

## *Darwin Initiative Annual Report*

### Important note:

**To be completed with reference to the Reporting Guidance Notes for Project Leaders – it is expected that this report will be about 10 pages in length, excluding annexes**

**Submission deadline 30 April 2008**

### Darwin Project Information

<b>Project Ref Number</b>	<b>14-052</b>
Project Title	Biodiversity Education and Action around the Caspian
Country(ies)	Iran, Azerbaijan, Russia, Kazakhstan and Turkmenistan
UK Contract Holder Institution	Field Studies Council
UK Partner Institution(s)	None
Host country Partner Institution(s)	Caspian Environment Programme (CEP) – Iran Caspian Institute for Environmental Services (SCIENSE) - Iran Regional Environment Centre Caucasus - Azerbaijan The Regional Environmental Centre for Central Asia (CAREC) – Kazakhstan Centre of Environmental Education of Astrakan – Russia Khazar State Nature Reserve - Turkmenistan
Darwin Grant Value	£154375
Start/End dates of Project	April 2005 – March 2009
Reporting period (1 Apr 200x to 31 Mar 200y) and annual report number (1,2,3..)	1 <sup>st</sup> April 2007 to 31 <sup>st</sup> March 2008
Project Leader Name	Dr. James Hindson
Project website	<a href="http://www.caspianseabiodiversity.org">www.caspianseabiodiversity.org</a>
Author(s), date	Dr James Hindson, April 2008

### 1. Project Background

Our project is a simple one. It seeks to address the need for high quality resources to support environmental and biodiversity education related to the Caspian Sea and to engage children and young people in monitoring that biodiversity. We are working with five partners, one in each of the Caspian countries and have produced a set of five posters on Caspian Biodiversity in five national languages. The final year of the project will see the production of simple identification keys



## 2. Project Partnerships

The main formal project partner listed in the proposal is the Caspian Environment Programme. However, the purpose of working with the CEP was to facilitate partnership with national NGOs in each country and it was never intended that there would be strong active partnership links with the CEP secretariat itself in Tehran. The CEP has undergone a number of changes over the past year. With the signing of the Caspian Convention the context for work in the region is now different with less emphasis on practical public participation interventions by the CEP. In addition there have been several changes of public participation officers. The main support given by the CEP was to facilitate the participation of the project at the launch of the Caspian Convention.

The partnerships with the national NGOs have developed positively over the year. This year has been more active in that all the partners have either run their workshops or are preparing for them and so there has been a higher level of contact. Having said that, we have not met as a team or undertaken any joint training and communication has been through email and skype. A joint meeting is planned for later this Autumn to prepare for the distribution of the wetland bird keys. The challenges as reported previously have been in the areas of communication and this has improved over the last year.

Each of the partners has different levels of links with the CBD focal point. It is very strong in Iran, but less strong in Kazakhstan and Russia. That said the workshops have supported the implementation of the CBD requirements in each of the partner countries and this has been reported to the to CBD focal points and to Ministries of Environment.

There has been little active cooperation with other Darwin projects in the region, except the Caspian Seal project – one of the local Iranian officers attended a recent Darwin Scholarship programme run by the FSC.

### 3. Project progress

The past year of the project has focused on the running of training courses for teachers using the posters and teachers materials that were printed and distributed during the year. The posters were printed in Iran and during the latter part of 2007 were distributed to Azerbaijan, Russia, Kazakhstan and Iran and workshops have been run in Azerbaijan, Russia and Kazakhstan. Workshops will be run over the next two months in Iran and Turkmenistan. Progress has also been made in developing the website ([www.caspianseabiodiversity.org](http://www.caspianseabiodiversity.org)) though the content has yet to be added to the site. The overall structure and framework for the key has been developed. Details are reported in following sections to avoid repetition.

