



Darwin Initiative for the Survival of Species

Annual Report (3)

April 2005 – March 2006

**Supporting the Development of Nature Conservation Education in
Bulgaria**

Project No: 162/12/032

Report written by:

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Darwin Initiative

Annual Report

1. Darwin Project Information

Project Ref. Number	162/12/032
Project Title	Supporting the Development of Nature Conservation Education in Bulgaria
Country(ies)	UK, Bulgaria
UK Contractor	Field Studies Council
Partner Organisation(s)	TIME Ecoprojects foundation
Darwin Grant Value	£131000
Start/End dates	1.09.2003 – 1.09.2006
Reporting period (1 Apr 200x to 31 Mar 200y) and report number (1,2,3..)	April 2005 – March 2006 Report 3
Project website	www.time-foundation.org , www.ekoobrazovanie.net
Author(s), date	Dr James Hindson, FSC, Nadya Boneva, TIME, April 2005

2. Project Background

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

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

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

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).
- 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).

Purpose

To build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum

Outputs

1. A body of educators able to develop deliver and support effective NCE into the formal school curriculum. 2. A NCE Policy approved by the Ministries of Education and Environment 3. NCE Teacher Training Module used for Teacher Training in NE Bulgaria. 4. An NCE Text Book and supporting resources published and used in Schools in NE Bulgaria. 5. An operational NCE Network 6. Publicity for the project

See table 1 Logical Framework

There were no changes during the reporting period

4. Progress

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

1. Policy Working Group

The WG Policy held 10 meetings. The WG

- Developed and adopted the framework document for NCE in Bulgaria in the context of ESD. (attached to October 05 report). This was disseminated through the established BEEnet and other networks of NGOs, experts and specialist working on the field of nature conservation education and education for sustainable development..
- Participated in a National Conference about Environmental Education, funded by the MATRA programme which was held on 27.05.2005. This was attended by the FSC and involved the launch of the framework document.
- Participated in the organization and execution of the National advisory body for Education for Sustainable development
- Participated in 9th Conference Environmental Education in Europe, Klaipeda, Lithuania 13-18 September 2005 for the promotion of the document.
- Developed a promotional poster about NCE in the context of ESD in Bulgaria and promoting of the Program for support Education for Sustainable Development in Bulgaria and disseminated it to 2600 schools within Bulgaria (see Appendix 1)

2. Teacher Training Working Group

During the reporting period 7 WG meetings took place. The WG -

- Finalized Information Pack for Teacher Training. (attached to October 05 report)
- Developed a questionnaire and selection procedure for teachers to be trained in workshop.

- Organized a teacher training workshop in October 2005 inviting participants through an invitation on behalf of Ministry of Education and Science.
- Held a 3 day workshop in Varna for 54 teachers in 3 groups from the regions of Varna, Dobrich, Kavarna and General Toshevo (see pictures Teachers-training: 1,2,3)
- Disseminated the final project evaluation questionnaires about the project outputs among the teachers and teacher trainers. The results will be reviewed by the project partners.
- Planned a National conference to be held in May 2006. A special workshop for teachers and trainers will be organized in order to disseminate good practices during the testing of the training module and Information pack.

3. Education Materials Working Group

During the reporting period 8 WG meetings took place. The WG -

- Developed the content and designed the Teachers book for Mandatory Selected Education Module “Environment” for 1st and 2nd grade. This was done in consultation with project partners from FSC
- Developed a questionnaire and selection procedure for teachers to be trained
- Submitted the Education materials and Teachers books for formal approval to the Ministry of Education and Science - approval is expected in the next three months.
- Held two, 2 days workshops for 39 teachers from 1st and 2nd grade in Varna, for teachers from Varna, Dobrich, Kavarna and General Toshevo (see pictures Edmaterial_workshop 1,2)
- Tested the education materials in 26 schools in the Varna and Varna region. The education materials were used in different subjects- Mandatory education and Mandatory selected education - Module “Environment”, as well as Mandatory selected education in “Painting” and “Computer technologies”.(see pictures Ed.material-testing1,2,3,4)

Appendix II – pictures of training

- The project coordinator Nadya Boneva, participated in training delivered by Matra Project in Lovech and Varna, making a presentation about challenges and opportunities for NCE and how Darwin project has addressed them.

