

Darwin Initiative

Annual Report

1. Darwin Project Information

Project Ref. Number	14-052
Project Title	Caspian Biodiversity Education
Country(ies)	Iran, Azerbaijan, Russia, Kazakhstan and Turkmenistan
UK Contractor	Field Studies Council
Partner Organisation(s)	Caspian Environment Programme (CEP) – Iran Caspian Institution for Environmental Services (SCIENSE) Azerbaijan Society for the Protection of Animals The Regional Environmental Centre for Central Asia (CAREC) – Kazakhstan Centre of Environmental Education of Astrakan – Russia Khazar State Nature Reserve - Turkmenistan
Darwin Grant Value	£154,375
Start/End dates	1 April 2005 – 31 March 2009
Reporting period (1 Apr 200x to 31 Mar 200y) and report number (1,2,3..)	1 April 2005 – 31 March 2006
Project website	
Author(s), date	Dr James Hindson, FSC, April 2005

2. Project Background

- Briefly describe the location and circumstances of the project and the problem that the project aims to address.

The project is being delivered in all five Caspian Countries - Islamic Republic of Iran, Turkmenistan, Kazakhstan, Russian and Azerbaijan.

Is this what you wanted me to put? I think so!!

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) -1 - 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.

3. Project Purpose and Outputs

- State the purpose and outputs of the project. Please include your project logical framework as an appendix and report achievements and progress against it (or, if applicable, against the latest version of the logframe).

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.

The specific objectives are to -

- Increase teachers, school students and community knowledge of Caspian biodiversity within the context of sustainable development, stressing the importance of monitoring and how biodiversity can be protected.
 - Provide support for teachers in the form of programmes, training, teaching materials and a support network to integrate biodiversity learning into school programmes
 - Develop systems and resources to allow schools and communities to monitor and record Caspian biodiversity
-
- Have the outputs or proposed operational plan been modified over the last year, for what reason, and have these changes been approved by the Darwin Secretariat? (Please note that any intended modifications should be discussed with the Secretariat directly rather than making suggestions in this report).

The outputs have not been modified. As described below the operational plan has suffered from the delayed start of the project as described in the October Report. Another change to the operational plan has been the appointment of a Moscow based consultant with expertise on the Caspian Sea to support the process of developing the outputs in each country. It became apparent during the first six months of the project that such a person was needed both to provide some technical input but also, being a Russian speaker, to support the management of the project

4. Progress

- Please provide a brief history of the project to the beginning of this reporting period. (1 para).

The project got off to a slow start. Over the summer of 2005 the national partners in each of the five countries provisionally selected their Development Team. However, because of the need for the project to be officially approved in some of the participating countries (notable Turkmenistan) before activity could begin, it was only possible to hold the Inception meeting of all the partners in November 2005. This was held in Moscow and was successful. Since then project activities have speeded up. The main activities since the Inception meeting have been

- (a) The selection of the schools to take part in the project. This was undertaken by the partners in each country.
- (b) The agreement on the content of the poster, A summary of the content of the posters is included at appendix 1 and described in the outputs below.
- (c) Selection of a designer for the poster. We have selected a designer from Iran to design all the posters. This was for two reasons. Our partner, CEP and our most active Development Team member are both from Iran and hence working with the designer and supervision of the design process will be more effective. Secondly – the cost of publication in Iran is very low as the CEP is

based there and there are mechanisms for the distribution of the posters to the different countries once printed,

- (d) Collecting the illustrations needed for the poster, this was undertaken by the FSC working with each of the partners (who provide images from their countries) together with a Moscow based consultant with expertise in Caspian Sea issues, Aleksey Kniznikov.
- (e) Starting the development of activities for teachers and students based on the posters. These will be completed during the July workshop but a number of outline activities have been prepared
- (f) Planning the training of trainers workshop.

The posters should be ready in August for use by the national teams in training in November this year. This will bring the project back on track in terms of timescale.

- Summarise progress over the last year against the agreed baseline timetable for the period and the logical framework (complete Annex 1). Explain differences including any slippage or additional outputs and activities.

The project has slipped in timescale significantly, for reasons described above though we do anticipate that this will be caught up during the year. The posters will have been produced by August and distributed to the partners in each country and the workshops for schools will be held in the Autumn.

