

Darwin Initiative Annual Report

Darwin Project Information

Project Ref Number	14-052
Project Title	Biodiversity Education and Action around the Caspian
Country(ies)	Iran, Azerbaijan, Russia, Kazakhstan and Turkmenistan
UK Contract Holder Institution	Field Studies Council
UK Partner Institution(s)	None
Host country Partner Institution(s)	Caspian Environment Programme (CEP) – Iran Caspian Institute for Environmental Services (SCIENSE) Regional Environment Centre Caucasus The Regional Environmental Centre for Central Asia (CAREC) – Kazakhstan Centre of Environmental Education of Astrakan – Russia Khazar State Nature Reserve - Turkmenistan
Darwin Grant Value	£154375
Start/End dates of Project	April 2005 – March 2009
Reporting period (1 Apr 2006 to 31 Mar 2007) and annual report number 2	1 st April 2006 to 31 st March 2007
Project Leader Name	Dr. James Hindson
Project website	
Author(s), date	Dr James Hindson, April 2007

1. Project Background

Our project is a simple one. It seeks to address the need for high quality resources to support environmental and biodiversity education related to the Caspian Sea and to engage children and young people in monitoring that biodiversity. We are working with five partners, one in each of the Caspian countries and have produced a set of five posters on Caspian Biodiversity in five national languages. The final year of the project will see the production of simple identification keys.



2. Project Partnerships

This is a complex project working with partners in five countries. Our main partner is the Caspian Environment Programme based in Tehran. The CEP's role in the project is to act as a facilitator between the CEP public participation experts in each Caspian country. James Hindson, the FSC Project Manger has met with the CEP Public Participation Officer on two occasions over the past year. The goal of the project was not to support CEPs capacity, but to work with CEP in promoting biodiversity education throughout the region. Capacity of the national partners has been built through one workshop in Baku over the past year and through continued email correspondence. The Baku workshop largely focused on effective education methods and the development of resources.

The major challenges in the partnership in the first year revolved around communication. In the second year communication was much improved, and although the pace of the project is still much slower than anticipated all the partners are now regularly in contact and respond promptly to email requests. This project has involved a relatively steep learning curve for the FSC and we believe the experience has strengthened our ability to manage multi-country partnerships.

We have made attempts to link with other Darwin projects and on one visit to Tehran met with representatives of a Seal Conservation project. However repeated emails to the local partners in Iran and attempts to involve them in providing data for our posters has, disappointing, not resulted in any replies.

We have not made huge efforts to make links with other projects in the region other than those managed by our partners. Five partners is a large enough group to manage without involving more organisations! Having said that, we have made contact with the Caspian Convention Secretariat and a representative of the project will be attending the Convention meeting in Baku to promote the project.

The national partners in each country, except Russia, are in contact with the focal point for the CBD. The Russian partner is based in Astrakhan and with the CBD focal point being in Moscow, meaningful contacts are difficult.

3. Project progress

3.1 Progress in carrying out project activities

The main activities during the year focused on the development of the posters for schools. This process started with a team meeting held in Baku in July 2006 where we undertook the following main tasks.

- (a) the team was trained and shared experiences of education for sustainable development and student centred learning. This training was additional to the training that took place at the first meeting of the team in Year One of the project.
- (b) the content of the posters was finalised, images selected and data to be used confirmed. Agreements were made as to who was going to provide these data inputs.
- (c) the content of the teachers hand book was planned and agreements made as to who was going to write what. The structure and content of a general workshop for teachers was also developed to be used at the launch of the posters.
- (d) the structure of the biodiversity data collection process was also developed. It was decided to focus on wetland birds.

After this meeting, the teams undertook the agreed tasks. The handbooks sections were written and data provided for the posters which allow the final version of the posters and handbook to be produced by the end of December. This process took much longer than anticipated largely because the quality of data provided by the teams, especially the quality of the photographs, continued to be poor, and this meant that the project manager in the UK, strongly supported by the Russia based consultant and the Iranian Team, had to source additional images and data. The Handbook also had to be heavily edited to ensure consistency, especially in the description of the activities related to the posters.