4. Network Working Group

During the reporting period there were 3 WG meetings. The WG

- Created a mailing list. All the information produced by the different WGs is regularly circulated to members of the WGs.
- Produced 12 issues of the Bulletin ‘ECOPOLIS’ - including the logos of DEFRA and DARWIN. The bulletin is distributed free of charge to all Regional Inspectorates of the MofSE, environmental education NGOs, and schools and under subscription to different Governmental institutions, municipalities and business entities.
- Launched the website www.ekoobrazovanie.net in March 2006, This is funded by Matra project, but the content manager is the networking coordinator of Darwin project. The website contains the logos of all project partners and the products developed by both projects. It contains information for teachers and teacher trainers. The website is developed and hosted by the Bluelink network and this will ensure the long-term sustainability of the web page.

Meeting with partners

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

There are two significant difficulties during the reporting period:

- The delayed launch of the Website as a result of the delayed payment from the Dutch partners to the Bulgarian partner Borrowed Nature Association. As a result some parts of the website are still under construction.
- Fewer participants in the Education materials teacher training in Varna, December 2005, because of the very bad weather conditions. The time of the training coincide with the heaviest snows and some of the roads were closed in Varna region. 39 teachers participated.
- Has the design of the project been enhanced over the last year, e.g. refining methods, indicators for measuring achievements, exit strategy?

We have not made any changes to the overall project design

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

<i>Steps</i>	<i>Time frame</i>	<i>Results</i>	<i>Communication</i>
<i>Policy Working Group</i>			
1. <i>Organization of National conference "Education for sustainable development need partners"</i>	<i>May 2006</i>	<i>National conference organized</i>	<i>National conference funded by Darwin, MATRA programme and Embassy of UK in Bulgaria</i>
2. <i>Publishing of conference leaflet with all project products, publications and training materials(it will be funded by Matra project)</i>	<i>May 2006</i>	<i>Leaflet published in 1000 copies</i>	<i>WG meetings, publisher hired to develop a leaflet Dissemination during the Conference</i>
3. <i>Execution of small grants scheme(funded by Matra project)</i>	<i>July-August 2006</i>	<i>At least 10 small projects up to 500 L each funded</i>	<i>Monitoring of the granted projects</i>

Teacher Training			
Testing of the Information pack in schools	April - May 2006	Information pack for Teacher training tested	Working group meetings
Special workshop during the national conference "Teaching and learning – new opportunities" dedicated to teacher trainers and teachers	May 2006	Workshop organized and held	WG meetings
Educational Materials			
Education materials approved by the Ministry of Education and Science	May 2006	Education materials for 1-2 grade 2 sets of 32 and 24 pages, 2 Teacher books – 52 and 56 pages each	WG meetings Work on-line
To select a publisher and publishing of education materials	May 2006	Education materials for 1 and 2 grade and teachers books for 1 and 2 grade printed in 1000 copies each	WG meetings Work on-line,
Networking			
Editing, printing and disseminating monthly the bulletin	April 2006 – August 2006	Dissemination of the bulletin to the stakeholders- schools, NGOs, MoES and MoEW	WG
Running a mailing list of BEE net	April 2006- August 2006	An operational mailing list for exchange of information between the WGs	WG
Operation of web site	April 2006- August 2006	Content managed website filled with information	WG

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 Review of the project in Year Two stated

The project has progressed well in its second year

Thought should be given to developing further training in the future. Would it be helpful to train teachers as Trainers (training the trainers) so that they can pass on new practice and so creating human networks.

The project acknowledges that one workshop cannot change teaching practise! Although the length of the workshops was short this is supplemented by visits to school and ongoing coaching support by our partners Centre 21 in Varna. The schools are also providing regular feedback to the project. It should also be noted that the schools we are working with have worked with Centre 21 before and hence are probably better grounded in some key areas of the project such as student centred learning than other schools in the country.

No information has been provided regarding what has been done to improve communications and working relationships with the Ameco/ Borrowed Nature team. This should be addressed as it is of key importance for the legacy of the project.

As described elsewhere in this report, the relationship between the two projects has continued to have its ups and downs! However, with the approval of the policy and the funding at last being made available for the networking the obligations of Borrowed Nature and Amecio have been fulfilled. Relationships at the moment are positive with Matra contributing financially to the final conference.

