Submit by 13 January 2006

DARWIN INITIATIVE: APPLICATION FOR POST-PROJECT FUNDING 2006

Please read the Guidance Notes before completing this form. Give a full answer to each section; applications will be considered on the basis of information submitted on this form and on the merit of your current / recently completed Darwin Initiative project. The space provided indicates the level of detail required. Please do not reduce the font size below 11pt or alter the paragraph spacing. Please note the additional information requirements (CVs and letters of support as detailed in the Guidance for Applicants).

1. Name and address of UK organisation

Field Studies Council,
Preston Montford,
Shrewsbury,
SY4 1HW

2. Post-Project details

Project Title: Biodiversity Education and Teacher Training (BETT)				
Proposed start date: May 2006		**Duration of project:** 2 years		
Darwin funding requested	**Total**	**2006/07**	**2007/08**	**2008/09**
	£ 91750	**£ 44000**	**£ 40975**	**£ 6775**

3. Original Project Title and Defra reference number (162/-/---)

School Green Land – Community Biodiversity Awareness in Kyrgyzstan- reference 162/11/024

4. Principals in project. Please provide a one page CV for each of these named individuals where different from the original project. Letters of support must also be provided from the host country partner(s) endorsing the partnership and value of the Post-Project funding.

Details	**Project leader**	**Other main UK personnel (**working more than 50% of their time on project)	**Main project partner or co-ordinator in host country**
Surname	Hindson	None	Postnova
Forename(s)	James		Evgenia Alexandrovna
Post held	Head of Unit		720010 Bishkek city Molodaya Gvardiya street 74/106
Institution (if different to above)	As above		NGO Ecological Movement "BIOM "
Department	Environmental Education		-
Telephone			
Fax			
Email			

5. Define the purpose (main objective) of the Post- project in line with the logical framework. How is it linked to the objectives of the original Darwin project?

The purpose is - to improve the quality of biodiversity education in universities and schools so that young people are better equipped to make decisions that enhance rather than reduce biodiversity in Kyrgyzstan.

The main objectives of the project are:

- To build the capacity of teacher trainers in Kyrgyzstan to deliver high quality biodiversity education to initial teacher training students
- To create a system of biodiversity education that will be delivered to students training to be teachers
- To provide a support framework for teacher trainers delivering biodiversity education

The goal of the original Darwin project was to "raise awareness and understanding of school students and communities in Kyrgyzstan of the unique value of biodiversity and the importance of protecting this as their country seeks to develop". The objectives of the project were "to raise awareness across the community of the critical importance of protecting Kyrgyzstan's biodiversity; to increase understanding of biodiversity and sustainable development; to increase the effectiveness of biodiversity education for local communities; to stimulate new behaviours to reduce the loss of biodiversity; to increase the effectiveness of biodiversity education and to raise the capacity of teachers and those working with young people to deliver effective learning about biodiversity.

We consider that we have successfully achieved most of our objectives, and that this new project neatly grows out of and builds on some of the most significant achievements in the original project through a focus on biodiversity education at initial teacher training (ITT) level within University courses. Our original project focused on in service training and at school level. We shall use our resources and apply lessons learnt in our original project to enhance biodiversity education at ITT level. In service training and development is important but training at ITT level will result in the continuous training of teachers in biodiversity education, and over time give all new teachers the capacity to integrate biodiversity education into their subjects.

6. What have been the main outcomes (achievements) of the original project to date?

The original project was completed in October 2005 at our closing Conference. The original project has been exceptionally successful.

- We have significantly built biodiversity education capacity in Kyrgyzstan – we have created a Development Team of 8 people; trained 58 teachers in the 25 network schools; the network schools have trained 648 other teachers in 296 schools.
- We have established a network of 25 schools in "School Green Land" project. Each of which has developed a biodiversity micro reserve as a teaching and conservation area. The Micro reserves were created by teachers, students and the community, based on the Management Plans produced.
- Each school has created a pack of teaching materials for different subjects in the school, and used the micro reserves as teaching areas.
- Each school has also initiated community activities based around the reserves – 60 events have been run involving over 2500 people.
- We have created national teaching materials that have included two A1 size full colour posters and a Handbook for Schools on setting up a Micro reserve. All the major published outputs have been disseminated widely in Kyrgyzstan.
- We have promoted the Darwin Initiative and Biodiversity education at a national level through the media and networked with other key national and international projects and agencies, including the GEF West Tien Shan project.
- We have built the capacity of BIOM to become the leading environmental education NGO in Kyrgyzstan. The Director of BIOM is a member of the Governments Ministerial Committee of Education for Sustainable Development and BIOM has participated in European Ministerial meetings related to ESD.

7. What steps have been taken to ensure that project purpose and outputs will be achieved within the original project term?

