



Darwin Initiative for the Survival of Species

Annual Report
30 April 2003 to 31 March 2004
Project No: 162/11/024

School Green Land - Kyrgyzstan
FSC/BIOM

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Annual Report

1. Darwin Project Information

Project Ref. Number	162/11/024
Project Title	School Green Land
Country(ies)	Kyrgyzstan
UK Contractor	“Field Studies Council”
Partner Organisation(s)	Youth Ecological Movement “BIOM”
Darwin Grant Value	£121,275
Start/End dates	June 2002-June 2005
Reporting period (1 Apr 200x to 31 Mar 200y) and report number (1,2,3..)	30 April 2003 to 31 March 2004 Annual Report No: 2
Project website	http://ecoeducation.host.net.kg
Author(s), date	James Hindson, Postnova Evgenia, 27/04/04

2. Project Background

- Briefly describe the location and circumstances of the project and the problem that the project aims to address.

Kyrgyzstan has the richest biodiversity of all the Central Asian countries - 22 classes of ecosystems and 1% of all known species on Earth can be found on its territory, although the country occupies only 0.13% of the Earth's land area.

But like many countries in transition, the biodiversity of Kyrgyzstan is under huge threat from social and economic pressures, especially in rural areas through over grazing, over use of pesticides and fertilizers and pollution of water sources. There is a need to raise awareness of rural and urban communities to the countries unique biodiversity heritage and to begin to establish different patterns of behaviour.

Schools are the appropriate centres that can be used to spread the ideas of biodiversity protection in local communities both directly to local people and through children. However, the level of effective biodiversity education is very low in Kyrgyzstan and this causes a low level of awareness and understudying of school students and local communities about the unique role of biodiversity and its importance for sustainable development of Kyrgyzstan.

3. Project Purpose and Outputs

- State the purpose and outputs of the project. Please include your project logical framework as an appendix and report achievements and progress against it (or, if applicable, against the latest version of the logframe).

The **purpose** of the project is to - Raise the awareness and understanding of school students and 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.

The **main objective** is to - Enhance the capacity of BIOM, other NGOs, the Ministry of Education and the Ministry of Environment to be effective in raising awareness and understanding of biodiversity and to communicate biodiversity in a way that can change behaviour.

The **specific objectives** of the project are:

- (a) To raise awareness across the whole community of the critical importance of protecting Kyrgyzstan's biodiversity.
 - (b) To increase understanding of the relationships between the environment, economy and society and that protecting biodiversity is a positive contribution towards reaching sustainable development
 - (c) To stimulate new behaviours to reduce the loss of biodiversity.
 - (d) To increase the effectiveness of biodiversity education for young people
 - (e) To increase the effectiveness of biodiversity education for local communities
 - (f) To raise the capacity of the teachers and those working with young people to deliver effective learning about the biodiversity of Kyrgyzstan.
- Have the outputs or proposed operational plan been modified over the last year, for what reason, and have these changes been approved by the Darwin Secretariat? (Please note that any intended modifications should be discussed with the Secretariat directly rather than making suggestions in this report).

The objectives as well as the proposed operational plan have not been modified significantly over the last year. The project is slightly behind schedule on the publication of the Teachers Handbook. This will be available for the start of the new school term in August. The reasons for this have been associated with the need for substantial rewriting after discussions with the FSC.

4. Progress

- Please provide a brief history of the project to the beginning of this reporting period. (1 para)

On the 1st project step (April - July 2002) the Project Manager and assistant from BIOM team was appointed and trained by FSC during the Inception visit (8-14 July, 2002). This supported the planning of project activities, the development of the selection criteria for schools of Kyrgyzstan to be involved in the project, and selection criteria for Development Team.

The 2nd project step (August-October 2002) included the selection of the Development Team, the development of the first project Newsletter and distribution of the information about project "School Green Land" among the schools of Kyrgyzstan, ecological NGOs and international organizations. We also undertook a five day Study/Training visit of the Development Team to the UK, which included an element of project planning and also the training, related to the development of schools based micro reserves, developing active student and teacher resources and working with local communities.

In the 3rd project step (October 2002-January 2003) we focused on competition and process of selection of 25 project schools. As a result we had got 46 schools (from 126 schools, which applied) in the first list, and 25 schools in the second list after all short-listed schools was visited and assessed before a final selection by members of Development Team.

In December 2002 and January 2003 we organized the questionnaire survey undertaken in a sample of schools, taking part in the project to establish baseline data on awareness and understanding of biodiversity and sustainable Development ideas. The total number

of schools, which took part in the research, was 104 schools – 25 project schools and 79 schools from different regions of Kyrgyzstan, not involved in the project "School Green Land".

The 4th project step (February-March 2003) was devoted to workshops for 25 selected schools, which were delivered by 3 teams through 3 workshops. These workshops were organized by Development Team with involvement of experts from FSC, Kyrgyz scientists and representatives from Ministry of Education and Ministry of Environment. We trained 53 teachers and each produced a development management plans for their Micro Reserves.

