

Darwin Initiative for the Survival of Species

Annual Report

1. Darwin Project Information

Project Ref. Number	<i>162/11/024</i>
Project Title	<i>School Green Land</i>
Country(ies)	<i>Kyrgyzstan</i>
UK Contractor	<i>“Field Studies Council”</i>
Partner Organisation(s)	<i>Youth Ecological Movement “BIOM”</i>
Darwin Grant Value	<i>£121,275</i>
Start/End dates	<i>June 2002-June 2005</i>
Reporting period (1 Apr 200x to 31 Mar 200y) and report number (1,2,3..)	<i>30 April 2004 to 31 July 2005</i> <i>Annual Report # 3</i>
Project website	
Author(s), date	<i>James Hindson, Postnova Evgenia, 25/07/05</i>

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 behavior.

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 log frame).

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 behavior.

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 behaviors 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 over the last year and activities have been delivered as planned.

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 development management plans for their Micro Reserves.

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 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 curriculum plans of using 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.
 - (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.
 - (c) Simultaneously the DT members were involved in the process of periodic 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).
- 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. The revolution had an understandable impact on the timescale of the project and in particular, community events had to be postponed together with the Final Conference. Now that the situation has settled down we expect to complete the project at the end of October.

The process of creation of school micro-reserves

All 25 school micro-reserves have been created and are being maintained and improved and in some cases adapted. The pictures attached as **Appendix I** show the development of the micro-reserves and examples of educational activities at the reserves.

The monitoring on micro-reserve creation was organized through phone calls to project schools (not less than once or twice a month), monitoring visits to schools and consultations of Development Team members and invited experts. Additional periodic monitoring was undertaken by local community groups. (See Appendix II)

The solution of horticultural problems in the reserves was available through practical information, included in Teachers' Manual, and participation of teachers from project

schools in ecological actions and visits to Institute of Forest of Kyrgyzstan. One of these actions was organized by BIOM on 4-th of May 2005.

In July 2005 the signs for school micro reserves were developed and produced (see Appendix III). Now they are distributed among project schools, and the special instruction helps teachers to put the sign in a right place in the reserve. The sign includes the name "School micro reserve", logos of Darwin Initiative, FSC, BIOM, project logo, short information about network of 25 project schools and purposes of school micro reserve.

Using of the reserves in educational activity of schools

All 25 schools have already developed their curriculum plans and now in the process of their realization. Examples and detail information about it is available in Report on educational activity of project schools during 2004-2005 years in Appendix II. Around 304 lessons and educational events have been delivered. The teachers from project schools developed many educational materials and organized events and lessons in schools and communities – about 52 events with involvement of about 2000 people (see details in Report on educational activity of project schools). 15 schools were awarded by prizes (books, educational CD-disks and video-tapes, etc) as school-winners in 2-d project competition. There is no such competition in baseline timetable (except final), but we decided to organize it, as 1-st additional project competition in 2004 year was very effective and brought good results.

There were 3 categories in 2nd project competition.

- The best educational event, conducted in micro-reserve (lesson, excursion, school festival, etc.)
- The best seminar for teachers from other schools on sharing experience about ways of biodiversity conservation and role of micro reserve of wild nature in realization of biodiversity education and education for sustainability in schools.
- The best event on informing local community about the problem of biodiversity reduction (meeting with parents, seminar, round table)

As a result of 1st and 2nd project competitions we had got the following results:

- the collection of **304** plans of educational events (lessons, excursions, school competitions, school festivals, etc.) as well as separate exercises and games, developed and realised by the teachers from the project schools on their micro-reserves. The other 11 seminars for teachers are planned to September 2005. They will be organized by project schools from Bishkek city, Chu and Talas regions.
- **52** meetings with local communities with total involvement of about **2000 people**, conducted by project schools. The other 11 community events are planned to September 2005. They will be organized by project schools from Bishkek city, Chu and Talas regions.
- **16 seminars** for teachers from other schools with total involvement of **442 teachers from 196 schools and educational centers**
- **15** school informational stands, devoted to the project "School Green Land"
- **14** Articles in mass-media, issued by project schools
- **5 eco groups**, created in project schools
- **4 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. **In spring 2005 this school was also awarded** for their work on micro reserve as a winner of Ecological Competition for schools of Issyk-Kul region.