As described above, our original project has been completed and fully achieved it's objectives. The Final project Report has been prepared by BIOM and is currently being edited by the FSC. It will be submitted to the Darwin Initiative before the end of January. The completion of the project was delayed as a result of the revolution in Kyrgyzstan which put activities on hold for about three months.

8. Please list the overseas partner organisation(s) that will be involved in the Post-project and explain their role and responsibilities in this work and in the original project (if applicable).

We have one formal partner in this project, the NGO BIOM. BIOM was our partner for the original project. They successfully managed the project in Kyrgyzstan and provide a high level of technical input.

They will undertake a similar role in this new project. In addition to management, BIOM will also provide some of the training and in country coaching support for the project in the development of the Teacher training module and also creation of the micro reserves. Having been involved in a number of international projects related to education for sustainable development - including attending the Ministerial Conference in Vilnius that adapted the UNECE ESD strategy, BIOM is one of the leading ESD organisations in the country. A letter of partnership is attached from BIOM.

We have three University associate partners and the stimulation for this Post-Project largely came from them. We shall be working with the Biology and Ecology Faculties of the three major regional Universities in Kyrgyzstan: the Osh State University, Osh; Naryn State University, Naryn and Issyk-Kul State University in Karakol. Together they train about 1 thousand new students a year (about 250-300 students in each biological faculty). We shall be working with the Academic Staff of the Biology and Ecology Faculties. Their role in the project will be to provide two members of staff each for training and for the team developing the Biodiversity Education course. The leader of the team in each Institution will also be responsible for ensuring that the course is piloted and then formally integrated into the degree course structure for initial teacher trainers and becomes a standard part of the course for all new biology teachers. The Universities will also ensure the creation of micro reserves for teaching in the University grounds.

The Universities were not partners in our original project. We made contact with them during the project. Two University members of staff joined the development team as teacher training and biodiversity experts. Throughout the project we focused our work on the network of schools, but invited University representatives to the training events when appropriate and to our final Conference. The Universities were also provided with copies of the resources we developed and sent the School Green Land Newsletter. During this contact the regional Universities expressed a strong desire to use our Darwin project experience and integrate student biodiversity education through a practical student centred learning approach for student teachers. They were especially impressed with the creation of micro reserves and the use of these for teaching.

9. Please provide written evidence of commitment and capability of overseas partner in achieving the purpose and outputs of this project. Are formal agreements in place for overseas partner responsibility in this project?

We have attached a letter of commitment from BIOM together the CVs of the two key members of staff who will be involved in the project. BIOM has given evidence of its capacity to deliver on this project through its successful completion of the original project. From an FSC perspective BIOM is one of the most reliable and well organised partners we have worked with, and provide consistently high quality inputs in all project areas. Overall management, together with both technical and financial reporting are excellent, and as the leading education for sustainable development NGO in Kyrgyzstan their biodiversity "thinking" and "doing" contribution has been what has enabled our original project to be so successful.

This will be the first international project for the Universities. This is one of the reasons why BIOM will be managing the project, even though the main target groups are University academic staff and beneficiaries and teacher training students. The Universities do not at present have the project management experience or management capacity and as a result they will need support from BIOM.

However, they have made a full commitment to the project, demonstrated by the fact that the project idea came largely from them, and in particular from Gulnara Muhambetalieva from Issyk Kul State University. After the suggestion of the project idea, BIOM has had a number of discussions with representatives at both University and Faculty level from each of the Institutions at which the proposal has been discussed and agreed. BIOM are satisfied that the Universities will be able to fully meet the requirements of the project and will sign formal agreements with the Universities when the project has been approved. James Hindson from FSC also met with Gulnara Muhambetalieva at the Dissemination event for the original project.

There will be two team members from each Institution. Both or at least one of them will have a biology or ecology background or will be an expert biologist/ecologists and the other one will be able to manage the technical content aspects of the project and have strong links with administrative staff of the university to ensure, that developed modules will be integrated in the curriculum of students training to be biology and ecology teachers.

Letters of agreement are in the process of being provided by the Universities and will be forwarded to the Darwin Initiative within the next two weeks when they have been received from the Universities. Being regional Universities communication is sometimes difficult by email and fax.

Ten of the 25 SGL network of schools will also be taking part in the project – their role will be to provide opportunities for students to practise student centred biodiversity learning with school students.

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

BIOM has met with each of the University partners as described above.

BIOM has also met with the Ministry of Higher Education and Ministry of Environment to secure their support for the project. It should be noted that in addition to the Universities themselves, another of the stimuli for this project came from the Ministries and their desire to implement projects that assist them in meeting the goals of and their obligations under a number of national and international strategies including the UNECE Strategy on Education for Sustainable Development. High level representatives of both Ministries attended our final Conference and during this event as well as in subsequent conversations expressed their satisfaction with the project and their hope that the project would be continued and developed.

