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DEFRA
 Department for
 Environment,
 Food & Rural Affairs

DARWIN INITIATIVE

APPLICATION FOR GRANT FOR ROUND 11 COMPETITION: STAGE 2

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. Please do not cross-refer to information in separate documents except where invited on the form. The space provided indicates the level of detail required but you may provide additional information on a separate A4 sheet if necessary. Do not reduce the font size below 10pt or the paragraph spacing.

Submit by 13 January 2003

1. Name and address of organisation

Dr James Hindson, Head of Field Studies Council Environmental Education Unit

2. Project title (not exceeding 10 words)

Supporting the Development of Nature Conservation Education in Bulgaria

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

Details	Project leader	Other UK personnel (if working more than 50% of their time on project)	Main project partner or co-ordinator in host country
Surname	Hindson		Boneva
Forename(s)	James		Nadya Vasileva
Post held	Head of Unit		Project coordinator, TIME Ecoprojects Foundation
Institution (if different to above)	Field Studies Council		TIME (This is My Environment)
Department	FSCEE		
Telephone			
Fax			
Email			

4. Describe briefly the aims, activities and achievements of your organisation. (Large institutions please note that this should describe your unit or department)

Aims

The mission of the Field Studies Council is "Bringing Environmental Understanding to All". FSC Environmental Education (FSCEE) as a Unit of FSC, has the role of making a major contribution to one of the FSC's five new strategic goals - "Reaching a Global Community". FSCEE's has the specific mission of "Capacity Building for Sustainable Change".

Activities

The FSC was founded in 1943 and achieves its mission and goals through a network of seventeen environmental education centres throughout the UK. These centres deliver environmental education related courses to over 75000 school and university students, professionals and the general public every year. FSC also produces a wide range of high quality publications including Identification Keys for both the scientific community and the general public through the AIDGAP project. FSC also engages in curriculum development projects and works with partners to campaign for greater first hand experience of the environment.

FSCEE currently has projects in Bulgaria, Russia (St Petersburg, Tomsk, Omsk, Irkutsk, Kemerovo and Sakhalin) Ukraine, Kazakhstan, Kyrgyzstan, Uzbekistan, Slovakia, Poland, Latvia and Lithuania. Projects focus on different themes but have partner capacity building and meeting local needs at their core. FSCEE partners include national and local governments, Ministries of Education and Environment, Universities and Teacher Training Institutions, Schools, NGO and the Scientific Community. Last year FSCEE ran over 50 training courses for over 5000 people. A list of current projects is provided as supporting documentation. FSCEE employs four people in the UK to deliver projects and has a network of five Associates. FSCEE also employs a Russian speaking Project Manager based in Ukraine and calls upon the expertise of the FSC's 75 tutors. FSCEE projects are having a significant impact on environmental understanding and behaviour.

Achievements

Selected Achievements of the FSC in 2002 have been

- The opening of Centres in Scotland and Northern Ireland.
- Development with the British Ecological Society of a Campaign for greater Biology fieldwork at A Level to counter a decline in taxonomic skills.
- Development of modules for the University of Birmingham course. The University is offering its Post Experience Certificate in Biological Recording and Species Identification through the School of Biosciences.
- Working in partnership with the University of East Anglia to offer a Certificate of Biological Surveying
- 100,000 publications with customers worldwide.

Selected achievements of FSCEE in 2002 have been

Ongoing

- Opening an Environmental Education Centre on Sakhalin to support the 200 schools in the Oblast
- The School Green Lands Project in Kyrgyzstan (Darwin Ref No 162/11/024.) has attracted over 15% of all schools in the country wishing to take part in the project to create micro biodiversity reserves. It is the largest education project in the country.
- The Biodiversity Monitoring project in Slovakia (Darwin Ref No 126/9/007) produced the first schools biodiversity survey results. These were included in the Slovak 2001 State of the Environment Report. 150 groups are continuing in the project through the development of small scale biodiversity protection projects.

Completed in 2002

- In St Petersburg we have worked in partnership with NGOs, the Education Committee, the Environment Committee, the Teacher Retraining Institute and Business to produce a Strategy of "Education for Sustainability" for all city schools. This was successfully launched in September, and with implementation of the strategy being supported through a small grant scheme and training. The core of the strategy are the Indicators of EfS - and this is the first such strategy in Russia.
- In Uzbekistan FSCEE has completed the developed of four text books for schools. Each of the 7000 schools in the country have been produced with 10 copies of four books in a series called "People and Environment". The first book produced was "People and Nature" with subsequent books being on Air, Water and Soil.
- In Omsk the "Waste Busters" project has successfully been completed with seven micro projects on domestic waste management issues. One educational drama project won a prestigious International Young Peoples Drama Award.

To be started in 2003

- Working in partnership with Bristol City, St Petersburg in Russia and Kaunas in Lithuania we shall be developing training courses related on how to effectively communicate environmental information and bring about behavioural change - EU Funding
- Working in partnership with Groundwork UK, an NGO, INECA and the City Environment Department in Kemerovo Russia, we shall be developing local legislation related to access to information, and through micro projects demonstrating how this access can be achieved - EU funding (TACIS IBPP)
- BP has agreed to support the development of an Environmental Education Kit for the schools of the Irkutsk Oblast, and especially those around Lake Baikal.

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

To date, the FSC has received funding from the Initiative for five bio-diversity based projects:

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

6. Please list the overseas partners that will be involved in the project and explain their role and responsibilities in the project. The extent of their involvement at all stages in the project should be detailed, including in project development. Please provide written evidence of this partnership.

TIME (This is My Environment) and the FSC have worked together on a number of different projects and are long term partners. TIME was founded in 1994 and since that date has become the leading environmental NGO in Bulgaria giving special emphasis to promotion of environmental education in the country. Recent projects have included the development of curriculum programmes and a manual to support teachers in the integration of environmental education into the formal school curriculum as well as environmental NGO strengthening on a national level. TIME has undertaken projects funded by DFID, UNDP, USAID through ISC Dem Net program, Embassy of US in Bulgaria, Royal Netherlands Embassy, US EPA, Regional Environmental Center, EU PHARE Program through Civil Society Development Foundation, PHARE partnership and Institutional building Programme, EU PHARE and Tacis programmes, WHO, Ministry of Environment and Waters, Bulgaria, The Netherlands Organization for International Development and Cooperation (NOVIB), US Information agency, Institute for Sustainable Communities, Television Trust for Environment Ltd and has extensive project management experience and capacity.