- Provide an account of the project's achievements during the last year. This should include concise discussion on methodologies and approaches by the project (e.g. research, training, planning, assessment, monitoring) and their consequences and impacts as well as results. Please **summarise** content on methodologies and approaches, and, if necessary, provide more detailed information in appendices (this may include cross-references to attached publications).

The main achievements are related to getting the project off the ground. As the experience of CEP has shown and as we anticipated in our proposal, it is very challenging to work in all five Caspian countries. Not only are there significant social, religious and political differences but communications are also a big challenge. We held our first meeting in Moscow as this was the most cost effective place to meet!! Our second meeting though will be in Baku.

We have selected teams and schools and held our first planning meeting. A significant part of the year has been spent on developing the poster and in this process we have communicated largely through email. Face to face meetings have been possible with the Russian consultant during other project visits to Russian and in Iran during a visit there for the World Wetland Day celebrations.

- Discuss any significant difficulties encountered during the year and steps taken to overcome them.

There have been a number of difficulties – largely to be expected in a project that covers five countries from two different civilisations, and a range of approaches to democratic participation. Specific challenges were faced in gaining the commitment of the teams in each country. However, we now have the systems in place.

- Has the design of the project been enhanced over the last year, e.g. refining methods, indicators for measuring achievements, exit strategy?

We have not made any changes as yet to any of the above.

- Present a timetable (workplan) for the next reporting period.

May	Development of the poster and preparation for the Training of Trainers.
June	First draft of the posters produced
July	Training of Trainers Workshop in Baku Azerbaijan – the purpose will be to provide feedback on the posters and to train the trainers who will run workshops for teachers in each of the countries.
August	Final Versions of the posters produced
September	Posters distributed to Caspian countries
October	Workshops for Teachers start.

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

- Have you responded to issues raised in the review of your last year's annual report? Have you discussed the review with your collaborators? Briefly describe what actions have been taken as a result of recommendations from last year's review.

This is our first Annual Report – no comments have been received from our previous reports.

6. Partnerships

- Describe collaboration between UK and host country partner(s) over the last year. Are there difficulties or unforeseen problems or advantages of these relationships?

Our main partnership is with the Caspian Environment Programme – and this has been extremely positive through the work of the Public Participation Officer. She has -

- Attended the Project Inception and Planning Meeting in Moscow.
- Supported the process of selecting the poster designer through recommending designers, meeting with designers and hosting planning meetings in the CEP offices
- Providing letters from the project to ensure free of charge visas for the July workshop.
- Provided comments and feedback at all stages of the project.

As described above there have been some challenges in working with each country. In Russia, the partners recommended by the CEP Public Participation officer have not been good at communicating through email – but this has now been solved! In Kazakhstan and Azerbaijan we are working with Regional Environment Centre partners based in Tblisi and Almaty. The partners are very reliable, but the contract negotiation process took some time! The partners in Turkmenistan had to gain the necessary government approval before the project could start. The top of a steep learning curve has now been reached.

- Has the project been able to collaborate with similar projects (Darwin or other) in the host country or other regions, or establish new links with / between local or international organisations involved in biodiversity conservation?

We have not yet cooperated with other Darwin Projects, - there is one project on the Caspian related to the Caspian Seal. We have made positive links with other projects in the region.

- Russia – we have met with UNESCO and have made contact with GEF – both of whom have major projects that cover the Volga Delta. We are hoping to create synergies in the development of the Biodiversity Keys that will form the second phase of our Darwin Project.
- Kazakhstan – we have made links with the GEF funded Wetland Project. We shall be selecting schools to be trained that come from the wetland areas that form part of this project. Discussions have also been held with the local GEF Wetland Project Officer
- Iran – we have made links with the newly established Ramsar Regional Centre in Iran. James Hindson made a presentation at the celebration of World Wetland Day hosted by the Centre in February this year. Close links have been formed with the Department of Environment in Iran and it is likely that our project will cooperate with the major GEF wetlands project currently being delivered in Iran
- Belarus. Earthwatch have a PECE supported project in Belarus related to Biodiversity Monitoring and Training. The FSC is a partner in this project and a member of the development team from each of our partner countries will be attending this course. The purpose of participation is to give the team members a better capacity to develop the keys that we shall produce as part of the Darwin Caspian project in year two of the project. Participation is co-funded between the Darwin project and EarthWatch.

