



2/496

Submit by 21 January 2005

DARWIN INITIATIVE APPLICATION FOR GRANT ROUND 13 COMPETITION:STAGE 2

Please read the Guidance Notes before completing this form. Applications will be considered on the basis of information submitted on this form and you should give a full answer to each question. Please do not cross-refer to information in separate documents except where invited on this form. The space provided indicates the level of detail required. Please do not reduce the font size below 11pt or alter the paragraph spacing. Keep within word limits.

1. Name and address of organisation

Name: Field Studies Council	Address: Preston Montford, Shrewsbury, Shropshire, SY4 1HW
---------------------------------------	--

2. Project title (not exceeding 10 words)

Biodiversity Education and Action around the Caspian
--

3. Project dates, duration and total Darwin Initiative Grant requested

Proposed start date: June 2005		Duration of project: 3 years			
Darwin funding requested	Total (£) 154375	2005/6 (£)49025	2006/7 (£) 58025	2007/8 (£)39692	2008/9 (£)7633

4. Define the purpose of the project in line with the logical framework

<p>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 the Islamic Republic of Iran, Azerbaijan, Russian Federation, Kazakhstan and Turkmenistan.</p> <p>The specific objectives are to -</p> <ul style="list-style-type: none"> • 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

5. Principals in project. Please provide a one page CV for each of these named individuals

Details	Project Leader	Other UK personnel (working more than 50% of their time on project)	Main project partner or co-ordinator in host country
Surname	Hindson	There are no UK people	Ghaffarzadeh
Forename (s)	James Crosby	Working more than 50%	Hamid Reza
Post held	Head of Unit	But please see CVs of	Project Manager
Institution	Field Studies Council	UK trainers.	Caspian Environment Programme (CEP)
Department	Environmental Education		

Details	Partner Iran	Partner Azerbaijan	Partner Kazakhstan

Surname	Abdolhamid	Garayev	Izimbergenova
Forename (s)	Amirebrahimi	Azar	Gulmira
Post held	Director	Vice Presidenet	National Coordinator, Atyran
Institution	Caspian Institution for Environmental Services (SCIENSE)	Azerbaijan Society for the Protection of Animals	The Regional Environmental Centre for Central Asia (CAREC)
Department			

Details	Partner Russia - Astrakan	Partner Turkmenistan
Surname	Chuikova	Bairammamedov
Forename (s)	Ludmila Yerievna	Baimammed
Post held	Director	Director
Institution	Centre of Environmental Education of Astrakan	Khazar State Nature Reserve
Department		

6. Has your organisation received funding under the Darwin Initiative before? If so, give details

To date, the FSC has received funding from the Initiative for seven biodiversity projects:

- *Practical training in the production of used friendly taxonomic work to enable the non-specialist to identify selected groups of plan sand invertebrates from tropical Asian countries* (Third Round – a joint project with NHM)
- *Setting up a fresh Water Monitoring Programme for assessment of improved water quality in Vietnam* (Fifth Found a joint project with Institute of Freshwater Ecology)
- *Training NGO staff with practical assignments on projects with local communities in India* (Fifth Round)
- *Coral Reef Biodiversity in the Caribbean – schools project and resources* (Sixth Round – a joint project with Caribbean Conservation Association, Commonwealth Institute and Marine Conservation Association)
- *Schools and Communities Monitoring and Protecting Biodiversity in Slovakia* (Eighth Round – a joint project with SAZP)
- *School Green Land – Community Biodiversity Awareness in Kyrgyzstan* (Tenth Round – joint project with BIOM)
- *Supporting the Development of Nature Conservation Education in Bulgaria* (Eleventh Round – a joint project with TIME Foundation)

7. IF YOU ANSWERED NO TO QUESTION 6 describe briefly the aims, activities and achievements of your organisation. (Large institutions please note that this should describe your unit or department)

Aims (50 words)

Activities (50 words)

Achievements (50 words)

8. Please list the overseas partners that will be involved in their project and explain their roles and responsibilities in the project. Describe the extent of their involvement at all stages, including project development. What steps have been taken to ensure the benefits of the project will continue despite any staff changes in these organisations? Please provide written evidence of partnerships.