- Summarise progress over the last year against the agreed baseline timetable for the period and the logical framework (complete Annex 1). Explain differences including any slippage or additional outputs and activities.

We are pleased with the progress of the project over the last year. There have been no major slippages, except for the development of the textbook, and a number of additional outputs and activities. Some of these are described below and some in Section 6.

In the 5th project step (April 2003-April 2004) the project schools mostly were focused on 3 main activities - development of the management plans of micro-reserves, discussion of them with DT members and project consultants and creation of the reserves on school territories.

- (a) As a result during the year we worked with the schools and developed 25 management plans, 25 plans of how to use micro-reserves in educational activity of schools and 25 micro-reserves and then supported the process of the creation of the reserve on territories of the project schools. Up to the end of the reporting period the reserves are from 50 to 70% of readiness and will be completely ready at the end of May. The state of readiness depended partly on the location of the school and the onset of the spring growing season.

We have included an example of the Management Plans produced as Appendix 1, an example of a plan of how to use the reserves as Appendix 2, and a selection of before and after photographs as Appendix 3.

- (b) In May-September 2003 we also have got some additional data for baseline survey (mostly about the schools not taking part in the project) during BIOM's research of ecological consciousness of teachers from different regions of the republic. In October –November 2003 the data of baseline survey were analysed and the first version of baseline research report produced. The Research Report will be forwarded to the Darwin Initiative when a translated version becomes available. The delay on producing this was a result of the need to include comments from the FSC.
- (c) Simultaneously the DT members were involved in the process of visiting of project schools with the purpose of giving micro grants, monitoring and providing consultations (including consultations of project experts and organization of several field studying excursions) as well as organization of the permanent informational support (issuing of the project Newsletter, articles in mass-media and supplying schools with necessary information about methods of micro-reserves creation and realising educational events on reserve's territory).
- (d) During the year the teachers in the project schools have also run small training and dissemination events for teachers in their schools. Two schools have provided local Seminars to share their experience of micro reserves.

In the 6th project step (May 2004) we focused on project publications. To the present moment the draft of Teachers handbook, student's materials and project poster are created. These materials were discussed with our colleagues from FS during visit in

February 2004, and a second draft discussed with James Hindson during a visit in May 2004. The final version will be available in August 2004.

Against the agreed baseline timetable for the project, we have undertaken the following additional activities.

- Although there is no proposed competitions for project schools (except final) in baseline timetable, in December 2003-March 2004 we organized 4 competitions on following nominations:
 - ✓ The best educational event, realized on micro-reserve (lesson, excursion, school festival or other event)
 - ✓ The best school informational stand, devoted to the project "School Green Land"
 - ✓ The best event on informing local community about the problem of biodiversity reduction (meeting with parents, seminar, round table)
 - ✓ The best coverage of the project in mass media (the article about school's activity in the newspaper, interview on radio or TV).

- As a result the competitions allowed us to stimulate schools for creation of educational materials and close work with local communities before their micro-reserves are finally ready. And though the major activity of schools in using of micro-reserves in educational process will begin in September 2004, we have already got the following results (see details in Report on educational activity of school on project "School Green Land"):
 - ✓ the collection of 106 plans of educational events (lessons, excursions, meetings with local communities, school festivals and school competitions) as well as separate exercises and games, developed and realised by the teachers from the project schools on their micro-reserves.
 - ✓ 10 school informational stands, devoted to the project "School Green Land"
 - ✓ 11 Events for local communities, organized by project schools
 - ✓ 5 Articles in mass-media, issued by project schools
 - ✓ 5 eco groups, created in project schools
 - ✓ 3 schools determined on including of ecological components to all school subjects
 - ✓ 1 new experimental program, developed by school from Kichi-Jargylchak village on ecology for the 9-th form, where 10 hours are devoted to practical work on the territory of micro-reserve. The program was approved by Ministry of Education in August 2003.

- The year was fruitful in aspect of collaboration with other programs and projects, working in Kyrgyzstan, and focused on biodiversity conservation and other ecological issues (see details below).

- We have issued 7 project Newsletters "School Green Land", which are now issued and distributed among project schools (See examples of Newsletters in Appendix 4)

- During last year we tried to use additional mechanisms for advertisement of the project, and organized a serial of presentations on the following conferences
 - ✓ Meeting with Minister of Environment of Norway in BIOM's office within his official visit to Kyrgyzstan - July 4, 2003.
 - ✓ Presentation of School Green Land project at the conference on Ecological Education in Moscow - October 27-28, 2003.