TIME works since its establishment towards the following objectives:

1. To involve the public in application of sustainable development approaches - for example - TIME has developed a training manual on How to Develop and Implement Local Agenda 21.
2. To raise public participation in the decision making processes on sustainable development at all levels. - for example TIME has assisted the municipalities of Stara Zagora and Kurdjaly in the development of their Environmental Action Plans through participatory processes.
3. To assist authorities on national and local levels in the development of policies, strategies and programmes for sustainable development - for example - TIME has assisted the Ministry of Environment and Waters in the development of its first Policy on Municipal Waste Management.
4. To support coordination and communication among stakeholders at international, national and local levels on sustainable development issues - for example - for a seventh year TIME is publishing the only sustainable development/environment related monthly newspaper ECOPOLIS. TIME has organised 3 National Environmental NGO Conferences in 2000, 2001 and 2002.
5. To promote the integration of sustainability education in the educational system in Bulgaria - for example - TIME was instrumental in the formation of the Bulgarian Environmental Education in 2002 Network (BEENet) and is still facilitating its development.
6. To accumulate financial means for supporting the activities of diverse groups in the field of environmental protection and sustainable development - for example - TIME acted as intermediary support organization for distribution of US AID funds to environmental NGOs in 2000-2002 period

The FSC developed the first round proposal through email discussions with TIME. The second round application was developed in a similar way as face to face meetings to discuss the project were not possible. However, because of the close partnership of the two organisations such meetings were not critical to the project development.

TIME will be responsible for the management of the project in Bulgaria. This includes team selection, ensuring the active participation of the stakeholders, managing the Inception and Orientation workshops, organising training, the creation of the component teams and monitoring their activities, ensuring that the outcomes of the project components are approved and sustained by appropriate authorities, ensuring appropriate monitoring, coordinating all Bulgarian project reporting and managing the local budget. In selecting the members of the working Team TIME will liaise closely with the Nature Conservation Education Committee that will be established as a result of the project.

“Center for Education , Culture and Ecology 21” is an NGO with mission to assist processes of cultural diversity and social development, education and environmental protection during the time of democratic changes in the country. Its fields of activities are:

- Research, analysis and developing regional projects and programs for school policy on environmental and sustainability education;
- Providing information to school networks on environment and sustainable development (study programs, good practices, school projects, partners’ teams) via Internet (www.reednetbg.com)
- Developing and publishing educational materials on environment and sustainable development problems for students, teachers, experts, parents.
- Assisting regional enterprises, local authorities, NGOs, cultural and educational institutions in building local capacity for sustainable development;
- Organizing and carrying out education and qualification of pedagogical staff;
- Carrying out expert evaluation and diagnostics;
- Providing of consulting services for developing and adopting of educational project and programs.

Center’21 experts will be members of the Working Groups and will lead at least one of them on Teacher Training. This project partner will be the focal point for the environmental network development and strengthening the NCE CHM node.

7. What steps have been taken to (a) engage at all appropriate levels within the host country partner organisations to ensure full support for the project and its outcomes; and (b) ensure the benefits of the project continue despite staff changes in these organisations?

This proposal is based on the implementation of recommendations from a Needs Analysis related to the implementation of the education and awareness components of the Bulgarian National Biodiversity Conservation Plan (NBCP). This Needs Analysis was funded by the GEF through UNDP and was undertaken through a participatory process. TIME interviewed 55 different people from 27 organisations and held a stakeholder workshop for adoption of the study. As a result we consider that the resulting Analysis is a thorough reflection of the needs of the major stakeholder groups in education including students, teachers, teacher trainers, education managers, and representatives from both the Ministry of Education and Ministry of Environment. The Report presented to UNDP is available should it be required.

The proposal is also partly based on a Terms of Reference prepared at the request of DFID for an environmental education project in Bulgaria. Although DFID did not take the Terms of Reference further as a result of changing priorities within DFID – the process of developing the ToR included five workshops with different stakeholder groups and extensive discussions with education decision makers. The outcomes of the consultation have also been incorporated into this project proposal.

In addition, TIME has made significant efforts to engage both the Ministry of Education and Ministry of Environment in the development process and have held meetings with Mrs. Mariana Bancheva, Chief expert in Directorate “Higher education”, Ministry of Education and Mrs. Nelly Illieva Chief Expert in Directorate “Strategies, international cooperation and programs”, Ministry of Environment and Waters and both have expressed their strong support for the project and provided valuable input to its design. The Ministry of Education also conducted internal consultation among its related experts (primary education, biology, chemistry, etc.) in order to provide substantial input to the project design. Therefore it can be stated that the project is a result of a coordinated thinking and reached agreement between the key national institutions in the field of NCE and the proposal partners. Letters of support are attached to this Proposal. In addition, TIME has had meetings with representatives of the National CBD Focal Point in Bulgaria.

It should be stressed that in Bulgaria as a result of the World Bank Education Project, there is an increasing freedom in the education system. Schools have an increasing decision making and curricula flexibility including choice in the purchase of text books, the development of school programmes and selection of professional development training courses. Education is becoming much less centralised. This is of benefit to the project in that stability of staff in either TIME or supporting Ministries, UNDP and other stakeholders is not necessary for the adoption of the project outcomes. Schools will judge these on their merits. Therefore it is of utmost importance to introduce systemic alterations and design effective information exchange system among them.

TIME is a stable NGO and manages a wide ranging portfolio of programmes that ensures stability. The leadership-of TIME is unlikely to change, and even if it did, it would have the organisational capacity to continue to manage projects. TIME will appoint a project manager.

8. **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 not already provided.**

TIME has close working relationships with most education organisations involved with the environmental education, and in particular with organisations related to nature conservation education and national parks.

The Chair of the Management Board of TIME works for UNDP and has in the past been involved at a national level in different projects. TIME is also coordinating a National Environmental Education Network (BEENet). Six National meetings of BEENet were held in 2002 in the framework of project "*Environment and Development– the Challenge of the Civil Society in Bulgaria*" implemented by TIME. 35 Non Governmental Organizations and other professionals became members of BEENet. The project has taken into consideration the results of the discussions during those meetings and the BEENet strategy that stipulates that the key elements of the work are directed towards establishment of an efficient network of institutions, organizations and persons, working on the issues of education on environmental protection and sustainable development by supporting their individual development and the interaction among them.

PROJECT DETAILS

9. Define the purpose (main objective) of the project in line with the logical framework.

The purpose of the project is to build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum.

The specific objectives of the project are:

1. To develop an understanding of nature conservation education that is set within the context of sustainable development
2. To build the capacity of the education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum
3. To build the material and human resource support to enable effective NCE to take place in schools.

10. Is this a new initiative or a development of existing work (funded through any source)?

This is a new initiative.

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

The letters in brackets refer to the subsections of the CBD Articles. The Project will significantly assist Bulgaria in implementing Article 13, Education and Public Awareness, of the CBD in particular. This states that it is the responsibility of a country to “promote and encourage an understanding of the importance of, and the measures required for, the conservation of biological diversity...and the inclusion of these topics in educational programmes”.

