Darwin Initiative Annual Report

Darwin Project Information

Project Ref Number	EIDPO11
Project Title	Biodiversity Education and Teacher Training (BETT)
Country(ies)	Kyrgyzstan
UK Contract Holder Institution	"Field Studies Council"
UK Partner Institution(s)	"Field Studies Council"
Host country Partner Institution(s)	Ecological Movement "BIOM"
Darwin Grant Value	£ 91750
Start/End dates of Project	May 2006 – May 2008
Reporting period (1 Apr 200x to 31 Mar 200y) and annual report number (1,2,3..)	1 April 2006 – 31 March 2007; Annual report # 1
Project Leader Name	James Hindson
Project website	Will be placed on www.biom.org.kg
Author(s), date	Postnova Evgenia, James Hindson

1. Project Background

The project is located in 4 regions of Kyrgyzstan, where project partners are implementing their activities – Osh region in the south of Kyrgyzstan(Osh State University), Naryn region (Naryn State University), Issyk-Kul region (Issyk-kul State University) and Bishkek city (BIOM and Kyrgyz National University).

The purpose of this post- project initiative 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.

2. Project Partnerships

Project partnerships:

The collaboration between BIOM and FSC during last year brought many positive and valuable outcomes to both organizations. BIOM and the FSC have developed a strong common approach to project management, identified fields of common interests and priorities that has strengthened the partnership and allowed to prepare some proposals of future joint projects – for instance, Tempus program, etc. FSC has also contributed to substantial growth of BIOM team and their understanding of ESD principles. In July 2006 FSC helped BIOM to take part in international educational seminar on biodiversity conservation, which was held in Byelorussia under support of Earthwatch Institute (Europe). Participation in these events allowed BIOM members to get training on using field studying research methods to support Darwin project.

Other Collaborations:

Our project collaborated with a great number of other projects, currently working in Kyrgyzstan in the sphere of environmental protection and biodiversity conservation. In particular, with such projects, as:

FAO project "National Forest program Facility", which aim is Implementation of the Forestry policy of Kyrgyzstan through conducting an information campaign on the involvement of local communities in community based forest management. The materials issued within the project – will be made available for all Darwin partners. The links between BIOM, the regional forest departments in Issyk-Kul, and Naryn will help to provide technical and other assistance (young trees for planting on microreserves) to universities during the period of creation microreserves on their territories.

The project "Communities of Kyrgyzstan for biodiversity conservation" supported by the Japanese "Keidanren" Nature Conservation Fund has the purpose of capacity building of local communities of Kyrgyzstan in biodiversity conservation through direct actions on the protection of wild nature and an information campaign about role of biodiversity. The materials were provided to all universities, as well as partner links between Issyk-Kul state University, school from "School Green Land" (educated in previous Darwin project) and 2 villages, involved in Keidanren project, were established. All of them and BIOM will become partners on realization of information campaign on protection of wild ecosystem of sea-buckthorn bushes around Issyk-kul lake.

The project "Sun energy – for Kyrgyzstan" under support of Norwegian Society on nature protection and Small Grants of GEF – partner links with this project will allow us to provide additional support to universities – to create special demonstration zones of using solar energy near microreserves of wild nature. This will strengthen educational services on microreserve areas and ensure comfort, as hot water from sun installations will be available for students and visitors. Packs of educational materials, issued within the project, will be also available for our universities.

"Environmental memories" initiative under support of UNESCO – this will help us to provide more consultations and educational seminars for our initiative groups from Naryn State university and Osh State University. The students from our 3 project universities were also involved in Ecological Essays Completion.

The project has strong links with the CBD focal point from Governmental Agency on environmental protection and forestry – their specialists, especially from Department of Ecological education - provide constant informational, expert and political support to our project.

3. Project progress

3.1 Progress in carrying out project activities

Against the agreed baseline timetable for the project, we have got the following progress:

1. Inception Meeting

(a) *Selection of the Development Team* On the first step (May 2006) the Project Manager and assistant from BIOM team were appointed and coordinators from 3 Universities defined. Then during the Inception visit of FSC expert James Hindson to Bishkek (15-19 June, 2006) the selection criteria for other members of the Development Team were agreed. By the end of July we managed to finish selection process of the Development Team of 12 people (see the list in Appendix 1). There are 8 representatives from the staff of 3 universities on the team and 4 people from BIOM (Project manager, project assistant, information manager and expert on curriculum development). Three of the University team members – appointed as regional coordinators - are experienced in management, working with university administration, providing trainings, etc., The other 5 experts from university staff have ecological background and wide experience in curricula development and biodiversity conservation. We also involved the expert from the Kyrgyz National University (the leading university in KR) to ensure political support and good dissemination of project results all over the republic.

