educational materials, train teachers and establish biodiversity monitoring groups. The resources were successfully developed and the biodiversity monitoring groups are now recording data about biodiversity in the region and logging records online. The resulting outputs are 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.

The project focused on the monitoring of migratory species of wetland birds and awareness/education. As such it supported the aims of the Convention on Migratory Species in the region through raising awareness of the place of migratory bird species in the Caspian Sea environment and threats to their survival.

The project supported five partners around the Caspian Sea in the delivery of the CBD articles mentioned above. Capacity building not only focused on the project teams, but also on teachers from schools throughout the region with project resources being used as part of ongoing education programmes in schools. As such the project has built capacity to support delivery of the CBD and will continue to do so in the future through the project schools, resources and partners.

In Iran the National Focal Point for our project was the Deputy Director for Marine Environment, Department of Environment (DoE), who also linked our project to other government institutions/sectors. The National Focal Point for Biodiversity was informed of the project both during its development and implementation. The NFP was involved in brokering relationships between General Directorates of the Department of Environment and in establishing links with the regional Education Offices. In Azerbaijan the project worked in close cooperation with the Center of Ecological Education of the Ministry of Education of the Azerbaijan Republic. All trainings have been carried out with participation and support of the experts of the ministry. Without their support delivery of the project into schools would not have been permitted, therefore this relationship was key to the project success.

In Turkmenistan the Minister for Nature Protection appointed a working group as the focal point of the project. The Ministry for Nature Protection forms part of the National CBD Focal Point. Regular reports were issued to the Ministry of Nature Protection. Within Russia and Kazakhstan the project was focused in a specific region and as such the national CBD focal point was not involved. Contact was made with both the local and national representatives of the Ministries of Education and Environment in both countries. In particular, contact with the Ministry of Education was vital to ensure school participation in the project, without which the project could not have been successfully delivered.

3 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. In the final year of the project all the partners made significant efforts to ensure project completion. This mitigated to a large extent many of the issues detailed in previous reports relating to project delays. 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 Caucasus are not strong. Our local Azerbaijan partner reported last

year that the REC Caucus have been experiencing financial difficulties and the Director had left the organisation. We have been in contact with the interim Director, communication is difficult given their current situation but is improving. We have continued to work directly with the Azerbaijan local partner and this has worked 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 continued and strengthened three project meetings have taken place in December 2008, April 2009 and September 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 which has been made far harder with the current political instability in Iran and a change in Director at the Department of Environment. The same is true in Azerbaijan where the Ministry of Education strongly supported the project and facilitated access to schools and granted permissions for teachers to attend training workshops. In Kazakhstan links were made with the Ministries of Education and Environment who provided support in the Atyrau region. For Iran the Department of Environment was a formal contact. The DoE has a cross-cutting agreement with the Ministry of Education on environmental education issues. Unfortunately the links are not strong and issues of personnel changes have made formal links difficult.

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 taxonomic accuracy. Additional support in Azerbaijan has also come from the Republican Centre of Ecological Training and Experience and Ministry of Education. 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. The Society of Animal Protection, Centre for Wild Nature Preservation, Kazakhstan Biodiversity Conservation Association, the State University and Institute of Zoology where also consulted in the development of the bird keys. In Turkmenistan strong ties have been developed with the Khazar State Nature Reserve with the expectation that they will continue the project beyond the current funding period. In Russia, the team worked with the Astrakhan State University to support the delivery of training and the Ministry of Education (Astrakhan office) to ensure training contributed to teachers continuing professional development.

4 Project Achievements

The project has been extremely challenging. Each of the partner countries offered particular challenges in terms of bureaucracy and educational competence. Additional factors such as the Iranian elections compounded some issues. Despite

challenging conditions the overall results of the project are very positive. This is the first time such a multi-country education project has been delivered in the region.

4.1 Impact: achievement of positive impact on biodiversity, sustainable use or equitable sharing of biodiversity benefits

The impact of the project can be classified in terms of people, resources, understanding and biodiversity.

People: the project has worked with partners from the five Caspian Sea countries, teachers and students. Through the project each of the partners have developed their skills and abilities to deliver high quality training within the schools sector and develop appropriate resources. The partners have also liaised closely with relevant government departments and civil society groups, involving them in the project where appropriate. Teachers in schools throughout the region have benefited from high quality training that both improve their understanding of biodiversity and their delivery of effective learning. The training and accompanying resources were delivered in a way to ensure that the results are sustained and can be used well beyond the lifetime of the project.

Resources: the resources developed by the project are unique to the region and the target groups. There exist no regional resources on biodiversity education and as such the teachers guide is a new resource both in its content and approaches to learning. The teachers guide is accompanied by five colourful posters that provide a visually stimulating view of the Caspian Sea and the issues affecting it. These make a very real difference to classrooms that are usually bare with no educational content. The wetland bird keys have been extremely popular, proving that there is a great enthusiasm amongst teachers and students for the resources.

