DARWIN INITIATIVE FOR THE SURVIVAL OF SPECIES : APPLICATION FOR GRANT FOR ROUND 9 COMPETITION

Please read the accompanying Guidance Note before completing this form. Give a full answer to each section; applications will be considered on the basis of information submitted on this form. Applicants are asked not to use the form supplied to cross refer to information in separate documents except where this is invited on the form. The space provided indicates the level of detail required but you may provide additional information on a separate sheet if necessary. Copies of this form are available on disk or by e-mail on request. You are asked also to complete the summary sheet attached at the end of this form. Although you may reproduce this sheet in a reasonable font, you should not expand it beyond an A4 sheet (leaving the allocated space for DETR comments to be made) as additional information will not be taken into account.

1. Name and address of organisation

BOTANIC GARDENS CONSERVATION INTERNATIONAL

2. Principals in project

Details	Project leader	Other UK personnel (if working more than 50% on project)	Main project partner or co-ordinator in host country
Surname	Willison		Dr V. S. Manickam
Forename(s)	Julia		
Post held	Head of Education		Director
Institution (if different to the above)			Kodaikanal Botanic Garden, Sacred Heart College
Department	Education		Centre for Biodiversity and Biotechnology
Telephone			
Fax			
Email			

Please provide a one page CV for each of these named individuals.

3. Project title (not exceeding 10 words)

PEOPLE AND PLANTS - TRAINING DARWIN MENTORS

4. Abstract of study (in no more than 750 characters)

THIS PROJECT WILL DEVELOP THE CAPACITY OF TEACHERS IN A REMOTE BIODIVERSITY RICH PART OF INDIA TO RAISE AWARENESS AMONGST PRIMARY SCHOOL CHILDREN AND THEIR PARENTS ABOUT THE IMPORTANCE OF NATIVE FLORA AND FORESTS AND THE NEED TO USE PLANTS SUSTAINABLY. A SERIES OF ENVIRONMENTAL EDUCATION TRAINING WORKSHOPS WILL BE RUN TO EQUIP TEACHERS WITH A RANGE OF TECHNIQUES AND METHODS THEY CAN USE IN SCHOOL OR AT THE BOTANIC GARDEN. NEW RESOURCES WILL BE PRODUCED TO SUPPORT TEACHERS IN DEVELOPING ENVIRONMENTAL EDUCATION PROGRAMMES. UK BOTANIC GARDEN EXPERTISE WILL BE INSTRUMENTAL IN THE SUCCESS OF THE PROJECT.

5. Timing. Give the proposed starting date and duration of the project.

April 2001 for two years

6. Describe briefly the aims, activities and achievements of your organisation. (Please note that this should describe your unit, institute or department within a university.)

Aims

The aims of BGCI are to:

- conserve wild plant species through the actions of botanic gardens
- raise awareness amongst the public about the importance of plants and the need to live more sustainably.

Activities

BGCI carries out a wide range of activities, these include:

- The establishment of networks
- The creation of databases on endangered species
- The publication of newsletters, guide-lines and technical information
- The development of environmental education programmes
- The organisation of regional and international meetings and congresses
- The running of training courses for botanic garden staff on subjects such as: environmental education, botanic garden management, conservation techniques and the Convention on Biological Diversity

Achievements

Since its establishment in 1987 BGCI has grown to become the largest international botanic garden network organisation uniting institutions in 110 countries for plant conservation. It has prepared an agreed global strategy for botanic gardens, The International Agenda for Botanic Gardens in Conservation, launched and endorsed at its World Botanic Gardens Congress in June 2000. It has implemented plant conservation and environmental education programmes throughout the world, particularly focused on capacity building and enhancing the activities of botanic gardens in biodiversity conservation. It has published Action Plans for botanic gardens in several parts of the world, most notably in the Caribbean and Europe. Despite its limited resource base it has succeeded in building a strong and closely co-ordinated and co-operating global community of botanic gardens. In 2000 it led the development of an initiative to promote the establishment of a Global Plant Conservation Strategy, promoted by the Gran Canaria Declaration and subsequently considered by the Vth Conference of the Parties of the Convention on Biological Diversity (Nairobi, Kenya, May, 2000). It has prepared international guidelines and technical materials on such subjects as ex situ conservation, environment education, botanic garden development and management, education for sustainability, plant re-introductions, conservation conventions, information management etc.