(b) A meeting of the Development Team during the Inception visit (16-th of June, 2006) supported the acquaintance of team members from different Kyrgyz Universities to each other and with FSC and helped to define principles of common work, make planning of project activities for half year period, discuss project methodology and issues of global frames for project realisation – UN Decade on ESD, UNECE Strategy on ESD, the National Conception of continuous eco-education and so on. We also started discussions about ways of integrating the Biodiversity Educational Module (BEM) into the University curricula. (see pictures – Appendix 2)

2. Identification of the area to be used as a Biodiversity Micro reserve and microreserve creation

The areas for creation of biodiversity micro-reserves in all 3 Universities were defined during visits of project manager to Naryn (July 7-8), Osh (OshSU) (August 16-17) and Issk-kul (ISU) (September 4-5). One of them is based in university botanic garden (in ISU), and the other 2 are placed near the buildings of Biological Faculties (in NSU and OshSU) . All areas have excellent potential and officially approved by university administration for creation of micro-reserves. This was also confirmed during meetings of project manager with rectors of ISU and NGU and pro-rector of OshSU.

Now all 3 universities have developed their plans of micro-reserves (including maps, budgets for creation and links with educational process). In December 2006 – February 2007 all these drafts were discussed with university administrations, teacher staff, students and other stakeholders.

Since March 2007 all universities started creation their Biodiversity Micro Reserves (see pictures – Appendix 3). Also see the maps of the microreserves in Appendix 4.

Naryn State University - microreserve of NSU is situated near the study building and includes zones of 4 models of wild ecosystems – 1. area of wild bushes 2. area of coniferous forest 3. area of steppe 4. area of meadow. There is a special zone of educational stands and summer class on the territory of the reserve. During March – April 2007 the following work was done: the territory of the reserve was cleaned from rubbish, a mass from big dust-heap was sorted out and covered by ground. A great number of coniferous trees were planted on the territory. A stand area was created.

Osh State University - the area of microreserve of OshSU is situated near the study building and includes the following zones - 1. pond area 2. model of steppe 3. beach of the river Ak-bura with ecosystems of coastal bushes 4. red list spices zone 5. a corner for observation of invertebrates - kingdom of insects. 6. summer class.

Issyk-Kul State university - the area of microreserve of ISU is situated in University Botanic Garden and includes the following zones - 1. *coniferous forest* 2. birch grove 3. sowing hotbed for growing archa – trees 4. area for striking roots of archa trees 5. pond area 6. educational area with flowers – to observe representatives of different families of plants. 7. aroma garden – with aromatic wild species.

In all 3 universities we involved both teachers and student took in the process of creation of the reserve. In each university we formed mixed groups of teachers, assistants and students from Chairs of Biology or Ecology and from Geography faculties (around 25 people in each). Then all this groups were trained by BIOM team, involved in the process of preparing plans of microreserve and then divided by several sub-groups, responsible for creation of separate zones on microreserve. So, people took part in all steps of the process and chose themselves – which sub-group (s) they want to join (group of pond creation, “botanic” or “zoological” group, etc).

Process of microreseve creation was organized through serial of actions, where people could work for several hours and then took part in educational or creative events (ecological games, competitions, artistic studios (for instance, make handicrafts from natural materials themselves), etc. So, we joint direct ecological actions with information campaigns (see the pictures in Appendix 5).

3. Training courses (see the pictures in Appendix 6).

(a) Training Course 1 – Biodiversity Education and ESD, Micro reserve Planning and Development - Bishkek (see pictures – Appendix 4)

This training course took place in Bishkek city on 6-8 September and was conducted for members of project DT by FSC expert Jonathan Oldham together with BIOM team. The training included 2 practical and 3 theoretical parts – session about role of biodiversity and modern approaches to biodiversity conservation, including ecosystem approach. The other session was devoted to concept of SD – it included presentation, discussion and role game. One more theoretical part provided info about experience and best practices, which we got in previous Darwin project – “School Green Land”, including methodology of creation of microreserves. The whole second day of the training was devoted to obtaining new knowledge and skills in the sphere of outdoor learning methodolody – we visited 2 places – botanic garden and a pond area in Bishkek, where DT members were able to participate in different types of field studying activities, using identification keys (insects, plants, etc.) and ecological equipment. Also DT members learned a lot about new outdoor ecogames, which could be conducted with students. The third practical day of training was spent for development of first drafts of microreserves in 3 universities.