Understanding: the understanding of biodiversity issues and their relation to the Caspian Sea from the outset of the project was very low. None of the partner countries has a system to involve schools in biodiversity monitoring and most learning is confined to formal subjects delivered fully within the classroom. The project resources have made available great opportunities to improve understanding of biodiversity and the Caspian Sea, and to relate this understanding to the lives of the learners. The response from schools to the project and resources have been extremely positive, in particular the training delivered and resources provided have been very well received. As with all education projects change in understanding is never quick and not easy to measure. However, the responses from schools and their active engagement in the monitoring and recording of wetland birds does suggest that the project has been successful in reaching the goal of enhanced biodiversity education.

Biodiversity: the project did not have specific goals relating to biodiversity conservation. However, education and awareness forms a key part of biodiversity action plans in each of the partners as well as the Tehran Convention and the Caspian Sea Environment Programme. As such the project has contributed to the wider goals of biodiversity conservation through increasing understanding and awareness, and promoting more informed responses to biodiversity and development issues.

Please see Annex 5 for list of Publications

4.2 Outcomes: achievement of the project purpose and outcomes

The purpose of our project was 'the biodiversity of the Caspian Sea protected through enhanced biodiversity education and action in schools and communities around the Caspian.' This has been achieved to varying degrees in each of the five target countries, and the impact has been significant in Azerbaijan, Russian and Kazakhstan.

In Kazakhstan for example, biodiversity and sustainability is a very new subject and so the project has been fundamental in helping participating schools address this area of learning. Prior to the project most teachers and students understood the need to conserve the Caspian Seal, however, most did not realise there were other species of importance such as fish and migratory birds. Most had a very limited understanding of the Caspian Sea for bird diversity, migration and ecology.

In Russia it is very uncommon for free teaching resources to become available and so there was a lot of interest generated by project resources leading to an increase in studies of biodiversity and sustainability. As information spread about the project more distant schools asked to be included and the project gained momentum. Schools felt that the project generated useful information towards environmental protection and towards addressing the problems associated with biodiversity loss. The teacher's manual was turned into a published document working alongside education professionals and consultants, and several top academic experts were involved in this process.

In the Soviet era Azerbaijan biodiversity was not taught at all and this is the first time that biodiversity and sustainable development have been discussed openly in the classroom (as opposed to zoology and biology). Many of the children had not discussed the concept before and found the subject stimulating. Old text books listed species of the wider region – the Caucasus and the wider Eurasian region but never referred to localities of species or distributions, losing local context. Also issues such as pollution of soil and water were never discussed in the Soviet era and the idea of the responsibility of the individual for their actions is also a new concept. This project has been seen as a pilot project by the authorities and because it has been successfully completed there is hope that other projects may be possible, linked to conservation and biodiversity.

Bird keys have been distributed among all coastal schools of Turkmenistan. This is the first time such material for field monitoring has been presented in the country. The posters are also planned to be distributed among schools of Ashgabat. Currently there are only animal biology lessons provided and so other aspects of environmental education and sustainability are completely new. In two schools ecological clubs have been formed (No. 13 and No. 2), though they are limited to indoor activities and do not take students outside to experience biodiversity first hand. It is hoped that given new resources and opportunities, field work will follow.

The impacts in Iran have been very disappointing. Good progress was made with developing the project resources (teachers guide, posters, website, and identification keys) but almost no progress was made with implementation. The reasons for this have been detailed in previous reports and are mainly beyond the control of the project.

As a result of the project all the partner countries have access to new resources: teachers guide, set of posters, identification keys and website. The use of these new resources in Kazakhstan, Russia and Azerbaijan has led to significant impacts on the target schools in terms of their understanding of biodiversity issues and the need for action.

4.3 Outputs (and activities)

The outputs in the log frame are:

Communicating Biodiversity Training Programme established for education stakeholders teachers.

Training for the project team is complete. Training was provided to all project members in Moscow November 2005, Baku July 2006, Almaty December 2008 and Baku April 2009 covering aspects of biodiversity monitoring and record keeping for young people, effective biodiversity education, use of content managed websites and developing simple identification keys.

Training for school teachers has progressed well, with training having taken place in Azerbaijan, Russia and Kazakhstan. In Russia a short video presentation was made of the second teacher training workshop and later shown on local TV. Each partner made follow-up contact with each school through visits, email and phone calls to support embedding the training into school activities. Training in Iran has not taken place. Training in Iran was delayed again due to the recent elections and the necessity to get appropriate permissions from the Department of Environment and Ministry of Education. These have now been received and training is expected to take place in October 2009. In Turkmenistan meetings with teachers took place in June and September 2009.

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

Please see Annex 7 for evidence of training workshops

Education programme and resources produced used by schools.