- The project school in Tuz village got the 3rd place in 10-th Republic Competition on best school projects on protection of environment, called "**Sebat**". The commission approved the school micro reserve of wild nature (pond, areas with herbs, rock, etc.) and educational activity on it.
- The activity of project school in Ivanovka village the sphere of biodiversity education and work of "School Green Land" project is approved by Deputy of State Duma of Russian Federation, President of Highest ecological Council of Russian – Zalihanov M.Ch..

Seminar for teachers of project schools in March 2005.

On 11-12 of March 2005 there was a seminar for teachers from project schools (from all regions, except Osh and Jalalabat regions), called "Capacity building of schools of Kyrgyzstan in biodiversity conservation – phase 2", focused on sharing experience of project schools with each other in the sphere of biodiversity education in their micro reserves, discussing successes and lessons learned. Part of seminar was devoted to training of teachers to use the project posters in educational activity and discussions about exercises from Teachers' Manual. An important part of the seminar was the session of James Hindson about new approaches to Education for sustainability with following demonstration of example of educational activity - "Trade game" for participants.

Workshops for teachers from other schools

As it was mentioned above, at the present time the major part of project schools (about 60%) have already conducted seminars for teachers from other schools. These seminars were organized in May 2005 in 14 project school from Osh, Jalalabat, Issyk- kul and Naryn regions. The majority of these seminars included the following sessions:

- The session about "School Green Land" project,
- excursion to school micro reserve,
- session about role of biodiversity and its role on the planet,
- session about what is sustainable development,
- session about school micro reserve as area for realization of biodiversity education in school,
- session about algorithm of micro reserve creation
- examples of lessons in micro reserves.

The members of DT took part in majority of these seminars and helped project school in development of the programs, presentations and organization of seminar's work. All schools-participants of the seminars had got completes of 2 project biodiversity posters.

The next step of providing the remaining 11 seminars for other school is planned for September 2005. They will be organized by project schools from Bishkek city, Chu and Talas regions. At the present time these schools are in the process of developing

the programs of the workshops and community events with assistance of members of project Development Team.

Community based educational Events at the reserves

At the present time the major part of project schools from Osh, Jalalabat, Issyk- kul and Naryn regions (about 60%) have already conducted events for communities. In total - **52** events for local communities with involvement about **2000 people** have been conducted by project schools. The majority of these event included presentations of SGL project, visits to micro reserves, school festivals on biodiversity conservation, musical plays, morning performances in primary schools, open lessons for parents, mini-lectures and activities on explaining the ideas about role of biodiversity and importance of its conservation to people from communities.

The other 11 community events are planned to September 2005. They will be organized by project schools from Bishkek city, Chu and Talas regions.

Development and issuing of project Newsletters and other advertisement of the project

During the reporting period 2 project Newsletters were issued and distributed among project schools:

Newsletter 10 contains news in the sphere of eco-education in Kyrgyzstan, information about results of High Level Meeting of environment and education ministries in Vilnius, Lithuania (17-18 March 2005) and examples of practical lessons on using the ecosystem of pond in biodiversity education, as well as method of bio-indication.

Newsletter 11 contains project news, description of plans for future, short information about process of SD in Asia and Pacific region, example of lesson plan, developed by one of the project schools and description of new opportunities for project schools to participation in ecological projects.