- ✓ Presentation of School Green Land project at the meeting, organized by Ministry of Education, and devoted to presentation of Conception of Ecological Education in Kyrgyzstan - October 29, 2003.
- ✓ The serial of events on 7-th meeting of the Conference of parties of Biodiversity Convention in Kuala-Lumpur, Malaysia - 9-20 February, 2004. As a result of their work on the Darwin and GEF Projects, BIOM were invited to be on the Kyrgyz Team at this Conference and discussions were held with attending DEFRA officers.
- ✓ As a result we have got many letters from schools and NGOs from NIS-countries (including countries of Central Asia), which are interested in participation in the project "School Green Land" or ask to share the experience and send them project materials and publications.
- Provide an account of the project's achievements during the last year. This should include concise discussion on methodologies and approaches by the project (e.g. research, training, planning, assessment, monitoring) and their consequences and impacts as well as results. Please **summarise** content on methodologies and approaches, and, if necessary, provide more detailed information in appendices (this may include cross-references to attached publications).

Some of these issues have been largely covered in the descriptions above - and to be honest we are not completely sure of the difference between these two questions!

Our methodology has been to use a variety of training and coaching approaches including formal training workshops and visits to the school for coaching discussions and informal training with the project teachers.

In terms of the impact of the project on the different target and stakeholder groups, we shall be able to demonstrate this formally after we have undertaken the follow up survey in Year Three and compared the results with the baseline survey.

Our informal assessment of impact is that the teachers from the schools now understand the importance of using the local environment to support learning about biodiversity and most of the schools have developed their ideas and understand how to connect learning with the work on reserve. (objective (a)). We have certainly been successful in raising the capacity of teachers in terms of student centred learning and biodiversity (objective (f)). We have possibly been less successful in enabling schools to understand the relationship between biodiversity and sustainability, but we believe that seven schools have made progress in this area (objective (b)). We shall focus on increasing awareness and understanding of biodiversity of school students and local communities in activities that are planned from August 2004 when the new school term starts. Both groups have been involved in the planning and the development of the micro reserves at different levels. In about 50% of the schools the students and community have been involved in planning and development as well as actually creating the reserve. In other schools students and teachers have been involved just in the work of creating the reserve.

- Discuss any significant difficulties encountered during the year and steps taken to overcome them.

There were no significant difficulties in project realization during the 2nd year. The project has run very smoothly and generally followed the original work plan.

- Has the design of the project been enhanced over the last year, e.g. refining methods, indicators for measuring achievements, exit strategy?

No enhancement to the project has taken place other than developments described above.

- Present a timetable (work plan) for the next reporting period.

May, 2004	<ul style="list-style-type: none"> • <i>Visit of project leader James Hindson to Kyrgyzstan with the purpose of discussion of pre-final version of the, students materials and project poster.</i> • <i>Final corrections of the Teachers handbook and Students materials.</i> • <i>Issuing of the 8-th project Newsletter .</i> • <i>Monitoring of school micro-reserve creation.</i> • <i>Joint information compaign with GEF in Central Asia (in Bishkek, Tashkent, Almaty and Osh), devoted to Day of Biodiversity (22 May).</i>
June, 2004	<ul style="list-style-type: none"> • <i>Joint information company with GEF in Central Asia (in Bishkek, Tashkent, Almaty and Osh), devoted to Day of Biodiversity (22 May).</i> • <i>Monitoring of school micro-reserve creation.</i> • <i>Providing of Teacher training workshops on using of microreserve in school educational activity.</i>
July, 2004	<ul style="list-style-type: none"> • <i>Providing of Teacher training workshops on using of microreserve in school educational activity.</i>
August, 2004	<ul style="list-style-type: none"> • <i>Issuing of the 9-th project Newsletter.</i> • <i>Providing of Teacher training workshops on using of microreserve in school educational activity.</i> • <i>Production of the Teachers and Students Materials.</i>
September, 2004	<ul style="list-style-type: none"> • <i>Teachers of the project schools use the reserve for teaching out of the classroom – monitoring visits and attending of lessons.</i> • <i>Providing workshops for teachers in other schools surrounding the project schools.</i> • <i>Schools organize the community-based events at the reserves.</i>
October, 2004	<ul style="list-style-type: none"> • <i>Providing workshops for teachers in other schools surrounding the project schools.</i> • <i>Schools organize the community-based events at the reserves.</i>

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

- *Have you responded to issues raised in the review of your last year's annual report? Have you discussed the review with your collaborators? Briefly describe what actions have been taken as a result of recommendations from last year's review.*

- **Comments and Queries for the Project Leader**

(a) *I am a little concerned that the baseline survey mentioned in the original proposal has not been reported on in the annual report and indeed it is unclear how the monitoring and evaluation of the project is being implemented and what the results have shown to date. Are there any changes to the project design as a result of the baseline survey or subsequent evaluation?*

The Baseline Survey was completed slightly later than planned. The translated first draft Russian version was available in November 2003. This was commented on by the FSC and is attached at Appendix 5 and the summary is attached as Appendix 6. The overall purpose of the baseline survey was to provide data on the level of understanding of biodiversity. We did not change our plans as a result

of the Report, as the survey demonstrated the relatively low level of understanding of biodiversity and active teaching about this in schools.