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

BGCI has received funding for several Darwin projects, as follows:
Botanic garden networks in developing countries; Environmental education in China and Poland; A Technical Manual for Botanic Gardens; Information management for botanic gardens in the former Soviet Union, Colombia and Indonesia; Medicinal plant gardens in Ghana (with WCMC).

8. Which overseas institutions, if any, will be involved in the project? Please explain the responsibilities of these institutions.

Two overseas institutions will be involved in the project: The Kodaikanal Botanic Garden and the Sacred Heart College, Shembaganur

The Kodaikanal Botanic Garden will be responsible for:

- Liaising with local schools and with BGCI
- Organising project workshops and training courses
- Selecting suitable candidates for training from schools throughout Tamil Nadu.
- Producing a teachers' pack and poster

The Sacred Heart College will be responsible for:

- Hosting workshops and training courses
- Setting up a teachers' environmental education resource centre

PROJECT DETAILS

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

The goal of the project is for local school teachers and children to become aware of the importance of their native flora and forests and to understand the necessity of using plants sustainably, with the ultimate aim of creating and strengthening grass roots support for biodiversity conservation efforts in Tamil Nadu and to safeguard the remarkable and diverse flora and vegetation of this Indian state.

The main objectives of the project are to

- train teachers in environmental education and for them to use the Kodaikanal Botanic Garden as a teaching resource
- promote the Kodaikanal Botanic Garden as a model for the development of community and school botanic gardens throughout Tamil Nadu.
- develop an education and interpretation strategy for the Kodaikanal Botanic Garden
- highlight the value of native flora and habitats to support sustainable development, for example, by drawing particular attention to plants valuable for fuelwood, medicine, timber, wild foods and fruits, fodder, tourism and other uses, and promoting models and practices for the wise and sustainable management of such plant species.
- Organise a number of workshops and training courses
- develop a teachers' pack and poster

10. Is this a new project or the continuation of an existing one?

This is a new project

11. What is the evidence for a demand or need for the work? How is the project related to conservation priorities in the host country(ies)? How would the project assist the host country with its obligations under the Biodiversity Convention?

How was the work identified?
The literacy level in Tamil Nadu is approximately 45% and most illiterate rural dwellers make their living by the injudicious collection and sale of forest resources. Thanks to free education and school meal schemes provided by the Government of Tamil Nadu, the children of these rural dwellers attend primary school. An opportunity therefore exists to influence these children and their parents about the sustainable uses of natural resources through environmental education programmes at primary school**.** To reach the largest number of children, the project will therefore train primary school teachers.

How is the project related to conservation priorities in the host country?

Kodaikanal Botanic Garden is situated in the Palni Hills, a widely recognised global 'hotspot' for biodiversity. The Palni Hills are located in the Western Ghats which are home to at least 4000 species, of which about 1500 are endemic. This represents nearly 75% of the total number of species endemic to the whole of Peninsular India. The Palni hills comprise largely of natural forests (sholas) and grasslands, which have come under threat from the demand for fuelwood and fodder and fire hazards as well as from commercial plantations. However, the Government of India has recognised the importance of the Palni Hills for conservation and in principle has accepted the case for the establishment of a National Park. This proposed project is therefore completely related to the conservation priorities of the host country. Despite the recognition of how important is the biodiversity of the Palni Hills region at national and international levels, awareness of the importance and value of the native flora and natural vegetation is still limited at the local level. Raising grass roots and community based support, awareness and involvement in practical conservation measures is recognised as of vital importance to achieving its survival. This project aims to help bridge the gap between official policy on plant conservation and day to day practices amongst local people that is impacting on the status of much important biodiversity.