Ours is a **collaborative** project involving leading organisations in five countries The key overseas partner in the project is the Caspian Environment Programme (CEP). CEP is a GEF Funded project and is a partnership between the five littoral states of Azerbaijan, Islamic Republic of Iran (IR Iran), Kazakhstan, Russian Federation and Turkmenistan. The overall goal of the CEP is the environmentally sustainable development and management of the Caspian environment. The goals of CEP are to: support the implementation of the Strategic Action Plan (SAP) for the Caspian in the priority areas of Biodiversity, Invasive species and Persistent Toxic Substances; to continue with specific capacity building measures; to

strengthen the legal and policy frameworks and to achieve tangible environmental improvements. Each objective has specific outcomes and activities and this project will enable CEP to deliver a number of key project goals related to biodiversity awareness.

The role of the CEP in the project is -

1. *Provision of space and support* - for workshops and meetings
2. *Team and School selection* - The CEP has a Matched Grant and Public Participation Adviser (MPPA) in each country. Each MPPA has already identified a partner in each country to be the lead organisation. The MPPAs will work with the lead organisation to identify the Development Team and select the pilot schools in each country.
3. *Monitoring, evaluation* - through the MPPAs visiting schools and Monitoring Groups.
4. *Support, Dissemination and Promotion* - CEP will ensure that the project is plugged into the CEP network of activities and provide support such as access to experts, documentation and promote the project through CEP mechanisms.
5. *Government Links* - with Ministries of Environment and Ministries of Education in each country through the various CEP management structures.

CEP is managed through a Project Office in Tehran in IR Iran. The implementation of the project will be independent of the CEP and does not rely on CEP staff and hence will be protected from any staff changes. The current phase of the CEP runs until 2007 and should the CEP not be extended then the project will transfer to the Regional Environment Centre (REC) in Baku who are the lead NGO delivering the project in Azerbaijan. During the project management backstopping can also be provided by the REC. The initial proposal was drafted by the FSC and discussed with the CEP Project Manager and Public Participation Adviser (PPA) and MPPAs in September 2004 in Tehran, and again in November 2004 at a meeting in Baku. This second stage proposal was discussed through email with the CEP PPA, the MPPAs and lead organisations in each country all of whom have been involved in the development of the final draft of the stage two application.

The lead organisations in countries are listed below and letters of partnership and CVs are attached.

*Effective NGOs do not exist in Turkmenistan so the project will be delivered by the Khazar State Nature Reserve but has to be approved by someone from the Ministry. (CV for Orazow Muhmmetgurban attached).

Country

Partner Organisation

Person

Azerbaijan
Regional Environment Centre, Baku
Azar Garayev

Russian Federation
Centre for Environmental Education of the Astrakhan Region
Ludmila Yurievna

Kazakhstan
Central Asia Regional Environment Centre, Atyrau
Gulmira Izimbergenova

Turkmenistan*
Khazar State Nature Reserve
Orazow Muhmmetgurban

IR Iran
South Caspian Institution for Environmental Science, Tonakabon.
Abdolhamid Amirebrahimi

The role of the national partners will be to - Select the Development Team of five people, select the pilot schools, ensure that a member of the Development Team attends each training event, participate in the development of the posters and programmes for teachers and ensure the distribution of the posters, run teacher training workshops, support and monitor schools use of the posters, manage the baseline and review questionnaire process, participate in the development of the Biodiversity Monitoring Key, support schools and engage communities in the monitoring process, ensure that materials are put on to the project web site, link the project with CEP activities and assist in the evaluation of the project. Each partner organisation has made a commitment to the sustainability of the project. All partners are well established and robust bodies, and the FSC has worked directly with them. Each organisation will take the lead for a different element of the project (such as the development and management of the web site) and these responsibilities will be agreed at the Inception Meeting.

A key element in the projects success is that the FSC has worked with the CEP and has also delivered projects with three of the five partners, sharing a good working relationship and common approach to biodiversity education and the role of schools and communities.