(b) *The short visit to UK seemed to have a very full itinerary that could not have left much time for much formal training or workshops.*

We submitted a programme of the visit to the Darwin Initiative at the time. Yes, the visit was busy. For us the key issue was “did the workshop meet the training and development needs of BIOM in relation to the project” rather than precisely the number of formal days training undertaken. The answer to the question as shown in Appendix 7, is quite clearly “yes it did”. The Development Team had at least one full days of workshops supported by visits which should be seen with the context of the overall capacity building visit. We consider that the programme met the needs of the team, and was support by further training in Kazakhstan as reported last year.

(c) *I think it would be very helpful for the reviewer to have a concise description of school micro biosphere reserves and how they will be used to help him understand the contribution these will make to biodiversity conservation as well as understanding and awareness among young people and the community.*

Two Micro reserve plans have been submitted with this Report together with Plans by the teachers of how they propose to use the areas for biodiversity education. In addition we have submitted a summary description of all the reserves, their design and how the schools intend to use the reserves in biodiversity teaching. (Appendix 8). We can also send the Review a collection of photographs of the project which would be of interest, especially those that illustrate the plans of the reserves and the process of reserve creation.

General Assessment

(d) *The exact nature of what the schools will be doing within the biodiversity micro reserves is not clear but it is assumed that this will have a positive impact on awareness and understanding of conservation issues as well as making a small but hopefully significant contribution to the protection of species and habitats.*

See above (c).

(e) *Although the project appears to be well managed and organised there is some doubt whether adequate formal evaluation is taking place and this needs to be addressed.*

We believe that appropriate monitoring is taking place and that formal evaluation has been planned. This is discussed below.

(f) *Micro biodiversity reserves are not defined and it is not entirely clear what constitutes this type of reserve, how it might be managed or indeed what part it might play in conserving Kyrgyzstan's unique biodiversity. Consequently it is not really possible for the reviewer to assess the scientific value of this approach. As it becomes clearer what is actually feasible to achieve within school grounds in Kyrgyzstan an assessment will be easier to achieve.*

We hope that the information provided above (see (c)) gives an adequate picture of what is happening in the reserves. We believe that the schools are taking a scientific approach to the creation of the reserves. One of the plans attached as an Appendix for example, shows the complete list of plant species that the school have purchased and how they are the plants that are found in that specific ecosystem. The list of plants was developed by the school through consultant with local experts.

(f) *The training that the development team received in the UK included visits to more than eight separate institutions in SE England, the Midlands and Wales. I can only assume a very hectic schedule with a lot of time spent travelling and the space left in between site visits for 'formal workshops' by FSC staff must have been rather limited. The content of these and other workshops held in country is not available for review.*

See above.

(g) *The annual report refers to a newsletter and the project schedule mentions a teacher's handbook but these were not available to the reviewer.*

The Newsletters have been sent regularly to DEFRA. We have now produced eight of the twelve proposed within the project. The First draft of the Teachers Handbook is attached as Appendix 9, but it should be noted that this will be substantially revised before publication in August.

(h) *100 or so schools that applied to be part of the scheme but were unsuccessful will continue to receive material from the project on biodiversity from BIOM. It is uncertain how effective this will be if they are not actively involved in the project.*

The schools that applied but were not selected received the first three newsletters. BIOM has made an effort to involve unsuccessful schools in other projects, and in particular the Central Asian Water Project, a Deep Ecology Workshop and a LEAP project. These schools will also have priority in taking part in dissemination.

(i) *As yet only two newsletters have been produced - the target was quarterly.*

See (g)

(j) *Questionnaires were supposed to have been used to assess the project. It is unclear if the baseline survey has actually been carried out and if so what the results of this showed?*

See (a)

(h) *There seems to have been a departure from the original plan for a more formal system of monitoring the project progress through questionnaires and surveys (see above) to a more informal approach with a subjective assessment that the project is on target by the*

FSC visiting staff. The original system for monitoring seemed more appropriate and project needs to explain the change.

Questionnaires and surveys were not actually planned as part of the monitoring process but as part of the evaluation process. These will still be undertaken in the final year. A detailed report on the monitoring we have undertaken is described in the section below.

In summary we are happy with the level of monitoring that we have undertaken.

6. Partnerships

- Describe collaboration between UK and host country partner(s) over the last year. Are there difficulties or unforeseen problems or advantages of these relationships?

All project work was carried out by BIOM and the Development Team in close cooperation with FSC. The following visits and meetings were carried out:

- ✓ Meeting with James Hindson in Almaty from the 13th-14th September, 2003
- ✓ Monitoring Visit of Ken Webster on the 27th-31st January, 2004
- ✓ Meeting with James Hindson in Almaty on 1st April, 2004

There has also been regular correspondence through email.