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?

The FSC has worked closely with TIME over the 30 months of the project and had a major role in providing training through the WG meetings. Experts from FSC participated in several WG meetings in order to give guidelines and to work in close collaboration with the Bulgarian experts during the development of the published outputs. Significant inputs were made through visits and email to the Teacher Training module, Information Pack for teacher training, Education materials 1-2 grade, Teacher books 1-2 grade. This input has included making detailed comments at all stages and in some instances drafting new sections of the different materials.

Ken Webster took part in the National conference in May 2005, funded by Matra program and gave a presentation.

The working relationship has been good with no difficulties that have had a long lasting impact. The FSC and Time Foundation successfully implemented two other projects. This enables regular meetings and provided added value for all projects.

- 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?

As has been described in previous reports and above, the FSC and TIME are working with Borrowed Nature and Ameco in the delivery of the project. TIME is actively involved in various national processes associated with both education and nature protection. The project has also recently made links with the Round 13 Project awarded for Bulgaria to Conservation for Education. The FSC has also worked with the Round 13 project "Large Carnivore Education Centre in the Pirin Mountains", assisting in hosting a study visit to the UK.

In 2004 TIME-Ecoprojects Foundation in cooperation with Environment Initiative Centre "CRIM" - Romania, Association for Sustainable Development "AGRO-GRUP"-Poland and CPIE "Centre Permanent d'Initiative Pour l'Environnement du Vercors"-France, registered Association "European Environment Education Network". The mission of the Association is to implement initiatives related to environmental protection, environmental education and education for sustainability, forming and promoting a public attitude based on the principle of sustainable development in the European Union and candidate countries. The activities from the annual working programme of the association implemented in Bulgaria in 2005 have been in the area of limiting climate change, waste management and the 'Zero Waste' technology, protecting species with European significance, trainings on 'Local Agenda 21', environmental education and education for sustainability.

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 profile is very high within both the Ministry of Education and Ministry of Environment and Waters in Bulgaria. We are especially pleased with the impact we have had on the Ministry of Education as it has taken a lot of effort to bring them fully on board. Both Ministries have agreed

to send high representation to the National Conference “Education for Sustainable Development is looking for partners” that will be launched in May this year.

The project has also been introduced to a wider audience through several articles in different national and regional newspapers. The teacher trainings were presented in one TV broadcast in cable MSAT TV and one radio broadcast in National Radio “Horizont”. Two articles were published in newspapers “Cherno more” and “Narodno delo”.(see Attachment 5 - medii Cherno more, Narodno delo) (Appendix III)

The project partners are also playing a national and international role. Two presentations have been delivered during the Public discussions of National Action Plan for Biodiversity 2005-2010 and National Action plan for sustainable land management. One presentation has been delivered during the Conference Environmental Education in Europe, Klaipeda, Lithuania 13-18 September 2005.

8. 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?

There are no changes in the actual outputs compared to the initial Project proposal during the reporting period.

- 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?

More than 100 people participated in the public discussion of National Action Plan for Biodiversity and 80 people participated in the launch of National Action Plan for sustainable land management.

The project products are listed on the web sites of TIME Eco projects Foundation with 5000 visitors visiting the site and Web page www.ekoobrazovanie.net specially dedicated to nature conservation education, environmental education and education for sustainable development. The hosting and web page maintenance will be continued after the project completion by the Bluelink network and TIME Foundation content manager. The publication of ECOPOLIS newsletter will continue after the project implementation. TIME Foundation has been producing this newsletter for more than 8 years so far.

Other dissemination activities are listed above - for example the teachers workshops forthcoming National Conference.

- 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. Only the summarised totals after the end of your project will be recorded on the Darwin project database from your final report (the totals below will help you to keep track on a yearly basis).