Posters have been produced and distributed in Azerbaijan, Russia, Kazakhstan and Iran. It was not possible to print the posters in Turkmenistan before the end of the project, however, the posters are included as part of the teachers guide. 1250 posters each were printed in each country. Due to shipping issues additional posters were printed in Kazakhstan and Russia. Within Russia formal approval needed to be sought from the Ministry of Education before distribution to schools; this was achieved.

Teachers guides have been printed in Azerbaijan, Kazakhstan, Russia and Iran and distributed. 200 copies were produced in Kazakhstan, 117 in Iran and 500 each in Russia and Azerbaijan. Within Russia formal approval needed to be sought from the Ministry of Education before distribution to schools; this was achieved. The teachers guide has been produced but not been printed in Turkmenistan due to the problems with transporting the accompanying posters from Iran to Turkmenistan as detailed in previous reports. In Iran delays were experienced due the necessity to change, and have approved by the Iranian Authorities, religious references.

In Turkmenistan the Ministry of Nature Protection has approved the Posters and Manuals as supplementary education materials.

Please see Annex 11 for Ministry approval and Annexes 5.1 (Posters) and 5.4 (Teachers Manual)

Pre-project surveys have been carried out in Russia, Azerbaijan, and Kazakhstan. These demonstrated the high need for the project based on a limited understanding amongst teachers of biodiversity issues and a desire for improved teaching and learning resources. In Turkmenistan and Iran this has not taken place and is unlikely to be completed.

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

Please see Annex 10 – Baseline Survey

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 (Russian is used in place of Turkmen). School registration has commenced with 48 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. Now that the website is live the schools can function as a monitoring network. There have been issues with using the website due to poor internet access in many of the project schools. This has been overcome by schools collecting paper records and project team members inputting the data on their behalf. For example, 500 students have been involved collecting data in the Atyrau region of Kazakhstan but many were unable to record their data personally, so it was handed as paper records to the project team to input on their behalf.

This output is 100% complete in Azerbaijan, Russia and Kazakhstan. In Iran it is 85% complete and Turkmenistan it is 90% 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 Russia, Kazakhstan and Azerbaijan, results are being entered on to the website. The monitoring system was informed by similar systems in the UK established by the Biological Records Centre, National Biodiversity Network, National Federation of Biological Recording and the University of Birmingham to ensure a robust and widely used system was developed.

A wetland bird identification key has been produced in all partner countries. 2000 copies were printed in Kazakhstan, 3000 in Iran and 1000 each in Russia and Azerbaijan. 500 copies have been printed in Turkmenistan. They have been distributed to schools and training provided to teachers.

The project website has been established at www.caspianseabiodiversity.org. The website is based on a content managed system and can be easily updated by the project partners. The site contains teaching materials together with the posters. The main part of the site consists of descriptions and images of all the wetland birds, and the system to recording bird sightings using geo-location on Google maps. Multiple sightings of the same and different species can be added to the sight by registered users. The results can be searched using a variety of parameters: date and species. Results are displayed as a map of distribution and a list of recording dates.

To access the site the following password and username has been set up:

- Username: darwin
- Password: initiative

This output is 100% complete in all partner countries.

Please see Annex 5.2 – Bird Identification Keys and Annex 5.5 - Website

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. There were specific problems in Azerbaijan where permission to implement the project was only given on the understanding that it would not be widely publicized.

A project leaflet was developed in each of the project languages and distributed at appropriate events and meetings. A key dissemination event took place as part of the Tehran Convention COP1 meeting in May 2007. The Tehran Convention is an overarching legal instrument for environmental protection in the Caspian region. Additionally, the project results were disseminated as part of the Caspian Environment Programme stakeholders meeting in St Petersburg May 2009.

Please see Annex 5.3 – Information Leaflet, Annex 8.2 – Dissemination (Iran) and Annex 8.3 Dissemination (Russia).

In such a complex multi-partner project it is difficult to easily reflect the achievements of each partner through the outputs listed above. Exit interviews were conducted with each partner during the final meeting and the results are summarized below to add additional information and reflections on the delivery of the outputs mentioned above.

Azerbaijan

Prior to the implementation of the project very little had been taught concerning biodiversity education in schools in Azerbaijan. Teaching resources were very limited, or mostly none existent and the lack of availability of broadband access prevented teachers from finding online information, much of which was not in Azeri or Russian. Having resources in the Azeri and Russian languages, and training workshops, have enabled teachers to access information that otherwise would not be possible illustrating the fundamental nature of improvement that the project has made possible.

Participation by school groups in biodiversity education has been a key output of the project that would have taken place at some point in Azerbaijan, but it is recognised that the Darwin Initiative accelerated the process dramatically and successfully. This has led to children independently thinking and raising issues that arose from using the posters, enabling confidence building to take place, and has certainly led to them becoming more aware of the future of the Caspian Sea, its biodiversity and ultimately the responsibility of the population of Azerbaijan and elsewhere for these issues.