So far no significant problems have occurred in the project. This has largely been as a result of the fact that partnership ground rules were worked out at the start of the project. BIOM and the FSC share a strong common philosophy of project management and also of approaches to education for sustainability that has strengthened the partnership. The partnership has also developed in other areas over the year with the FSC involving BIOM in a regional water saving competition the FSC is managing and also inviting BIOM to co author a publication for the Russian speaking world on Education for Sustainability and join a project application to the EU Civil Society Fund, IBPP.

- Has the project been able to collaborate with similar projects (Darwin or other) in the host country or other regions, or establish new links with / between local or international organisations involved in biodiversity conservation?

The "School Green Land" project has been able to effectively collaborate with other projects directed on biodiversity conservation in Kyrgyzstan.

These include the "West Tien Shan Biodiversity project", supported by GEF and the Intergovernmental project on West Tien-Shan Biodiversity Conservation", supported by TACIS. These projects are organizing jointly with the Darwin BIOM project, a Day of Biodiversity on the 22nd May in Bishkek. One of the elements of this Day is a special Newsletter which will include information about biodiversity of Kyrgyzstan and some practical advice for teachers on how they can celebrate this day in schools. The Newsletter will be developed by BIOM and supported by GEF financially. The Newsletter will be sent to all schools involved to "School Green Land" project, "West Tien Shan Biodiversity conservation" project and to other schools in Kyrgyz republic, which are active in the field of ecological education.

The other joint activities of BIOM and GEF during the last year were:

Issuing of the book for the teachers " In workshop of the subject "Ecology" " about biodiversity of Central Asia and ways of its protection (BIOM - development, GEF - financing). Now book is distributed among all schools, participating in the project "School Green Country " - in December, 2003.

Joint presentation of BIOM and GEF of the book " In the workshop of the subject Ecology " and activities within the projects "School Green Land" and "West Tien Shan Biodiversity conservation" for the teachers, NGOs and also representatives of international agencies and governmental organizations (Ministry of education, Kyrgyz Academy of education) -28 of January, 2004.

Also in May - June 2004 joint information company of BIOM and GEF in Central Asia (in Bishkek, Tashkent, Almaty and Osh), devoted to Day of Biodiversity (22 May) is planned.

We are also pleased with cooperation between "School Green Land" projects and other ecological projects, working in the country, such as:

- ✓ The project of "Soros-Kyrgyzstan" Foundation on publishing and distribution of the Conception of Ecological Education of Kyrgyzstan (the brochures with text of Conception are now distributed among all project schools).
- ✓ The project of Regional Ecological Center of Central Asia on development of Local Environment Action Plans (one of the LEAP project seminars was organized in Tuz village, and project school from Tuz was closely involved in the work of the seminar).
- ✓ The Central Asian project "Water as a source of life", supported by Headley Trust (several schools, taking part in "SGL" project, were able to take part in "Water" project, get training and use the principles of sustainable water consumption in schools micro-reserves).

7. Impact and Sustainability

- Discuss the *profile of the project* within the country and what efforts have been made during the year to promote the work. What evidence is there for *increasing interest and capacity for biodiversity* resulting from the project? Is there a *satisfactory exit strategy* for the project in place?

The project has a high profile and has been effectively publicised. The Ministry of Education, Ministry of Environment and Kyrgyz Academy of Education are openly enthusiastic and closely involved in the project. Links with other projects are exceptionally strong especially with the GEF/World Bank West Tien Sian Biodiversity Conservation. This is the largest biodiversity project in the region which has a very high profile both on Kryrgyzstan and regionally in Uzbekistan and Kazakhstan. Our School Green Land project is both actively contributing to the education component of this project and also benefits from the publicity and profile achieved by the project. Activities linked to the GEF project are described elsewhere in this report. One member of the project Team in BIOM is a leading member of the Central Asian Regional Environment Centre team of education for sustainability trainers and through this network is able to promote the project regionally.

Evidence for increasing interest and capacity for biodiversity is difficult to quantify at this stage in the project and will be clearer after the formal evaluation. However, we are confident in saying that both nationally and regionally, environmental education is increasing in importance in schools and out of schools activities and BIOM has been involved in the development of both national conceptions and a regional review of environmental education. This includes biodiversity.

We are confident that three things will happen. Firstly, we are certain that the majority of the schools will continue to support and work with their micro biodiversity reserves. Having created the reserves the verbal evidence we have is that they are committed to the sustainability of their work. Secondly, BIOM, as the leading environmental education

NGO in the country is building a network of schools committed to environmental education, and the School Green Land network is part of this group. BIOM hopes to be able to continue the newsletter as an element of this newsletter and is seeking support for this. Thirdly, the FSC is confident that in BIOM there is an expert and stable NGO, more than capable of developing the work of biodiversity education. BIOM is one of the leading NGOs in the region and the Chairman of the Council of BIOM is a Fellow of the LEAD Project managed by Imperial College London. The development of the project will therefore not require huge training and capacity building inputs.