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

Code No.	Description	Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	TOTAL
6 A/B	<i>Education for Sustainability and Biodiversity Education Training in Bulgaria 9-13th February 2004</i>	30 people				
6 A/B	<i>Education for Sustainability and Biodiversity Education Training in UK, 1-10 December 2003</i>	8 people				
6 A/B	<i>Developing Effective NCE Teaching Materials Teacher training module - draft materials</i>		13 pages			
6 A/B	<i>Developing Effective NCE Teaching Materials Information pack - draft materials</i>		78 pages			
6 A/B	<i>Developing Effective Networks</i>		1 training – 5 people			
	<i>Developing Effective Networks</i>		1 mailing list coordinated			
6 A/B	<i>Effective NCE for current teachers - Information pack for teacher training</i>			54 people in 3 days		
6 A/B	<i>Effective NCE for current teachers – Education materials for 1st and 2nd grade</i>			39 people in 2 days		
6 A/B	<i>Effective NCE for preserves teachers - Information pack for teacher training Funded by Matra project</i>			30 people in 3 days		
6 A/B	<i>Effective NCE for current teachers – Education materials for 3st and 4nd grade in Lovech an Varna Funded by Matra program</i>			63 people in 2 days		

7	<i>Training materials for the courses above</i>	<i>100 pages</i>				
7	<i>Education curriculum for 1-4 grade, Mandatory elected education</i>		<i>41 pages</i>			
7	<i>NCE Policy Statement (not a separate document but included within current Ministry of Education Statements)</i>		<i>Draft document disseminated</i>			
7	<i>Teacher training module and Information pack for teacher training "Time for one new world"</i>			<i>128 pages in 100 copies</i>		
7	<i>Text books for students and Teachers books for 1st and 2nd grade</i>			<i>52 teacher book for 1st grade 32 pages Education material for 1st grade 56 pages Teachers book for 2nd grade 24 pages Education materials for 2nd grade</i>		
8	<i>As indicated in proposal. FSC staff time to date 25 days</i>	<i>Staff time</i>				
8	<i>As indicated in proposal.</i>		<i>Staff time</i>			
8	<i>As indicated in proposal.</i>			<i>Staff time</i>		
14A/B	<i>High Level Conference on 3rd November</i>	<i>65 people</i>				
15A/B/ C	<i>Press coverage as indicated above</i>	<i>4 radio 2news paper</i>				
15A	<i>Presentations will be made at other Conferences as appropriate</i>		<i>2 presen-tations – National action plan for biodiversity meeting National Strategy of the environment of Bulgaria</i>			
15C	<i>2 per year in National media</i>		<i>2 radio</i>			
15 A	<i>Presentations will be made at other Conferences as appropriate</i>			<i>2 presentations – 1 on the national conference organized by Matra project and one in the Environmental education conference in Lithuania</i>		

15C	2 per year in National media			2 articles in newspaper “Cherno more” and “Narodno delo” 1 TV broadcast- MSAT-TV 1 radio broadcast National radio “Horizont”		
16A/B	One newsletter every 4 months, after the first 4 months - approx. 600 copies of each newsletter		8 issues 600 copies			
16A/B	One newsletter every 4 months, after the first 4 months - approx. 600 copies of each newsletter			12 issues 600 copies		
18A/C	Efforts will be made to ensure that the project is presented on both national and local television		1 regional broadcast – MSAT TV			
18A/C	Efforts will be made to ensure that the project is presented on both national and local television			1 regional broadcast – MSAT TV 1 National radio “Horizont” broadcast		
20	One computer purchased	1				
21	NCE Committee established	1				

- 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)	
<i>News letter</i>	<i>ECOPOLIS</i>	<i>TIME</i>	www.time-foundation.org	<i>Free/Annual subscription of 7 £ for 12 issues</i>
<i>Teacher Manual</i>	<i>“Time for one new world” – Information pack for teacher training, E. Gancheva, K. Kardjilova, G. Gancev, S. Hristova, P. Mandadjieva, D. Bojinova, N. Boneva Sofia, 2005</i>	<i>TIME</i>	www.time-foundation.org www.ecobrazovanie.net	<i>Free</i>
<i>Publication</i>	<i>“Challenges to biodiversity education and education for sustainable development”, Nadya Boneva, Petya Ivanova, James Hindson&Ken Webster.</i>	<i>Bulgarian Bioplatform, Sofia</i>	<i>In: Petrova, A (ed.), Current state of Bulgarian biodiversity – problems and perspectives. Pp.549-557</i>	<i>Free</i>

9. 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.