11. Are you aware of any other individuals/organisations carrying out similar work? Are there completed or existing Darwin Initiative projects (other than your original project) which are relevant to your work? Please give details, explaining the similarities and differences. Show how the outputs and outcomes of your work will be additional to any similar work, and what attempts have been/will be made to co-operate with and learn lessons from such work for mutual benefits.

There are no other projects that are delivering the same goals and outputs. There were several projects, mostly realised by "Soros-Kyrgyzstan" Foundation in 1999-2000 years within the program "Transformation of humanitarian education in Kyrgyzstan", that covered the themes of improving the quality of education and other projects that are working with schools on social and community themes. This project focused on in-service teacher training.

Other organisations such as IREX, ACCELS, UNDP, USAID, TEMPUS/TACIS, UNESCO, UNISEF and Peace Corps have also run projects related to improving the quality of education. As a result a number of teachers have studied interactive methods of education and principles of student-centered approach, but the number of such specialists in the Republic is still low. As a result – the majority of educational disciplines, especially biology, ecology and other natural sciences, are still taught in the traditional style of lecture. Again, these projects focused on in-service training rather than the more strategic approach of initial teacher training.

Nowadays, there are no projects in Kyrgyzstan working with Universities to improve the quality of teacher training in biology ecology or biodiversity.

12. How will the project assist the host country in its implementation of the Convention on Biological Diversity? Please make references to the relevant article(s), of the CBD thematic programmes and/or cross-cutting themes (see Annex 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.

Our project will assist Kyrgyzstan in the implementation of the following articles of the CBD.

Article 13. Public Education and Awareness (75%) – Our project will train academic staff in all three institutions, develop a Biodiversity Education module and integrate this in the ITT programmes and produce supporting resources. This will help to achieve (a) "promote and encourage understanding the importance of, and the measures required for, the conservation of biological diversity…and the inclusion of these topics in educational programmes" and (b) "cooperate, as appropriate, with other State and international organisations in developing educational...programmes, with respect to conservation and sustainable use of biological diversity".

Article 9. Ex Situ Conservation (10%) – Our project will create three micro reserves in each of the partner Universities. This will support section (a) "Adopt measures for the ex situ conservation of components of biological diversity"

Article 10. Sustainable Use of the Components of Biological Diversity (10%) – The Biodiversity Education module we shall develop will focus not just on the practical ecological aspects of biodiversity but will also have a significant component on the importance of biodiversity within the context of sustainable development. This will be an overall conceptual approach and will help to deliver different aspects of article 10.

Article 17. Exchange of Information – (5%) – Information exchange will largely focus on training methodologies and help support the delivery of "exchange of information on…training programmes".

BIOM have been in regular contact with the CBD National Focal Point in the Ministry of Environment who are aware of the project.

13. 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 the National Biodiversity Strategies or Environmental Action Plans, if applicable.

The project will directly contributed to implementation of National Plan and Strategy on Biodiversity Conservation, especially Section 3.2, which covers Ecological Education:

E 1.1 To develop possibilities on the realization of ecological education for various groups including teachers; E 1.3 Purchase and creation of materials on ecology and environmental protection at schools and Universities; E 2.4 To develop and distribute visual materials and information about biodiversity conservation; E 2.5 To use public actions to increase knowledge of people about biodiversity conservation; E 5.2 To organize national and local actions on voluntary participation of the population in environment protection.

Realization of the project will also allow achieving significant steps in fulfilment of Conception of Continuous Ecological Education of Kyrgyzstan, adopted by the Ministry of Education and Culture of Kyrgyz Republic on September 17, 2003.

Besides, the project will contribute to realisation of principles of Conception of development of education in Kyrgyz Republic till 2010 (adopted in 2002) and Governmental Doctrine of Education of Kyrgyz Republic (adopted in August 2000 by the decree of the President of Kyrgyz Republic), which underlines necessity of promotion of ideas of ecological safety and environmental protection as one of important priority, sets strategy and tactics of education for the period till 2025, and serve as basis for development of normative legal acts and program documents in the sphere of education.

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

Our project does not directly contribute to sustainable livelihoods. Having said that the content of the training will place biodiversity learning firmly within the context of sustainable development and will therefore give the students we train as teachers a greater meaningful understanding of the role of biodiversity in sustaining livelihoods at different scales.

15. What will be the impact of the work and how will this be achieved? How will these help to strengthen the long-term impact and legacy of your original Darwin project? Please include details of how the results of the project will be disseminated and put into effect to achieve this impact.

As a result of this Post-project every new biology and ecology teacher graduating from the three partner institutions with have the capacity to integrate more effective biodiversity learning into their teaching, and will be stimulated to establish micro reserves in the schools they go to teach in. This will be a total of about 300 students each year. As a result the quality of biodiversity learning nationally will be enhanced and there will be improvements in the overall biodiversity literacy. The process and outcomes of the project will also strengthen the outcomes of our original project.