How will the project assist the host country meet its obligations under the Biodiversity Convention?

The project will provide an important integrated model project in conservation, education and sustainable use of biodiversity for the State of Tamil Nadu, thus contributing to national efforts to implement the Convention on Biological Diversity. In particular the project addresses the following articles of the Biodiversity Convention:

Article 10 - promoting the sustainable use of native plants in support of local development.
Article 12 – research and training. The project will establish an education training programme for teachers that will enable students to sustainably use biological diversity.
Article 13 – public education and awareness. The project will promote and encourage an understanding of the importance of biodiversity, through the development of an education programme at the Kodaikanal Botanic Garden.

12 In what ways can this project be considered a Darwin project? How does the project relate to the Darwin principles? How would the project be advertised as a Darwin project and in what ways would the Darwin name and logo be used?

The project meets all the objectives set down by the Darwin Initiative:

- The project will assist India, a country rich in biodiversity but poor in resources, with the implementation of the Biodiversity Convention. This project could not be carried out without support of the Darwin Initiative. The project will raise the public's awareness of the worth of native flora, by highlighting in particular the contribution that native plants can make to sustainable development. Sustainable use of native plants for many purposes is well recognised as of great importance to eliminating poverty in many rural communities throughout the world, particularly for such uses as firewood, medicines, wild foods and fodder.
- The project will draw on British expertise in the fields of biodiversity conservation, environmental education and community programmes, through the staff and resources of BGCI, a U.K. based charity. Both Julia Willison and Lucy Sutherland have Masters degrees in their fields and have a great deal of experience in botanic garden education. They will ensure that the project will be of high quality
- The project will be collaborative. BGCI will work closely with two Indian institutions
- The main target audience of the project is children, via their teachers. Children will be influenced to adopt new life skills and awareness and this will no doubt have an influence on their parents. As a result the project will have a real and lasting impact on the capacity of India to meet its obligations under the Biodiversity Convention
- The results of the project will be important for finding additional funding for the project. It is hoped that the project will show a need for a permanent environmental education centre to be constructed at the Garden. For the duration of the project, St. Xavier's College has agreed to allow workshops and courses to be run in their building free of charge.
- The Sacred Heart College, situated close to the Garden, runs an environmental Awareness Programme for local students of 16 years of age and villagers (mainly farmers) and environmentalists from neighbouring states. Currently there is no environmental awareness programme for primary-aged children. This project will therefore complement the programmes run by the Natural History Institute and not cut across its work.
- This project will be distinctive in that it will address a new target group in the area. It will also be innovative by introducing new ways of approaching environmental education from the UK.
- The education programme developed will focus mainly on school teachers. The project aims to train 200 teachers who will each, in turn, be responsible for training five teachers. This means that the project will train 1000 teachers and reach over 35,000 children. It will clearly demonstrate good value for money as the cost of providing environmental education for each child will be less than £2.00.

The project will be advertised as a Darwin project in the information leaflet produced and disseminated widely at the beginning of the project. Any publicity generated for the project will advertise the generous support of the Darwin Initiative. The Darwin name and logo will appear on all the training literature and on the jeep purchased for the project to access schools in the remote Palni Hills.

13. Set out the proposed timetable for the work, including the programme's measurable outputs using the attached list of output measures.

Pre-project

- Kodaikanal botanic garden to liaise with local education department about the proposed project in order to enable teachers to be released from school to participate in teacher training workshops. The Sacred Heart College which has implemented community training programmes for the last 16 years has developed a wide base of network contacts in Tamil Nadu (Over 50,000 people have received training in environmental issues to date). This network will also be mobilised to identify and nominate schools for inclusion in the programme.