Expenditure as budget

10. 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?
- What lessons have you learned from this year's work, and can you build this learning into future plans?

The FSC and TIME have monitored the project through regular reports and meetings. A representative of the FSC has visited Bulgaria on one occasion over the year and James Hindson and Nadya Boneva have met in Slovakia in the framework of another project and took the opportunity to discuss the Darwin Project. At each meeting we have checked the planned activities and outputs with those actually undertaken. Our reports and discussion documents demonstrate progress together with records of Working Group meetings and Training materials. Nadya Boneva, the TIME Project Manager, gives a six monthly progress report to the British Embassy in Sofia.

The specific lessons that are learned are related to the needs of further teacher training. The methods used during the trainings are tested and will be used in further trainings.

Bulgarian Teachers are really excited about the Education materials and they are used in various lessons. Not only for Mandatory selected Education "Environment", but also for Mandatory education "Environment", Free selected education "Arts", "Computer technologies" and "Environment".

Mandatory and Free selected education are subjects that are funded by municipalities.

That's why despite the fact that most of the parents would like their children to study languages in Mandatory and Free selected education, there is a great interest among the teachers and school principles and already there are 30 applications for those subjects applied to the municipalities for the next school year.

11. 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.

We have had significant success this year with the development of the new education materials for Grades 1 and 2 related to biodiversity education. The curriculum programmes we have produced together with the supporting educational materials and teacher training has resulted in 60 schools in NE Bulgaria (Dobrich and Varna regions) integrating biodiversity education into the Mandatory Selected Education courses "Roden Kraj" ("Home Land") and "Okolen Svjat" ("Surrounding

World”). For grades 1 and 2. More schools are interested in using the books in the next academic year. This is a hugely significant achievement – it is much more than an occasional biodiversity lesson here and there but the meaningful integration of a structured course.

A second success has been the publication of a poster on education for sustainability and biodiversity education that has been disseminated to all 2600 schools in Bulgaria. This promotes the project in Bulgaria as a whole.

Our third success has been the launch of the website to support the network of biodiversity education.

These successes have not only been the output of the hard work of TIME, the FSC and our partners but have been made possible as a result of the partnership we have built with the Ministry of Education who fully support the project. The Ministry can see that our work supports national and international policies.

Training on the introduction of new methods for teaching nature conservation education to the youngest students is being conducted in Varna. This training, which has attracted the interest of more than 100 primary school teachers from the Dobrich and Varna regions, is part of the project “Supporting the development of nature conservation education in Bulgaria”, financed by the Darwin Initiative of the Department for Environment, Food and Rural Affairs of the British government. “Darwin” implements about 30 projects each year, but this one in particular is aimed at educational goals and is creating opportunities for teachers to use innovative approaches in their work.

With the aid of multimedia tools, the teachers get acquainted with the new educational materials for 1st and 2nd grades. These lessons are being introduced in 60 schools in North East Bulgaria. The aim is to check the reaction of children to the new educational methods and handbooks, which are in line with UNECE’s European Strategy for Education for Sustainable Development.

The material in the textbooks is structured in an innovative way, while the handbooks for teachers include tests, by the help of which, they can present their evaluation on the usefulness of the manuals, as well as their own methodology for developing the various themes. The main idea is for children to start understanding the environment directly, rather than an abstract thing, and to become aware of the philosophy of an environmentally sound way of living. This builds on the education of children not only in a theoretic way, but rather the practical aspect is given priority. The experience, got from the UK, is adapted to local conditions. The content of the lessons is presented through fun drawings and the use of interactive approaches during classes is foreseen. The aim of the education is to entertain, whereas the problems and questions are designed for individual or group work.

Through this educational programme, the project aims to link cultural behaviour, clean environment and health, and present them as integral parts of a way of life.

The new educational model is yet to be tested with the help of teachers, while the work is carried out through a network, and a web-page is being created for expanding the communication on nature conservation education beyond schools.

Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2005/2006

Project summary	Measurable Indicators	Progress and Achievements April 2005-Mar 2006	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><i>Purpose (insert original project purpose statement)</i></p> <p>To build the capacity of education decision makers, teacher trainers and teachers to enhance the quality and effectiveness of nature conservation education in the formal school curriculum</p>	<p><i>(insert original purpose level indicators)</i></p> <p>That the quality of learning about Bulgaria's nature increases. That the NCE begins to develop positive changes in attitudes and behaviour</p>	<p><i>(report impacts and achievements resulting from the project against purpose indicators – if any)</i></p> <p>24 WG meetings in order to develop: Programme poster “Time for one new world” to promote Programme for support the Education for Sustainable Development in Bulgaria Teacher training module produced Information pack produced – 128pages in 100 copies. Education materials 1-2 grade, 1st grade – 32 pages, 2nd grade- 24 pages, Teachers book 1-2 grade – 1st grade 52 pages, 2nd grade – 56 pages submitted for approval in Ministry of Education and Science 12 issues of Newsletter Ecopolis – 600 copies each.</p>	<p><i>(report any lessons learned resulting from the project & highlight key actions planning for next period)</i></p>

Outputs (insert original outputs – one per line)		<i>(report completed activities and outcomes that contribute toward outputs and indicators)</i>	<i>(report any lessons learned resulting from the project & highlight key actions planning for next period)</i>
<i>1. A body of educators able to develop, deliver and support effective NCE into the formal school curriculum.</i>	<i>A functioning Nature Conservation Education Committee. A minimum of 25 people trained in effective learning approaches, biodiversity education, curriculum and resource development</i>		
<i>2. A NCE Policy approved by the Ministries of Education and Environment</i>	<i>Policy Developed by Working Team and approved by Ministries.</i>	<i>Programme for support the Education for Sustainable development in Bulgaria” adopted by Ministries of Education and Science and Environment and Water;</i> <i>Developed and disseminated poster “Time for one new worlds” to popularize the idea and the concept of the framework document for introduction of ESD in education curriculum;</i> <i>Information campaign conducted</i>	<i>4. Organization of National conference “Education for sustainable development need partners</i> <i>5. Publishing of conference leaflet with all project products, publications and training materials</i> <i>Execution of small grants scheme(funded by Matra project)</i>
<i>3. NCE Teacher Training Module used Teacher Training in NE Bulgaria.</i>	<i>Working Team produce a course and manual which is adopted teacher training institutions and organizations.</i>	<i>Finalisation of the Information pack for Teacher Training – 128 pages in 100 copies</i> <i>Development of teacher training materials for the workshop of 54 teachers</i> <i>Organization of 3 workshops for the total number of 54 teachers</i> <i>In addition participation Matra organized workshop and 30 teachers trained</i>	<i>Testing of the Information pack in schools</i> <i>Special workshop during the national conference “Teaching and learning – new opportunities” dedicated to teacher trainers and teachers</i>

<p>4. An NCE Text Book and supporting resources published and used in Schools in NE Bulgaria.</p>	<p>Working Team develop a textbook and materials in consultation with teachers and teacher trainers and the book is adopted by at least 25% of schools in the NE region.</p>	<p>Development of educational materials for 1-2 grade Mandatory selected education and 2 Teachers book</p> <p>Development of training materials for the workshop of 39 teachers</p> <p>Organization of 2 workshops with the participation of 39 teachers</p> <p>In addition participation in Matra funded project workshop and 63 teachers trained</p>	<p>Education materials approved by the Ministry of Education and Science</p> <p>To select a publisher and publishing of education materials</p>
<p>5. An operational NCE Network</p>	<p>Target audience use the network facilities</p>	<p>12 issues of Newsletter "Ecopolis" published with 600 copies each</p> <p>Web site developed</p>	<p>Editing, printing and disseminating monthly the bulletin</p> <p>Running a mailing list of BEEnet</p> <p>Operation of web site</p>
<p>6. Publicity for the project</p>	<p>Reports in newspapers, radio and other media mentioning the Darwin Initiative</p>	<p>2 presentations – one on the national conference organized by Matra project and one in the Environmental education conference in Lithuania</p> <p>2 articles in newspaper "Cherno more" and "Narodno delo"</p> <p>1 TV broadcast- MSAT-TV</p> <p>1 radio broadcast National radio "Horizont"</p>	<p>A press conference organized during the National conference "Education for sustainable development need partners"</p>

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.

Appendices

Appendix I - Poster

Appendix II – Photographs of the training

Appendix II – Newspaper articles.