9. What other consultation or co-operation will take place or has taken place already with other stakeholders such as local communities? Please include details of any contact with the government not already provided.

All the local partners listed in section 8 have been consulted and have been involved in the development of the proposal through both face to face meetings during a CEP series of events in Baku in November 2004, and through email. Letters of commitment have been provided. Other stakeholders from the education sector and local communities have also been involved in a needs analysis. In the summer of 2004 the CEP undertook an extensive education and participation Ground Truthing survey and stakeholder analysis in each country. The summary and country reports are available on the CEP website. The Ground Truthing and Stakeholder analysis involved the CEP MPPAs undertaking questionnaire surveys and holding meetings with key stakeholders, including those representing education, and the community as well as the Ministry of Environment. These consultations and the Ground Truthing Process all established and confirmed the need for the project and engaged support for greater environmental education in schools and the participation of schools and communities in biodiversity monitoring. CEP web site is <www.caspianenvironment.org>

PROJECT DETAILS

10. Is this a new initiative or a development of existing work (funded through any source?) Are you aware of any other individuals/organisations carrying out similar work, or of any completed or existing Darwin Initiative projects relevant to your work? If so, please give details explaining similarities and differences and showing how results of your work will be additional to any similar work and what attempts have/will be made to co-operate with and learn lessons from such work for mutual benefits.

This is essentially a new initiative. In Phase I of the CEP there were a number of small scale environmental education activities and it is planned that these will continue in Phase II. Through the micro grants scheme the CEP is also supporting education projects in each country and in each country NGOs are working with schools to varying degrees. Our project will both build on and enhance these initiatives and include the learning from these projects. For example in Turkmenistan, there is a school that has recently established a Biodiversity Laboratory, and in Iran a new Wetland Education Centre is running a series of workshops for teachers. Both these will be involved in our project. Our work is also **additional** in that there now Caspian wide education or funding programme.

Our work is **innovative and distinctive** in the following ways.

- the involvement of schools in all Caspian countries in a *common programme*
- the development of *student centred programmes* and resources for teachers and students
- taking an approach to biodiversity that stresses the role of *sustainable development* rather than just nature conservation
- linking biodiversity learning with practical action in *monitoring and conservation*.
- linking *schools and communities* together in practical action

We shall aim to take a common and strategic approach to meeting biodiversity education needs.

11. How will the project assist the host country in its implementation of the Convention on Biological Diversity? Please make reference to the relevant article(s) of the CBD thematic programmes and/or cross-cutting themes (see Annex C for list and worked example) and rank the relevance of the project to these by indicating percentages. Is any liaison proposed with the CBD national focal point

in the host country? Further information about the CBD can be found on the Darwin website or CBD website.

All the countries around the Caspian Sea have signed the Convention on Biological Diversity, and individual countries have also signed other conventions with biodiversity elements such as the Ramsar Convention.

The project is focused largely on

- *Article 7*, Identification and Monitoring, especially part (b) (15%); through the development of Identification keys, and schools and community monitoring ;
- *Article 12* - Research and Training, especially part (a) (15%), through the development of training courses on biodiversity education and development of resources and keys and
- *Article 13*, Education and Public Awareness (a) and (b) (60%), through teacher training and development of teacher resources (posters and video); *Article 17*, Exchange of Information (10%) through training by UK experts.

12. How does the work meet a clearly identifiable biodiversity need or priority defined by the host country? Please indicate how this work will fit in with National Biodiversity Strategies or Environmental Action Plans, if applicable.