Besides issuing of 11 project Newsletters “School Green Land”, which are now distributed among project schools, during last year we tried to use additional mechanisms for the advertisement of the project, and organized a series of presentations on the following conferences:

- 3rd sub-regional Central Asian Conference on ecoeducation and ESD in Almaty, organized by Regional Ecological Center of Central Asia (10- 11 of November, 2004) attended by leading environmental educators from across Central Asia, together with High Level UN and British Embassy Representation.
- High Level Meeting of Environment and Education Ministries of the member states of the United Nations Economic Commission for Europe and NGO preparatory meeting to this event - Vilnius, Lithuania (17-18 of March, 2005). The SGL posters were displayed and short presentation made at the NGO side event.

The participation of project coordinator – Evgenia Postnova in the Vilnius event allowed project DT to get full information and build understanding about the process of Education for SD in Europe. Many NGOs, international organizations and governmental structures in Central Asia were able to get information about Vilnius from news release, prepared and widely distributed

by Postnova in networks in Kyrgyzstan and Central Asia. This information was also distributed among project schools.

- Seminar «Results of Central Asian project «Posters and video on climate change», organized by Ministry of Ecology and Emergency Situations of KR (26-th of April, 2005).
- GEA International Eco Youth Conference in Asia -Pacific Region on Millennium Development Goals and SD with focus on ESD, organized in Gifu (Japan) 2-3 of June, 2005.
- “ECO Asia” – High Level Meeting of parliamentarians, ministers and vice-ministers of environment from countries of Asia -Pacific Region., organized in Gifu (Japan) 2-3 of June, 2005.
- Meeting of experts – members of working group “Eco-education” within project of Holland organization Milieukontakt-Oost Europa on capacity building of ecological NGOs of Kyrgyzstan (on 18-th of June, 2005);
- Working meeting on REC’s project “Realization of UN Decade on SD in Central Asia” in Almaty (4-th of July, 2005);
- Regional Conference of UNESCO “Voices of youth: qualitative education for all” in Almaty. (On 26th of July).

There were also some articles about results and activity of project “School Green Land” in mass medial of Kyrgyzstan, issued in result of press-conference, organized by BIOM in Aki-Press Center in Bishkek on 10-th of March 2005, where the project posters, Teachers’ Manual and results of project activity were presented. The video plot and The article about project “School Green Land” was also published in May 2005 in Newsletter of GEF World Bank project on West Tien-Shan biodiversity conservation, Newsletter of FSCEE and Darwin Newsletter.

SGL project was also shown in Osh TV in the south of Kyrgyz Republic and in news on Central Kyrgyz TV.

The total number of publications in mass-media of Kyrgyzstan is now – 20 (9-published by members of DT and 11- by project schools).

It is important to note, that the information about School Green Land project was included in GEF/UNDP Report on National Assessment of opportunities on implementation of global ecological conventions "Analysis of intersectoral cooperation in realization of global ecological conventions" (see the text in Appendix 4).

Development of Teachers handbook, students’ materials and project poster

Teachers’ Manual. The Teachers manual is developed, issued and distributed in project schools. It is ring binder folder (175 pages), well illustrated and including 4 main parts: Chapter 1 - information about Global Crisis, Sustainability, Biodiversity; Chapter 2 - information about role of school micro-reserve in biodiversity, a step-by-step plan of micro-reserve creation and detailed information about main ecosystems of Kyrgyzstan.; Chapter 3 – contains more then 30 examples of using the reserves in school education in the framework of different subjects. Attachments – contain many useful information about micro-reserve creation, useful contacts, information about the project, handouts (students’ materials) etc. A copy has already been provided to the Darwin Initiative.

Students’ Materials – the student poster is developed, printed and distributed in project schools. It is in full colour and contains maps, diagrams and pictures, which

can be used at the lessons. The other materials for students (handouts, which are related to Teachers' Manual) are developed and included in Teachers' Manual in one of attachments. It includes 236 pages.

Project poster - The project poster is also developed, printed and distributed in project schools. It is in full colour and contains central picture with key message about biodiversity and sustainability and the steps of micro-reserve creation and photos of project schools as illustrations. Copies have already been provided to the Darwin Initiative.

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).