- This Post-project will support the sustainability of our original project. The original project focused on in-service teacher training and worked directly with schools. Although this was appropriate for the goals of our original project, the weakness of this approach is that if the enthusiastic teacher leading the project leaves a school it is possible that the use of the micro reserve will decline. Concentrating on ITT will mean that all new biology teachers entering schools will have the capacity to deliver higher quality biodiversity education and use current reserves and establish new ones.
- This Post-project will strengthen the SGL network and provide an opportunity for continuous professional development of SGL schools. Part of the ITT Biodiversity Learning module will include the placement of the students in the SGL network schools as part of the teaching practise, and a requirement to use the micro reserves for their teaching. This will involve training for both the ITT students and the SGL teachers.
- This Post-project will strengthen the concept of Biodiversity Micro Reserves. Each of the partner Universities will also be required to develop a micro reserve. This will be used not only by the ITT students but also by other students in the Biology/Ecology faculties – hopefully for research purposes.
- The Post-project will also give an opportunity to develop resources that had not been planned in the original project but that will enhance the original project as well as provide support for the new project. For example, we propose to develop further pages on the BIOM web site and also an identification key. There are also opportunities to continue support for the SGL network through a continuation of the newsletter.
- The Post-project will also strengthen and enhance the network of people in Kyrgyzstan who have the capacity to train others and work on biodiversity education and learning. An indicator of the legacy of the original Darwin project is that the input from the UK consultant is much less in this Post project. Capacity has been successfully built in Kyrgyzstan through the original project however the BIOM team does not have the capacity for Higher Education course development hence a UK input is required for this.

We shall disseminate the outputs of the Post-project through the Higher Education network in Kyrgyzstan. Dissemination will include running a National Conference and holding seminars on Biodiversity Learning in the Universities and Pedagogical Institutes not taking part in the project. We shall also disseminate our course and training materials through the web site and promote the project through a project leaflet. Both BIOM and the University partners in this Post-project proposal are committed to promoting a wide take up of the Biodiversity education module.

16. Explain how gains from the Post-project work will be distinct and <u>additional</u> to those of the existing project. Show where possible how these gains require limited resources and could not be achieved without the funding.

The Post-project gains are additional to those of the original project, was stimulated by them and grows out from them. This Post-project will support the long term impact and sustainability of our original project as described above. The outputs are additional to the original project. One of the key components of the original project was on in-service teacher training and in this we have been very successful. The emphasis of this project is on pre-service or initial teacher training.

This Post project is cost effective. There is substantial in-kind support from the participating Institutions both in Kyrgyzstan and the UK. However, the Darwin fund is needed to support the development of the Biodiversity Learning Module and in particular to support the UK input to this process. Although the capacity of the SGL Development Team has been built through the original project, they do not have the skills to be able to develop initial teacher training modules – which differ significantly in several areas from in-service teacher training. For example, to be part of a degree course formal assessment has to be built into the activities and tasks required of students. The content has to also match national standards required for teacher training and so on. Although the content might be much the same the degree course module will also have a different process of delivery. Delivery will not be through day long workshops, but through shorter one to three hour lectures, workshop and seminar sessions. The University Team members will need up to date biodiversity education training and this will be given by BIOM. Both BIOM and the University team members need up to date curriculum development and design skills and this will be given by the FSC. The gains to be achieved through the Post-project can not be achieved without the modest funding requested for this project. Kyrgyzstan is not a rich country financially – though it is rich in biodiversity capital. We consider the project to be cost effective. Over five years the project works out at around 45 GBP per ITT student and future teachers trained.

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

This project is highly sustainable and will leave a number of lasting legacies.

- Biodiversity Learning Module programme and resources - The University Teacher Training partners have agreed to ensure that the module we develop together is institutionalised as part of the Biology and Ecology courses for students training to be teachers. This means that the modules will be included in the official University programme and provided to each annual cohort of students. Bearing in mind the stability of Universities - this is a legacy that will continue for a minimum of five years and probably up to ten years.
- Three additional Biodiversity Micro Reserves in the three partner Universities.
- Strengthened Capacity for student centred and practically orientated Biodiversity education at teacher training level. The original Darwin Project developed a team of eight people with the capacity to train others in Biodiversity education. Our Post-project will strengthen and add to this group creating a larger cadre of experienced biodiversity education trainers.
- Enhanced understanding and awareness of biodiversity through the application of the learning by the new teachers in the schools they work in

18. Please provide a clear exit strategy and describe what steps have been taken to identify and address potential problems in achieving impact and legacy

We have two strategies related to the sustainability of the project. The first is an exit strategy for the project as a whole, and the second is a strategy for continued support.