The project will also assist in the achievement of CBD Article 6, General Measures for Conservation and Sustainable Use, through the development of a plan and for the implementation of the Article 13. In addition aspects of Article 12, Education and Training, will be achieved through the development of a national teacher training module related to Biodiversity Education, and Article 18, Clearing House Mechanism through supporting the establishment of a the NCE node to be established by UNDP.

In achieving this goal in a strategic way for Bulgaria understanding of other appropriate Articles will be enhanced, and in some areas practical experience given, including an understanding of terms (2), General Principles (3), Identification and Monitoring (7), In situ conservation (8), Ex Situ Conservation (9), Sustainable Use of Components of Biological Diversity (10), the importance of Incentive Measures (11), Access to Genetic Resources (15) and other Articles.

12. How does the work meet a clearly identifiable biodiversity need or priority within the host country?

The National Biological Diversity Conservation Strategy of Bulgaria states that “it will not succeed without strong public understanding and support. These, in turn, can only be fostered by communicating information about the values, status and conservation of biological diversity in Bulgaria in the public school curriculum, in professional training and development programs, and in various public forums. Conservation education programs should aim to increase public awareness of biological diversity issues, stimulate pride in and enjoyment of Bulgaria’s unique biota, communicate existing and emerging scientific information about biodiversity, convey new concepts in conservation, and foster constructive debate over conservation strategies. Finally, education about biological diversity should be undertaken as part of still broader national environmental education program.”

Environmental Education is listed as fourth priority for immediate action and support in the Biodiversity Strategy of the country. The strategy acknowledges that “much more time and energy is needed to be devoted to environmental education at all levels. This is a long-term undertaking, but immediate steps can be taken to begin the process. These steps include developing a national strategy for environmental education; appointing an advisory group of scientists, educators, and conservationists to provide guidance and advice in the design of curricula involving biological diversity and its conservation; and supporting opportunities for Bulgarians to interact with environmental educators in other countries.”

Unfortunately not much action was initiated on national level in that regard. The reasons listed in the Strategy are equally valid today. That is confirmed by the series of studies conducted thereafter through DFID and UNDP mentioned above. The Strategy says “Bulgaria lacks a unified plan for biodiversity education, or even a process for designing such a plan. As a result, teachers have little experience in or exposure to current concepts in conservation, and little access to programs or materials useful in the Bulgarian context. The legal basis for improving education on biological diversity does not exist.” The forthcoming – recommendations of the Strategy are fully taken into the current project.

The recommendations of the Strategy are also duly reflected in the National Biodiversity Conservation Plan. Information, Education and Training are among the 7 measures included into the plan. The details of that particular measure states “elaboration and introduction of nature protection programmes for use in the educational system”. Lack of implementation on this measure was among the key reasons for UNDP to commission the study on capacity building needs for NCE conducted by TIME and FSC.

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

The project does not have a direct impact on sustainable livelihoods

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

The outcomes of the Project are -

1. A body of Nature Conservation experts will be created, drawn from the formal education sector and NGOs, who can support the development of NCE in Bulgaria.
2. There will be a greater understanding of the importance of NCE within the context of sustainable development amongst the different stakeholder groups, especially teacher trainers, teachers and education decision makers.
3. An enhanced capacity of teacher trainers and teachers to deliver effective NCE.
4. More effective NCE through a greater awareness of key biodiversity related issues.
5. Young people, a future generation of decision makers in Bulgaria, with a better understanding of biodiversity issues.

The impact of the outputs

1. A body of educators able to develop, deliver and support effective NCE in the formal school curriculum - the impact will be -
 - That the body of educators will be able to continue to support NCE through their institutions and the networks established through the project.
2. An NCE policy approved by the Ministries of Education and Environment. This Policy will not be a separate document but will be part of a larger Environmental Education Strategy that is in the process of being developed by the Ministry of Education - the impact will be -
 - That schools will have a formal encouragement, endorsement and expectation to integrate NCE into the formal curriculum for students.
 - That schools will have a clear understanding of NCE and will therefore be able to develop more effective and consistent programmes.
 - That education stakeholders such as NGOs and parents will have a lever to encourage schools to integrate NCE.
3. An NCE Teacher Training Module - the impact will be -
 - That the quality of in service NCE teacher training will be enhanced and hence teaching standards improved.
 - That current teachers will be able to integrate concepts of NCE, sustainability and biodiversity into their teaching in an effective way and encourage changes in behaviour.
4. An NCE package of a text book for a specific subject and other supporting resources for students, together with a teachers guide used in Schools in NE Bulgaria. The text book will not be specifically a text book on NCE as this would not meet Ministry of Education requirements and would not find a publisher but will be integrate NCE into a specific subject. The supporting workbook would add a greater NCE emphasis. The impact will be -
 - That the understanding of students of NC issues and biodiversity is increased through high quality resources.
 - That learning takes place in a student centred way encouraging the development of skills such as critical thinking and different ways of working.
 - That students are more motivated and interested by NC and biodiversity issues through the issues being repeated in an attractive way.
 - That students are encouraged to make links between their lifestyles and NC and Biodiversity issues - NC and Biodiversity becomes relevant.
 - That teachers have a greater understanding of NCE and Biodiversity.
5. An operational NCE network - the impact will be -
 - The growth in the number of teachers with the skills to teach NCE in a student centred way.
 - That teachers grow in confidence through the professional support offered and hence are more likely to integrate NCE into the curriculum programmes.
6. Publicity for the project - the impact will be -
 - That more people are aware of the importance of NC and Biodiversity.
 - That more people are aware of the critical role of education in NC and Biodiversity protection.

How the outputs will be disseminated

The project outputs will be first piloted in NE Bulgaria. There is support for the project in this region via the Centre '21 facilitated regional network. The outputs and impact of the project will be disseminated through the publicity for the project in the selection of pilot schools and teacher training Institutes and other networks in the region. After the pilot phase for each of the components the outputs will be disseminated as widely as possible on a national basis.

National dissemination mechanisms for the outputs are -

1. A body of educators able to develop, deliver and support effective NCE in the formal school curriculum.
 - Members of the Working Groups and their specific skills will be promoted through the Network to enable them to act as trainers for NCE on a national basis.
 - The NCEC will work with the Ministries to continue to support dissemination.
2. An NCE policy approved by the Ministries of Education and Environment -
 - The NCE statements will be published in the National Teachers Newspaper, "Teachers News" and other appropriate formats used by the Ministries to disseminate information.
 - Dissemination will also be through subject journals.
3. An NCE Teacher Training Module
 - Publicity information about the availability of the module will be sent to all Teacher Training and Retraining Institutes and NGOs or other establishment offering teacher training, together with an invitation to take part in a training of trainers course.
 - The Module will be reviewed in appropriate journals for Teacher Trainers.
 - A launch event
4. An NCE related text Book and supporting resources used in Schools in NE Bulgaria -
 - The text book and other materials will be disseminated through the publishers publicity mechanisms.
 - The Project Team will publicise the text book through workshops, the Network (web site and newsletter) and through the teacher training courses.
 - A launch event.
5. An operational NCE network -
 - This will be publicised through a launch event and information about the network appearing in teachers newspapers, journals and the internet.
 - A network leaflet will be produced.