8. Post-Project Follow up Activities (max 300 words)

This section should be completed ONLY if your project is nearing completion (penultimate or final year) and you wish to be considered to be invited to apply for Post Project Funding. *Each year, a small number of Darwin projects will be invited to apply for funding. Selection of these projects will be based on promising project work, reviews to date, and your suggestions within this section. Further information on this scheme introduced in 2003 is available from the Darwin website.*

- From project progress so far, what follow-up activities would help to embed or consolidate the results of your project, and why would you consider these as suitable for Darwin Post Project Funding?
- What evidence is there of strong commitment and capacity by host country partners to enable them to play a major role in follow-up activities?

The project is the leading environmental education project in the country and we have several ideas for the developing and following up the project based on the successful elements of the project so far.

There were two ideas for follow up. The first was to identify the most successful schools in the project and establish these as regional centres within the country. As regional centres these schools would offer further courses and capacity building for other schools in the region. We would wish to provide further support, training and some resources for these schools. In a number of cases the schools are already partly developing this role but we would wish to formalise this aspect of the network.

Secondly, and linked to the idea of above, is the development of the schools more strongly as community learning centres. Our current proposals for community involvement in the micro reserves is for practical and recreational activities linked to the reserves. It is possible for the schools and reserves to have a wider role in both biodiversity and environmental education. This would also involve further training and resources including the development of materials and resources for community use.

BIOM are very committed to the development of the project and through their networks.

9. Outputs, Outcomes and Dissemination

- Explain differences in actual outputs against those agreed in the initial 'Project Implementation Timetable' and the 'Project Outputs Schedule', i.e. what outputs were not or only partly achieved? Were additional outputs achieved?
- Provide details of dissemination activities in the host country during the year, including information on target audiences. Will dissemination activities be continued by the host country when the project finishes, and how will this be funded and implemented?

There are no differences in the planned and achieved outputs. Additional outputs are related to BIOM being invited to take part in the GEF Biodiversity project. This has given them the opportunity to network and publicise the project through GEF, take part

in conferences and work with more school. Specifically this year we have developed a Book for GEF describing the Biodiversity of Kyrgyzstan for Schools. This will complement the Handbook that we shall produce through our Darwin project which will have a practical focus for schools. This close relationship and synergy with the GEF project was not planned at the start of our Darwin Initiative project.

The dissemination activities were described in the previous items, especially Section 4

BIOM is going to continue working with project schools/communities both in the field of biodiversity conservation and Sustainable Development.

We plan to use the micro-reserves as well as the trained teachers from 25 project schools in order to create the network of schools “For Biodiversity Conservation”. In this case we shall establish the project schools as regional Educational Centers, which can conduct educational events for teachers of all regions of Kyrgyzstan, organize ecological actions and companies, work with communities, issuing of ecological publications, etc. BIOM is going to support this network, develop and coordinate it’s activity.

“Biodiversity Conservation” is now the first step in developing of ecological activity in project schools/communities, because BIOM plan to involve them into another projects (“Developing of Local Agendas-21 for School and Communities”, “Energy and Water resources protection”, “Developing of Alternative Energy in Kyrgyzstan”, etc.) in order to get 25 Schools of Sustainable Development, which can become “ Good practice examples” and help to make conditions for developing of Ecological Education in Kyrgyzstan.

- Please expand and complete Table 1. **Quantify** project outputs over the last year using the coding and format from the Darwin Initiative Standard Output Measures (see website for details) and give a brief description. Please list and report on appropriate Code Nos. only. The level of detail required is specified in the Guidance notes on Output Definitions, which accompanies the List of Standard Output Measures

Table 1. Project Outputs (According to Standard Output Measures)

Code No.	Quantity	Description
9	25	Each school has developed a plan for the Micro Biodiversity Reserve, and all schools have developed the reserve
10	100+	Schools have developed activities for students using the reserves
10	1	The first draft of the Teachers Handbook has been developed
14B	5	Joint activities and presentations have been associated with the GEF project and other projects in Kyrgyzstan.
15A		We have had 14 articles coverage in the newspaper media (local and national) (see examples in Appendix 10)
15B	7	Newsletter to Project Schools and other schools in the country (jointly with GEF)
18 A/C		Two radio broadcasts
19 A/C		Two television broadcasts in Narin and Osh
20		Funding for project newsletters has come from GEF, and GTZ for the newsletters and in 50% of schools additional funding was provided by parents and local administration. These were generally small sums from 500 - 5000 soum (43 soum to the US \$)

- In Table 2, provide full details of all publications and material produced over the last year that can be publicly accessed, e.g. title, name of publisher, contact details, cost. Details will be recorded on the Darwin Monitoring Website Publications Database. Mark (*) all publications and other material that you have included with this report.