#### 3.1 Progress in carrying out project activities.

**The project activities have been carried out in the manner planned but not the time planned for the reasons described below.**

1. *Transport of posters.* As mentioned in previous reports – the posters were designed and printed in Iran to reduce costs and enable us to print all five posters in each Caspian language. Whilst this process achieved a low cost of printing the cost of transporting the posters was substantially higher than estimated and there were significant issues associated with getting the posters across international borders. Despite the best efforts of all the partners and especially the international partners, CEP and CAREC, in providing documentation to enable the poster to cross borders without a duty being payable, it took around 6 months for the posters to be transported from Iran to all partner countries and the posters have still not been delivered to Turkmenistan.

2. *Approval of poster and teachers booklet content.* The posters and teachers handbook had to be approved in each of the partner countries. This process also took some time and delayed the shipping of the posters as partners were reluctant to accept the posters into the country before approval had been given. The approval process itself also brought its own problems. In Azerbaijan and Russia the Ministries of Education required additional changes to the posters which in both cases meant reprinting some of the posters.

As a result of the death of the Turkmen President, there has been a complete change in people at the Ministry of Education and the national project team is now different. Again, understandably, given the political context, the approval of the posters took some time but has now been given. This will require some words to be deleted from the posters.

These two sets of delays had a knock on effects in terms of the dates for workshops as described below.

#### 3. *Teachers Workshops*

In Azerbaijan, Russia and Kazakhstan, workshops have been run for teachers and photographs of the workshops are attached. In each country 25 teachers from 25 different schools were invited to the workshops. The teachers were a mix of biology, ecology and geography teachers with one or two teachers of Chemistry and English. The schools had previously been selected by the team leaders in each country. The workshops in Russia and Azerbaijan lasted one day and in Kazakhstan – two days. The team leader took the teachers through the content of each poster and introduced them to a range of activities from the teachers handbook. The teachers that attended the workshops will then cascade their learning to at least two other teachers in their schools to assist in the delivery of the project. In Azerbaijan the project leader has visited the schools this school year to support and assess progress. Other training days will be arranged.

4. *The Wetland Bird Key* – the final list of birds was agreed during the project year and with the assistance of the Regional Ramsar Centre for West and Central Asia and the Ramsar Focal Point in Iran, the illustrations for the birds have been sourced. The final text for the key is being developed and it will be produced in the Autumn.

5. *Website* – the overall structure of the website has been developed and over the next two months the birds key and data recording structure will be completed and the key uploaded together with other information about the project.

### **3.2 Progress towards Project Outputs.**

The outputs in the log frame are

*Communicating Biodiversity Training Programme established for education stakeholders teachers.* This output is built up during the project – towards the end of the project the training materials created during the project will be put together in a more structured format as a training programme. Between 30/50% completed.

- *Education programme and resources produced used by schools.* This output has been two thirds achieved through the posters and teachers hand book. The Wetland Birds Key to be produced this Autumn will complete this output.

*National and regional Schools and Community "Caspian Biodiversity Groups" and network established.* The schools have been identified in three of the five countries. When the website is launched and the key distributed then the schools will be able to communicate and function as a network. 30% completed

*System established for Schools and Community Biodiversity monitoring around the Caspian.* A simple system to monitor wetland birds has been developed and will be uploaded on the site at the same time as the birds key is uploaded.

- *Promotion of the project and best practise dissemination.* This is ongoing in each country.

### **3.3 Standard Measures**

**Table 1 Project Standard Output Measures**

Code No.	Description	Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Total to date	Total planned from application
6A 6B 6A 6B	15 - Development Team members – 20 days. 500 – Teachers - 6 days being trained plus coaching	DT – 15 x 5 days	DT – 15 x 5 days	T'cher – 300 x 3 days		DT – 15 x 10 T'cher – 300 x 3	15 x 20 500 x 6
7	DT Training Manual x 250 pages  5 posters x 1250 each (6000)	100 pages	5 x 1250			100 pgs  6000 posters	100/250  6000/6000
8	Training x 12 weeks	1 week	1 week			2 weeks	2/12
10	5 keys x 1000 copies					0	0/5000
12A	1 web site x 5 languages			1 site x Eng		1 site	1/5
14A 14B	Dissemination Seminar x 5 Conferences attended x 4 x 5 countries		1 conf x 5 c'ties	1 conf x 5 c'ties		0 2 Conf x 5 countries	0/5 10/20
15A	20 – national press releases 2 x 5 x 3	5	5	5		15	15/20
15B	75 – 5 x 5 x 3	0	10	20		30	30/75
15C	5 – FSC to national media	1	0	0		0	0/5
15D	5 – FSC to local media		1	1		3	3/5
16A	5 newsletter – as part of partner newsletters	1	2	2		5	5/5
17A	1- Network established			1		1	1/1
18A	5 – 1 in each Caspian country			1		1	1/5
18C	10 – 2 in each Caspian country			3		3	3/10
19A	10 – 2 in each Caspian country	3	0	2		5	5/10
19C	25 – 5 in each Caspian country	Nd				?	?/25
19D	2 – potentially 2 in Shropshire	0	0	0		0	0/0
20	5 x 1 computer	5				5	5/5
23	27000 GBP matching	5000	5000	5000		15000	15000/27000