The FSC will provide the initial training and development with our partners BIOM as described below, and support the development of the ITT Biodiversity Education module and piloting the module with one cohort of students. We shall also support monitoring and evaluation. The input of our support will be high in the first part of the project and then decrease over time as formal training is replaced with more informal coaching support. FSC support is required for this project – because – as explained above - although our partners have the biodiversity education training capacity and structures they do not have the experience of the development of a University training module. This requires skills that currently BIOM do not have in areas such as student assessment and evaluation.

Ongoing support will be provided through BIOM and through the web site that we shall create as part of the project and also through the School Green Land network which we expect to grow and develop as part of the project. The FSC also has a partnership relationship with BIOM that is independent of project funding and hence we are committed to working with BIOM and will therefore be able to continue to provide support.

There are relatively few potential risks in this project. The main potential risks are associated with the Universities and their ability to identify the right people to be trained and deliver the courses, and their level of commitment to ensure that the module developed is integrated into the core programme for ITT students studying Biology and Ecology. We have tackled this risk through our initial discussions with the Universities. We are confident that the three partners will meet their commitments. We also invited other Universities to join the project from Bishkek, however they were not able to give the right level of commitment to the project. We hope that when they see the result of our project that they will feel able to adopt the module.

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

As in the original project, the Darwin Logo will be used on all printed and electronic materials – for example on all training materials, materials for students and on the web site. The logo will also be used on signage at the participating Institutions piloting the Biodiversity Learning module to say that they are taking part in the project, and on the equipment to be purchased as part of the project. The original project received substantial media coverage, as documented in our Final Report, and we anticipate similar attention in this follow up project.

20. Will the Post-project include training and development? Please indicate who the trainees will be and criteria for selection indicating where they were involved in the original project. 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 Post project does include training and development. For each Institution we shall train a team of five people.

- Two members of Academic staff from each of the partner Institutions – one will be a Biology/Ecology expert and the second an education methodologist.
- Two teachers from the SGL network
- One NGO representative

This is a total of 15 people. The two members of academic staff have been provisionally identified. They were not involved in the original project. The two teachers from the SGL network have been identified and were involved in the original project. The NGO representatives have also been identified and in two of three cases (Naryn and Osh) both were involved in the original project. The criteria for selection are largely pragmatic. The academic staff identified, are those that have expressed an interest in taking part in the project and have put themselves forward. The SGL teachers we have identified as being the most enthusiastic of the SGL teachers located near to the partner Universities, and who have also demonstrated the greatest understanding of the key issues and developed the best micro reserves. The schools have also indicated a willingness to accept students to assist with demonstration lessons. The NGOs selected are those that are able to offer further support for the delivery of the Biodiversity learning module.

All the Team members come from Kyrgyzstan.

We shall measure the effectiveness of the training through -

- evaluation of the quality of the Biodiversity Education module and resources produced – evaluation by the FSC and BIOM
- the quality of the training they provide to students - through observation of teaching, feedback from students , students grades
- increases in student understanding of biodiversity and sustainability – through pre and post project surveys
- the creation of an Biodiversity Micro reserve.

The teams will receive 120 hours formal training and assignments on themes including Biodiversity Education, Education for Sustainable Development, Learning Outside the Classroom and Student Centred Learning, assessment and evaluation the creation of Micro Reserves. The training will match with and support the methodological training that students already receive. We will not replicate this. So for example, students will already receive training on lessons planning.

The Universities will be expected to produce documentation to demonstrate that the Biodiversity Education module we have developed through the project is a formal part of the ITT for new Biology teachers. BIOM will informally monitor that the course is in fact being delivered.

LOGICAL FRAMEWORK

21. Please enter the details of your project onto the matrix using the note at Annex 1 of the Guidance Note.

Project summary	Measurable indicators	Means of verification	Important assumptions
Goal: To draw on expertise relevant to biodiversity education from within the United Kingdom to work with local partners Kyrgyzstan to achieve the conservation of biological diversity, and the sustainable use of its components.			