There is a **real value and need** for the project which has been identified through the CEP and strongly supported the implementation of regional Caspian Strategic Action Plan (SAP) and National Caspian Action Plans (NCAP). The SAP identified four priority concerns for the Caspian Sea, and these are also reflected in the NCAPs - unsustainable use of bio-resources; threats to biodiversity, especially from invasive species; pollution and unsustainable coastal area development. The SAP is also based on a number of key principles, one of which is accessibility of information, public participation and transparency. The SAP has five environmental quality objectives (EQOs) - **I** - Conservation and Sustainable use of bio-resources; **II** - Conservation of biodiversity; **III** - Improved water quality; **IV** - Sustainable development of coastal zones and, **V** - Strengthened stakeholder participation in environmental stewardship. A number of the specific targets for EQO II and V (for example V target 1.4) cover environmental education and awareness raising in schools and communities, and include the development of curriculum materials, networks, training and partnerships with NGOs. A more detailed Public Participation Strategy based on the Ground Truthing survey has environmental education as one of the five key goals. All these documents are available on the CEP web site. The CEP Project document also stresses the need for enhanced education and awareness and a specific goal is to create and train Caspian Watch Groups from Biodiversity Monitoring.

Biodiversity needs - Although Caspian biodiversity is low across all phyla compared to other seas, due to its historic isolation endemism is high. Approximately 40% of all species are endemic and therefore the potential loss of global biodiversity is high. There is a severe lack of accurate data on species numbers in all the Caspian states. The main problems are –

- (i) Habitat loss, especially coastal wetlands and forests due to human activities including uncontrolled settlements, industry, technogenic desertification.
- (ii) Biodiversity loss due to human activities including oil and gas exploration, over fishing, habitat destruction with an especially drastic decline in fish and marine species. The decline in Sturgeon numbers is well known, and the Caspian Seal numbers are also declining.
- (iii) Invasive species including Azola, especially in the Iranian wetlands and Mnemiopsis throughout the Caspian.

Whilst there are a large number of factors that are the causes of these problems, one of the major underlying causes identified in the SAP and NCAP is a lack of any strong environmental culture - what has been called "environmental illiteracy". The result is that biodiversity protection is just not seen as a major problem by all except a small number of decision makers.

Education and awareness needs - This lack of environmental culture is partly due to the weaknesses of environmental education in schools and communities. Although there are some wonderful beacons of excellent biodiversity education in the region, the overall quality is low. This is because

- (i) Education about biodiversity tends to focus on the scientific knowledge rather than practical application,
(ii) There is a severe lack of good teaching resources *and* (iii) Poor teacher capacity. Finally
(iv) Communities are rarely involved in biodiversity action.

This results in a generally deadly dull experience which more often than not puts children off the environment rather than encouraging participation, action and change. This is a detriment to long term development as not only do schools produce future decision makers, but they also play a vital role in communities throughout the region having a potential for a much greater impact on community awareness about the environment. They are also a good starting point for practical monitoring and protection measures.

13. If relevant, please explain how the work will contribute to sustainable livelihoods in the host country.

Although this project does not directly affect livelihoods, through the education programmes and materials we shall build an understanding of the critical links between protecting biodiversity, sustainable development and livelihoods. This is of long term importance and is recognised in strategic documents such as the recent UNESCO Decade of Education for Sustainability,

14. What will be the impact of the work, and how will this be achieved? Please include details of how the results of the project will be disseminated and put into effect to achieve this impact.

The project will have the following **impacts**

- *Improved biodiversity of the Caspian* - this will be the long term impact
- *Improved quality and effectiveness of biodiversity education* - through:
 - (i) Providing higher quality resources than are currently available: (ii) The development of programmes so that teachers can use the resources effectively: (iii) Giving teachers and students a better awareness of biodiversity, and one that puts biodiversity in the context of sustainable development : (iv) We shall be providing training for teachers, together with published materials and support for them on the web site: (v) Communities becoming more aware and learning through participation in monitoring
- *Enhancement of school and community participation in biodiversity protection* - the creation of a system for school and community biodiversity monitoring.
- *Increase in knowledge and data on biodiversity of the Caspian* - through the collection of biodiversity data by schools and communities, around the Caspian.

The project is working with a significant number of people. We are working with five countries and all the Coastal schools in those countries will receive copies of the posters and have the opportunity for training. The main emphasis of dissemination will be on increasing the number of Biodiversity Monitoring Groups – during the project we shall be working with groups of pilot schools in each country.