April 2001

- A project committee is set up consisting of staff from BGCI and the Kodaikanal Botanic Garden and an MOU drawn up. Committee communicates via the internet to review the terms of the project and work out a timetable for activities
- Dr Seeni is appointed as Project Officer to coordinate the project locally and to liaise with BGCI
- A second hand jeep is purchased for the project to enable the Project Officer to access schools in the remote areas of the Palni Hills where there is no public transport.

May – July 2001

- Project Officer visits local schools in the Palni Hills and local education department to discuss project and gather information about the needs of teachers and schools in environmental education

- Information is reviewed and BGCI staff and the Project Officer produce an A4 leaflet on the project in English and Tamil. The leaflet will provide information about the project, the expected results and activities. The main target group will be for teachers but will also provide information for journalists, potential donors and other interested parties. It will also highlight the sponsorship of the project by the Darwin Initiative. OUTPUT 16A – 1,000 leaflets produced.
- Leaflet distributed to local schools, education department, journalists and potential donors
- BGCI staff visits the Garden to run a three-day workshop with botanic garden staff and selected teachers. The workshop focuses on the development of a draft education and interpretation strategy for the botanic garden. OUTPUT 6A – 10 people to receive training in strategic planning
- BGCI staff and Project Officer prepare a first draft of education and interpretation strategy
- Draft strategy distributed to key players for comment (local teachers, local government departments for education and forestry, Gurukula Botanical Sanctuary, TBGRI, Foundation for the Revitalisation of Local Health Traditions (FRLHT), Darwin Initiative)
- Project Officer visits the UK on a two-week study trip to learn about school education and resource development. He or she will visit the education departments of BGCI, The Royal Botanic Gardens, Kew, Chelsea Physic Garden, Birmingham Botanical Gardens & Glasshouses and the Royal Botanic Garden, Edinburgh. OUTPUT 6A – one person trained for two weeks

August – September 2001

- Strategy finalised. Decision taken by project committee on which elements of strategy to implement – ADDITIONAL OUTPUT – education and interpretation strategy.
- Production of an interpretation leaflet for the Garden by Project Officer with input from BGCI – OUTPUT 16A – 1,000 leaflets produced

October – December 2001

- Guided tours conducted for teachers
- Production of a course handbook for environmental education courses in 2002 by BGCI – OUTPUT 7
- Course handbook translated into Tamil
- Potential sponsors approached

January – April 2002

- A series of eight three-day environmental education workshops run for teachers (including a half-day field-trip to the Palni Hills). Local education department asked to select primary school teachers from schools – OUTPUT 6A – 200 teachers to receive training in environmental education and capacity building.
- Teachers return to their schools and run an environmental education, training workshop for five of their colleagues. Project officer supports the training. OUTPUT 14A – 200 workshops to be organised to disseminate results of the Darwin training course. OUTPUT 17A – environmental education network for teachers established

May – August 2002

- A series of eight three-day workshops for teachers to report back on the process and to discuss the development of their environmental education programmes. During this time teachers develop teaching resources – OUTPUT 6A – 200 teachers to receive training in resource development.
- Project Officer sets up a booking procedure and coordinate visits to the garden by schools
- Project Officer continues to visit schools to monitor the development of environmental education programmes
- Project Officer prepares a draft outline for teachers' handbook and poster in consultation with teachers and BGCI

September – December 2002

- BGCI and Project Officer produce a teachers' handbook and poster co-authored by the teachers. This is translated into Tamil and distributed to participating teachers. Further copies of the teacher's EE handbook will be used by the Garden in future teacher training programmes. OUTPUT 7 – teacher's handbook and poster on environmental education
- On going school visits to the garden

January – March 2003

- Open day at the botanic garden to launch the teachers' handbook, potential sponsors invited to the event
- Ongoing support for teachers
- Evaluation of project and report writing

14. Do you know of any other individual/organisation carrying out similar work? Give the details of the work, explaining the similarities and differences.