Purpose To improve the quality of biodiversity education so that young people are better equipped to make decisions that enhance rather than reduce biodiversity in Kyrgyzstan	15 members of HE Academic staff at 3 Institutions, Schools and NGOs receiving at least 120 hours of training on effective Biodiversity learning Higher quality of biodiversity education in University initial teacher training and in schools. An improvement in biodiversity in university and school grounds	Ministry of Education and Department of Environment Reports Project pre and post project survey reports Biodiversity monitoring	That our training will be successful in raising the quality of Academic and school teaching That the Academic Staff we select will be able to implement the new approaches to learning in their courses!
Outputs 1. A Biodiversity Education Module (BEM) integrated in the curriculum of students training to be biology and ecology teachers 2. Demonstration teaching micro reserves 3. Resources developed to support the BEM and SGL network 4. The outcomes of the project are disseminated and promoted widely through the SGL network	1. A 30 hour module is developed and integrated into the teaching programmes for students training to be Biology and Ecology teachers in the Issyk-Kul State University and the Osh and Naryn State Universities by the end of year 1 2. A demonstration micro reserve established at each of the three State Universities – by year 2 3. An education for sustainability Kyrgyzstan web site developed and 4 sets of teaching materials created for students – by the end of year 1. Additional materials will include an appropriate identification key to allow wider biodiversity monitoring. 4. A dissemination conference held for all 51 Universities in Kyrgyzstan attended by 70 academic staff; at least 25 articles/broadcasts in the media; 1 seminar held in 10 other H Ed Institutions; regular School Green Land Newsletter produced. At least 2 national and 2 regional TV will enlighten the project activities and results on different project steps.	1. Module is formally accepted as part of the Biology and Ecology teacher training degrees – formal letters/statements from the University Administrations 2. Biodiversity Micro reserve Management Plan produced; photographic evidence of reserve. 3. Web site address promoted and number of hits recorded; copies of resources produced sent to Darwin Initiative. 4. Reports from Dissemination Conference and Seminars; Newsletter submitted to the Darwin Initiative	1. That the pilot Universities will be able to fulfil their commitment to integrate the module into the Biology and Ecology degrees courses. 2. That locations can be identified for the HE Institutions to be able to develop teaching micro reserves and that these will be available on a long term basis. 3. That the web site will be used by students and teachers. 4. That other HE Institutes will be willing to attend the Dissemination events and consider adopting the BEM.

Activities	**Activity Milestones (Summary of Project Implementation Timetable)**
Project Management	Y1 – Inception Workshop with all the partners, confirmation of Development Team members, written contracts with participating Universities, Monitoring and Reporting; pre project baseline survey of DT and students, Y2 – Monitoring, Reporting and evaluation, post project survey of DT and students.
Training	Y1 – Preparation and delivery of three training events for the Development Team. Y2 – on going coaching of the DT through visits by BIOM and FSC
Course Development and piloting	Y1 - Biodiversity Education Module development and announcement of piloting, production of guidelines for Universities and training materials for students.
	Y2 – Piloting of BEM with one cohort of students including lectures, workshops at the University – work on the Micro reserve and training in schools
Establishment of Micro Reserves	Y1 – Confirmation of micro reserve location at University site and development of micro reserve management plan, starting making of the reserve, Y2 – continued development and use of the reserve
Network support	Y1 – Creation of web pages on new BIOM web site **(www.biom.org.kg),** development of simple identification key to a major group of plants to be identified during the project (for example trees)
Promotion and Dissemination	Y1 – First Newsletter Year 2 – Dissemination Seminars and Visits to key HE Institutions Y1 and Y2 – Newsletter produced regularly.

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

Project implementation timetable		
Date	Financial Year	Key milestones
Month 1	Apr – Mar 2006/07	Inception Meeting
May		Confirm the selection of the Development Team
Month 2		Training Course 1 – Biodiversity Education and ESD, Micro reserve Planning and Development - Bishkek
June		Assignment 1
		Identification of the area to be used as a Biodiversity Micro reserve
		Newsletter 1 produced
Month 3		Training Course 2 –Student Centred Learning and Learning out of the Classroom – Issyk-Kul
July		Assignment 2
Month 4		Training Course 3 – Curriculum and Course Planning – Assessment - Planning the BEM and supporting Resources - Osh
August		Assignment 3
		Completion of Training for the Development Team
		Completion of Management Plans for Biodiversity Micro Reserves
		Start of Biodiversity Micro Reserve development
Month 5		Development of BEM starts
September		Completion of the web site (or pages on the BIOM web site)

Month 6		Development of pre project survey of IT students
October		Newsletter 2 produced
Month 7		Completion of pre project survey of ITT students and teachers and report produced
Month 9		Development of the BEM and BEM Handbook completed
January		
Month 10		Start the piloting process for the BEM
February		Newsletter 3 produced
Month 12	April – March 2007	
Month 13		Development of other resources (including one key) starts
May		
Month 14		Newsletter 4 produced
June		
Month 18		Newsletter 5 produced
October		
Month 19		Completion of the piloting of the Biodiversity Education Course
November		
Month 20		Completion the course review and evaluation and Report
December		
Month 21		Publication of additional resources (including one key)
January		Completion of post project evaluation survey and report
		Newsletter 6 produced
Month 24		Completion of the Dissemination event and Seminars in other HE Institutes.
April		