Table 2: Publications

Type * (e.g. journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (e.g. contact address, website)	Cost £
Newsletter 2	“School Green Land”, BIOM, 2003	BIOM, Bishkek	BIOM’s address	free
Newsletter 3	“School Green Land”, BIOM, 2003	BIOM, Bishkek		free
Newsletter 4	“School Green Land”, BIOM, 2003	BIOM, Bishkek		free
Newsletter 5	“School Green Land”, BIOM, 2003	BIOM, Bishkek		free
Newsletter 6	“School Green Land”, BIOM, 2004	BIOM, Bishkek		free
Newsletter 7	“School Green Land”, BIOM, 2004	BIOM, Bishkek		free

10. Project Expenditure

- Please expand and complete Table 3.

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

Item	Budget (please indicate which document you refer to if other than your project schedule)	Expenditure	Balance

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

11. Monitoring, Evaluation and Lessons

- Discuss methods employed to monitor and evaluate the project this year. How can you demonstrate that the outputs and outcomes of the project actually contribute to the project purpose? i.e. what are the indicators of achievements (both qualitative and quantitative) and how are you measuring these?

We have largely followed the monitoring processes outlined in the proposal. The letters in brackets refer to the proposal. The focus of the 2nd year of the project has been on supporting the development of project schools, creation of school micro-reserves and development of project publications. BIOM are a well-managed and professional NGO and have taken responsibility themselves to ensure that the project outcomes are met.

A number of monitoring processes are planned.

During the project monitoring will be achieved through

- (a) *The appointment of a full time project officer who will ensure that the project meets its goals within the timescale and finances, and who will provide regular reports after each milestone. The project officer will also regularly visit Schools/communities*

The Project Manager and members of the BIOM Team visit the schools and have had face to face meetings with all schools at least three times a year. These visits focused on detailed feedback and discussions about the micro reserves that the schools have planned and suggestions for activities that teachers could do using the reserves BIOM also has a telephone contact with each school on a monthly basis. See Appendix 11.

- (b) *There will be regular contact between the FSC and BIOM and at least six monthly monitoring visits in addition to training events.*

The FSC has monitored the project through visits at key stages, meetings with the BIOM Team and through regular contact through email. Over the last year there have been three face to face meetings with FSC Team members during the year.

- (c) *Reports will be discussed by the Development Team and submitted to a Project Monitoring Group established by the Natural Resources Committee.*

Reports have been submitted by the Development Team and regular meetings are held. We have found it difficult to establish a meaningful Project Monitoring Group that would be able to provide helpful support. We are pleased with the level of involvement of the Ministry of Education as described below.

However, we are planning to establish local Groups in each project community which we consider would provide both helpful support and be able to monitor progress. Such groups would also be able to support the sustainability of the project outcomes and the reserves. In some schools, local community members are already actively involved.

- (d) *Regular review meetings between the Project Officer and the representatives from the Ministry of Education and Ministry of Environment*

We have very close links with the Ministry of Education through the Academy of Science that is the main body responsible for educational initiatives and curriculum development. Dr. Subanova the chief specialist in Ecology has made a contribution to the workshops, and she has also visited schools and assisted with the micro reserve plan creation. She has also taken part in some of the monitoring visits to schools and meets with the Project Manager. Meetings with the Ministry of the Environment have been less frequent. As we are working with schools. They have provided access to consultants.

- (e) *Reports will also be monitored by the Chief Executive of the FSC.*

The FSC Project Manager has submitted progress Report to the FSC Chief Executive who then reports to the Scientific and Education Committee

(f) *Submission of Reports to the Darwin Initiative.*

This has been undertaken

(g) *There will also be constant feedback from the schools taking part in the project. An important part of the project will be linking a member of the Development Team to two or three schools/communities. The DT member will be able to visit the schools/communities regularly and provide a mix of formal and informal support and monitoring, in addition to the formal training and other activities.*

See (a)

Evaluation

(a) *Evaluation will be achieved through matching the achievement of the project with the proposed outputs. Particular attention will be paid to the successful establishment of the Biodiversity Micro Reserves.*

(b) *Pre and post project questionnaires will provide data on the impact of the project awareness and understanding of the different groups involved in the project including - members of the Development Team, Teachers, school students and members of the communities. These pre and post questionnaire will involve questionnaires to groups that have participated in the project and some that have not to act as controls.*

Each of the activities developed will be evaluated through questionnaires - as appropriate.

- What lessons have you learned from this year's work, and can you build this learning into future plans?

There are no specific management lessons that we have learned this year – the project has gone very smoothly and we have achieved all our planned objectives and outcomes – we have not changed our planning for the following year of the project.