(b) Training Course 2 – Student Centred Learning and Learning out of the Classroom (see pictures – Appendix 5)

This training course took place in Bishkek city on October 26th and was conducted by FSC expert James Hindson for members of project DT. It included a number of sessions, focused on Student Centred Learning methodology and a part of work on Planning the BEM. At this meeting a serial of key themes for BEM were identified and the draft of BEM structure developed.

(c) Training Course 3 – Curriculum and Course Planning – Assessment - Planning the BEM and supporting Resources

This training course were partly conducted during visits of project manager and members of Development Team to 3 project universities – to Osh State University (in April 27-28 2007), to Issyk-Kul State University (In May 16-17, 2007) and Naryn State University (In May 23-24, 2007). During this visits we have conducted 1-day training for mixed groups, which included experienced university teachers, young teachers and students in order to ensure involvement of all groups in the process of development new biodiversity educational module. We were satisfied by results, as students also contributed to the process and suggested their ideas about links between BEM and university microreserve. Involvement of experienced and young teachers will allow to get both high quality of content and innovations. The module will be providing both for Russian and Kyrgyz language groups of students. The other part of this course on *Planning the BEM and supporting Resources* is going to be realised in June 7-14, 2007 during visit of project leader, FSC expert James Hindson to 3 project universities to Kyrgyzstan.

4. Development of Biodiversity Education Module (BEM)

This process was started at the end of October 2006. The team has developed the first draft of BEM concept and defined the key themes of the module, its aims and objectives, as well as main approaches in methodology. In December 2006 and January 2007 all 3 universities defined ways of integration of BEM in the curricula.

Naryn State University – It was decided, that new module will be integrated into curriculum of 2 specialities – “553500.Protection of environment» and «540100. Natural science education (Biology)». The name of the module is “Biodiversity and bases of Sustainable Development”. Necessary changes in working plans have been made and resolution was signed by rector of NSU on 25.01.2007. The module includes 75 hours (45 hours - for class work and seminars and 30 hours for self-dependent work of students). The course will be realised for students of the 3-d course during 6-th semester (spring time). The students will pass examinations at the end of course. The course will be included into the list of courses, marked in a special Attachment to the Diploma.

Osh State University - It was decided, that new module will be integrated into curriculum of speciality “511101 Ecology”. The new working plan after all necessary changes was confirmed and signed by pro-rector of OshSU. The name of the module is “Sustainable development and biodiversity of ecosystems”. It includes 84 hours in total - 46 hours (24 hours for lectures and 22 for practice) and 38 hours for self-dependent work of students. The course will be realised for students of the 4-th course during 8-th semester (spring time). The students will pass examinations at the end of course. The course will be included into the list of courses, marked in a special Attachment to the Diploma.

Issyk-Kul State University - It was decided, that new module will be integrated into curriculum of speciality “511101 Ecology” as course of chose for students. The new working plan after all necessary changes was confirmed by the Council of Chair of Ecology of ISU. The name of the module is “Biodiversity and bases of Sustainable Development”. It includes 70 hours in total - 32 hours (22 hours for lectures and 10 for practice) and 38 hours for self-dependent work of students. The course will be realised for students of the 4-th course during 7-th semester (autumn time). The students will pass examinations at the end of course. The course will be included into the list of courses, marked in a special Attachment to the Diploma.

During February – March 2007 all 3 universities developed the drafts of the Working Programs of the course. And now – in April – May 2007 we are working on detailed content of the course.

5. Issuing of project Newsletters

All series of project Newsletters was called "Education for Sustainable Development in Kyrgyzstan", and now it is the only one resource on ESD, which is produced and distributed on the territory of Kyrgyzstan.

Pilot Newsletter was produced in October 2006. It includes information about new Darwin project with universities in Kyrgyzstan and provides information about all project partners.

Newsletter 1 was produced in March 2007 and includes article about concept of ESD, key milestones of ESD process, a set of interviews on ESD and biodiversity issues, given by representatives of State Agency on protection of environment and forestry, experts from Ministry of Education, Science and Youth Policy of Kyrgyzstan, National Commission of UNESCO, Regional Ecological Centre of Central Asia, teachers of 3 project universities. It also includes news about initiatives on biodiversity conservation and ESD, analytical article on content lines in modern ecological education for biodiversity conservation.

Newsletter 2 - was issued in May 2007 and includes Internet navigator on resources of ecoeducation, biodiversity and ESD, methodical advises on conduction of biodiversity exercises in universities (devoted to forest ecosytems and water bioindication), review of new ecological initiatives and ecological news.