23. 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.)**
Y1, M10 to Y2 M19	4A / 4B – Biology and Ecology undergraduates	50 hours spread over 20 weeks to include 1 hour lectures/workshops/seminars a week, 20 hours of practical work and 10 hours of assignments
Y1, M2 – M4	6A/ 6B from three partner Institutes	6 University Academic Staff, 6 SGL Teachers and 3 NGO representatives 120 hours spread over 3, 4 day workshops (60 hours) and practical work and assignments (60 hours)
Y1, M 9 Y2, M 10 Y1, M 5	7	Training Handbook for delivery of the BEM (Ring binder file format), Handout Resources for ITT students, Specific BEM web pages for Staff and Students.
Y1 and Y2	8	2 members of staff will spend 40 days in Kyrgyzstan
Y1 M2-M4	9	Three Management plans produced for Biodiversity Micro reserves
Y2, M21	10	One identification key produced (probably for trees in Kyrgyzstan)
Y2, M24 Throughout	14A 14B	1 Dissemination Conference and a minimum of 5 seminars Based on the original project we expect to attend 5 events
Throughout	15A/B	5 to the national press and 15 (5 by each Institution) to local press
Y1 M 2, 6,10 Y2 M,14,18, 21	16A/16B/16C	6 newsletters – circulation 250 in Kyrgyzstan and 25 in the UK
Throughout	17B	School Green Land Network of 25 schools established in original project – enhanced
Throughout	18A/C	Based on previous experience – 2 national and 2 local programmes
Throughout	19A/C	Based on previous experience – 2 national and 2 local programmes
	20	£9000 for computer and biological equipment
Throughout	22	The three Biodiversity Micro Reserves will have a small research component
At end of project	23	Approx 3000GBP

MONITORING AND EVALUATION

24. 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 monitoring and evaluation.

A number of standard FSC monitoring systems will be put in place during the project. These systems rely on local partners taking responsibility for the monitoring process. BIOM have a robust process for this applied during the original project. This is based on personal communication and visits, together with written reports.

- A key agenda item for our Inception meeting with the development of detailed criteria for the indicators described on the log frame.
- Our project manager will monitor the progress on each indicator to ensure that the project meets it's objectives within the timescale and budget. She will submit quarterly reports to the FSC and the project partners.
- These reports will be based on visits to the Universities and from the reports provided by the Universities to BIOM. These reports will submitted after the completion of major milestone events.
- We shall also hold four review and evaluation meetings for the Development Team in Kyrgyzstan.
- We shall ensure that there is regular feedback from the Development Team and beneficiaries (the ITT students) during the project.
- We shall make use of the web site as an monitoring tool – through submission of student feedback for example
- The project will also be monitored through visits of FSC staff to Kyrgyzstan and there will be regular contact between the FSC and BIOM during the project through email and a newly established skype phone system.

The project will be evaluated through matching the outputs and impacts achieved with those stated in the proposal and the log frame. The key outputs are the Biodiversity Education Module and its integration as a standard part of the Biology degree course for teachers; the establishment of the Biodiversity micro reserve and the higher quality of biodiversity education in Universities and Schools. The latter will be demonstrated through pre and post project questionnaires to the Development Team and a sample of students again making the most of the on line opportunities provided by the website. We shall also sample a group of academic staff and students from an institution that is not taking part in the project as a control group.

FINANCIAL ASPECTS

25. Please state costs by financial year (April to March). Use current prices - do not include any allowance for assumed future inflation. For programmes of less than 2 years' duration, enter 'nil' as appropriate for future years. Show Darwin funded items separately from those funded from other sources.

Please note that although three financial years are shown here, <u>funding will only be awarded for a maximum period of two calendar years</u>

Table A: Staff time. List each member of the team; their role in the project rate and the percentage of time each would spend on the project each year.

	2006/2007 %	2007/2008 %	2008/2009 %
United Kingdom			
James Hindson, Project Manager	3.5%	4%	0.5%
Jonathan Oldham, Project Trainer	6%	3%	0%
Janet Jones, Project Administrator	2%	2%	1%
Ken Turner, Project Administrator, finance	2%	2%	1%

Kyrgyzstan			
Evgenia Postnova, Project Manager	42%	50%	8%
Assistant Project manager (to be appointed)	42%	50%	8%
Development Team – 15 people x 6 months over two years	25%	25%	
Ilia Domashov, Interpretation and Translation	10%	10%	

Table B: Salary costs. List the project team members and show their salary costs for the project, separating those costs to be funded by the Darwin Initiative from those to be funded from other sources.

Project team member	**2006/2007**		**2007/2008**		**2008/2009**	
	Darwin	**Other**	**Darwin**	**Other**	**Darwin**	**Other**
James Hindson Jonathan Oldham Janet Jones and Ken Turner Evgenia Postnova Assistant Project Manager Development Team Ilia Domashov						
Total cost of salaries	**19000**	**2750**	**14400**	**6500**	**1400**	**1350**

Table C. Total costs. Please separate Darwin funding from other funding sources for every budget line.