There has been continued learning for BIOM in two areas. Firstly on sustainable development, the relationship between sustainable development and biodiversity and how to develop activities to support learning about sustainable development through biodiversity. Some of the ideas that were presented in early version of the teacher handbook reflected a specific approach to biodiversity education that needed to be more balanced with current views on economic and social issues. Likewise the activities reflected a more “emotional” approach to the environment rather than a balanced approach also involved scientific enquiry

Secondly progress has been made on the development and analysis of effective baseline surveys.

12. OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum)

■ I agree for ECTF and the Darwin Secretariat to publish the content of this section

In this section you have the chance to let us know about outstanding achievements of your project over the year that you consider worth highlighting to ECTF and the Darwin Secretariat. This could relate to achievements already mentioned in this report, on which you would like to expand further, or achievements that were in addition to the ones planned and deserve particular attention e.g. in terms of best practice. The idea is to use this section for various promotion and dissemination purposes, including e.g. publication in the Defra Annual Report, Darwin promotion

material, or on the Darwin website. As we will not be able to ask projects on an individual basis for their consent to publish the content of this section, please note the above agreement clause.

The outstanding achievement of our project has been to create 25 micro biodiversity reserves in schools throughout Kyrgyzstan, ranging from 100 square metres to 2000 square metres in size. In over half the schools the reserves were created through participatory approaches with students and the local communities, and each reserve has been created to demonstrate different aspects of Kyrgyzstan's biodiversity. Specific ecological habitats have been created for school students and communities to learn in including unique nut forests, Steppe, mountain meadows, alpine flora, mixed forests and sub deserts together with a number of ponds and streams. Schools students are already starting to learn in the micro reserves.

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2003/2004

Project summary	Measurable Indicators	Progress and Achievements April 2003-Mar 2004	Actions required/planned for next period
<p>Goal: 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>(report impacts and achievements resulting from the project against purpose indicators – if any) (report any lessons learned resulting from the project & highlight key actions planning for next period)</p>			
<p>Purpose</p> <p>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, attitude and behaviour</p>	<p>We have undertaken the baseline survey and reported on this. The baseline survey includes project and non project schools.</p>	<p>The main lessons focused on the need for a robust baseline survey if valid and reliable results were to be obtained - we believe we have these. The after project survey will take place next year.</p>
<p>Outputs</p> <p><i>(insert original outputs – one per line)</i></p>	<p><i>(insert original output level indicators)</i></p>	<p><i>(report completed activities and outcomes that contribute toward outputs and indicators)</i></p>	<p><i>(report any lessons learned resulting from the project & highlight key actions planning for next period)</i></p>
<p>Enhanced capacity of BIOM and other NGOs, the Ministry of Education and Ministry of</p>	<p>Full attendance at training courses. Demonstration of enhanced capacity through active involvement in the</p>	<p>We have run training courses for the Development team both in Kyrgyzstan and the UK, and BIOM</p>	<p>The main lessons learnt focus on the level of support needed for the project schools to enable change. The</p>

Environment and teachers to be effective in raising awareness and understanding and to communicate biodiversity in a way that can change behaviour	development of other outputs.	have run training courses for the project teachers. Representatives of the Ministries have taken part in the courses. The successful development of the micro reserves and the teaching and training materials and programmes demonstrate the impact of the training	next phase will see an emphasis on activities with communities together with further development of work with school students.
Establishment of Biodiversity micro reserves in 25 schools/communities	Areas established	25 Biodiversity reserves have been established following approved management plans. Areas are “growing” at the current time!	The lesson learnt has been the challenge in getting teachers to see the difference between our concept of a reserve and the traditional school garden - and to plan for lessons outside. The next phase will see continued development of the reserve and monitoring growth.
Process developed for raising biodiversity awareness and understanding for school students and communities.	Curriculum planning documentation, lesson plans and teaching resources Programme of community activities and attendance at events.	Over 100 lessons already produced and first draft of teacher’s handbook developed. Plans for community events made	We have learnt the lesson that there are challenges in getting good lessons from teachers that really focus on sustainability. The next phase will see the publication of lessons on the web and in book form, the final development of the teachers handbook and development and delivery of community activities.

Note: Please do NOT expand rows to include activities since their completion and outcomes should be reported under the column on progress and achievements at output and purpose levels.

List of Appendices

- example of the Management Plans produced as Appendix 1,
- an examples of plans of how to use the reserves as Appendix 2 ,
- an example of selection of before and after photographs as Appendix 3.
- Newsletters “School Green Land”, - an example is in Appendix 4
- The Baseline Survey was completed slightly later than first draft is as Appendix 5
- Baseline survey summary is attached as Appendix 6.
- Appendix 7 - visit Report to the UK
- Appendix 8 - summary of all reserve plans
- The First draft of the Teachers Handbook is attached as Appendix 9
- Appendix 10 - newspaper example
- Appendix 11 - Schools visit programme