Newsletter 3 - is in the process of preparing and we plan to issue it in June 2007.

6. Web-site creation

Project pages on the BIOM web site – www.biom.org/kg was created in February 2007. They include information about new Darwin project in Kyrgyzstan, information about previous Darwin project "School Green land" on working with schools, map of the network, manual of micro reserve creation, drafts of programs on Biodiversity education module, maps od university microreserves, project news. Now we renew the design of the site and going to insert flash presentations and interactive sections. The renewed version of the site will be available in June 2007.

7. Pre-project survey

The questionnaires both for students and teachers were developed. And after procedures of integration BEM into curricula of 3 universities were identified, we defined the groups of students and teachers, which should take part in the survey. Now we are in the process of collecting data through interviews and questionnaires. In June we are going to summarise all and prepare the report on pre-project survey.

3.2 Progress towards Project Outputs

The overall progress towards the project outputs:

1. A Biodiversity Education Module (BEM) integrated in the curriculum of students training to be biology and ecology teachers

This output has been achieved. We have got a new biodiversity module developed (more then 30 hours) 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 the 1-st project year. All pilot Universities fulfilled their commitment to integrate the module into the Biology and Ecology degrees courses. Module is formally accepted as part of the Biology and Ecology teacher training degrees – and we have formal statements from the University Administrations.

2. Demonstration teaching micro reserves

This output has been partly achieved to the current moment. The locations for establishing demonstration micro reserves were identified at each of the 3 State Universities and these would be available on a long term basis. Biodiversity Micro reserve Management Plans were produced. Now according to these plans all 3 universities are realising different types of works on creation of their reserves. A major part of work will be finished by June 2007. All reserves will be available for using by the teachers to the beginning of the study year – in September 2007.

3. Resources developed to support the BEM and SGL network

The way to achieve this output has been started to the current moment. First version of the web site on Education for Sustainability in Kyrgyzstan was developed. Web site is placed on general BIOM's web-site – *www.biom.org.kg*. Now it is in the process reconstruction until June 2007 and we use this moment to modernize Darwin web-site part – include flesh presentations, interactive part and strengthen block of information, available for students and teachers.

We have started work on creation of the Handbook and 4 sets of teaching materials for students – to support realisation of BEM. This work will be finished by beginning of the next study year (September 2007). Additional materials will include an appropriate identification key to allow wider biodiversity monitoring. They will be also issued until September 2007. The copies of resources will be sent to Darwin Initiative.

We have also recorded a great number of hits (seminars for DT, process of microreserves creation, events in universities, information campaign on biodiversity protection, etc) and all them will be used to prepare a short educational movie for universities – we plan to do it until Dissemination Conference at the end of the project.

Table 1 Project Standard Output Measures

Code No.	Description	Year 1 Total	Year 2 Total	TOTAL
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, M10 (done – module developed and integrated)	to Y2 M19	
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, M2 – M4 (done – 12 members of current staff + diverse experts involved)		
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, M 9 (not done - moved to year 2) Y1, M 5 (done)	Y2, M 10	
8	2 members of staff will spend 40 days in Kyrgyzstan	Y1 15 days	Y2	
9	Three Management plans produced for Biodiversity Micro reserves	Y1 M2-M4 (done)		

Code No.	Description	Year 1 Total	Year 2 Total	TOTAL
10	One identification key produced (probably for trees in Kyrgyzstan)		Y2, M21	
14A 14B	1 Dissemination Conference and a minimum of 5 seminars Based on the original project we expect to attend 5 events		Y2, M24 Throughout	
15A/B	5 to the national press and 15 (5 by each Institution) to local press	Throughout (partly done)		
16A/16B/16C	6 newsletters – circulation 250 in Kyrgyzstan and 25 in the UK	Y1 M 2, 6,10 (done – 2 issued, one in the process of development)	Y2 M,14,18, 21	
17B	School Green Land Network of 25 schools established in original project – enhanced	Throughout (done – SGL schools involved, special coordinator appointed)		
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	Throughout		
20	£9000 for computer and biological equipment	Partly done (spent for equipment and micro reserve creation)		
22	The three Biodiversity Micro Reserves will have a small research component	Throughout (done – locations chosen, reserves are in the process of creation)		
23	Approx 3000GBP	Achieved		At end of project

Table 2 Publications

Type * (eg journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (eg contact address, website)	Cost £
Pilot project newsletter	"Universities of Kyrgyzstan for biodiversity conservation", BIOM, 2006	"Euro", Bishkek city	BIOM's address	20 (0,2 per £ each)
Newsletter 1	"Education for Sustainable Development in Kyrgyzstan", BIOM, 2007	"Euro", Bishkek city	BIOM's address	84 (0,84 £ per each)
Newsletter 2	"Education for Sustainable Development in Kyrgyzstan", BIOM, 2007	"Euro", Bishkek city	BIOM's address	84 (0,84 £ per each)
Newsletter 3	"Education for Sustainable Development in Kyrgyzstan", BIOM, 2007	In the process of development		

3.4 Progress towards the project purpose and outcomes

The project purpose is - 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. We believe that we have made good progress towards achieving this.