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

The outputs to the project will be the lasting legacy. The outputs will be used in Teacher Training Institutes, NGOs and other establishments offering teacher training, and Schools for a minimum of 5/7 years. Together with the Policy and the Network they will have an impact on NCE and Biodiversity Education for up to ten years.

The longest lasting legacy however will be the improved capacity of a group of educators to continue to develop effective NCE and Biodiversity Education mechanisms and materials.

Other factors that will ensure that the impact of the outputs have a lasting legacy and are sustainable are -

- The commitments from the major stakeholders, especially the Ministry of Education and Ministry of Environment.
- The low cost nature of the Teacher Training materials and the easy adaptability of the Manual, together with a group of teacher trainers willing to continue to use the add to the materials.
- The involvement of a commercial publisher. It is expected, based on experience in Poland, that the text book will be very successful and hence the publisher will be motivated to produce further editions and/or related publications with the same author team.
- The low cost nature of the Network which it is intended will be managed by TIME and Centre'21 after the end of the project. The content managed web site will also be low cost to manage (often a failing of many projects is a high cost web site!)
- The leadership of the project by a stable successful and committed NGO willing to both work in partnership with formal education bodies but also to challenge them should aspects of the project appear not to be implemented.

16. What steps have been taken to identify and address potential problems in achieving impact or legacy?

Potential problems for the project delivery

There are relatively few potential problems for the project. The increasing freedom and flexibility that schools have in the education system means that the adoption of new materials and training is more in the hands of the schools than the Ministries. Although Ministry support is very important even in the emerging decentralised education system in Bulgaria having amongst its responsibilities relevant for this project, the overall content of the curriculum and approval of text books.

On the one hand this can be seen as a problem as it means that there could be a lack of strategic direction from the Ministry and hence schools might not adopt the materials. On the other hand it will be a benefit as schools can make their own decisions about the delivery of the curriculum, the purchase of resources to support these programmes and training of teachers. It is still the case that in Bulgaria that high quality materials written in a student centred way, are in the minority and hence there is likely to be a high demand. Teachers are constantly looking for support.

There is a risk that if the materials we produce are too radical in terms of content and methodology then they will not be approved by the Text Book committee, who have only a basic understanding of student centred learning, and hence will not be published by the commercial publisher partner in the project. We are tackling this problem through ensuring that the publisher is involved throughout the project and has representatives on the Working Group for text books. We are also inviting members of the Text Book Committee to different project events and through enhancing their understanding of our project goals.

There is still a need for well written designed and published educational materials in Bulgaria, and our experience from projects in other countries leads us to be confident that the materials we produce will be adopted by a significant number of schools.

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

The project is innovative and distinctive in a number of ways.

- (a) Our project is developing a system of NCE that integrates national policy, capacity building and teacher training, text book materials and teacher support through the creation of a network.
- (b) The approach of our materials will set NCE and Biodiversity Education within the context of sustainable development. This will be an innovative move away from the traditional "nature studies" approach of much NCE. The philosophy of our approach will focus on the environment as natural capital and how people use and misuse this resource.
- (c) Linked to this will be the focus on critical thinking through student centred learning and the development of materials that encourage changes in behaviour rather than simply knowledge and understanding. The approach will not be moralistic but stress will be laid on political and economic change as much as an individual contribution towards sustainability.
- (d) Another distinctive element will be the emphasis on the development of text book materials and support materials for students. Many of the materials currently produced are aimed at teachers. Teachers have to mediate the new ideas and produce new teaching materials themselves and because there is not a tradition of teacher curriculum development in Bulgaria and such materials do not always have a large impact. For change to take place teachers also need to be provided with materials for students, and the most commonly accepted format for these that teachers are familiar with, is the text book.
- (e) A further distinctive approach is the focus on the formal curriculum. Many of the materials and courses focus on activities that are most appropriate for use in informal education contexts such as after school clubs, camps and so on. Whilst these activities are useful, by their nature they only have an impact on a relatively small number of children and young people. Classroom practise is often not greatly affected. Our materials will have a direct impact on the quality of NCE in the classroom.
- (f) A final distinctive aspect of the project is the partnership approach of NGOs working with other stakeholders in the education system including teacher training Institutions, and Schools. The involvement of a publishing house in the partnership and the production of materials as a commercial venture is also innovative in a Bulgarian context.

Publicising the Initiative

The Darwin Initiative will be publicised through the name and logo appearing on all appropriate printed materials from headed paper, course certificates and information materials. The name and logo will also feature prominently on all published materials including the NCE Policy, the Teacher Training Manual, the Text Book and Network materials. The name and logo will also be placed on equipment purchased by the project. During the project we shall also examine other innovative ways of publicising the project.

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

Although Nature Conservation Education resources have been produced and training taken place in Bulgaria these have had a number of weaknesses. Some of the major activities in the field of environmental education are listed below:

- Through the Darwin initiative funding the Bats Research and Protection Group from Sofia produced in 2000 a biodiversity education guide for teachers. It is a valuable compilation of information on biodiversity and specific activities that could be implemented with students.
- TIME has developed a successful project that led to the publication of two books for teaching environmental education at primary level (grades 1-4) which offer guidance on integration of environmental education in the compulsory curriculum that was applicable in 1996, as well as a compendium of developed and tested lessons to provide such education in school.
- Other projects have either worked with specific schools or on programmes that focus on specific aspects of environmental education such as energy or waste.
- A recent UNDP Project - Capacity 21. This has produced a book for the primary school teachers on Sustainable Development Education.

All of these projects have been conducted on a relatively small scale and although they have been successful in what they aimed for, the long-term effects are small and the national influence restricted.

- There is a lot of experience, knowledge and skills available but it is fragmented and isolated:
- There are good environmental education materials for teachers available but much of it is scarce, outdated (with respect to the new reform developments) and not for children in the target groups of 7-10 years old
- The educational materials produced are additional to the documentation related to the educational system in the country. Therefore they are used only on a limited basis. There are no materials produced such as textbooks or textbook accompanying materials for students introducing NCE by this moment.
- Few materials focus on biodiversity and fewer put this in the context of sustainable development.