This is the first time children in Azerbaijan have actively been out into the field and identifying birds, recording their location and adding the biological records to a map of the Caspian Sea. The context therefore gives an appreciation of the distribution of species around the coast of Azerbaijan, and by viewing the website, a wider appreciation of which birds can be found around the coast of other Caspian countries. This links in with the wider issues of biodiversity of the Caspian as detailed within classroom sessions linked to the posters.

Most teachers were trained in the Soviet era and therefore many of the concepts involved in this project are as new to the teachers as they are to the students. New skills

were therefore learnt, enhancing the capacity of teachers to discuss and disseminate the issues with their students.

The following quote from Lalah Dadashova (Ministry of Education - Baku) sums up the project "the children have been really enthusiastic – some have even been recording birds on their way to and from school!"

Kazakhstan

Biodiversity and sustainability is a very new subject area in Kazakhstan and so this project has been fundamental in helping understanding get off the ground. It is hoped that the long term effect of this project will be a greater understanding as the children targeted are tomorrow's decision makers.

The materials produced led to increased specialist education in areas that have not been looked at before. Schools textbooks are only used to study biology and the approaches used within this project have brought new learning techniques including outdoor fieldwork. The motivation of students was high despite some problems with internet access. This is the first time many students have been able to make and enter data that can be seen on the website. This brings a belonging and ownership of the process by the students.

Working with teachers at the 2008 workshop illustrated how useful this new methodology and associated resources were, including the use of new technology and out of classroom activities. Certificates were awarded to participating teachers for their portfolio which included the logo of the Teaching Training Institute – which also acts towards official accreditation within Kazakhstan, and so was valued, by teachers.

Russia

The project worked within the region amongst schools and community groups leading to work with partner organisations and officials. These included the Ministry of Education – Astrakhan Region, The Russian Natural Management Department in Astrakhan and the National Management Environmental Protection Service. The project worked with parents and friends of students taking part in the project and involvement of the Astrakhan State University.

The project attracted teachers and students to participate but before the project began it was recognised that not many people, students or teachers had even thought about the subject widely and it was only discussed at an academic level within universities. The project has encouraged many teachers to participate in local, regional and international projects since then, so has acted as a springboard.

Published materials have significantly increased knowledge of biodiversity issues. Information received as a result of monitoring allowed students to participate in practical exercises related to the study of bird migration and has increased data on the database on bird migration. This underlines the academic nature of the approach in Russia and shows how the project has contributed towards real science as well as education.

Teaching materials are an issue in Russia, they normally come with a financial cost so the supplies of free, high quality, resources are a big incentive for teachers to become involved in the project. Following delivery of the posters, teachers were inspired to suggest new activities relating to the biodiversity of the Caspian region.

It is important for teachers to work with an international project in terms of their own progression and subsequent remuneration. Certificates were awarded to teachers who were involved in the project for their career portfolios. Posters gave them the opportunity to look at different approaches to delivering lessons. More experience of a scientific approach enabled self development by many teachers.

It is likely that there will be an increased take up of the number of schools taking part in future years. Opportunities should arise to compare results of monitoring over time with other regions and other countries. It is planned to publish the creative materials of teachers in local publications which will publicise the results of this project and encourage further participation at a local level.

Turkmenistan

Bird keys were distributed among all coastal schools of Turkmenistan. This is the first time such materials for field monitoring were presented in the country. The posters are also planned to be distributed among schools of Ashgabat. Currently there are only biology lessons provided in schools that do not touch on other aspects of environmental education such as biodiversity. In two schools there are ecological clubs (No. 13 and No. 2), which limit their activities to the classroom. The website was introduced to students and teachers and administration functions will be transferred either to Reserve museum or ornithology club (subject to capacity training and access to the internet). Teachers proposed that the CD version of the site is prepared to be used in areas without internet access (outside big towns).

It was decided by school teachers meeting in Sept 2009 that interested students and teachers will be meeting at the Khazar Reserve museum and will be conducting educational sessions with participation from the Khazar Reserve scientists, including bird watching events outside the reserve and working with the website.

The bird monitoring will be conducted with the participation of reserve scientists and children. The Reserve will continue to conduct weekly educational events with teachers and interested students in the Reserve's museum. There will be two places where internet connection will be available to students and teachers after the completion of the project (Museum and Club) so that the teachers and students will have the possibility to enter data onto the website. In the future, there is a chance of the establishment of a wider network of Caspian schools (possibly with the support of the GEF (Global Environmental Facility) financed CASPECO project, former CEP).

Iran

Although school activities did not start during the project meetings with the representatives and education experts from DoE and Education Organization demonstrated a high level of interest. The posters and bird monitoring and recording component seemed to be most attractive. The general comments about the posters, teachers' manual, questionnaires and the website were encouraging and positive.