7. Impact and Sustainability

- Discuss the profile of the project within the country and what efforts have been made during the year to promote the work. What evidence is there for increasing interest and capacity for biodiversity resulting from the project? Is there a satisfactory exit strategy for the project in place?

At our first Development Team meeting it was agreed that information about the project would appear on all our partner's web sites. Information about the project is on the FSC Web Site and will feature in an FSC magazine article later in the year.

Each of the partners has informed their national Ministries of Education and Environment (or in the case of Russia the Oblast Departments)

This first year of the project has mainly been a resource development phase and hence we made a decision not to promote the project to schools before we had materials available and workshop programmes in place. We did not want teachers expecting to receive activities that we could not supply immediately.

Capacity of the Development team has been increased as a result of our first Meeting which had a day's training component but as yet the project has not had a wider a training component.

8. Outputs, Outcomes and Dissemination

- Explain differences in actual outputs against those agreed in the initial 'Project Implementation Timetable' and the 'Project Outputs Schedule', i.e. what outputs were not or only partly achieved? Were additional outputs achieved?

To date there are no significant differences. The posters are the first key outputs and they will be produced over the summer of 2006 in time for use in schools in the Autumn Term. We have not yet completed the project web site and this will be a topic for discussion at our July meeting where we shall confirm the structure and content of the site ready for use by schools during the following year.

- Provide details of dissemination activities in the host country during the year, including information on target audiences. Will dissemination activities be continued by the host country when the project finishes, and how will this be funded and implemented?

No dissemination activities have taken place.

- Please expand and complete Table 1. **Quantify** project outputs over the last year using the coding and format from the Darwin Initiative Standard Output Measures (see website for details) and give a brief description. Please list and report on appropriate Code Nos. only. The level of detail required is specified in the Guidance notes on Output Definitions, which accompanies the List of Standard Output Measures. Only the summarised totals after the end of your project will be recorded on the Darwin project database from your final report (the totals below will help you to keep track on a yearly basis).

No outputs have been produced by the project to date.

Table 1. Project Outputs (According to Standard Output Measures)

- In Table 2, provide full details of all publications and material produced over the last year that can be publicly accessed, e.g. title, name of publisher, contact details, cost. Details will be recorded on the Darwin Monitoring Website Publications Database. Mark (*) all publications and other material that you have included with this report.

Table 2: Publications

Type *	Detail	Publishers	Available from	Cost £
(e.g. journals, manual, CDs)	(title, author, year)	(name, city)	(e.g. contact address, website)	

9. Project Expenditure

10. Monitoring, Evaluation and Lessons

- Discuss methods employed to monitor and evaluate the project this year. How can you demonstrate that the outputs and outcomes of the project actually contribute to the project purpose? i.e. what are the indicators of achievements (both qualitative and quantitative) and how are you measuring these?

Monitoring has been through communication with the project partners on a regular basis by email and the submission of occasional reports by the project partners. To date we have no significant outputs.

- What lessons have you learned from this year's work, and can you build this learning into future plans?

The main lessons learnt have focused on communication and the management of a five country partnership – and we have built this learning into the delivery of the rest of the project as described above. One specific area of learning would be to negotiate contracts much earlier on in the project process than we did with this project. We have encountered a significant number of management issues which have taken time to overcome. For example, it has proved impossible to transfer money from the UK to Iran.

11. OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum)

■ I agree for ECTF and the Darwin Secretariat to publish the content of this section

In this section you have the chance to let us know about outstanding achievements of your project over the year that you consider worth highlighting to ECTF and the Darwin Secretariat. This could relate to achievements already mentioned in this report, on which you would like to expand further, or achievements that were in addition to the ones planned and deserve particular attention e.g. in terms of best practice. The idea is to use this section for various promotion and dissemination purposes, including e.g. publication in the Defra Annual Report, Darwin promotion material, or on the Darwin website. As we will not be able to ask projects on an individual basis for their consent to publish the content of this section, please note the above agreement clause.