In that sense our project is different from all the activities undertaken so far in the country as it aims at the definition of the objectives of the NCE and their incorporation as an element of a national environmental education policy. The project will also try for a first time to produce NCE oriented materials for students that are used in the educational system (textbook and support materials) rather than teacher aid documentation that is not systemically delivered to the teaching community and the usage of which fully depends on the access to information of the teacher and/or his/her personal commitment. The project also aims at the establishment of national coordination mechanism that is not attempted so far in Bulgaria. It also provides for building the capacity on NCE for a limited but key segment of the educational system.

This project will provide a model for the development of a more coherent system and approach to Biodiversity Education.

19. Will the project include training and development? Please indicate who the trainees will be and criteria for selection. 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?

Training will be an appropriate mix of formal training events and more informal training through coaching, email exchanges and internet discussions.

Training Activity and who will participate	Dates	Content, evaluating effectiveness, and monitoring of trainees.
Nature Conservation Education Committee The five members of the NCEC	<u>Month 4</u> <i>5 days study visit in the UK plus 5 days formal training in Bulgaria</i>	The Content will include an examination of Biodiversity Education within the formal education system in the education systems in the UK and will focus on the big picture of how policy, curriculum resource support and evaluation link into a system. Lessons will be drawn for the project in Bulgaria.
Members of all the Working Teams "Education for Sustainability and Biodiversity Education"	<u>Month 6</u> <i>5 day workshop in Bulgaria</i>	The content will include training for all Working Group members on key issues including What is Sustainable Development, Approaches to Education for Sustainability, Student Centred approaches to learning, NCE/Biodiversity and Sustainable Development. The training will be evaluated through the outputs of the four Working Teams.
NCE Policy Working Team "Policy and Strategy Development Workshop"	<u>Month 7</u> <i>3/5 day workshop</i>	The content will include training on the development of educational policies and strategies and will involve looking at different strategies produced and their usefulness. The effectiveness will be evaluated through the production of a policy that matches the criteria of a good policy, the approval of the Policy by the Ministry of Education and Environment and feedback from teachers.
NCE Teacher Training Working Team "Developing Effective NCE Teacher Training Programmes" and "Training of Trainers"	<u>Month 7</u> <i>2 x 3 day workshops</i>	The content will include a detailed approach to effective learning approaches, the design of learning programmes and resources to support student centred learning. A separate training of trainers course will be delivered to the NCE Teacher Training Team and to others that will be involved in the delivery of the module to in service students. The effectiveness of the training will be evaluated through the development of the Teacher Training module, student reviews and changes in teaching content and approach.
NCE Materials Development Working Group "Developing Effective NCE Teaching Materials"	<u>Month 7</u> <i>5 day workshop</i>	The content will include a detailed approach to effective learning approaches, the design of learning programmes, how to write student centred learning text books, text book design and writing student centred activities. The effectiveness of the training will be evaluated through the production of the package of a text book, support materials and teachers guide and the feedback from students and teachers during the piloting of the materials.
NCE Networking Working Group, "Developing Effective Networks"	<u>Month 10</u> <i>3 day workshop</i> <i>5 days webmaster training</i>	The content of the training will focus on reviewing the current networks, especially BEENET, and through sharing experience developing ways of strengthening it. The training will include a five day webmaster course to allow a group of people to manage the Network Web site. The effectiveness will be evaluated through the network itself and feedback from network users, and in particular the number of users.
Current Teachers, and Students Training to be Teachers, "Effective NCE"	<u>From Month 19, variable length depending on Institution</u>	Institutions will be able to use the Modules developed in different ways to meet the needs of their programmes and students. A typical course will last 2/3 days though through flexible programming this could be spread over a longer period.

20. How are the benefits and/or work of the project expected to continue after the end of grant period? Please provide a clear exit strategy.

The activities will continue after the end of the project through a number of mechanisms. FSC experience of other project has demonstrated that when Teams are successfully created and developed then they will ensure that project outcomes are sustained and further developed.

Continuation of Benefits

- (a) TIME and its partners. TIME is a stable and successful NGO that has demonstrated its commitment to Nature Conservation Education through nearly eight years activity at different levels from needs analysis, the development of resources and the lobbying for greater NCE in the education system. After a high investment in the project TIME will continue to work to ensure that NCE and Biodiversity education is developed further, and in particular will continue to work with the members of the Working Teams.
- (b) The NCEC and other organisations. The project will establish a number of groups that will be able to continue the support and development work started by the project. In particular it is planned that the NCEC will continue to meet after the end of the project.
- (c) Policy. The NCE Policy developed by the project will be in place for at least five years before a revision is required.
- (d) Teacher Training Module and Manual. The teacher training course will remain in place for at least five years and, depending on how it is used by In Service Institutes and the other establishment offering teacher training will have an impact on large number of teachers in Bulgaria.
- (e) Resources. The published resources will be used by schools for between 7 and 10 years after their purchase. FSC experience in other countries has shown that good quality published materials are purchased by schools and in Poland this motivated the publisher to produce a second edition of the materials and develop further resources. There is no reason why the same should not happen in Bulgaria.
- (f) Network. The network will be the foundation for the continuation of the project. The active involvement of teachers in the network will form a

Exit Strategy

The FSC has a clear strategy for working with partners in other countries and this is demonstrated through the schedule of activities and inputs. After a high initial input through training and support our involvement reduces each year. The input also moves from supporting fundamental capacity building in terms of NCE and systems development through to coaching/mentoring, monitoring and evaluation. TIME is also an experienced and confident NGO that does not believe in a dependency culture in NGO relationships.

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

Project implementation timetable	
Date	Key milestones
	The key milestones are presented according to the project activities rather than in chronological order. This is to maintain clarity and highlight the relationships between activities and outputs
Year One	<u>Inception and Creating the Teams</u>
Month 1	<u>Project Management - Bulgaria</u> A Project Management Team will be appointed and provided with appropriate training by TIME and the FSC. During the Inception Visit the Inception Conference will be planned with the major stakeholders, and criteria developed for the membership of the different Working Teams.
Month 2	<u>Inception Conference - Bulgaria</u> A two day high level Inception Conference will be held with the purpose ensuring that all the stakeholders are aware of the structure, approach and outcomes of the project and are committed in their support. The Conference will consider what NCE is and be a starting point for the Policy Working Group. A Nature Conservation Education Committee (NCEC) will be established after the Conference and will include the leaders of the Working Teams. This Conference will be coordinated by the Ministry of Education.
Year One	<u>Training</u>
Month 4	<u>NCE Committee Study Training Visit - UK</u> Up to five people from the NCEC including representatives from the Ministries of Education and Environment will visit to the UK review and evaluate how biodiversity education is delivered.
Month 5	<u>Identification of the Working Teams - Bulgaria</u> The NCEC will liaise with other stakeholders and invite appropriate people to join each of the four working