15. How will the work leave a lasting legacy in the host country or region?

The project will leave the following **lasting legacies**

- *Enhanced Capacity* - in each country there will be a team of people with the capacity to develop student centred learning materials for biodiversity education, and who will be able to create systems and simple keys to enable schools and communities to undertake biodiversity monitoring.
- *Improved Resources* - although the posters will not last for ever, it is expected that they will have a life of between 5 and 7 years. The keys will also have a similar life. Both could be reprinted if necessary.
- *Sustainable Biodiversity Monitoring systems*- it is expected that these will continue after the completion of the project. The groups will be very varied - some based on existing school groups and other new groups established. The web site will be continued by the REC or SCIENSE after the end of the project and it is anticipated that the project will generate enough enthusiasm and commitment for schools to continue to network through the web site and continue to monitor biodiversity.

16. Please give details of a clear exit strategy and state what steps have been taken to identify and address potential problems in achieving impact and legacy.

We have a well defined exit and sustainability strategy. There is significant expertise in the region and strong ownership of the project which meets identified needs both regionally and nationally. The FSC's role is to provide the training support to enable these needs to be met. Hence we have a high input at the start of the project which reduces during the three years. Our role moves from training through to mentoring and

coaching support - and having transferred expertise we shall not be needed by the end of the project, except in an occasional consultancy role. The key groups of problems that the project will face are -

1. *Finding the right motivated people* - there is a significant body of organisations and people committed to improving biodiversity education. Our partners are experienced NGOs, we are confident that we shall find the people needed for the Development Teams.

2. *Having structures that allow the project to be implemented* - although environmental education is not a compulsory subject in any of the Caspian countries, the curriculum does allow flexibility and the use of our resources.

3. *Having the opportunity and commitment to biodiversity monitoring* - again we are confident that our School and Community Groups will be able to do this. There is a tradition in the region, especially in the CIS countries, of schools environment or nature clubs.

4. *The sustainability of the outcomes* - the key outputs from the project are low cost. The web site, being content managed, needs no costly web managers and can be maintained by our partners with minimal professional support. Schools do not require additional support to continue the biodiversity education programmes and minimal costs are involved in biodiversity monitoring and recording.

5. *Having the support of the Ministries of Education and Environment* - our partnership with CEP will help to ensure this support.

Our project works towards sustainability through building capacity, creating structures, ensuring the outcomes are low cost to achieve and maintain. All our partners are robust and sustainable NGOs with strong experience of working with schools and have a good track record of fundraising.

17. How will the project be advertised as a Darwin project and in what ways would the Darwin name and logo be used?

During the Inception Planning visit we shall develop a publicity strategy for the project. Through this we shall ensure a high profile for the Darwin Project through the use of the name and logo on as many opportunities as possible. This will include -

- A description of the project and logo on the CEP, REC Caucasus, CAREC websites and FSC website
- (12,000 different visitors to FSC website a month) with specific Darwin pages available in other sections of the site.
- On all publications produced by the project
- On promotional materials we shall produce will include T shirts for the Biodiversity Monitoring Groups.

The partnership with the CEP will ensure that the Darwin Project is also reported through CEP official mechanisms including the regular meetings of various CEP Committees, including the high level Steering Committee on which there is Ministry of Environment representation and the involvement of the REC Caucasus and CAREC will also ensure a high profile for the project.

18. Will the project include training and development? Please indicate who the trainees will be and criteria for selection and that the level and content of training will be. How many will be involved, and from which countries? How will you measure the effectiveness of the training and will those trained then be able to train others? Where appropriate give the length and dates (if known) of any training course. How will trainee outcomes be monitored after the end of the training?

The project will include a significant element of training and development.

Training for the Development Team (15 people - a minimum of 2 from each of the 5 partner countries) Up to 20 days of training will be provided through a mix of formal workshops (18 days) and coaching (2 days), on

- Project Management - 2 days
- Effective Biodiversity Education - 3 days
- Developing Education materials - working meetings involving 3 days training
- Developing simple to use identification keys - 3 days
- Schools and Communities Monitoring Biodiversity - 2 days
- Training of Trainers - 3 days
- Using Content Managed web sites - 2 days

The training will largely be provided by the FSC supported by local experts as appropriate. Monitoring will be through the application of the learning and skills. The Development Team will be able to train others.