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2005/2006

Project summary	Measurable Indicators	Progress and Achievements April 2005-Mar 2006	Actions required/planned for next period
<p>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</p> <ul style="list-style-type: none"> • The conservation of biological diversity, • The sustainable use of its components, and • The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources 			
<p><i>Purpose (insert original project purpose statement)</i></p> <p>The Biodiversity of the Caspian Sea protected through enhanced Biodiversity education and action in schools and communities around the Caspian.</p>	<p><i>(insert original purpose level indicators)</i></p> <p>Improved biodiversity of the Caspian Sea. Evidence of improved teaching and learning in schools about Caspian Biodiversity (yr2)</p> <p>Biodiversity monitoring key and system functioning (by yr 3)</p> <p>Participation of schools and communities in biodiversity monitoring and protection (by yr 3)</p>	<p><i>(report impacts and achievements resulting from the project against purpose indicators – if any)</i></p> <p>Action during the first year has been focused on building the Teams in each country and the creation of the education materials on biodiversity of the Caspian</p>	<p><i>(report any lessons learned resulting from the project & highlight key actions planning for next period)</i></p> <p>Key lessons have focused on the time it has taken to build the team and get the project started together with issues associated with managing a five country project</p>
<p>Outputs</p> <p>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.</p>	<p>Each country has identified a team of five people with a mix of skills needed for the project. This team has been trained at the Inception meeting and will receive further training in July related to teacher training. Ten schools have been identified in each country.</p>	<p>Identifying and putting the teams together in country has taken longer than anticipated and resulted in a delayed Inception meeting. Now the project is back on track and the teacher training workshops will take place in the Autumn Term</p>

	All by Yr 2		
Education programme and resources produced used by schools.	A set of five posters produced in each national language and 1250 sets (6000 posters) distributed to all coastal schools. Teachers guide containing an education programme produced. All by Yr 2	The content of the posters has been agreed and we are in the process of completing the first draft of the posters ready for the teacher's workshop. Sections of the teacher's handbook have been drafted.	The posters and teachers guide will be completed and distributed to schools ready for the workshops in the Autumn Term together with the teachers handbook
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	A minimum of ten schools have been identified in each country. The outline of the web site has been planned and will be finally agreed at the July workshop and be available for use by schools by December 2006	The web site has proved more complex to develop than planned as we want it to manage the calculations and graphics related to biodiversity indicators. It will be developed over the summer.
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	A representative of each national team was selected to attend biodiversity training in Belarus linked with a Defra supported PECE project managed by Earth watch and in which the FSC is a partner.	The next Team meeting will be in November and will involve planning the development of the biodiversity keys.
Promotion of the project and best practise dissemination	100 Press releases, 5 newsletters, 15 Television and 35 radio broadcasts, 5 dissemination seminars	Information about the project is on partner web sites. Each country has produced a leaflet about the project in the national language.	We are planning significant publicity events associated with the launch of the posters in each country. The first newsletter will be produced to be distributed at the same time as the poster launch

Note: Please do NOT expand rows to include activities since their completion and outcomes should be reported under the column on progress and achievements at output and purpose levels.

Appendix 1

Summary of Posters content

Darwin Caspian Project

Posters and Teachers Guide

General Issues

- The posters should have a minimum of text – the titles and a few captions – illustrations should be numbered for reference.
- However, we think it is difficult for some of the posters to have no words at all. So possibly some posters will have words and other none. Some with words that have to be printed separately
- The size will be 60 x 90 cm
- There will be no English language
- Posters will be printed in full colour
- We decided that the posters will probably not all carry a common slogan – the reason being a lack of space on the poster and the lack of effectiveness of slogans.
- The goal of the posters should be education, awareness raising, create sensitivity, get young people to ask questions, designed simply.
- The Caspian Region should be emphasised
- Each poster will have between 5 and 10 illustrations Balance but we need a balance between – size of image and number images
- We need to ensure that the images can be used in all Caspian countries
- They can be maps (of different types), diagrams (of different types) photographs (historical/current), cartoons, statistics, and so on.
- The illustrations should include people – as part of biodiversity.
- The poster should support the PROCESS AND CONCEPT approach to student centred learning. In other words – we should not be worried about including everything in terms of content.
- When designing the posters we should think about HOW they will be used by teachers
- The posters should stress sustainable development
- We decided that we shall not produce a full colour leaflet to go with the posters at this stage. Although we recognised that it would be useful for the students can have something to take home with them it is not possible because of budget issues. We would not be able to afford to print enough!!
- We decided to use the CEP Seal character on the posters. This will give links with the CEP
- We shall put the CEP, FSC and Darwin Logos on the poster. These will be quite prominent
- We have also decided to add partner logos to each poster. It has been pointed out to me that it is important that the teachers in each country see that someone from their country has been involved in the development of the poster. This will give the posters credibility in each country.

