

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 |
|--|--|---|--|
| <p>Goal To assist countries rich in biodiversity but poor in resources with the conservation of biological diversity and implementation of the Biodiversity Convention</p> | | <p>Project Reports Evaluation Report by Ministry of Education and Ministry of Environment</p> | <p>That the government level stakeholders recognise the importance of developing biodiversity education in schools and communities</p> |
| <p>Purpose The purpose of the project is to raise the awareness and understanding of school students and their communities in Kyrgyzstan of the unique nature and value of Kyrgyzstan's biodiversity and the importance of protecting this as the country seeks to move towards sustainable development</p> | <p>Questionnaire survey before and after the main project activities to evaluate changes in awareness understanding and attitude and behaviour.</p> | <p>Questionnaire Survey Reports. Project Reports</p> | <p>That the government level stakeholders are committed to encouraging the development of critical thinking in relation to biodiversity protection and economic development. That communities are willing to engage in the project and do not see biodiversity protection as a threat to their economic development.</p> |
| <p>Outputs Enhanced capacity of the BIOM, other NGOs, The Ministry of Education and Ministry of Environment and teachers to be effective in raising awareness and understanding and to communicate biodiversity in a way that can change behaviour. Establishment of Biodiversity Micro Reserves in 25 schools/communities Processes developed for raising Biodiversity awareness and understanding for school students and communities</p> | <p>Full attendance at training courses. Demonstration of enhanced capacity through active involvement in development of other outputs Areas established Curriculum planning documentation, lesson plans and teaching resources. Programme of community activities and attendance at events</p> | <p>Attendance Lists, Training documentation, Workshop Reports, Team Action Lists. Development and Management Plan Reports, Photographs of Reserves Photographs of activities and events, Teacher Reports, Student Reports and Projects.</p> | <p>That people can be found to build a committed and active Development Team and that this team can commit themselves to active involvement in the project. That the Ministry of Environment is fully committed to supporting the establishment of the Biodiversity Reserves That the Ministry of Education is fully committed to supporting the integration of biodiversity education into the curriculum That 25 schools/communities can be identified able to take part in the project. That the political situation in Central Asia and the country does not disrupt the Project - (note - Kyrgyzstan does not have borders with Afghanistan.)</p> |
| <p>Activities Establishment of a Development Team Training courses for Development Team Selection of Schools/Communities Baseline Survey Training for Schools/Communities Development of Biodiversity Micro Reserves and Management Plans Activities based on the Micro Reserves by communities and schools. Review and Evaluation Dissemination Conference.</p> | <p>Inputs Salaries-£61800 Rents, rates etc - £2250 Office - £2750 Travel and Subsistence - £34800 Printing - £9425 Conference £2500 Equipment - £1500 Micro Reserve Support - £6250 Total - £121275 over three years.</p> | <p>Regular invoicing and payment records FSC financial records and audited accounts.</p> | <p>Staff and a Development Team can be identified and can remain in place for the duration of the project Dependency on UK consultants is avoided and a clear exit strategy implemented That BIOM, The Ministry of Education and Ministry of Environment and other stakeholders can provide the resources to continue the project after the end of Darwin Funding.</p> |