There are currently over 100 botanic gardens in India, of which only three currently run extensive education programmes:

- Tropical Botanic Garden & Research Institute (TBGRI), Thiruvananthapuram. Their education programme is targeted mainly at local villagers to educate them about the sustainable use of local biodiversity.
- Lucknow Botanic Garden, Lucknow. Their education programme is for university students, training them specifically in horticultural techniques
- Gurukula Botanical Sanctuary, Kerala. The Sanctuary's education programme is aimed at school children and adults, teaching them about the region's biodiversity and the need for conservation.

The similarities between the proposed project and the above education programmes are that they are all concerned with the conservation of biodiversity and the sustainable use of plants. The major difference is that this project will be the first botanic garden education programme in India to target primary school teachers. Teacher training by institutions outside the formal education system is not common in India.

There are several notable botanic garden education programmes for teachers in other countries. Notably:

- The Southern Cape Herbarium and the Garden Route Botanical Garden, South Africa. These gardens have embarked on a joint three year programme which involves part-time facilitators working with a core group of teachers to help them use plants and the environment for their learning programmes. This has resulted in gardens being made at schools, natural areas being revived and cleared and field trips being taken to see how important plants are in the environment. A teacher's manual is being produced.
- The National Botanical Institute (NBI), Kirstenbosch, South Africa. Teacher training workshops are run in the garden for teachers who work in the townships. Several of the workshops focus on practical ways to teach issues relating to Agenda 21.
- The National Museums of Kenya (NMK). Teacher training programmes for primary school children are regularly run at NMK
- The Marie Selby Botanical Gardens, Florida, USA, works with the Lankester Gardens in Costa Rica to educate elementary school teachers about the role of orchids and other epiphytes in forest ecosystems. The programme also encourages teachers to use the Lankester Garden as an outdoor classroom
- The Chicago Botanic Garden, USA, aims to dramatically change the way teachers view themselves and their students and how they run their science classes. The programmes mirror the learning opportunities that teachers will share with their students.

15. Will the project include training and development? Please indicate how many trainees will be involved, from which countries and what will be the criteria for selection. How will you measure the effectiveness of the training and will those trained then be able to train others? Where appropriate give the length of any training course.

The main focus of this project will be on capacity building and training. Each training element will involve trainees in developing a self-assessment strategy to set goals and targets for the implementation of their training. These strategies will be used as a measure for the effectiveness of the training. The training elements of the project are as follows:

- The Project Officer from India will undertake a two-week training in the UK. Criteria for the post of Project Officer will be decided upon by the Project Committee
- Five members of Indian staff from the botanic garden and five local Indian teachers will undertake a three-day workshop on strategic development. Teachers will be selected from different schools on the basis of their interest in the project.
- Two eight three-day environmental education workshops will be run for Indian school teachers. The first set of workshops will be on developing environmental education programmes, the second set will be on resource development. Teachers will be selected by the Project Officer, in collaboration with the education department of the Sacred Heart College and local education authority. Teachers whose work demonstrates a strong interest in the environment, leadership skills and a commitment to the course will be selected. Each teacher will in turn train five of their colleagues in their school in environmental education.

16. How will trainee outcomes/destinations be monitored after the end of the training?

Following the training course, the Project Officer will be responsible for monitoring and supporting the teachers to run further training programmes for their colleagues in school. The training course will also encourage the setting up of a network for teachers in environmental education. By providing a forum for teachers to discuss the development of their programmes, the network will, in effect, self monitor the implementation of the training. BGCI will also liaise closely with Dr. Manikam following the end of the project to find out and promote new developments in environmental education.

17. How is the work of the project expected to continue after the end of grant period? A clear exit strategy must be included.

At the end of the project period over 1000 teachers will have been trained in environmental education and in how to use the Kodaikanal botanic garden as an outdoor classroom. This will mean that over 35,000 children will benefit from lessons in environmental education**.** The continued use of the Garden by these teachers will be unaffected by the end of the financing of the project, as they will have already received training and a teachers' handbook. It is well known

that once teachers are trained they continue to use these skills with subsequent groups of children.