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

<i>August, 2005</i>	<ul style="list-style-type: none"> • <i>Development of project CD-disk, which will include project materials (Teachers Manual, project poster, student's poster, students materials and materials and photos of all project schools) for distribution at the Conference in October.</i> • <i>Collecting questionnaires from project and non-project schools for getting data for post-project survey.</i> • <i>Finish work on Sustainability plans of project schools.</i>
<i>September, 2005</i>	<ul style="list-style-type: none"> • <i>Visit of James Hindson to Kyrgyzstan</i> • <i>Visiting of project schools and final project competition for "Best microreserve "</i> • <i>Issuing of project Newsletter 12</i> • <i>2nd step of information campaign, implemented by project schools (project school from Bishkek city, Chu and Talas regions).</i>
<i>October, 2005</i>	<ul style="list-style-type: none"> • <i>Conference "Education for Sustainable Development in Kyrgyzstan"</i> • <i>Summarising the results of post-project survey and preparing the report</i> • <i>Preparing the final project report</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.

The feedback from the review was shared with the BIOM team and a response prepared on the 14th August 2004. The most important concern from the reviewer was the Scientific and Technical Assessment related to the challenges of maintaining a naturalistic area as opposed to a cultivated garden. BIOM shared this concern with the Project Network through the newsletter and during visits to the Schools. Additional training was provided for the Schools by the Institute of Forestry and BIOM have made biodiversity and key issue. Photographs have been provided of the situations before and after the development of the reserves. A second issue of

concern related to the publication of the Teachers Handbook and posters – both these have now been produced.

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 Bishkek on 8-12-th of March, 2005;
- Meeting with James Hindson in Conference in Vilnius on 17-18-th of March, 2005;
- Meeting with James Hindson in Almaty on 30-th of April -1st of May, 2005;
- Meeting with James Hindson in Almaty on 22 of July, 2005.

The FSC has a number of projects in the region and James Hindson takes opportunities to meet with the BIOM Team during other project visits enabling a sharing of costs to allow more frequent interaction.

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 development of 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.

- **SPARE project** – there is an agreement now, that all schools of “School Green Land” project will become the part of network of SPARE energy saving project schools in Kyrgyzstan. It will help them to improve the component of saving energy and using of alternative energy in their school buildings. The SPARE also wants to contribute (about 2400\$) to project Conference in October 2005.
- **Project of Holland NGO - Milieukontakt-Oost Europa “Capacity building of ecological NGOs in Kyrgyzstan”**, supported by TACIS (IBPP program) – as there is a working group on Eco-education in project of Milieukontakt, they are also interested in contribution (about 3000\$) to project Conference in October 2005 and issuing of publication with materials of this conference.

- **Bishkek city Department on Environment protection** - there is also the preliminary agreement about contribution of this Department (about 1800\$) to the project Conference.

Because of contribution of many partners, it will become possible to organize a big National Conference “Education for Sustainable Development in Kyrgyzstan” (see the draft of Agenda in Appendix 5) in Bishkek in the middle of October 2005. It is expected to involve about 80-90 people – including 25 school of project “School Green Land”, SPARE schools, representatives of higher schools (institutes and universities), NGOs, regional Departments of Education, international organizations, etc. It is also important, that Ministry of Education and Ministry of Environment strongly support the Conference and will take active part in its organization.

We consider, that Conference Goals are:

- To help develop a better understanding of SD and ESD.
- To spread effective ideas and methods about ESD in schools
- To celebrate the success of Darwin and SPARE projects and share good practise of ESD in Kyrgyzstan
- To build the foundation for the development of the strategy and national review of ESD in Kyrgyzstan

Conference Process

Our aim is that the conference is delivered in a way that promotes and supports sustainable development- to make sure that our message and actions match. We shall make every effort to reduce the ecological footprint of our conference.

We shall also make every effort to ensure that we create the best possible framework and environment for sharing and learning from each other through presentations, groundwork and well organised discussions, and open forums.