The posters and Teachers handbook were then translated into the national languages. The Caspian Environment Programme has been criticised for not providing materials in all national languages (materials are provide in English and Russian) and therefore within our project we agreed to translate the posters and teachers handbook. This has added significantly to the timescale and also to our costs – these can partly be absorbed by printing the materials in Iran where printing costs are significantly lower than elsewhere in the region.

As a result of these delays the teacher training will now take place in some countries in May but in other countries at the start of the new school year in July or August. The baseline questionnaire will also be undertaken before the workshops and is the process of being developed.

During the year we have also made progress in identifying the Caspian birds that we would include in the key and these have now all been drawn by an artists based in Moscow. Again this process took longer than anticipated and although we are on target to produce and use the key by the end of the project in 2008, we have not yet established the Biodiversity groups within this second year of the project. It was decided that these groups will be established at the teacher training events when the teachers would be able to see some hard evidence of the work of the project. A meeting was held in Iran in February at which the process of monitoring was discussed and the key will be finalised over the summer and produced ready for use by the schools and biodiversity groups in the early Autumn.

3.2 Progress towards Project Outputs.

We have achieved the planned outputs as described below.

		Progress
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.	The Development Team has been created and trained and training materials produced. The teacher training will take place now at the start of Year 3
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	All produced – we have produced more posters than planned (500 sets in Russian, 250 in Farsi, 150 in Azeri, 150 in Turkmen, and 250 in Kazakh) to reflect the number of schools that will receive the materials at the end of the project.
National and regional Schools and Community "Caspian Biodiversity Groups" and network established	100 Groups established and Network created ; 1 Content managed web site created. Network activities undertaken. By end Yr 2	No progress made yet toward establishing the groups. A start has been made on the CM web site and this will be completed when the keys are ready.
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	The system has been developed, and the birds to include in the key identified.
Promotion of the project and best practise dissemination	100 Press releases, 5 newsletters, 15 Television and 35 radio broadcasts, 5 dissemination seminars	Little promotion of the project to date – this will take place during and after the teachers workshops that launch the posters. We shall present the posters at the first CoP for the Tehran Convention in May

3.3 Standard Output Measures

Table 1 Project Standard Output Measures

Code No.	Description	Year 1 Total	Year 2 Total	TOTAL to date
6A/B	15 - Development Team members, 4 weeks	15x1 week	15 x 1 week	15x2 weeks
6A/B	Teachers - 6 days being trained plus coaching	No progress yet		
7	250 pages of training materials for the Development Team	50	50	100

7	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 x1 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.	0	1300 x 3	6500 posters
7	2500 copies of a Teachers Guide for the posters in 5 languages	0	5 lang x 100 copies	500
7	1 content managed web site with pages in five national languages with at last 100 pages in each language	0	In progress	
8	12 weeks	2	2	4
10	Identification Keys produced for specific Caspian species. 1 key produced in at least five languages for use by schools and communities	0	Content agreed – to be produced in Y3	0
12A	1 content managed web site and database	See above		0
14 A/B	5 Dissemination Seminars - one in each Caspian country; 20 - 2 conferences attended in each country	Planned for Y3		0
15-19	Publicity	Waiting for data from each country		
20	£5000 of computer resources	provided		£5000
21	£27000	Forthcoming for Keys		£0

In Table 2, provide full details of all publications and material produced over the last year that can be publicly accessed, eg title, name of publisher, contact details, cost. Mark (*) all publications and other material that you have included with this report.