With the end of Darwin Initiative funding SCIENSE will be supporting the project and conduct monitoring and reporting component as planned. The project is unique for schools in Iran. There have been no similar out of the classroom monitoring projects in Iran. The DoE have not previously allowed non experts to take part in biodiversity monitoring. Therefore, despite limited success in achieving project outputs, the impact on biodiversity education in Iran remains high.

The general attitudes of the main stakeholders, DoE and Education Organizations of the coastal provinces, have been positive and promising. Successful implementation of the project will definitely result in enhanced biodiversity protection in the long run. There is a strong interest amongst schools in the three target provinces to see the project continue, and a commitment to attend training in October and November 2009.

As the project continues in October 2009 SCIENSE will try to recruit 1 or 2 local university graduate students in the field of environment or education to focus their research on the impact of the project on target communities by interpreting the information obtained through periodic dissemination and collection of questionnaires. It has been a part of our work-plan to encourage the schools to enrich the content of the website by posting views, news, articles, pictures and information about their local biodiversity and bird sightings.

There is no doubt that the project is sufficiently attractive and will, not only enhance the capacities of those teachers/schools directly involved, but shall also attract the attention and participation of other teachers/schools as well.

Please see Annex 9 – Exit Questionnaire and Feedback

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 and with the recent elections and political instability. This issue has not been satisfactorily resolved within the time span of the project. This risk was reported in the last annual report submitted.

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 was delayed. This risk was reported in the last annual report submitted, and whilst there has been progress this has not been as much as hoped for.

Please see Annex 11 – Re-registration of project

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 was achieved at additional cost. In Iran and Turkmenistan working with officials remained 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 severely restricted the ability of partners to deliver the project.

4.4 Project standard measures and publications

See Annex 4 and 5.

4.5 Technical and Scientific achievements and co-operation

The project aimed to develop increased understanding of biodiversity around the Caspian Sea for teachers and students. This was achieved through cooperation between the partners and local organisations and is detailed elsewhere in this report. The approach taken to developing the bird monitoring and observation system was based on systems developed by the Biological Records Centre, National Biodiversity Network, National Federation of Biological Recording and formalised by the University of Birmingham and elsewhere. This standard biological recording practise, the fundamental basis of biological recording systems within Western Europe, was employed across the region to enable a high level of scientific consistency in the methodology. This required students to collect four basic pieces of information to turn into a biological record. The resulting information was then mapped, illustrating wetland bird sightings around the Caspian Sea via the website. Bird sighting locations were recorded using geo-location on a map of the area. The results can be displayed using a variety of parameters combining species, distribution and date to enable analysis of data.

Limited social research was undertaken amongst the target groups into the need for the project and the needs of the target groups themselves. This was carried out through visits to schools and surveys in Russia, Azerbaijan and Kazakhstan.

Please see Annex 5.5 – website for maps showing results

4.6 Capacity building

Capacity building focused on three core groups: project partners, teachers and students.

Project Team

Members of the project partners received training from three members of FSC staff, including the FSC Biodiversity Training Officer. This capacity development was staged throughout the project relevant to the required tasks. Details have been given above. The training was delivered at the team meetings.

Teachers

Training workshops were planned for teachers in each of the countries. These addressed teaching biodiversity education effectively and monitoring and recording wetland birds. Effective biodiversity education focused on using the project materials (teachers guide and posters), student centred learning and lesson planning. Monitoring and recording wetland birds focused on leading groups outside safely, using identification keys and accurate data collection and entry into the project database. Through the trained teachers students were training and received additional biodiversity education.

Students

No formal training was planned by the teams for students, however there was some formal training delivering in Kazakhstan for 100 students in bird monitoring and recording. Rather the trained teachers worked with their own students to pass on the training that they had received. Follow-up visits to the schools were made by the project teams to assess the impact of training and to provide further support to the schools.

Ministries of Education and Environment

Although not specific target groups for capacity building, it could be said that this has taken place. In Azerbaijan and Russia formal approval had to be received from the

Ministry of Education and a rigorous justification for the project provided. In Azerbaijan the project was approved on a trial basis with a view to the results being used more extensively in the future.

The FSC has learnt a great deal from the project. Additional staff have been used on the project that have benefited from working overseas with new partners by gaining a wider understanding of the environmental and social situations in each partner country, as well as their approaches to sustainability, education and biological recording. In terms of being an effective partner, there were some weaknesses from the FSC side during the initial stages of the project. Learning from the lessons of the initial problems and a change in management approach were key to the completion of the project. The FSC has a robust approach to reflecting on project progress, and in this case it has led to the FSC becoming a more effective project partner.

4.7 Sustainability and Legacy

There is significant sustainability and legacy in several of the project countries. In Russia several participating teachers have developed additional resources to accompany the project and these are being distributed by our partners there. Formal approval of the project by the Ministry of Education ensured that the project training was recognised as part of teachers continuing professional development. This will increase the longevity of the project results and encourage more teachers to become involved. The team in Russia are planning to carry on the monitoring and expand the range of species in the coming years.