In order to achieve it we have trained 15 members of HE Academic staff in Osh State University, 10 – in Issyk-Kul State University, and 10 – in Naryn State University - total 35 people at 3 Institutions. They have received at least 120 hours of training on effective Biodiversity learning. We also involved schools, NGOs and some governmental organizations (such as Osh territorial department on protection of environment, Ak-Su forest department in IssyK-Kul, etc.) in our educational events. This will strengthen local partnership in the sphere of ecoeducation. Representatives from Ministry of Education, Science and Youth policy of KR and State Agency on protection of environment and forestry of KR provides consultative and political support to the project. Integration of new module on Biodiversity and creation of the micro reserves will ensure higher quality of biodiversity education in University initial teacher training and in local schools.

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

The project will have direct and indirect positive impact on biodiversity. It will have indirect impact because level of biodiversity education will be raised in 3 universities, which are the biggest High Educational Institutions in their regions. So, student, which will pass education within our module, will be well-prepared for their further work in local communities (as school teachers, leaders of NGOs, etc). Direct positive impact on biodiversity will be done through creation of microreserves of wild nature.

We expect, that positive changes in university microreserves – cleaning areas of microreserves, planting trees, bushes, creating ponds, attracting invertebrates and other animals, growing red-list species of Kyrgyzstan and building of special hotbeds for growing coniferous arch-trees – all these will improve biodiversity in university grounds.

4. Monitoring, evaluation and lessons

A number of standard FSC monitoring systems were put in place during the project. These systems rely on local partners taking responsibility for the monitoring process. Our project manager implements current monitoring of the progress on each indicator to ensure that the project meets it's objectives within the timescale and budget. She submits regular reports to the FSC and the project partners. These reports are based on visits to the Universities (no less, then once in 3 month) and from the reports provided by the Universities to BIOM. FSC members also take part in monitoring process during their visits to Kyrgyzstan. During past project t year FSC experts visited Kyrgyzstan 3 times– in June 2006, September 2006 and October 2006. Next visit of FSC consultant to Kyrgyzstan is planned for June 2007

We also get regular feedback from the Development Team and beneficiaries through actively working mailing list - biom_group@yahoogroups.com. Regular contact between the FSC and BIOM during the project is realised through email.

The latter monitoring will be demonstrated through pre and post project questionnaires to the Development Team and a sample of students. 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.

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

No, we have just provided 1 half-year report before.

6. Other comments on progress not covered elsewhere

The design of the project as well as exit strategy has not been changed over the last year. There were not any significant difficulties encountered during the past project year or specific lessons that we have learned.

Dates of some events were moved for several months, but it was largely caused by political situation in the country – revolutions and meetings in the capital of Kyrgyzstan and in the regions in November 2006 and April 2007. But these delays were not significant and in general the project has gone very smoothly. We have achieved all our planned objectives and outcomes and not changed our planning for the following year of the project

7. Sustainability

Our project is sustainable. The courses that we have developed have been accepted as formal compoenents of the University degree structure and are being examined as such. The Universities therefore have an ongoing responsibility to deliver this module.

The ongoing Darwin project is the only project in Kyrgyzstan which is working at the moment on strengthening curricula of ecological chairs and faculties of High Education Institutions. And this is very important, as in March 2005 Kyrgyzstan confirmed its obligations on fulfilment UNECE Strategy on Education for Sustainable development. That's why integration and piloting of new module, called "Biodiversity conservation and bases of Sustainable Development" is very actual contribution to implementation of UN Decade on ESD in Kyrgyz Republic.

Our strategy to achieve sustainability is to build a strong network of Schools and Universities of Kyrgyzstan, available to promote ESD principles in all regions of the republic. BIOM has started coordinating these network activities and we expect to reach our goals through

conduction of diverse educational events for members of our network, information campaigns, publishing of methodical and propaganda materials, periodical issuing of Newsletter, etc.