Table 2 Publications

Type *	Detail	Publishers	Available from	Cost
(eg journals, manual, CDs)	(title, author, year)	(name, city)	(eg contact address, website)	£
Posters	150 x Posters 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?" in Azeri	DG Graphix Tehran, Iran	FSC	0
Posters	250 x 5 Posters What is Biodiversity?" "Why is Biodiversity important", "What are the threats to Caspian Biodiversity?" "What are the	DG Graphix Tehran, Iran	FSC	0

	solutions?" "What about me - how can I help?" in Farsi			
Posters	250 x 5 Posters 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?" in Kazakh	DG Graphix Tehran, Iran	FSC	0
Posters	500 x 5 Posters 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?" in Russian	DG Graphix Tehran, Iran	FSC	0
Posters	150 x 5 Posters 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?" in Turkmen	DG Graphix Tehran, Iran	FSC	0
Teachers Handbook	100 copies in Azeri, Farsi, Kazakh, Russian and Turkment	Partner NGOs	Partner NGOs	0

3.4 Progress towards the project purpose and outcomes

Our project proposal listed three key outcomes

Improved quality and effectiveness of biodiversity education. (i) providing higher quality resources (ii) the development of programmes (ii) teachers and students will have a better awareness of biodiversity, (iv) we shall providing training for teachers

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.

Because of the delays to the project we have not yet held the teacher training events and this means that although we have laid the foundations for the achievement of the outcomes – we have not yet actually achieved them! Our purpose level assumptions still hold true and we consider that our indicators are adequate to measure the outcomes.

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

It is very difficult to report on this. The first two years of the project have been spent training the development team and preparing resources for schools and the delays experienced in this process have meant that we have not yet started the teacher training. To be frank, we doubt if our project has yet had any impact on biodiversity! We have had impact on the understanding of the development team on biodiversity especially within the context of sustainable development and of education for sustainability. However, as yet we have not measured the impact of this. Our third year report will be able record more progress!

Monitoring, evaluation and lessons

Monitoring of the project has been carried out through the project managers regular email contacts with the partners. The partners have all provided quarterly reports of their work up until this stage. To date the evidence of achievement has been through the development and production of the posters and the teachers handbooks.

Before the workshops with schools we shall undertake a baseline survey that will form the foundation for our evaluation of the project.

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

Comments on the first year project were positive and recognised the challenges of the project. No recommendations were made. Unfortunately, the slippage has not been caught up and we shall need to extend the project to achieve the goals. The Half Year Report should have a lot to say on project progress with the teachers workshops.

5. Other comments on progress not covered elsewhere

The design of the project has not been changed over the previous year and no additional problems other than the delays to the project have been encountered. As has been explained elsewhere in the report – the delays have happened largely because activities have just taken longer to do than anticipated with the five partners involved. The project does not face any particular risks.

It is likely that we shall have to write to the Darwin Initiative to request a six month extension to the project. This is because the schools will start the process of monitoring in the Autumn – and the main season for bird observation is in the winter/ early spring when the bird migration takes place. It is unlikely that the results will be available to put on the web until after this time and therefore additional time would be needed for processing results.

6. Sustainability

The FSC and CEP are in contact with each other largely through email and occasional visits. The profile of the project within each country is medium between our partners and the Ministries and low between our partners and teachers – largely because the workshops have not yet taken place and the teachers do not have the resources in their hands!

7. Dissemination

We have not held any dissemination events in the project countries over the year – although information about the project appears on each of the project partners web sites. Hamid Amirbrihimi will be attending the First Conference of Parties to the new approved Caspian Convention. This will be held in Baku in late May, and Mr Amirbrihimi will have the opportunity to present the poster and we are producing a special information leaflet about the project that he will distribute. Further dissemination is planned for the final stages of the project.

8. Project Expenditure

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

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

No additional statements at this stage in the project.