In Azerbaijan the project was viewed by the Ministry of Education as a trial with potential for roll-out to additional schools in the future. One of the team members, Lala Dadashova, is from the Ministry of Education and she will be responsible for future dissemination of the project results and recruiting new schools. In Kazakhstan training was delivered with the support of the Teacher Training Institute, this ensured that the training was accredited towards teacher development and promotion which will attract more teachers to the project in the future. In Turkmenistan the Ministry of Nature Protection has approved the Posters and Manuals as supplementary education materials.

In each partner country the project resources are unique. Demand for the posters, keys and teachers guide far outstripped demand. These resources are highly valued and likely to be used for some time to come. The resources are freely available and can be reprinted at low cost. The website will also remain online and open for schools to use.

Within each country there have been significant capacity changes within the project teams, and in Kazakhstan, Russia and Azerbaijan significant changes in the capacity of teachers. Biodiversity is a new subject for many schools, whilst learning outside the classroom offers new learning opportunities not previously implemented for many schools.

All the partners are considering a joint approach to the Caspian Environment Programme for additional funding to continue and expand the project.

5 Lessons learned, dissemination and communication

The project was very positively received by teachers and students. Their enthusiasm for the resources and outdoor activities demonstrated that the project was meeting a real need. Engaging schools in the project, despite the enthusiasm of teachers was not

simple. The intense bureaucracy of some education systems meant that the process of obtaining the necessary permissions took huge efforts and a much longer length of time than anticipated. To be effective in the future, it is important to ensure that relevant government departments are kept well informed about the project and preferably included through a project steering group. This was effectively achieved in Azerbaijan and the relationship and support from the Ministry of Education very positive.

The project was very challenging with each of the partner countries having particular issues; these were both political and bureaucratic. These were compounded by delays in the first two and a half years due to delays in arranging meetings of all the project partners and severe delays in shipping the printed posters from Iran to the other partners, with a knock-on effect to the remaining activities. The replacement of the Project Manager and extension of the project allowed for many of the earlier issues to be resolved and more constructive engagement with the partners. A key lesson from the project is that management needs to be more inclusive and take more account of the individual partners experience in delivering certain of the project outputs. This is particularly true of the posters; a decision was taken to print all the posters in Iran and ship them to the other partner countries. Although this was done to save costs, the resulting project delays put the entire project at risk. Once the poster issue was clear, it would have been a simple matter to continue the delivery of the other project outputs without the posters. This would have kept the project moving forward and kept the partners engaged. The additional delays caused added costs to the partners as no supplementary funding was available. It is credit to the partners that they continued the project without further payment for waiting time for their staff.

Project results were disseminated to all the target groups in Russia, Kazakhstan and Azerbaijan through the training events and meetings with stakeholders. The website remains online and will continue to be a source of dissemination for the project resources. Each of the partners are committed to continue the project within their own countries. This is particularly true in Iran and Turkmenistan who have not completed all the project activities and are committed to delivering the remaining outputs. In Russia a short video presentation was made of the second teacher training workshop and later shown on local TV.

5.1 Darwin identity

Darwin identity has been done in a number of ways: A project leaflet was produced in all the project languages and was distributed at meetings and events attended by the project team. All the project resources contained the Darwin logo prominently displayed. The project was a distinct project with its own identity. Only in Kazakhstan was some of the project joined with another project to facilitate more effective dissemination of the results to teachers.

6 Monitoring and evaluation

There were no changes to the logframe during the project, although the delays did extend the project into a fourth year. These are detailed in Annexe 1 and 2.

Throughout the project there were no changes requested to the logframe. The logframe was reviewed at partner meetings with project outputs and outcomes assessed against progress made towards them. Overall, the monitoring and evaluation procedures established by the initial Project Manager were not sufficiently robust, with limited or no systemic internal reporting from partners or detailed records of progress kept. A baseline survey was planned to take place in each country early in the project, this did not take place.

With the change of Project Manager at the end of year 3 a much more robust management system was put in place. Three partner meetings were held during the fourth year of the project to review progress, plan and support the next stages of the project, and ensure all partners were clear regarding their responsibilities. The meetings also ensured significant tasks were addressed promptly and partners concerns addressed. Contact was maintained with partners via email, Skype and phone calls between meetings. During the final year of the project accurate records of events were kept, for example training events, participate numbers, programmes, etc.

In the fourth year of the project a baseline survey of schools and teachers was conducted in Russia, Azerbaijan and Kazakhstan. These showed that there is a high demand for the project and knowledge amongst the target groups was low thus confirming the project need. Given the pressure on partners to deliver the final project outputs the baseline survey was not repeated.

Exit interviews took place at the final meeting to review and evaluate the project impact with each of the partners. These are contained in Annexes.