<p>Month 6</p>	<p>Teams. Each Team will be made up of up to five people. The roles of the four teams are described below. Each Team will be made up of an appropriate balance of teachers, teacher trainers, NGO representatives, environmental experts and education managers. There will be some overlap in Team membership and the Leaders will meet regularly to ensure that the work of each team is interlinked.</p> <p><u>Training for the Working Teams - Bulgaria</u></p> <p>Training will be provided for each of the Teams. This will comprise of up to ten days with some elements of the training being common to all the Working Teams, and some specific training related to the tasks of each Team</p>
<p>Year One</p> <p>Month 9</p> <p>Months 10 to 12</p> <p>Year Two</p> <p>Months 13 to 15</p>	<p><u>Policy Development</u></p> <p><u>Development Workshop</u></p> <p>The NCE Policy is intended to be a short statement of what Environmental Education is and what NCE and Biodiversity Education are within that. It will also be a statement of a minimum entitlement to NCE in schools. The output of the Development workshop will be a first draft for consultation.</p> <p><u>Consultation</u></p> <p>There will be a period of consultation on the draft statement. Copies of the Policy will be posted on appropriate web sites for comment and will be sent to representatives of different stakeholder groups. It will also be published in relevant teacher newspapers and journals. Feedback will be invited through a questionnaire. The members of all the working Teams will meet together for a one day review workshop to provide detailed feedback</p> <p><u>Final Draft, Approval and Launch.</u></p> <p>A final draft will be produced and approved by the Ministries of Education and Environment and circulated to schools in formal Ministry Documents.</p>
<p>Years One and Two</p> <p>Month 9</p> <p>Months 10 to 15</p> <p>Months 16 to 18</p> <p>Months 19 to 24</p> <p>Year Three</p> <p>Months 25 to 33.</p>	<p><u>Teacher Training</u></p> <p><u>Development Workshop</u></p> <p>The Teacher training team will meet together to plan the structure and content of the Teacher Training Module. The module will be a flexible resource that can be used for pre service and in service training and which training Institutes can be adapted to match the needs of different programmes and students.</p> <p><u>Writing the Module</u></p> <p>The Team will write the modules and the activities. It is planned to produce a Trainees Handbook and Trainers Handbook. The Team will liaise closely with the Materials Development Team to ensure that Teacher training materials introduce the materials to teachers.</p> <p><u>Pilot Testing the Module</u></p> <p>The Module will be trialled by Centre'21 from Varna in NE Bulgaria. Members of the Development Team train at these Institutes.</p> <p><u>Revising the Module and Wider Dissemination</u></p> <p>Dissemination will include running a number of regional one day workshops to introduce Teacher Trainers at other Teacher Retaining Institutes and other organisation involved in teacher training to the modules and to train them as trainers. Each participant will be provided with a copy of the Manuals.</p> <p><u>Adoption of the Module by Teacher Training Institutes</u></p> <p>The Working Team will promote the adoption of the Module to Teacher Training Institutes and offer further training and support. The Module and Manual will be designed in such a way as to allow continuous updating , and the sharing of good practise between Institutes.</p>
<p>Years One and Two</p> <p>Month 9</p>	<p><u>Educational Materials</u></p> <p><u>Development Workshop</u></p> <p>The team will meet for three day Development workshop to agree the subject, structure, approach and content of the materials. The core of the materials will be a 48 page text book supported by a students support materials and Teachers Handbook. Other materials will be produced as appropriate. The Team will include the Publishers.</p>

Months 9 to 18	<u>Writing the Materials</u> The Team will write the materials and will keep in close contact with the Teacher Training Team.
Months 19 to 24	<u>Pilot Testing the Materials</u> The materials will be pilot tested in 25 schools in NE Bulgaria that are linked with the partner Center 21. One teacher from each school will be provided with training to introduce them to the materials. The teachers will also be monitored during the piloting process and will attend a one day workshop at the end of the pilot phase to provide feedback to the Writing Team. The pilot testing will also involve a micro grants scheme to schools to enable them to test the materials. Students will take part in the feedback process.
Year Three Months 25 to 33	<u>Revising the Materials and Publication.</u> After the feedback process the materials will be revised edited and published by the commercial publisher. It will be marketed to schools by the commercial publisher through the publisher's marketing mechanisms, and by the Project Teams through Conferences and the work of the Network.
Years Two and Three	<u>Network Development</u>
Month 13	<u>Development Workshop</u> The Development Team will meet to agree the structure, content and management of the network. The Development Team will be drawn from active BEENET members and it is envisaged that the network will be a part of BEENET
Months 14 to 21	<u>Building the Network</u> At this proposal stage it is not possible to be definitive about the nature of the network, however a content managed web site will be developed either independently or as part of an already existing site. The network will act as a focus for information and research. For example the Ministry of Education have requested that the site holds a review of environmental education materials and a database of these.
Months 22 and ongoing	<u>Launching the Network and communication mechanisms</u> The Web Site and Newsletter will be launched to schools, after which they will continue to build depending on feedback from the network users.
Years One, Two and Three	<u>Monitoring, Evaluation and Action Planning</u>
Month 3 ongoing	<u>Monitoring Process</u> This will take place throughout the project as described in the section below.
Month 33	<u>Review, Evaluation</u> The NCEC will meet regularly during the project and together with the Project Management Team will monitor the progress of the project and as appropriate ensure that the outputs of each of the Working Teams are implemented and sustained. At the end of the project the NCEC will hold a high level meeting with key decision makers from the different stakeholder groups to ensure the sustainability of the project achievements.

22. How will the most significant outputs contribute towards achieving the purpose of the project? (This should be summarised in the Log Frame as Indicators at Purpose level)

The purpose of the project is to build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum.

Outputs

- (a) A body of educators able to develop, deliver and support effective NCE in the formal school curriculum will be able to develop new programmes and materials and deliver these to support more "biodiversity friendly" lifestyles.
- (b) An NCE policy approved by the Ministries of Education and Environment will provide a formal basis on which schools can develop NCE and Biodiversity Education programmes.
- (c) An NCE Teacher Training Module - will build the capacity of both current and future generations of teachers and enhance the quality and effectiveness of NCE through higher quality learning.
- (d) An NCE text Book and supporting resources - will support teachers in providing more consistent and higher quality learning for students
- (e) An operational NCE network - will provide continuous support for teachers and encourage further professional development