Outputs and outcomes

Our aspiration is that everyone leaves the workshop encouraged and motivated to implement a greater depth of education for sustainable development. To support this we shall provide everyone with teaching materials and resources, and also through our end of Conference resolution hopefully stimulate the Ministry of Education and Ministry of Environment to fully implement the UNECE ESD Strategy recently signed by Kyrgyzstan.

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 publicized. The Ministry of Education, Ministry of Environment and Kyrgyz Academy of Education are openly enthusiastic and closely involved in the project. We are in the process of undertaking the end of project review that we hope will demonstrate a high level of impact. Our informal, but well founded observations, suggest that awareness of the importance of biodiversity and student centred learning being integrated in the curriculum and experience of young people has increased. Links with other projects are exceptionally strong. The FSC is more than confident that in BIOM there is an expert and stable NGO, more than capable of developing the work of biodiversity education.

BIOM is the leading Environmental Education NGO in Kyrgyzstan and has access to high level decision makers at Ministerial level in the Ministries of Education and Environment. BIOM is going to continue working with project schools/communities both in the field of biodiversity conservation and Sustainable Development. In particular BIOM plans to continue the network of schools, possibly joining different project networks to form a more broadly based environmental education network in the country. Networking will continue through a continuation of the Project Newsletter – again possibly in some more broadly based format. This has been highly appreciated by teachers. BIOM will also continue to develop new education materials and run training events. Other projects are planned with the FSC and other partners to help facilitate these activities.

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.

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?

There are a number of potential areas for future support:

(a) Useful support that could be offered in the future would be to support the new government in the formal introduction of biodiversity education within the emerging education for sustainable development policy it wishes to develop in line with the UNECE Strategy on Education for Sustainable Development. To support the development of this policy through training the working group would be important contribution to this process.

(b) At a more school based level the support of up to five schools in the process of their development as regional centres would be useful. We believe that the model of using active schools and teachers in the regions as centres of excellence (partly following the UN Schools model) is a good way of disseminating good practise.

(c) Finally, the networking of schools has been hugely successful and support for a further year for the newsletter and the development of specific web pages related to

biodiversity on the BIOM web site. BIOM are currently seeking funding for the newsletter.

- 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?

This has been described above. BIOM is a stable and reliable NGO and has active support from the Ministries of Environment and Education in any continuation and follow-up of the project.

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 involve other ecological projects to financing of the project Conference (see details in item # 6). There is a difference in the timescale for delivery as a result of the Revolution that took place in Kyrgyzstan earlier this year. Thankfully none of the project team or those in the projects schools were hurt, and none of the schools or reserves suffered any damage even in Bishkek and Osh. Community events were delayed simply because people felt that it was not the right atmosphere in which to hold biodiversity events and to some extent in some places people felt that it was not safe to be outside in large groups of people. The Final Dissemination Conference has also been postponed until October. New Ministries were only formed effectively after the election of a new president and parliament.

The dissemination activities are described in Report of educational activity of project schools.

- 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 Teachers Handbook has been developed and issued
14B	5	Joint activities and presentations have been associated with the GEF project and other projects in Kyrgyzstan.
15A		We have had 23 coverage in the newspaper media (local and national)
15B	7	Newsletter to Project Schools and other schools in the country (jointly with GEF)

18 A/C	1 Radio coverage
19 A/C	2 Television coverage
20	Additional finance – more then 5400 \$ of additional money will be available because of contribution of other projects to Conference in October 2005 .

- 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 *	Detail	Publishers	Available from	Cost £
(e.g. journals, manual, CDs)	(title, author, year)	(name, city)	(e.g. contact address, website)	
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
Newsletter 8	“School Green Land”, BIOM, 2004	BIOM, Bishkek		free
Newsletter 9	“School Green Land”, BIOM, 2004	BIOM, Bishkek		free
Teacher’s Manual on biodiversity	“School Green Land”, BIOM, 2005	BIOM, Bishkek		free
Project poster for children “Biodiversity-diversity of life”	“School Green Land”, BIOM, 2005	BIOM, Bishkek		free
Project poster for teachers “School Green Land”	“School Green Land”, BIOM, 2005	BIOM, Bishkek		free
Newsletter 10	“School Green Land”, BIOM, 2005	BIOM, Bishkek		free
Newsletter 11	“School Green Land”,	BIOM,		free

10. Project Expenditure

- Please expand and complete Table 3.
- Highlight any recently agreed changes to the budget and explain any variation in expenditure where this is +/- 10% of the budget.