2005 г., София:

Приета е програма за подкрепа на образованието за устойчиво развитие в България. Програмата е разработена от работна група, сформирана от представители на Министерството на образованието и науката, Министерството на околната среда и водите, научните среди, училищата и неправителствените организации.

Основни приоритети на програмата са:

- Изграждане на система от компетентности у младите хора;
- Интериграно разглеждане на експлоатеното, здравното, гражданското и икономическото образование;
- Разработване на обучителни програми, ориентирани към местното развитие;
- Разработване на нови учебни помагала и програми за квалификация на учителите;
- Изпълнение на проекти за оптимизиране на училищната среда;
- Създаване на мрежи за обмен на информация и опит и изграждане на партньорства

Програмата е създадена в рамките на следните проекти: "Поръчка на развитието на природозащитното образование в България", финансиран от Департамента по околната среда и земновисокопоселни дейности (Великобритания), изпълнен от Съвет за терени изследвания (Великобритания) и Фондация "Таня-инспекти" и "Екологично-образователен център за околната среда в България", финансиран от Програма MATEA на Кралство Холандия, изпълнен от Авиго - Служба по околната среда (Оландия), Саружене - "Първа нация" и Център за образование, култура и екология 21.



2005 - 2014 г:
Десетилетие, обявено от ООН, посветено на образованието за устойчиво развитие.

Образованието за устойчиво развитие визира един нов свят, в който всеки има възможността да се възползва от качествено образование и да изучава ценностите, поведението и начина на живот, необходими за постигане на положителна социална трансформация и изграждане на устойчиво бъдеще.



2005 г., Вилнюс (Литва):
Приета е стратегията за образование за устойчиво развитие, разработена от Икономическата комисия за Европа на ООН.

Стратегията насърчава включването във всички образователни системи на основните приоритети за устойчивото развитие, сред които са теми като преодоляване на бедността, опазване на мира, достъп до правораздаване, социална равнопоставеност, постигане на културно многообразие, силна икономика, добро здравеопазване, спазване принципите на демокрацията, развитие на гражданското общество и др.

Екологично образование:

- Разглежда екологичните проблеми като част от човешките дейности и въздействие върху околната среда;
- Разглежда проблемите на местно и/или международно ниво;
- Насочено е към опазване на околната среда и предотвратяване на замърсяванията;
- Желан резултат е постигане на „Добра околна среда“;
- Използва образователни програми и методики;
- Развива екологосъобразна ценност и отношение;
- Отговорност към опазването на околната среда;
- Визира поведението на „Еко-граждани“;

Образование за устойчиво развитие:

- Разглежда екологичните проблеми в зависимост от конфликта между различните човешки интереси - екологични, социално-културни и икономически;
- Разглежда проблемите на глобално ниво;
- Насочено е към постигане на устойчиво икономическо, екологично и социално развитие;
- Стречи се към достигане на добро качество на живот за днешните и бъдещите поколения;
- Предвижда оптимизиране на училищната окол-на среда;
- Развива изцяло нов системен поглед към околната среда;
- Отговорност към човешкото състояние и състоянието на екосистемите;
- Визира изцяло ново поведение - „нова цивилизация“;

Този плакат е част от създадените образователни материали по проект

„Подкрепа на природозащитното образование“

насочен към подкрепа на Националния план за опазване на биоразнообразието в България посредством въвеждане природозащитно образование в образователната система на страната.

Повече информация търсете на: www.time-foundation.org



**Appendix II – Photographs of the training
Education material - Workshop 1 and 2**



Education material – testing





Teacher Training





Обучават учители да преподават екология

Татина Младенова

Семинар за въвеждане на нови методи в преподаването на екология на най-малките ученици се провежда във Франския център във Варна. Организатор е Центърът за образование, култура и екология. Обучението, към което 38 начални учители от Добричка и Варненска област проявяват интерес, е по проект „Подкрепа за развитие на природозащитното образование в България“. Той е първият за страната и се финансира от Инициатива „Дарвин“ на департамента по околна среда и селскостопански дейности на правителството на Великобритания. „Дарвин“ осъществява около 30 проекта всяка година, но този е подчинен на образователни цели и създава възможност учителите да проявяват творчески подход в своята работа.