Training for Teachers (200 teachers - at least two from each of the 100 participating schools).

- Learning about biodiversity - 3 days - what is biodiversity and why is it important, student centred learning, using the biodiversity posters for learning

- Monitoring Biodiversity - 3 days - how to monitor biodiversity, using the simple biodiversity keys, recording biodiversity on the website

NGOs as community representatives will be invited to the first training event and will be expected to attend the second event which will prepare them for the biodiversity monitoring an network.

Teachers will be trained by members of the Development Team and monitored by the FSC. Monitoring will be through classroom observation by the DT, and through biodiversity data input on to the web site.

19. LOGICAL FRAMEWORK

Please enter the details of your project onto the matrix using the note at Annex B of the Guidance Note. This should not have substantially changed from the Logical Framework submitted with your Stage 1 application. Please highlight any changes.

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	75 Groups established and Network created; 1	Number of groups and network membership;	Schools are willing to participate in the Groups

and Community "Caspian Biodiversity Groups" and network established	content-managed web site created. Network activities undertaken. By end Yr 2	number of web site hits; participation in putting materials on the web site; participation in network activities.	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>		
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>
---------------------------	--

20. Provide a project implementation timetable that shows the key milestones in project activities.

Project implementation timetable		
Date	Financial year	Key milestones
Month 1	2005/6	<u>Inception Visit - FSC</u> will work with the leaders of the partners and MPPAs from each country. The purpose will be to clarify and confirm the goals, outputs, impact and process of the project, agree financial and reporting processes and sign contracts. The creation of the Development Teams in each country will be agreed.
Month 2	2005/6	<u>Selection of the Development Team</u> - The partners will select five people in each country for the Development Team. They will include teachers, NGO workers and ecologists and their role will be to support the different elements of the project including the development of the posters, teacher training, developing the biodiversity key, supporting schools and communities. Different members of the Team will attend the different training events depending on their expertise and task in the project.
Month 3	2005/6	<u>Training the Development Team - I</u> - The FSC will run a training course for the DT on student centred learning and biodiversity education. The DT will have a common vision of the most effective approaches to biodiversity education.
Months 5 to 10	2005/6	<u>Developing the Resources - workshop with the DT.</u> The FSC will work with the Development Team to plan the content and structure of the posters. We shall hold two workshops. The DT will each have responsibility for writing the text for the posters and researching images.
Months 5 to 10	2005/6	<u>Confirming links with the Ministries of Education</u> During this period the DT leaders will meet with the Ministries of Education to confirm their support for the project and the process of poster and training course approval (if needed).
Month 10	2005/6	<u>Publication of the Posters and Teachers Handbook</u> - distributed to all Caspian coastal schools in each country (1250 copies) through Ministries of Education.
Month 12	2006/7	<u>Training the Development Team - II</u> - The FSC will train members of the DT as trainers. These Workshops will take place in each country so that a maximum number of people from each of the partner organisations can be trained.
Month 15	2006/7	<u>Baseline questionnaire</u> - We shall undertake a baseline questionnaire to establish how much teachers and students know about Caspian biodiversity issues and how they are taught. We shall survey schools taking part in the project and a control group of schools not taking part in the project.
Month 15	2006/7	<u>Teacher Training - student centred biodiversity education</u> - The DT will each run training courses for teachers. The contents of the course are described in section 18. All schools who received the posters and teachers handbooks will be invited to the training.
Months 16	2006/7	<u>Schools use the resources in their teaching programme</u> - Schools use the