	2006/2007	2007/2008	2008/2009	TOTAL
Rents, rates, heating, lighting, cleaning,				
• Darwin funding				
• other funding				
Office costs eg postage,				
• Darwin funding				
• other funding				
Travel and subsistence				
• Darwin funding				
• other funding				
Printing				
• Darwin funding				
• other funding				
Conferences, seminars etc				
• Darwin funding				
• other funding				
Capital items/ equipment (please break down)				
• Darwin funding Computer Biological equipment Biodiversity Reserve				
• other funding Biodiversity Reserve				
Other costs (please specify and break down)				
• Darwin funding				
• other funding				
Salaries (from previous				
• Darwin funding				
• other funding				
TOTAL PROJECT COSTS	49425	50325	8300	108050
TOTAL COSTS FUNDED FROM OTHER SOURCES	5425	9350	1525	16300
TOTAL DARWIN COSTS REQUESTED	**44000**	**40975**	**6775**	**91750**

25. Please provide a written justification of why alternative funding is not available from within your own organisation or from other sources.

As an environmental education charity, FSC does not have resources of our own to support this project. The same is true of the Universities and other partners in Kyrgyzstan. They simply do not have the funding necessary for innovative developments of this kind. The majority of University income has to be spent on salaries. – although we and our partners are providing substantial matching funding.

26. Will matched funding be provided? Provide details of all other funding sources that will be put towards the costs of the project, including any income from other public bodies, private sponsorship, donations, trusts, fees or trading activity. Please include any additional funding the project will lever in to carry out additional work during or beyond the project lifetime. Indicate those funding sources that are confirmed.

Matching Funding will be provided largely though staff time. No other funding sources are supporting the project. The University staff will be paid as Development Team members in Year One as the Development work will be additional their normal work, but not in Year Two. This is when they will teach the module and this is an expected part of the normal teaching duties. For NGO and School DT members it will be additional work. The University will provide some funding for the development of the micro biodiversity reserves.

27. Please give details of any further funding resources sought from the host country partner institution(s) or others for this project that are not already detailed above. This will include donations in kind and un-costed support eg accommodation.

As with the original Darwin project we shall make every attempt to bring additional funds to the project through sponsorship, lobbying for University and Ministry funding and other project sources. This will enable us to add to the Post project. In our original project we raised over 7500 US dollars of additional funds.

28. What was the amount of funding for the original Darwin Project?

	Total Project Costs £
Amount of original Darwin Initiative project funding	91750
+ Funding/Income from other sources	16300
= Total original project cost	108050

FCO NOTIFICATION

Please check the box if you think that there are sensitivities that the Foreign and Commonwealth Office will need to be aware of should they want to publicise details of the Darwin Post-project and the resultant work in the UK or in the host country. ☐

CERTIFICATION 2006/7

On behalf of the trustees/company *(delete as appropriate)* Field Studies Council

I apply for a grant of £44000 **in respect of expenditure to be incurred in the financial year ending 31 March 2007 on the activities specified in the Logical Framework.**

I certify that, to the best of our knowledge and belief, the statements made by us in this application are true and the information provided is correct. I am aware that this application form will form the basis of the project schedule should this application be successful.

I enclose a copy of the CVs for project principals and letters of support.

Name (block capitals)	CHRISTOPHER J BAYLISS
Position in the organisation	SECRETARY & TREASURER

Signed		**Date:**	13 January 2005

Please return this form by e-mail to ECTF at darwin-applications@ectf-ed.org.uk **by 13 January 2006**. Please put the title of the proposed project into the subject line of the e-mail. As much of the supporting documentation as possible should be sent along with the e-mailed application. However, if you are e-mailing supporting documentation separately please include in the subject line an indication of the number of e-mails you are sending (eg whether the e-mail is 1 of 2, 2 of 3 etc**). In addition**, hard copies of all applications and supporting documents should be submitted to the Darwin Applications Management Unit, c/o ECTF, Pentlands Science Park, Bush Loan, Penicuik EH26 0PH **postmarked not later than 13 January 2006**.

DATA PROTECTION ACT 1998: Applicants for grant funding must agree to any disclosure or exchange of information supplied on the application form (including the content of a declaration or undertaking) which the Department considers necessary for the administration, evaluation, monitoring and publicising of the Darwin Initiative. Application form data will also be held by contractors dealing with Darwin Initiative monitoring and evaluation. It is the responsibility of applicants to ensure that personal data can be supplied to the Department for the uses described in this paragraph. A completed application form will be taken as an agreement by the applicant and the grant/award recipient also to the following:- putting certain details (ie name, contact details and location of project work) on the Darwin Initiative and Defra websites(details relating to financial awards will not be put on the websites if requested in writing by the grant/award recipient); using personal data for the Darwin Initiative postal circulation list; and sending data to Foreign and Commonwealth Office posts outside the United Kingdom, including posts outside the European Economic Area. Confidential information relating to the project or its results and any personal data may be released on request, including under the Environmental Information Regulations, the code of Practice on Access to Government Information and the Freedom of Information Act 2000.