Action point

Please send a high quality version of your logo for the poster

Action point

Please send James the exact name of your organisation as you want it on the poster.

- If we supply image then we need to make sure that they are as high a quality as possible – between 1-4 mb
- All the diagrams will be redrawn for the poster – we do not need to supply originals. If we provide good sketches of what we want then the artist will do the rest!

Detailed Poster content

There will be five posters –

- What is biodiversity – and why is it so important? **Maybe words needed**
- How does biodiversity work? **Maybe without words**
- What's the state of biodiversity in the Caspian? **Maybe words needed**
- What's causing biodiversity problems? **Maybe without words**
- How can we help protect biodiversity? **Maybe without words**

The description for each poster should stress the goal of the poster (key concepts to be communicated), illustrations and suggested activities.

What is biodiversity? – and why is it so important?

Message

Caspian Ecosystem is unique for biodiversity globally

This poster will focus on ecosystems and their importance and biodiversity within that

Image/content	What for - description	Who	Notes
Definition of biodiversity	Maybe from the CBD	Aleksey	Not complicated or scientific
Quote from an important person	About ecosystems and biodiversity and the fact that we rely on them for life	James	
Wetland – Iran	To illustrate one ecosystem around Caspian Image showing a lush wetland – reeds – birds – flowers. NOT tourist image	Hamid	
A contrasting ecosystem	Turkmenistan Korabogazgol or Aktay desert and rocky area	Oleg Gulmira please look for images	
Map of Caspian	This should show the location of different kinds of ecosystem – habitat. Also show bird migration routes.	Aleksey	This should be simple - Kamran to redraw
Caspian species	Illustrations of flora and fauna around the Caspian -	Azer	Maybe five images of key species
Quotes from the Koran and Bible		Hamid and James	
Statistics	Index of biodiversity – and comparisons – red book species – number of habitats around the Caspian	Aleksey	
Sustainable Development Diagram	The three circles – to show that should live within our natural capital limits	James to send diagram	Kamran to redraw – no words.
Ecosystem/biodiversity services	Food Cleaning Economy	Aleksey to find images	

The illustrations should show a definition of biodiversity and different kinds of biodiversity. There should be a map to show the different kinds of ecosystems around the Caspian. Images should show the richness and wonder of biodiversity and stress that ecosystems are in balance.

How does biodiversity work?

Message

Image/content	What for - description	Who	Notes
<p>This poster will be one large picture – specially drawn – to show a cross section through part of the Caspian from the mountains through the shallow Caspian and then into the deeper Caspian. .</p> <p>The drawing should illustrate the species found and how they relate to each other. So for example, there should be an illustration of something eating something else. Waste should be on the diagram. There should be no people. The species should be numbered. The diagram should include the sun to show that ecosystem energy comes from the sun.</p> <p>The idea is NOT to put arrows or illustrate food chains/webs of anything on the poster – but just to have the picture. The picture can then be used in an ACTIVE way by teachers. See the suggested activity that I have attached.</p> <p>The teachers book will contain outlines of the picture that can be photocopied, so that the students can discuss and draw on the outline.</p>			
<p>ALL – Aleksey – we are looking for good artist draw this based on a good ecosystem diagram. Aleksey has identified someone and I shall check his/her work</p>			

What's the state of biodiversity in the Caspian?