8. Dissemination

Wide distribution of information about project was made on its first step – big university meetings were conducted with teachers and students. Then a series of articles about project activities were issued – 3 regional newspapers – in Karakol, Osh and Naryn cities. The information was also wildly distributed through pilot project Newsletter among universities, schools, departments of education, international organizations, etc. Also it was put in "Ecois" Newsletters, which distributes information among eco NGOs of Kyrgyzstan.

Radio broadcast were also made 3 times in Central Kyrgyz radio channel (on the base of Governmental TV-radio company).

A major dissemination conference will take place later this year as part of the year two activities.

9. Project Expenditure

Table 3 Project expenditure during the reporting period (Defra Financial Year 01 April to 31 March)

Item	Budget (please indicate which document you refer to if other than your project schedule)	Expenditure	Balance
Rent, rates, heating, overheads etc			
Office costs (eg postage, telephone, stationery)			
Travel and subsistence			
Printing			
Conferences, seminars, etc			
Capital items/equipment			
Others			
Salaries (specify) James Hindson Jonathan Oldham J Jones/K Turner Evgenia Postnova Assistant Proj. Manager Development Team Ilia Domashov			
TOTAL			

Highlight any agreed changes to the budget and explain any variation in expenditure where this is +/- 10% of the budget.

10. 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)

We believe that our project has been outstandingly successful and will provide text on then when we have completed the project in our final report.

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
Goal: To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but constrained in resources to achieve *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*		The project will have direct and indirect positive impact on biodiversity. It will have indirect impact because level of biodiversity education will be raised in 3 universities, which are the biggest High educational Institutions in their regions. So, student, which will pass education within our module, will be well-prepared for their further work in local communities (as school teachers, leaders of NGOs, etc). Direct positive impact on biodiversity will be done through creation of microreserves of wild nature. We expect, that positive changes in university microreserves – cleaning areas of microreserves, planting trees, bushes, creating ponds, attracting invertebrates and other animals, growing red-list species of Kyrgyzstan and building of special hotbeds for growing coniferous arch-trees – all these will improve biodiversity in university grounds	*(do not fill not applicable)*

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	We have trained 15 members of HE Academic staff in Osh State University, 10 – in Issyk-Kul State University, and 10 – in Naryn State University - total 35 people at 3 Institutions. They have received at least 120 hours of training on effective Biodiversity learning.We also involved schools, NGOs and some governmental organizations (such as Osh territorial department on protection of environment, Ak-Su forest department in IssyK-Kul, etc.) in our educational events. This will strengthen local partnership in the sphere of ecoeducation. Representatives from Ministry of Education, Science and Youth policy of KR and State Agency on protection of environment and forestry of KR provides consultative and political support to the project. Integration of new module on Biodiversity and creation of the micro reserves will ensure higher quality of biodiversity education in University initial teacher training and in local schools.	Development of educational materials – handbook, identification keys. Completion creation of microreserves Piloting the module Working with 25 SGL schools (building networking Issuing 3 newsleters Renewing project web-site Conduaction of Dessimination Conference Completion of pre-project and conduction of post-project survey
Output 1. A Biodiversity Education Module (BEM) integrated in the curriculum of students training to be biology and ecology teachers	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	This output has been achieved. We have got a new biodiversity module developed (more then 30 hours) 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 the 1-st project year. All pilot Universities fulfilled their commitment to integrate the module into the Biology and Ecology degrees courses. Module is formally accepted as part of the Biology and Ecology teacher training degrees – and we have formal statements from the University Administrations.	
See descriptions of activities 1 (a), (b), 2, 3 (a), (b), (c), 4 above		to avoid too much repetition –see above	
Output 2. Demonstration teaching micro reserves	A demonstration micro reserve established at each of the three State Universities – by year 2	This output has been partly achieved to the current moment. The locations for establishing demonstration micro reserves were identified at each of the 3 State Universities and these would be available on a long term basis. Biodiversity Micro reserve Management	