From very early on in the project funding sources from private and public institutions will be sought to continue the project in order to reach more teachers and to develop the programme. Teacher training will be integrated into the environmental programmes of the Sacred Heart College following this 2 year pilot and resource building period, based on new capacity of staff and enhanced resources of the botanic garden**.** The project officer will hold regular meetings with the local education authority to keep them fully informed of the project and involved in its process. The fact that the project will be locally based and relevant to local needs and aspirations should ensure that the local community will want the project to continue. Key senior officials and heads of companies will be regularly invited to the Garden to see the project in progress.

MONITORING AND EVALUATION

18. Describe how progress on the project would be monitored and evaluated in terms of achieving its aims and objectives, both during the lifetime of the project and at its conclusion. How would you ensure that it achieves value for money? What arrangements will be made for disseminating results? If applicable, how would you seek the views of clients/customers?

Communication via the email will be an important means for ensuring the project is monitored and evaluated. At the start of the project a detailed work plan will be drawn up, including a monitoring system with some key quantified indicators to measure progress and achievements during the project implementation, together with clear definitions as to the responsibilities of all parties concerned. This will form the basis of a memorandum of understanding between the parties involved.

The Project Officer will be in regular weekly contact with BGCI and will submit six monthly reports to the Project Committee and from these it will be possible to assess how the project is progressing. At various times throughout the project the Project Officer and BGCI staff during their regular visits will interview teachers and students to gather their opinions on the project. These will inform the six monthly reports. The project is clearly defined and as such, the planned results and activities will provide clear indicators for the success of the project.

The project will achieve value for money the project because it will focus on training trainers. The 200 teachers trained on the project will in turn train 5 teachers and so during the project over 1000 teachers will be trained. Between them these teachers will teach environmental education to approximately 35,000 children and the cost for each child to receive environmental education will be less than £2.00. This of course does not take into account the number of children being taught environmental education and visiting the garden once the project has finished, in which case the cost per child will decrease. The project will also achieve value for money because of the exchange rate between the UK and India. A great deal can be achieved for a relatively small amount of money.

The results of the project will be disseminated:
1) locally through the environmental education network established as a result of the project and through the local media
2) nationally through the media and through the Indian botanic garden network which is in the process of being set up. ZOO, an NGO in Bangalore concerned with the conservation of plants and animals, will publish articles in its national newsletter. BGCI will also contact the British Council in India to inform them about the project
3) internationally through BGCIs newsletters, Roots and BGCNews and through Darwin publications.

19. Logical framework. Please enter the details of your project onto the matrix using the note at Annex B of the Guidance Note.

Project summary	Measurable indicators	Means of verification	Important assumptions
Goal The goal of the project is for local school teachers and children to become aware of the importance of their native flora and forests and to understand the necessity of using plants sustainably	- Schools involved in the project to include environmental education in the curriculum - Increased awareness of the importance of native flora and the need to use plants sustainably - The successful establishment of Kodaikanal Botanic Garden as a regional centre for environmental education	- Reports by teachers and observations by Project Officer - School project work and student interviews following environmental education classes - Official recognition by the local education authority, the national Indian botanic garden network and BGCI that the botanic garden is a centre for environmental education - Evidence of participation in BGCI education programmes	The local education authority is willing to participate in the project
Purpose To develop the capacity of teachers to use the Kodaikanal Botanic Garden as an environmental education teaching resource.	- 16 three-day training workshops leading to measurable competence in environmental education - Trainees will be required to complete the course and successfully undertake a project which encompasses the principle elements of environmental education	- Production of an education and interpretation strategy - production of a teachers' pack and poster - interviews with teachers	Release of teaching staff by the education authority to participate in the training workshops
Outputs 1 Information leaflet about the project	1 Second month into the project an information leaflet is produced and 1,000 copies distributed	1 Production of leaflet	
2 10 people to receive training in strategic planning	2 Three-day workshop conducted in the first three months of the project. Achievement will be the draft outline of the strategy at the end of the workshop.	2 Draft of strategy	
3 One person trained for two weeks in the UK	3 At the end of the first three months of the project, the project officer will spend two weeks in the UK visiting botanic garden education programmes. They will be required to keep a log of their visit. The achievements of this visit will be measured by the quality of the guided tours set up by the project officer, the input given to the training course and teaching pack.	3 log kept of trip and implementation and adaption of ideas used in UK botanic gardens	3 UK gardens will support the project officer in his or her trip (this has been confirmed orally with the garden education officers)
4 Education and interpretation strategy	4 We will know whether we have achieved a workable strategy from the feedback from target personnel on the final draft of the strategy	4 publication of education and interpretation strategy	
5 Interpretation leaflet	5 Six months into the project 1,000 copies of	5 Publication of interpretation leaflet	