Messages

- Biodiversity is in decline
- We have the potential to destroy it - “once it’s gone its gone” and “if one species goes – all can go”

Image/content	What for - description	Who	Notes
Collection of newspaper headlines or Report Headlines	To show that the Caspian Sea is under real threat.	James	
Species decline			
Data on species decline	Data about species decline – from three example species – Caspian Seal, a bird species and sturgeon.	Aleksey	Data will be redrawn in simple style in the form of a graph – they should all be shown t show the same message – decline. They should also allow children to interpret that if the decline continues the species will disappear.
Images of declining species	Seal, bird and sturgeon species images. Is possible a picture of a dead seal.	Aleksey	
Image of species increase	An invasive species – jellyfish	Aleksey	
Photographs of a collapsed species	To demonstrate that we have the power to destroy a civilisation. Maybe Saiga – but this has not collapsed	James	
Habitat decline			
Volga Delta – “before and after” maps		Aleksey	
Photographs of Tengis oilfield before and after (approach Chevron)		Aleksey Gulmira	
Painting – Baku before and after		Azer Aleksey	
Cartoon	Ask Iranian cartoonist to draw a cartoon showing the seriousness of the decline	Hamid	

What's causing biodiversity problems?

Message

- **Human activity is the main problem**

Image/content	What for - description	Who	Notes
Cartoon	Something that shows “its not me who is causing the problems”	JH will write the brief for this	
Diagram	To show complexity – there is rarely a simple cause and effect!	James	
Consumption – our desire for more			
In the following pairs of images we want to link the problem – with our consumption – to show the “chain of impact”			
Oil extraction – people buying petrol for cars -	- and a picture of shareholders in a western European context – or BP Head office in London	Team to find	
Over fishing (a large trawler? – people eating fish		Team to find	
Farmers using pesticide maybe by a river – a picture of cheap food	The photograph could have a caption coming from the person saying – I want more and more cheaply!	Team to find	
Destruction of Habitats			
Destruction of land for buildings	Tourists enjoying the beach – be careful of image – we need to use it in Iran OR – land taken for housing.	Team to find	
Natural Factors			
Photograph of sea level rise	A “then and now” image or a map to show that the level of the Caspian is changing	Team to find	
Rural Poverty			
Someone hunting – but obviously a poor person	Some illustration of poverty – a poor home? Poorly clothed children? Poverty statistics?	Aleksey	
Global issues			
Graph to show how climate is changing		James	Graph can be redrawn

Decision making			
Photograph of an international meeting	The teacher's notes would explore issues about political disagreements being a major cause of problems!!	Aleksey/ James	

It is recommended that we look at the CEP Transboundary Diagnostic Analysis on the CEP website as an introduction to the problems. We must make sure that we are not biased in the way the problems are presented and we need to check our figures.

5. How can we help protect biodiversity?

Message

- **Biodiversity CAN be saved**
- **Through a mix of personal action, processes and policy.**

Image/content	What for - description	Who	Notes
We all need to rethink - Rethink, Refuse, Repair Reuse, Reduce, Recycle post card But Biodiversity CAN be saved. This can be a cartoon. JH to develop ToR But individuals don't have control over everything JH to develop ToR for another cartoon			
Individual			
Different actions	A montage of different actions with big ticks or crosses through them – such as washing a car in a stream – buying poached fish – buying a product with an eco label and so on.	Aleksey to think of montage	
Community			
Education –	Picture of an eco lesson inside or outside Picture of children's action Picture of child writing a letter to government "Dear President Putin"...	We shall probably take these images ourselves	
NGO activity -	NGO meeting or Sobotnik		
National			
Protected Areas	Map of protected areas around the Caspian	Aleksey	
Enforcement of legislation	Photo of Department of Environment officials enforcing legislation	Hamid	
International			
CITES	Picture of Caviar – the teacher's notes can cover the content.	Aleksey	
NGO action	Photograph of NGO action from Seattle or one of the WTO protests.	James	
International agreements	Forestry Stewardship logo	JH.	
Better Business			
Business is trying	Copy of a BP or other business advert saying how they are	Aleksey to	

	trying to protect the environment	contact BP	
	Or a photograph of a business leader with a speech bubble saying what he is doing		
	Data about how much BP earns a minute from it's business.	James to research	

Teachers Guides

- There should be between 5 and 10 activities per poster
- Aimed mainly at Geography and Biology but with opportunities for use by other subjects
- There should be a section linking the activities with different curriculum opportunities.
- There should be a section about biodiversity
- There should be a section on environmental games and activities that can be played by students and practical work as well.
- Activities should take a range of approaches – role plays, decision making activities, data analysis and so on.