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2006/07

Project summary	Measurable Indicators	Progress and Achievements April 2006 - March 2007	Actions required/planned for next period
<p>Goal: <i>To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but constrained in resources to achieve</i></p> <p><i>The conservation of biological diversity,</i></p> <p><i>The sustainable use of its components, and</i></p> <p><i>The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</i></p>			<p><i>(do not fill not applicable)</i></p>
<p>Purpose</p> <p>The Biodiversity of the Caspian Sea protected through enhanced Biodiversity education and action in schools and communities around the Caspian.</p>	<p>Improved biodiversity of the Caspian Sea. Evidence of improved teaching and learning in schools about Caspian Biodiversity (yr2)</p> <p>Biodiversity monitoring key and system functioning (by yr 3)</p> <p>Participation of schools and communities in biodiversity monitoring and protection (by yr 3)</p>	<p>As stated above, we do not yet have evidence of achievement of purpose as the project is behind timescale.</p>	<p>The Teacher training will now take place in September and the keys will also be completed in the Autumn ready for their use in 2008. Training for the use of the posters and the development and dissemination of the keys together with the completion of the website will be outcome activities for the coming year.</p>
<p>Output 1.</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</p> <p>500 teachers trained - an average of 100 in each of the 5 participating countries. Training materials produced.</p> <p>All by Yr 2.</p>	<p>The Development Team has been created and trained and training materials produced.</p> <p>The teacher training will take place now at the start of Year 3</p>	

<p>Training - Yr 1 - 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. Yr 2 - 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>		See above
<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 produced – we have produced more posters than planned (500 sets in Russian, 250 in Farsi, 150 in Azeri, 150 in Turkmen, and 250 in Kazakh) to reflect the number of schools that will receive the materials at the end of the project.</p>
<p>Resource Development - Yr 1 - development of posters and teachers handbook; Yr 2 - development of Biodiversity Key and monitoring guidelines, creation of recording and data base content managed web site. Biodiversity Education in Schools Yr 2 - teachers use programmes and posters in schools; Yr 3 ongoing use of programme and posters</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>No progress made yet toward establishing the groups. A start has been made on the CM web site and this will be completed when the keys are ready.</p>
<p>Networking Yr 2 - 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>		
<p>Output 4 National and regional Schools and Community Biodiversity</p>	<p>75 Groups established and Network created; 1 content-managed web site created. Network activities undertaken. By yr 3</p>	<p>The system has been developed, and the birds to include in the key identified.</p>

around the Caspian.		
Biodiversity Monitoring and recording - <u>Yr 1</u> - review of the current status of community biodiversity monitoring; <u>End Yr 2 and Yr 3</u> - schools and community groups undertake monitoring and recording.		
Output 5 Promotion of the project and best practise dissemination	100 Press releases, 5 newsletters, 15 Television and 35 radio broadcasts, 5 dissemination seminars	Little promotion of the project to date – this will take place during and after the teachers workshops that launch the posters. We shall present the posters at the first CoP for the Tehran Convention in May.
Publicising our activities - <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. <u>Yr 3</u> - Project dissemination activities.		

Annex 2 Project's full current logframe

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p>Goal:</p> <p>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 benefits arising out of the utilisation of genetic resources 			
<p>Purpose</p> <p>The Biodiversity of the Caspian Sea protected through enhanced Biodiversity education and action in schools and communities around the Caspian.</p>	<p>Improved biodiversity of the Caspian Sea. Evidence of improved teaching and learning in schools about Caspian Biodiversity (yr2)</p> <p>Biodiversity monitoring key and system functioning (by yr 3)</p> <p>Participation of schools and communities in biodiversity monitoring and protection (by yr 3)</p>	<p>Reports from the Ministry of Education and Ministry of Environment in each country - and Reports from the Caspian Environment Programme (CEP). Project Reports.</p>	<p>Government support for and commitment to implementation of the education and participation components of SAP and NCAP remains high in all countries.</p>

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>		
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>
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Annex 3 Final Poster Designs

Annex 4 Teachers Handbook (English)

See attached

Checklist for submission

	Check
Is the report less than 5MB? If so, please email to Darwin-Projects@ectf-ed.org.uk putting the project number in the Subject line.	
Is your report more than 5MB? If so, please advise Darwin-Projects@ectf-ed.org.uk that the report will be send by post on CD, putting the project number in the Subject line.	
Do you have hard copies of material you want to submit with the report? If so, please make this clear in the covering email and ensure all material is marked with the project number.	
Have you completed the Project Expenditure table?	
Do not include claim forms or communications for Defra with this report.	