This will be forwarded when final accounts for the year have been coordinated by the FSC. Although the project has been extended we do not require further funding.

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 3rd year of the project has been on supporting the development educational plans of project schools, using of created micro-reserves in educational activity, sharing experience with other schools in the republic and events in communities. The FSC has monitored the project through visits at key stages, meetings with the BIOM Team and through regular contact through email (b and a). The FSC Project Manager has submitted progress Report to the FSC Chief Executive who then reports to the Scientific and Education Committee (e). BIOM has also had discussions with the Ministry of Education and Ministry of Environment and kept them informed about the progress of the project (c and d). Regular meetings have been held with the Development Team (d). BIOM has taken responsibility themselves to ensure that the project outcomes are met. This has involved frequent contact with the 25 project schools through visits and contact by email. 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 (g). At a school level teachers have recorded an increase in understanding of biodiversity and the fact that several project schools have won prizes in various external competitions is also an indicator of achievement. We are currently in the process of formal project evaluation that will provide statistical evidence of increases in biodiversity understanding and action.

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

There are no specific 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.

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

The article was submitted to Darwin in March 2005 and put into Darwin News issue # 4.

■ 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.

We are particularly proud of

- The publications we have produced - the two posters in particular are – we think - certainly the best biodiversity education posters in the region
- The Schools micro reserves - all of which are developing in their second year and being maintained and used by the schools for teaching purposes.
- The community activities by schools that have attracted over 2000 people – an average of 150 per school
- The regular newsletter we have produced - the only one in the country – that has acted a focus for the developing network.
- The wide networking of the project with other projects, in the country and region and even at a European level through the UNECE process.
- The commitments made by the schools to the sustainability of the project and the good position of the project to lead biodiversity education in Kyrgyzstan in the future.

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2004/2005

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 in September 2005 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 Environment and teachers to be effective in raising awareness and understanding and to communicate biodiversity in a way that can change behaviour</p>	<p>Full attendance at training courses. Demonstration of enhanced capacity through active involvement in the development of other outputs.</p>	<p>We have run training courses for the Development team both in Kyrgyzstan and the UK, and BIOM 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</p>	<p>The main lessons learnt focus on the level of support needed for the project schools to enable change. The next phase will see an emphasis on activities with communities together with further development of work with school students.</p>
<p>Establishment of Biodiversity micro reserves in 25 schools/communities</p>	<p>Areas established</p>	<p>25 Biodiversity reserves have been established following approved management plans. Areas are “growing” at the current time!</p>	<p>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.</p>
<p>Process developed for raising biodiversity awareness and understanding for school students and communities.</p>	<p>Curriculum planning documentation, lesson plans and teaching resources</p> <p>Programme of community activities and attendance at events.</p>	<p>Over 100 lessons already produced and first draft of teacher’s handbook developed.</p> <p>Plans for community events made</p>	<p>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.</p>