		Plan were produced. Now according to these plans all 3 universities are realising different types of works on creation their reserves. A major part of work will be finished until June 2007. All reserves will be available for using by the teachers to the beginning of the study year – in September 2007.
See descriptions of activities 1 (a), (b), and 4 above		to avoid too much repetition –see above
Output 3. Resources developed to support the BEM and SGL network	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.	The way to achieve this output has been started to the current moment. Fist version of the web site on Education for Sustainability in Kyrgyzstan were developed. Web site is placed on general BIOM's web-site – www.biom.org.kg. Now it is in the process reconstruction until June 2007 and we use this moment to modernize Darwin web-site part – include flesh presentations, interactive part and strengthen block of information, available for students and teachers. We have started work on creation of the Handbook and 4 sets of teaching materials for students – to support realisation of BEM. This work will be finishes until beginning of the next study year (September 2007). Additional materials will include an appropriate identification key to allow wider biodiversity monitoring. They will be also issued until September 2007. The copies of resources will be sent to Darwin Initiative. We have also recorded a great number of hits (seminars for DT, process of microreserves creation, events in universities, information campaign on biodiversity protection, etc) and all them will be used to prepare a short educational movie for universities – we plan to do it until Dissemination Conference at the end of the project.
Output 4. The outcomes of the project are disseminated and promoted widely through the SGL network	A dissemination conference held for all 51 Universities, at least 25 articles, 1 seminar in 10 other HE institutions, regular newsletters, 2 national and 2 regional TV	We have produced a regular newsletter and the web site is in the process of development We have generated a number of newspaper articles in relation to the project and also radio broadcasts. We shall be planning the dissemination events in year Two.
See descriptions of activities 1 (a), (b), 2, 3 (a), (b), (c), 4 above		*to avoid too much repetition –see above*

ANNEX 2 Project's full current logframe

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.	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.

	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.		

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.

ANNEX 3 onwards – supplementary material (optional)

Appendix 1 – List of members of Development Team

№	Name	Organiation/Position/role in the project	Address	Telephone/e-mail address
1.	Postnova Evgenia	Ecological Movement "BIOM"Project manager	720010 Bishkek Abdymomunova street 328-105	
2.	Domashov Ilia	Ecological Movement "BIOM" Project assistant		
3.	Korotenko Vladimir	Ecological Movement "BIOM"Expert on curricula and information materials development		
4.	Bulatova Roksana	Ecological Movement "BIOM" Information manager (support of project subscribe, issuing of project Newsletters, articles in newspapers, etc)		
5.	Gulnara Muhambetalieva	Issyk-kul State University (ISU), head of chair of ecology Project coordinator in ISU	722360 Kyrgyzstan Karakol city U. Abdrahmanov str. 103	
6.	Andrey Konovalov	Issyk-kul State University, teacher of Biological faculty Curricula development, microreserve creation		
7.	Khamidulina Shahida	Osh State University (OshSU) teacher of chair of pedagogical psyhology Project coordinator in OshSU	Osh city, Kyrgyzstan street, 91-A	
8.	Muratova Rahima	Osh State University, teacher of Biological faculty Curricula development, microreserve creation		

9.	Abdycaarov Abdymanap	Osh State University, teacher of Biological faculty Curricula development, microreserve creation		
10.	Omurov Nurlan	Naryn State University (NSU), dean of faculty of information technologies Project coordinator in NSU	722600 Kyrgyzstan Naryn city Sagymbay Orzobak uulu 47 Tel. + 996 (3522) 50814 Fax + 996 (3522) 50814	
11.	Shermatov sagynbek	Naryn State University Head of chair of ecology and agricultural technologies Curricula development, microreserve creation		
12.	Sadygalieva Jyrgal	Naryn State University,Head of chair of Bliology Curricula development, microreserve creation		
13.	Toktosunov Timur Asanovich	Vice dean of Biological faculty in Kyrgyz National University Expert on material and curricula development	720010 Bishkek Abdymomunova street 328	