to 36		posters and video to integrate teaching about biodiversity into the curriculum. The way the resources are used will vary from country to country.
Month 20	2006/7	<u>Establishment of Biodiversity Monitoring Groups</u> - The DT will invite schools/communities to establish a Biodiversity Monitoring Group. The number will vary to reflect the numbers of schools. Minimum numbers are - Iran - 30; Azerbaijan - 10, Russia - 15; Kazakhstan - 10; Turkmenistan - 10. The schools will be selected on the basis of criteria including a commitment to long term biodiversity monitoring.
Months 16	2006/7	<u>Training for the Development Team - III</u> - The DT will be trained by the FSC on the development of simple to use biodiversity identification keys. The DT will decide the content and structure of the key after consultation with scientific experts from the Caspian on the most appropriate species to use. This approach worked well in a previous Darwin Project in Slovakia.
Months 16 To 22	2006/7	<u>Development of Key and Biodiversity monitoring system</u> - the DT will develop a Key for Biodiversity monitoring - trial this key - and produce written guidelines for schools and communities on how to monitor biodiversity. The Key and Guidelines will be published in Month 23.
Months 17 to 20	2006/7	<u>Creation of a simple content managed web site</u> - once the needs of the Biodiversity monitoring system are clear then we shall create an appropriate web site with pages for each country in national languages and pages that have basic analytical tools.
Months 18 to 21	2006/7	<u>Monitoring the use of the posters.</u> The DT and MPPAs will visit the schools to observe how the posters are being used in teaching.
Month 20	2007/8	<u>Training for the Development Team - IV</u> - We shall create a simple content managed web site to include a data base for the biodiversity data. Data will be put on the site by schools or if they do not have access to internet facilities by the DT. During the process the DT will be trained.
Month 23	2007/8	<u>Teacher training - Biodiversity Monitoring</u> - The DT will train teachers on how to use the identification keys produced and how to monitor and record biodiversity. The details of the course are described above.
Months 23 to 34	2007/8	<u>Biodiversity monitoring by schools and communities</u> - Schools monitor biodiversity using they Key. Teachers, school students and members of the local communities will be involved. Data will be put onto the web site directly by the schools and communities. Members of the DT will visit groups during this period to support the monitoring process and monitor the ongoing use of the posters. The results will be evaluated.
Month 32	2007/8	<u>Evaluation questionnaire for schools.</u> We shall repeat the baseline survey with the project and non project schools.
Month 35	2008/9	<u>Dissemination events.</u> In each country the DT will hold a dissemination event for the NGOs, education and environment institutions and the Ministries of Education and Environment.
Month 35	2008/9	<u>Review and Evaluation.</u> The final meeting of the DT leaders will focus on the confirmation of the continuation of the two key project outputs - use of the biodiversity posters and groups that will continue the monitoring process.

21. Set out the project's measurable outputs using the separate list of output measures.

PROJECT OUTPUTS		
Year/Month	Standard output number (see standard output list)	Description (include numbers of people involved, publications produced, days/weeks etc.)
Year 1 - Months 3 and 12: Year 2 - Months 16 and 20	6A 6B	15 - Development Team members 4 weeks <i>Input</i> - FSC Training 20 days/DT - 20 days time being trained. 500 - Teachers
Year 2 - Months 15 And 23	6A 6B	1 week <i>Input</i> - DT training - 15 days / Teachers - 6 days being trained plus coaching The content of the training is described in Section 18
Year 1 Months 2 and 11: Year 2 Months 15 and 20. Year 1 - Month 10 Year 1 - Month 10	7	250 pages of training materials for the Development Team <i>Input</i> - FSC 10 days 50 pages of training materials for Teachers workshops <i>Input</i> - DT 10 days 1250 copies of 5 biodiversity posters (total 6000 total) in 5 languages. The content of the posters will be agreed at the DT Workshop. They will be approximately 60cm x 1 metre in full colour and likely themes are "What is Biodiversity?" "Why is Biodiversity important", "What are the threats to Caspian Biodiversity?" "What are the solutions?" "What about me - how can I help?" All using data and examples from around the Caspian. <i>Input</i> - FSC development 20 days / DT - 1.5 months development 2500 copies of a Teachers Guide for the posters in 5 languages (average 500 in each country) <i>Input</i> - FSC development 10 days / DT - 0.5 month 1 content managed web site with pages in five national languages with at least 100 pages in each language (each Biodiversity Group will have a page and there will also be summary and calculation pages) <i>Input</i> - FSC Development 30 days / DT 1 month
Year 1 - Months 1,3 and 12: Year 2 - Months 16 and 20: Year 3: Months 25 and 30: Year 4 - Month 35	8	12 weeks to include training, coaching, monitoring and dissemination - as described under the input to each of the Project outputs in this table
Year 2 - Month 23	10	Identification Keys produced for specific Caspian species. 1 key produced in at least five languages for use by schools and communities. 5000 copies of the key will be produced (1000 in each national language) <i>Input</i> - DT - 2 months development time
Year 2 - Month 20	12A	1 content managed web site and database for use by schools and communities in each of the five Caspian countries - the web site <i>Input</i> - FSC - 2 months, DT - 2 months
Year 4 - Month 35	14A	5 Dissemination Seminars - one in each Caspian country <i>Input</i> - DT - 0.5 month
Throughout	14B	20 - 2 conferences attended in each country for Years 2 and 3 of the project to disseminate learning and present the project. <i>Input</i> - DT 0.5 month