		an interpretation leaflet will be published. Interviews with teachers will indicate whether the		
6	Training course handbook	leaflet has been sucessful.	6 Publication of training course handbook	
		6 Eight months into the project a training course handbook will be produced. The success of this will be measured by how often teachers use it once they finish the course.		
7	200 teachers to receive training in environmental education	7 At the end of the first year eight three-day training workshops will be held for teachers. Their success will be measured by the uptake during the following year of the methods and teaching activities taught on the course.	7 Successful completion of course project Record kept of number of school visits to the Garden	
8	200 workshops to disseminate the results of the Darwin training course	8 Following the training course teachers will be expected to run an environmental education workshop for their colleagues at school. The success of these workshops will be measured by the number of attendees to the workshops and the increased numbers of children that visit the garden.	8 Notes, photographs and interviews of workshops	8 Schools will appreciate the importance of environmental education and support the workshops
9	Environmental education network for teachers established	9 The success of the network will be measured by the number of teachers who participate	9 Interviews of teachers involved in the network and examples of work shared	9 Availability of resources for success of network
10	200 teachers to receive training in resource development	10 Success of the workshop will be measured by the number of new environmental education programmes developed in schools and the	10 New environmental education resources, photographs of teachers developing resources	
11	Teachers' pack and poster	number of new resources developed following the workshop	11 Publication of teachers' pack and poster	
		11 The success of the teachers' pack and poster will be measured by the demand for the pack and poster		

Activities			
1 Project Officer to liaise with BGCI to produce information leaflet	1 £20 for photocopying information leaflet	1 Production of leaflet	
2 Three day workshop in strategic planning	2 £170 to run workshop	2 Draft of strategy	
3 Set up a two week study trip for Project Officer in the UK	3 £1,250 for study trip. Time donated by UK botanic gardens	3 log kept of trip and implementation and adaption of ideas used in UK botanic gardens	3 UK gardens will support the project officer in his or her trip
4 Project Officer and BGCI to draft, circulate and finalise an education and interpretation strategy	4 £10 photocopying of strategy	4 publication of education and interpretation strategy	
5 Project Officer to liase with BGCI to produce an interpretation leaflet	5 £300 to produce colour interpretation leaflet for the garden	5 Publication of interpretation leaflet	
6 BGCI to produce a training course handbook on environmental education	6 £500	6 Publication of training course handbook	
7 Run eight three-day training workshops for teachers in environmental education	7 £2,684	7 Successful completion of workshops and course projects	
8 Project Officer to support teachers running environmental education workshops on their return to their schools	8 Cost of fuel and maintenance of jeep	8 Notes, photographs and interviews of teachers during workshops	8 Schools will appreciate the importance of environmental education and support the workshops
9 Trainees to establish an environmental education network with the support of the Project Officer	9	9 Interviews of teachers involved in the network and examples of work shared	9 Availability of resources for success of network
10 Eight three-day workshop run to train teachers in resource development	10 £2,684	10 New environmental education resources, photographs of teachers developing resources	
11 Project Officer and BGCI to produce a teachers' pack and poster with the input of teachers	11 £950	11 Publication of teachers' pack and poster	