Appendix 2 - DT meeting during the Inception visit

Appendix 3 – Pictures of areas to be used as a Biodiversity Micro reserve

in Issyk-Kul State University

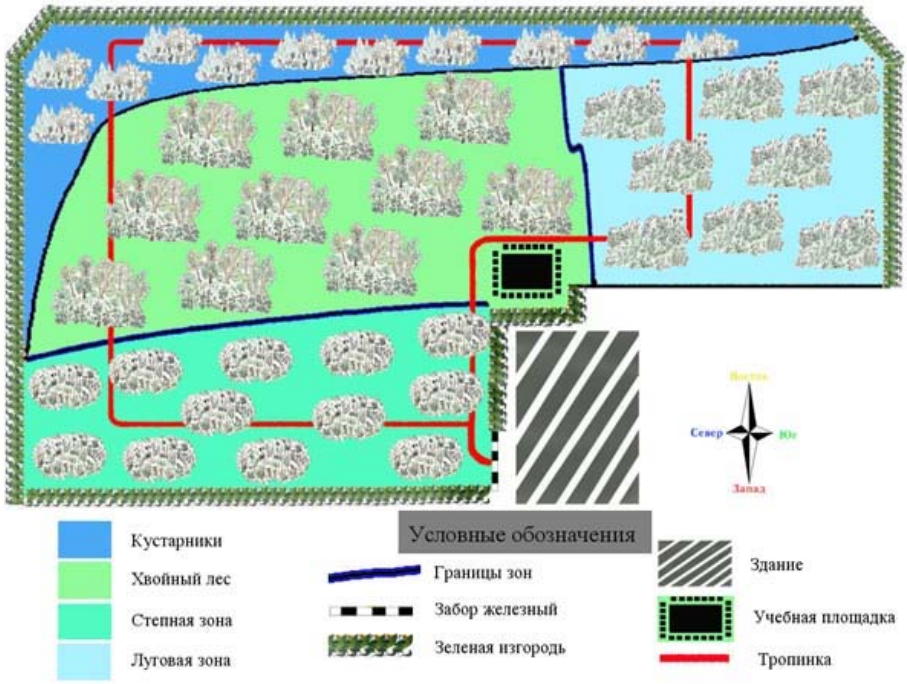
in Naryn State University

in Osh State University

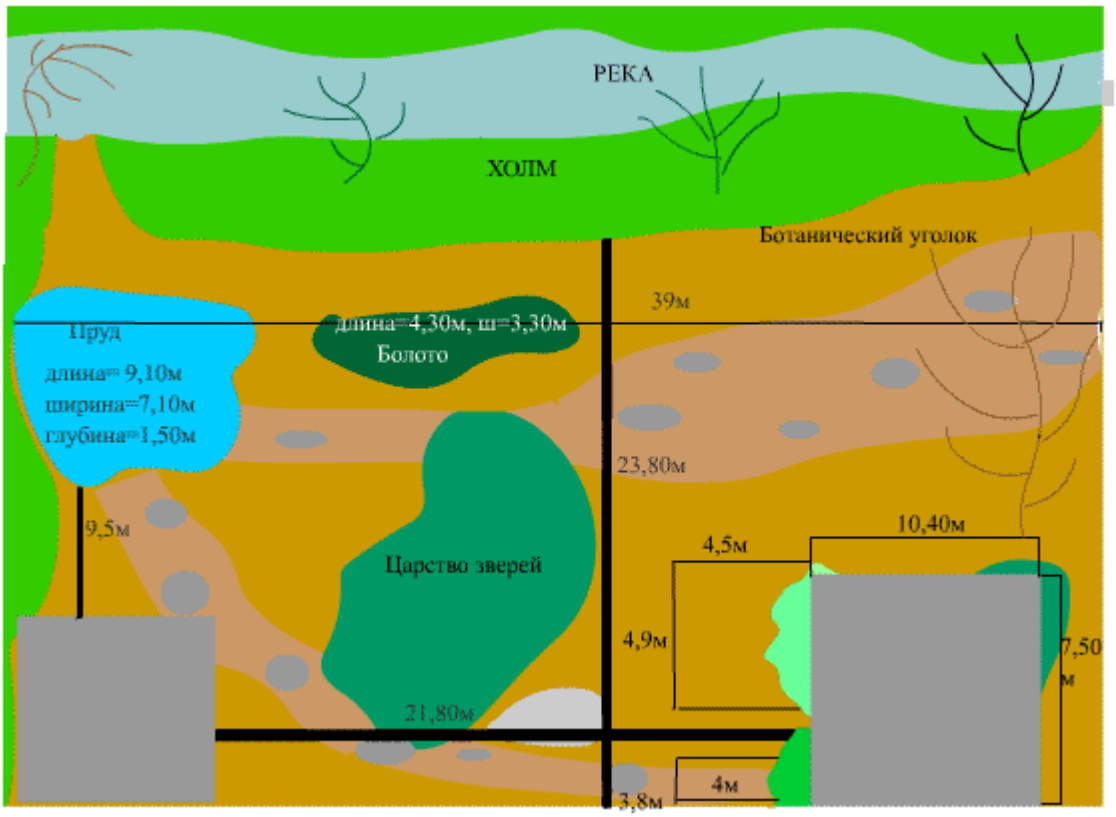
Appendix 4 Plans of biodiversity microreserves

Microresrve of Issyk-Kul State university (general map)

Microresrve of Naryn State university (general map)



Microresrve of Osh State university (general map)



Appendix 5 – Information campaigns on microreserves

Appendix 6 – Training Course 1 - Biodiversity Education and ESD, Micro reserve Planning and Development - pictures.

Training Course 2

- Student Centred Learning

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.	