**Total number of visits of DT to project schools
during May 2004- July 2005**

#	Name of school	Number of visit
Bishkek city		
1.	Humanitarian Gymnasia # 23 named by Gete (in Bishkek)	11
2.	Education Complex "Kelechek" (in Bishkek)	9
3.	Teaching and Educational Complex Gymnasia # 6 (in Bishkek)	11
4.	Gymnasium Complex # 70 (in Bishkek)	11
Chu region		
5.	School Gymnasia #1 (Shopokov town)	7
6.	Chu Oblast School Gymnasia	6
7.	Tuz School	7
8.	Primary school #3 (in Ivanovka)	6
9.	School Gymnasia #1 name Pushkin (in Tokmok)	4
Issyk-Kul region		
10.	School-Lyceum name Mamytov (in Bostery)	5
11.	School named by Pushkin (in Grigorievka)	4
12.	School named by Davletov (in Ak-Dobo)	3
13.	School named by Murzabekov (in Kichi-Jyrgylchak)	4
Naryn region		
14.	School #2 named by Chkalov (in Naryn)	3
15.	School #7 named by Sydykov (in Naryn)	3
16.	School named by Kazybek (in Atbaschy)	3
Talas region		
17.	School #2 (in Talas)	5
18.	Arashan School	4
Osh region		
19.	School #21 named by Pushkin (in Osh)	7
20.	School #50 named by Nishanov (in Osh)	7
21.	Educational Complex "ILIM – Osh"	7
22.	School named by Aga Han	7
23.	Boarding school Gymnasia #14 name Tanotarova	6
Jalal-Abad region		
24.	School #19 in Jalalabat	3
25.	School #18 named "Manas-1000"	3
Total		146



ШКОЛЬНАЯ ЗЕЛЁНАЯ СТРАНА

ШКОЛЬНЫЙ МИКРОЗАПОВЕДНИК ЖИВОЙ ПРИРОДЫ



ДАННЫЙ МИКРОЗАПОВЕДНИК ЯВЛЯЕТСЯ ОДНИМ ИЗ 25 ЦЕНТРОВ СЕТИ «ШКОЛЫ КЫРГЫЗСТАНА ЗА СОХРАНЕНИЕ БИОРАЗНООБРАЗИЯ И УСТОЙЧИВОЕ РАЗВИТИЕ».



ЦЕЛЬ МИКРОЗАПОВЕДНИКА:

СОЗДАНИЕ УСЛОВИЙ ДЛЯ КАЧЕСТВЕННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ УРОВНЯ ЗНАНИЙ МОЛОДЕЖИ О РОЛИ БИОЛОГИЧЕСКОГО РАЗНООБРАЗИЯ В ПОДДЕРЖАНИИ УСЛОВИЙ ДЛЯ СУЩЕСТВОВАНИЯ ЖИЗНИ НА ЗЕМЛЕ, И ВОВЛЕЧЕНИЯ МЕСТНЫХ СООБЩЕСТВ В ДЕЯТЕЛЬНОСТЬ ПО СОХРАНЕНИЮ УНИКАЛЬНОЙ ПРИРОДЫ КЫРГЫЗСТАНА

The text from National Report

“Significant support to reform of ecological education at the level of secondary and high school is provided by international development agencies and national NGOs.

For example, Fund "Soros-Kyrgyzstan" has supported issuing and distribution of the Concept of continuous ecological education among secondary schools of the republic.

«Darwin Initiatives» Foundation (UK) promoted realization of three-year project «School Green Land», providing both creation of microreserves in school territories, and integration of components of sustainable development in educational programs.

Support of «Headley Trust» Foundation (UK) allowed to initiate competitions on problem of rational water use among schools of the republic.

It is necessary to note, that realization of such projects became possible as a result of active participation of NGO of Kyrgyzstan - Bigl, BIOM, Aleine, Tabiat, etc.”

Project of National Conference

Education for Sustainable Development in Kyrgyzstan – do we know where we are and where we are going?

Conference Goals

- *To help develop a better understanding of SD and ESD.*
- *To spread effective ideas and methods about ESD in schools*
- *To celebrate the success of Darwin and SPARE projects and share good practise of ESD in Kyrgyzstan*
- *To build the foundation for the development of the strategy and national review of ESD in Kyrgyzstan*

Conference Process

Our aim is that the conference is delivered in a way that promotes and supports sustainable development- to make sure that our message and actions match. We shall make every effort to reduce the ecological footprint of our conference.