Please see Annex 10 – Baseline Survey

6.1 Actions taken in response to annual report reviews

There were no specific actions required following the annual report reviews. Each review accepted the issues raised relating to the delays in delivering the project.

7 Finance and administration

7.1 Project expenditure

Darwin reference 14-052								
Caspian Biodiversity Education		Final Finance Report		9th October 2009				
	Gross Budget	Gross Actual	Budget Match Funds	Actual Match Funds	NET BUDGET	NET ACTUAL	+/- £	%
EXPENDITURE								
Salaries								
Project Co-ordinator								
Project Trainers								
Website Development								
5 x Development Teams								
Consultant								
Interpreter								
Total salaries								
Office management/Communication								
Rent,rates,heat,cleaning,overheads								
Office costs eg								
postage,phone,stationery								
Total Management/Communications								
Travel and subsistence								
Travel UK to Caspian								

Travel -DT for training Travel -DT within country Accommodation -DT training Accommodation -Teacher training Accommodation -UK visits to region Total Travel and subsistence Publications Posters Biodiversity Keys Leaflet/booklets/questionnaires Total Publications Computer and internet link			
Total Expenditure			

The only category with a greater than +/- change is Travel & Subsistence where it was possible to make substantial savings by increased use of electronic communications instead of travelling.

7.2 Additional funds or in-kind contributions secured

No additional funds were secured during the project in addition to the original matched funding.

7.3 Value of DI funding

It is highly unlikely that the project would have taken place without Darwin Initiative support. Although projects within each of the partner countries might have taken place, the regional nature of the project was unique and has not been attempted previously.

As detailed in the report, the resources were highly valued by teachers. Such resources are extremely hard for many teachers to access and often require a payment. Our project made available high quality resources free of charge to all project schools. In three countries (Russia, Azerbaijan and Turkmenistan) the resources have been formally approved for use in schools and thus have received additional recognition. In Kazakhstan and Russia the teacher training courses offered were approved by the teacher training institutions as contributing to teacher development.

Overall, without Darwin Initiative support the project would not have taken place, and the status of biodiversity education in each of the partner countries remained low. However, due to the funding there is now in place a set of recognised, high quality, resources in place and an ongoing programme of biodiversity monitoring. This can only serve to strengthen biodiversity education now and in the future.

Annex 1 Report of progress and achievements against final project logframe for the life of the project

Project summary	Measurable Indicators	Progress and Achievements	Actions required/planned for next period
<p><i>Goal: 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>Purpose 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) Biodiversity monitoring key and system functioning (by yr 3) 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>Not applicable.</p>
<p>Outputs</p>		<p>All indicators for the outputs are appropriate and have not been changed</p>	
<p>Output 1 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 500 teachers trained - an average of 100 in each of the 5 participating countries. Training materials produced. All by Yr 2.</p>	<p>Development Team training completed. Around 434 teachers trained in three countries. Teacher training in Turkmenistan and Iran not completed.</p>	

<p>Output 2 Education programme and resources produced used by schools.</p>	<p>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</p>	<p>All posters, identification keys and teachers handbooks produced.</p>
<p>Output 3 National and regional Schools and Community "Caspian Biodiversity Groups" and network established</p>	<p>75 Groups established and Network created; 1 content-managed web site created. Network activities undertaken. By end Yr 2</p>	<p>Groups established in Russia, Azerbaijan and Kazakhstan. Website complete. Network activities started in Russia, Azerbaijan and Kazakhstan.</p> <p><u>Actions continuing beyond life of project</u></p> <p>Continue network activities in Russia, Azerbaijan and Kazakhstan. Commence network activities in Iran and Turkmenistan.</p>
<p>Output 4 System established for Schools and Community Biodiversity monitoring around the Caspian.</p>	<p>Biodiversity monitoring system developed and used by Groups; 1 multi species identification key developed and used by Groups. By yr 3</p>	<p>Biodiversity monitoring system complete. Keys produced and published in Russia, Iran, Turkmenistan, Azerbaijan and Kazakhstan.</p> <p><u>Actions continuing beyond life of project</u></p> <p>Training for teachers in Iran and Turkmenistan. Ongoing monitoring in all countries.</p>
<p>Output 5 Promotion of the project and best practise dissemination</p>	<p>100 Press releases, 5 newsletters, 15 Television and 35 radio broadcasts, 5 dissemination seminars</p>	<p>Local press releases issued. Attendance at Caspian Environment Programme meeting in St Petersburg, Tehran Convention COP1 in Iran.</p>

Annex 2 Project's final logframe, including criteria and indicators

Project summary	Measurable Indicators	Means of verification	Important Assumptions
Goal: 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"> • the conservation of biological diversity, • the sustainable use of its components, and • the fair and equitable sharing of benefits arising out of the utilisation of genetic resources 			
Purpose 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.
Outputs			
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. All by Yr 2.	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

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.
Activities	Activity Milestones (Summary of Project Implementation Timetable)		