23. Set out the project's measurable outputs using the attached list of output measures

PROJECT OUTPUTS		
Year/Month (starting April)	Standard Output Number (see standard output list)	Description (include numbers of people involved, publications produced, days/weeks etc)
Month 2	6 A/B	1. Developing Systems for Nature Conservation and Biodiversity Education.
Month 6		2. Education for Sustainability and Biodiversity Education All Working Groups, up to 40 people x 5 days
Month 9		3. Policy and Strategy Development Workshop NCE Policy Working Team up to 10 people x 5 days
Month 9		4. Developing Effective NCE Teacher Training Programmes NCE Teacher Training Working Team, up to 10 people x 5 days
Month 9/10		5. Training of Trainers NCE Teacher Training Working Team, up to 10 people x 5 days
Month 9		6. Developing Effective NCE Teaching Materials NCE Materials Development Working Group, up to 10 people x 5 days
Month 13		7 Developing Effective Networks NCE Networking Working Group, up to 10 people x 5 days.
Months 19-24		8. Effective NCE for current and pre service teachers, up to 500 people x 3 and 10 days.
As above	7	1. Training materials for each of the courses listed in 6A/B
Month 15		2. NCE Policy Statement (not a separate document but included within current Ministry of Education Statements)
Month 24		3. Teacher Training Manual for Teacher Trainers and Students Handbook for Students
Month 33		4. Text Book for students and other resources as appropriate
Month 22		5. Network Resources including Web Site and Information materials.
all years	8	1 member of staff for an average of 1.5 working months (22 days) for each year of the project.
Month 4		14A One High Level Inception Conference will be organised At least two Conferences for Teacher Trainers
all years		14B Presentations will be made at other Conferences as appropriate
all years	15A	2 per year at National Level
	15B	at least 5 per year in NE Bulgaria
	15C	2 per year in National media

from Month 4	16A/B	One newsletter every 4 months, after the first 4 months - approx. 500 copies of each newsletter
Month 22	17A	NCE and Biodiversity Education Network functional
all years	18A/C	Efforts will be made to ensure that the project is presented on both national and local television
	19 A/C	Efforts will be made to ensure that the project is presented on both national and local television
Month 1	20	1 computer for the Project Manager
Month 5	21	A Nature Conservation Education Committee will be established during the project.
Month 30	23	Funding for the publication of the Text Book from the publisher. Exact sum not known as yet.

MONITORING AND EVALUATION

24. Describe how the progress of the project, including towards delivery of outputs, will be monitored and evaluated in terms of achieving its overall purpose. This should be both during the lifetime of the project and at its conclusion. Please make reference to the indicators described in the Logistical Framework.

A number of monitoring systems will be put in place

- (a) A part time Project Manager in Bulgaria will be appointed who will have the responsibility to ensure that the projects meets its goals within the timescale and finances, and who will provide regular reports after each milestone. The Project Manager will take part in Working Group meetings and training events and will attend the Study Visit to the UK
- (b) There will be regular contact between the FSC and TIME and least six monthly monitoring visits.
- (c) Reports written by the Working Groups will be submitted to the Nature Conservation Education Committee, who will also have a monitoring role.
- (d) There will regular review meetings between the Project Manager, the leaders of the Working Groups and the NCEC.
- (e) Reports will be submitted to the Chief Executive of the FSC and the Director of TIME
- (f) Reports will be submitted to the Darwin Initiative.
- (g) There will be regular feedback from the Working Groups. Leaders will provide written Reports on a regular basis. Feedback will be through a variety of mechanisms including formal meetings and informal events.

Evaluation

- (a) Evaluation will be undertaken through matching the achievement of the project with the planned outputs. Particular stress will be laid on the production of the outputs including the NCE Policy Statement, the development of the Teacher Training Module and supporting Manuals, the production of the NCE Text Book and establishment of the network. Centre 21 and TIME will also conduct pre and post project questionnaires amongst schools using the materials to evaluate increase in knowledge and awareness. Local and National Education Inspectors Reports will also be evaluated.

25. How will host country partners be involved in monitoring and evaluation of the project?

The project stakeholders in Bulgaria will be involved closely in the project monitoring as described above. The technical role of the TIME Project Management Team and reporting of the Working Groups to the NCEC ensures that there is local ownership of the monitoring process.

26. How will you ensure that the project achieves value for money?

The project is considered to be excellent value for money. If 20% of schools adopt the text book within 5 years then this will mean 560 schools being involved, working with 1 teacher in each school, and approximately 15000 students will have exposure to the text book and materials in a year. In addition, assuming that up to 100 teachers a year are trained in Teacher Training Institutes and have some exposure to the materials each year. This works out at just under £9 per person in one year and reducing each year the materials are used.

The FSC and TIME both have excellent financial systems to ensure that grant money is spent wisely and that this spending is monitored. FSCEE has newly developed financial systems and its accounts are monitored by the Secretary Treasurer of the FSC and audited annually.

27. Reporting Requirements. All projects must submit six monthly reports (by 31 October each year) and annual reports (by 30 April each year). Please check the box for all reports that you will be submitting, dependent on the term of your project. You must ensure that you cover the full term of your project.

Report type	Period covered	Due date	REQUIRED?
Six month report	1 April 2003 – 30 September 2003	30 October 2003	Yes
Annual report	1 April 2003 – 31 March 2004	30 April 2004	Yes
Six month report	1 April 2004 – 30 September 2004	30 October 2004	Yes
Annual report	1 April 2004 – 31 March 2004	30 April 2005	Yes
Six month report	1 April 2005 – 30 September 2005	30 October 2005	Yes
Annual report	1 April 2004 – 31 March 2005	30 April 2006	Yes
Six month report	1 April 2006 – 30 September 2006	30 October 2006	No
Final report	1 April 2004 – project end date	3 months after project completion	Yes