С мултимедийни средства преподавателите се запознават с новите образователни материали за I и II клас. Те са предназначени за задължително избираема подготовка по „Роден край“ и „Околен свят“. Заниманията се въвеждат в 25 училища в Североизточна България. Стремешът е да се провери реакцията на децата към новите образователни прийоми и учебните помагала, ориентирани към Европейската стратегия за образование и устойчиво развитие на Икономическата комисия на ООН.

Материалът в книжките е структуриран новаторски, а в Книгата на учителя са включени тестове, чрез които преподавателите могат да представят оценките си за полезността на помагалата и своя методика за разработване на отделните теми. Идеята е учениците от малки да започнат да възприемат природата не като абстракция, а в пряк досег и да осъзнават философията на природосъобразния начин на живот. По този начин се надгражда подготовката на децата не само в теоретичен, но приоритетно в практичен план, каза за в. „Черно море“ Петя Иванова, координатор на проекта.

Опитът за природозащитно образование, заимстван от Великобритания, е съобразен с условията у нас. Съдържанието на уроците е поднесено чрез забавни рисунки, предвидено е използване на интерактивни подходи в часовете. Обучението е насочено към игровия момент, въпросите и задачите са за индивидуална и групово работа.

С тази учебна програма се цели връзката между културата на поведение, хигиената на околната среда и здравето да се осъзнае и възприеме като начин на живот.

Новият образователен модел предстои да се тества с помощта на учителите, а работата се реализира в мрежа и се създава уебстраница за разширяване на комуникациите по екообразованието извън училищата.

Страницата подготви ОЛГА БОЕВА

Представиха академичен с

Варненският Медицински университет (МУ) „Проф. д-р Параскев Стоянов“ бе домакин на среща на представители на висшето образование от региона с експерти от националната агенция по програмите „Сократ“ и „Леонардо да Винчи“. Инициатор на събитието бе Центърът по евроинтеграция и международна

дейност Европ по двет обменн ти, спец както и з ние. Зор Кларесъ грама „Л солин Тс

Ученици направиха най-малките д

Ученици от IV ЕГ „Фредерик Жолио-Кюри“, изучаващи новия предмет „Християнски ценности и традиции“, и хората на гимназията организираха поселба за най-малките сиротни деца от дома за медико-социални грижи в кв. „Виница“. Идеята им, наречена „Да дарим любов“, е възникнала по време на разговорите в часовете по религия за смисъла на благотворителността и християнските ѝ измерения. Средношколците сами са събрали средства и подготвили подаръци, съобразени с възрастта на 180-те деца от социалното заведение, най-голямото от които е на 2 г. и 8 м, каза директорката на училището Веселина Тотева.

Проявата бе подкрепена от учителите, училищното настоятелство и храмовете „Св. Николай Чудотворец“, „Св. Атанасий“ във „Виница“ и катедралния „Св. Успение Богородично“.

Учениците подариха елха, играчки, торта на децата от дома. С по-големите апликираха картинки и рисуваха, изнесоха ко-



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Издадоха нови учебни помагала за подготовка по природозащита

Виолета ГУРНАКОВА

Образователни материали бяха презентирани на двудневния семинар за природозащитно образование в контекста на устойчивото развитие, проведен на 19 и 20 декември във Варненския технически университет. Учебните помагала са за ученици от I и II клас. Те дават възможност на учениците за ЗИП по модул "Околна среда". Помагалата са ориентирани към Европейската стратегия за образование за устойчиво развитие на Икономическата комисия на ООН. Семинарът е бил организиран в границите на проект "Подкрепа за развитие на природозащитното образование в България" и е финансиран от инициативата "Дар-

вин" на департамента по околна среда на Великобритания. Ежегодно инициативата подпомага около 30 проекта за околна среда и устойчиво развитие в света. За първа година инициативата стъпва в България. Проектът е подкрепен от МОН, Министерството на околната среда и водите (МОСВ) и посолството на Великобритания в България. Проектът цели да развие природозащитното образование в българските училища, както и квалификация на учители. За провеждането на семинара са съдействали регионалните инспектори на МОН във Варна и Добрич. Учебниците ще бъдат представени на началните училища още през настоящата учебна година.

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