Throughout	15A 15B 15C 15D	20 - a minimum of 2 national press releases each year in 5 Caspian countries. 75 - a minimum of 5 in each Caspian country for 3 years. 5 by the FSC to national media 5 by the FSC to local media <i>Input</i> - FSC Management 1 day / DT - 0.5 month
From Year 1 Month 4	16A 16B 16C	5 - 2 newsletters a year after the 6 months - for circulation to project schools and other stakeholders. 2500 - on average - 500 in each country 50 to key environmental education stakeholders <i>Input</i> - FSC Management 3 days / DT 1 month
Year 3 - Month 20	17A	1 network established - of Schools with a commitment to continued monitoring and recording of biodiversity <i>Input</i> - DT - 2 months
Throughout from Month 6	18A 18C	5 - potentially 1 in each Caspian country over the life of the project 10 - potentially 2 in each Caspian country over the life of the project <i>Input</i> - DT - 0.5 month
Throughout from Month 6	19A 19C 19D	10 - potentially 2 in each Caspian country over the life of the project 25 - potentially 5 in each Caspian country over the life of the project 2 - potentially 2 in Shropshire. <i>Input</i> - FSC 1 day / DT - 0.5 month
Year 1 - Month 3	20	£5000 of computer resources
Throughout	23	£27000

MONITORING AND EVALUATION

22. Describe, referring to the Indicators in the Logical Framework, how the progress of the project will be monitored and evaluated, including towards delivery of its outputs and in terms of achieving its overall purpose. This should be during the lifetime of the project and at its conclusion. Please include information on how host country partners will be included in the monitoring and evaluation.

During the Inception meeting we shall develop a detailed timescale for project activities and the achievement of the outputs and outcomes, and we shall monitor the progress of the project against this.

Development Team leaders in each country will be required to provide quarterly reports to the FSC and CEP. They will also report to their own management structures. There will also be regular personal contact between FSC/CEP and the partner NGOs in each country through the training events and other project and CEP activities with visits at least twice a year to the region. Progress during the project will also be reported to the FSC Executive and the CEP Steering Committee. FSC will report to Darwin as required.

There will also be regular feedback from schools during the project and they will be required to write regular short reports. Members of the Development Team will also regularly visit schools both to support activities and monitor progress.

We intend to evaluate the *education impact* of the project through pre and post project questionnaires to the pilot schools and by the classroom observations. We intend to evaluate the *participation in biodiversity monitoring impact* through group discussions with Biodiversity Monitoring groups and other stakeholders, especially the Ministries of Environment and NGOs. Increase in *biodiversity knowledge* will be evaluated through a comparison of available data before and after the project. The impacts will also be independently evaluated through CEP and through Ministries of Education and Environment review processes. Country partners will be intimately involved in both monitoring and evaluation of the project as will the "customers" of the project - the teachers, students and communities - as we see this as one way of ensuring commitment, project ownership and ultimately, sustainability.