We shall also make every effort to ensure that we create the best possible framework and environment for sharing and learning from each other through presentations, groundwork and well organised discussions, and open forums.

Outputs and outcomes

Our aspiration is that everyone leaves the workshop encouraged and motivated to implement a greater depth of education for sustainable development. To support this we shall provide everyone with teaching materials and resources, and also through our end of Conference resolution hopefully stimulate the Ministry of Education and Ministry of Environment to fully implement the UNECE ESD Strategy recently signed by Kyrgyzstan.

FIELD STUDIES COUNCIL
“DARWIN INITIATIVE” FOUNDATION
ECOLOGICAL MOVEMENT «BIOM»
PROJECT «SPARE»
MILIEUKONTAKT-OOST EUROPA
MINISTRY OF ECOLOGY AND EMERGENCY SITUATIONS OF KYRGYZ
REPUBLIC
MINISTRY OF EDUCATION AND CULTURE OF KYRGYZ REPUBLIC

Agenda
of National Conference

*Education for Sustainable Development in Kyrgyzstan – do we know where
we and where we are going?*

(Draft)

Place: *Bishkek*

Dates: *October 14th and 15th*

Day One – Education for Sustainability

09.00 - 09.30

Registration of people

09.30 - 10.00

**Opening of the Conference and Greetings, presentation of
purposes and tasks of the conference**

[XX](#), representative of Ministry of Education and Culture of
KR

[XX](#), representative of Ministry of Ecology and Emergency
situations

James Hindson, unit director of British public organization
«Field Studies Council»

[Representative of Milieukontakt-Oost Europa](#)

Moderator – Vladimir Korotenko, chief of Council of
Ecological Movement «BIOM»

10.00 - 10.45

What is SD and ESD – some challenges to current thinking
James Hindson and Ken Webster, experts of “FSC”

10.45 - 11.15

Coffee Break

11.15 - 13.00

“How well are we “doing” SD at the moment”

Ken Webster

A short presentation and then a workshop activity using Russian and Kyrgyz materials -critically looking at those resources “are they ESD – if so why - if not why not!”

Ken Webster will lead the session and provide feedback to clarify principles of ESD

13.00 - 14.00

Lunch

14.00 - 15.30

Presentation of “School Green Land” Project

Postnova Evgenia, coordinator of BIOM’s programs on EE and ESD

Presentation of SPARE Project

Smailov Beidulladji, coordinator of SPARE project in Kyrgyzstan

Excursion/Open/Gallery Exhibition of School Green Land Project / SPARE

15.30 - 16.00

Coffee break

16.00 - 17.00

“A great idea for ESD – Eco Footprints”

Ken Webster

Ken Webster will lead an introduction and a series of activities related to Eco Footprints.

17.00 - 17.15

Summary and closing of the first day

Evening event.

Day Two - Implementation of the ESD Strategy In Kyrgyzstan

09.30 - 10.30

1. Modern Global Processes in the sphere of education. The UN Decade on ESD.

Postnova Evgenia

2. Conception of Ecological Education in Kyrgyzstan.

Jyldyz Duishenova, main specialist on EE in Ministry of Ecology and Emergency situations.

3. Description of current projects undertaken by the Ministry of Education and Culture of KR

Farida Ryskulueva, representative of Ministry of Education and Culture of KR

4. Presentation of work ing group “Ecoeducation” in the framework of Milieukontakt project.

Postnova Evgenia, Anna Kirilenko

5. Priorities of Kyrgyzstan on the way of realization of ESD Strategy

Korotenko Vladimir

10.45 - 11.15

Coffee break

11.00 - 12.30

Sectional working groups (schools, universities, public sector NGOs)

“Ways of integration of ESD at all levels of education”.

12.30 - 14.00

Lunch

14.00 - 15.00

Presentation of group work, questions, discussion.

15.00 - 16.00

Student action for an hour - be prepared!

16.00 – 17.00

Development of suggestions for future. Accepting Conference’s Memorandum.

17.15 - 17.30

Review and closing the conference.