LOGICAL FRAMEWORK

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

<i>Project summary</i>	<i>Measurable indicators</i>	<i>Means of verification</i>	<i>Important assumptions</i>
<p>Goal:</p> <p>To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but poor in resources to achieve</p> <ul style="list-style-type: none"> • the conservation of biological diversity, • the sustainable use of its components, and • the fair and equitable sharing of the benefits arising out of the utilisation of genetic resources 			
<p>Purpose</p> <p>To build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum</p>	<p>That the quality of learning about Bulgaria's nature increases.</p> <p>That the NCE begins to develop positive changes in attitudes and behaviour</p>	<p>School Reports and Monitoring reports by Education Inspectors.</p> <p>Reports from the Ministry of Environment</p> <p>Project monitoring Reports.</p> <p>Pre and post Project surveys.</p>	<p>That the Ministry of Education will support the integration of NCE into the current curriculum.</p> <p>That the current reforms in the education system will not discourage further innovation</p>
<p>Outputs</p> <p>1. A body of educators able to develop, deliver and support effective NCE into the formal school curriculum.</p> <p>2. A NCE Policy approved by the Ministries of Education and Environment.</p> <p>3. NCE Teacher Training Module used Teacher Training in NE Bulgaria.</p> <p>4. An NCE Text Book and supporting resources published and used in Schools in NE Bulgaria.</p> <p>5. An operational NCE Network</p> <p>6. Publicity for the project</p>	<p>A functioning Nature Conservation Education Committee. A minimum of 25 people trained in effective learning approaches, biodiversity education, curriculum and resource development</p> <p>Policy Developed by Working Team and approved by Ministries.</p> <p>Working Team produce a course and manual which is adopted teacher training institutions and organisations.</p> <p>Working Team develop a textbook and materials in consultation with teachers and teacher trainers and the book is adopted by at least 25% of schools in the NE region.</p> <p>Target audience use the network facilities</p> <p>Reports in newspapers, radio and other media mentioning the Darwin Initiative</p>	<p>Approval of role of NCEC by Ministry of Education and Environment.</p> <p>Training Reports and Reports of participation in Working Teams developing other elements of the project.</p> <p>Policy document signed and a summary document sent to all schools.</p> <p>NCE course published as part of Institutions programmes. Reports from the Course and feedback from students</p> <p>Data from the publisher and sales of books to schools. Schools Visit reports. Reports from Teacher Training events.</p> <p>Data on web site hits and newsletter circulation</p> <p>Copies of all publicity sent to the Darwin Initiative</p>	<p>Selection of the right people to join the Teams. A high % of those selected complete their training and continue to work in education where their training can be used.</p> <p>That the Ministries agree with and are willing to sign the Policy Statement.</p> <p>That the Teacher Training and Retraining Institutions and organisations are willing to use the NCE course developed.</p> <p>That schools are willing to purchase and use the NCE books even at a subsidised price</p> <p>That NCE is seen to be important enough for NGOs and schools to want to join the NCE network.</p> <p>That the Bulgarian media is interested in the project</p>

Activities	Activity Milestones (Summary of Implementation Timetables)
Conferences	Y1 1 – High Level Conference to confirm the support of the Ministry of Education and other stakeholders; establishment of Nature Conservation Education Committee and Working Teams; Conference to establish the NCE Network and launch of the NCE node. Y3 – End of Project Conference to Disseminate outputs.
Workshops and Programmes and materials development	Y1 – Training Workshops for the Working Teams in the UK and Bulgaria spread over the year (25 days). Some will be common workshops and others related to specific needs at which the Working Teams develop the Policy documents, Teacher Training Courses and curriculum materials. Y2 Workshops led by the Working Teams for Teachers. Training of a Trainers Network.
Support and Monitoring	Y2/3 Working Teams for Teacher training and Materials Development will work with their target groups to support the delivery of the teacher training programmes and use of the text book materials in schools
Publicity	Y 1/2/3 Articles about the project in the educational press, and especially high coverage during the launch of the Policy and Schools materials .

FINANCIAL ASPECTS

29. 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 3 years' duration, enter 'nil' as appropriate for future years. Show Darwin funded items separately from those funded from other sources.

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.

	2002/2003 %	2003/2004 %	2004/2005 %
United Kingdom project team members and role			
James Hindson	12%	12%	12%
Ken Webster	3%	3%	3%
Richard Thomas	15%	15%	15%
Host country/ies project team members and role			
Project Manager	75%	75%	75%
Project Assistant	100%	100%	100%
4 Working Group Leaders	20%	20%	20%
16 Working Group Leaders	8%	8%	8%

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	2003/2004 £		2004/2005 £		2005/2006 £	
	Darwin	Other	Darwin	Other	Darwin	Other
FSC - James Hindson						
FSC - Ken Webster						
FSC - Richard Thomas						
TIME - Project Manager						
TIME - Project Assistant						
TIME - 4 Working Group Leaders						
TIME - 16 Working Group Members						
TOTAL COST OF SALARIES						

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

	2003/2004	2004/2005	2005/2006	TOTAL
Rents, rates, heating, lighting, cleaning, overheads				
• Darwin funding - TIME				
• Darwin funding - FSC				
• Other funding				
Office costs e.g. postage, telephone, stationery				
• Darwin funding - TIME				
• Darwin funding - FSC				
• 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, printer and peripherals				
• other funding				
Salaries (from previous table)				
• Darwin funding				
• other funding				
TOTAL PROJECT COSTS				
TOTAL DARWIN COSTS				
TOTAL COSTS FUNDED FROM OTHER SOURCES				

30. How is your organisation currently funded?

The FSC is currently funded nearly 100% through income from courses. FSCEE is funded through income from project funding. Funders in 2002 included DEFRA DFID, DEFRA, British Petroleum, The British Council, The Headley Trust, Allavida Foundation, European Union (Minerva and TACIS), and the Foreign and Commonwealth Office.

31. Provide details of all other funding sources identified in Question 29 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 which are confirmed.

We have secured an agreement in principle from a publisher to produce the package of a text book, student support materials and teachers guide as a commercial venture assuming that the text reaches an acceptable standard. The project will cover the costs for training the author's team and the development of the materials, while the publishing will be made as a business activity as all textbooks and accompanying materials for students are produced at present. The book's will then be sold to schools by the publisher. Authors will have received a fee payment through their participation in the project and hence will not receive royalties. The publisher is BULVEST 2000. A sum of has been included in the overall budget as at this stage the exact cost of producing the text book is not known. The project funding will cover the cost of pilot copies of materials.

32. Please give details of any further resources sought from the host country partner institution(s) or others for this project that are not already detailed in Questions 29 and 31. This will include donations in kind and un-costed support e.g. accommodation.

TIME will provide office space at a reduced cost, and will also provide interpretation and translation as required. The FSC will provide accommodation for the study visits to the UK at a reduced rate.

The FSC will provide matching funding through staff support. The FSC estimates that it will provide at least 25% more time on the project than charged for. This will specifically be through the project administration as FSCEE intends to employ a specific project Manager for Darwin and Biodiversity related projects.

33. Please separately indicate in Table D the amounts of grant requested under the Darwin Initiative and any confirmed funding/income from elsewhere (where these may be costed). Add together to show total project costs.

Table D Darwin funding request

	2003/2004	2004/2005	2005/2006
Amount of Darwin Initiative funding requested	56700	38350	35950
+ Funding/Income from other sources	3750	28750	3750
= Total project cost	60450	67100	39700

34. 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 the project's success in the Darwin competition in the host country

CERTIFICATION 2003/04

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

I apply for a grant of **£56700** in respect of expenditure to be incurred in the financial year ending 31 March 2004 on the activities specified in paragraphs 21 and 23.

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 organisation's most recent audited accounts and annual report, CVs for project principals and letters of support.

Name (block capitals)	DR JAMES C HINDSON
Position in the organisation	HEAD OF FSC ENVIRONMENTL EDUCATION UNIT

Signed

Date:

Please return completed form to Defra by **13 January 2003** by e-mail to darwin@defra.gsi.gov.uk or in paper form to Zone 4/A2 Ashdown House, 123 Victoria Street, London SW1E 6DE.