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> <p><u>Yr 4</u> - training of DT on biodiversity monitoring and recording systems; training for teachers.</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> <p><u>Yr 4</u> - development of content managed website; development of wetland bird keys.</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> <p><u>Yr 4</u> - ongoing use of teachers guide 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; ongoing use of the network.</p> <p><u>Yr 4</u> - networks groups start monitoring and recording wetland bird sightings.</p>
Biodiversity Monitoring and recording	<p><u>Yr 1</u> - review of the current status of community biodiversity monitoring; <u>Yr 4</u> - networks groups start monitoring and recording wetland bird sightings.</p>
Publicising our activities	<p><u>Throughout</u> - production of pages for partners Web Sites.</p> <p><u>Yr 3 & 4</u> - Project dissemination activities.</p>
Monitoring and Evaluation	<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.</p> <p><u>Yr 4</u> - baseline questionnaire for project schools (teachers and students).</p>

Annex 3 Project contribution to Articles under the CBD

Project Contribution to Articles under the Convention on Biological Diversity

Article No./Title	Project %	Article Description
6. General Measures for Conservation & Sustainable Use		Develop national strategies that integrate conservation and sustainable use.
7. Identification and Monitoring	20	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.
8. In-situ Conservation		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.
9. Ex-situ Conservation		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.
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.
11. Incentive Measures		Establish economically and socially sound incentives to conserve and promote sustainable use of biological diversity.
12. Research and Training	15	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).
13. Public Education and Awareness	65	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.
14. Impact Assessment and Minimizing Adverse Impacts		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.
15. Access to Genetic Resources		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.

Article No./Title	Project %	Article Description
16. Access to and Transfer of Technology		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.
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
19. Bio-safety Protocol		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.
Other Contribution		Smaller contributions (eg of 5%) or less should be summed and included here.
Total %	100%	Check % = total 100

Annex 4 Standard 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 - 42 x 2 days; 300 x 3 days	DT - 10 x 4 days T'cher - 92 x 1 day	DT - 15 x 16 T'cher - 92 x 1 day; 42 x 2 days; 300 x 3 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		3 weeks	5 weeks	5/12
10	5 keys x 1000 copies				Ru x 1000; Az x 1000; Farsi x 3000; Kazakh x 2000; Turkmen x 500	7500	7500/5000
12A	1 web site x 5 languages			1 site x Eng	1 site revised x Eng, Ru, Az, Farsi	1 site	5/5
14A 14B	Dissemination Seminar x 5 Conferences attended x 4 x 5 countries		1 conf x 5 cities	1 conf x 5 cities	3	3 2 Conf x 5 countries	3/5 10/20
15A 15B 15C 15D	20 - national press releases 2 x 5 x 3 75 - 5 x 5 x 3 5 - FSC to national media 5 - FSC to local media	5 0 1	5 10 0 1	5 20 0 1	0 0 0 0	15 30 1 2	15/20 30/75 1/5 2/5
16A	5 newsletter - as part of partner newsletters	1	2	2	0	5	5/5
17A	1- Network			1		1	1/1

	established						
18A 18C	5 – 1 in each Caspian country 10 – 2 in each Caspian country			1 3	1	1 4	1/5 4/10
19A 19C 19D	10 – 2 in each Caspian country 25 – 5 in each Caspian country 2 – potentially 2 in Shropshire	3 Nd 0	0 0	2 0	0 0	5 ? 0	5/10 ?/25 0/0
20	5 x 1 computer	5				5	5/5
23	XXXX GBP matching						

Annex 5 Publications

Type * (eg journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (eg contact address, website)	Cost £
5.1 – Posters Available in Azeri, Kazakh, Farsi, Russian and Turkmen	2007/8 Author – Project Team	Tampo Print (Iran)	(Azerbaijan); (Iran) (Kazakhstan) (Russia) (Turkmenistan) (UK)	
5.2 – Bird Key Available in Azeri, Kazakh, Farsi, Russian and Turkmen	2009 Bird Key to the Identification of Wetland Birds around the Caspian Sea	Various	(Azerbaijan); (Iran) (Kazakhstan) (Russia) (Turkmenistan) (UK)	
5.3 – Information Leaflet Available in Azeri, Kazakh, Farsi, Russian and Turkmen	2007 Author – Project Team	Various	(Azerbaijan); (Iran) (Kazakhstan) (Russia) (Turkmenistan) (UK)	
5.4 – Teachers Handbook Available in Azeri, Kazakh, Farsi, Russian, Turkmen	2007/8 Teachers Handbook Author – Project Team	Various	(Azerbaijan); (Iran) (Kazakhstan) (Russia) (Turkmenistan) (UK)	
5.5 Website Available in Azeri, English, Kazakh, Farsi, Russian	Caspian Biodiversity Website	Accipeter Design Tehran Iran	www.caspianseabiodiversity.org	

Annex 6 Darwin Contacts

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