**In Table 2, provide full details of all publications and material produced over the last year that can be publicly accessed, eg title, name of publisher, contact details, cost. Mark (\*) all publications and other material that you have included with this report.**

**Table 2 Publications**

Type *	Detail	Publishers	Available from	Cost £
(eg journals, manual, CDs)	(title, author, year)	(name, city)	(eg contact address, website)	
Posters A 1 size in Azeri (150) Russian (500) Kazakh (250) Farsi (250) Turkmen (150)	2007 Biodiversity Posters Author – Project Team Poster titles - What is	DGGraphix, Tehran, Iran	fscee@field-studies-council.org	£0

The figures refer to sets of 5 posters in each case.	Biodiversity?" "Why is Biodiversity important", "What are the threats to Caspian Biodiversity?" "What are the solutions?" "What about me - how can I help?"			
Teachers Handbook in Azeri Russian Kazakh Farsi Turkmen	2007 – Teachers Handbook Author – Project Team	The books for teachers were copied in each country by the project partners	fscee@field-studies-council.org	£0
Website	Caspian Biodiversity Website	Accipeter Design Tehran Iran		

### 3.4 Progress towards the project purpose and outcomes

The purpose of the project is to protect the biodiversity of the Caspian Sea through enhanced biodiversity education and action in schools and communities around the Caspian in the Islamic Republic of Iran, Azerbaijan, Russian Federation, Kazakhstan and Turkmenistan.

The specific objectives are to -

Increase teachers, school students and community knowledge of Caspian biodiversity within the context of sustainable development, stressing the importance of monitoring and how biodiversity can be protected.

Provide support for teachers in the form of programmes, training, teaching materials and a support network to integrate biodiversity learning into school programmes

Develop systems and resources to allow schools and communities to monitor and record Caspian biodiversity

We are making good progress towards the project purpose and outcomes, especially in term of increasing teachers, and school students knowledge of Caspian Biodiversity and providing resources to support teachers. We have made less progress on the development of community programmes and the development of monitoring systems – though we expect these to be developed this final year of the project.

### **3.5 Progress towards impact on biodiversity, sustainable use or equitable sharing of biodiversity benefits.**

This is almost impossible to assess in this project. We are building a greater knowledge and awareness of biodiversity from a very low level within most of the education systems and school structures around the Caspian Sea and although it is reasonable to expect that education improvements will bring behavioural changes – these are only going to be in the long term and will also be one of the factor that bring about those changes.

#### **Monitoring, evaluation and lessons**

This year has been another frustrating year in the project as a considerable amount of time was spent by the Project Manager working with the partners to get the posters from Iran into the different countries. This delay has led us to request an extension to 1<sup>st</sup> July 2009 to complete the project.

Having said that things are progressing and workshops have been run for teachers in three of the five countries. The project team leaders in each country provided short reports to the Project Manager when activities occur. In Azerbaijan, Russia and Kazakhstan the teams are now waiting for the production of the keys before the next activities. In the final year of the project we shall assess impact through a questionnaire to all schools and a sample of school students.

The main lesson that we have learnt from this year is that the keys for wetland bird identification are not going to be produced in Iran and shipped to each country – but they will be produced in country.

#### **4. Actions taken in response to previous reviews (if applicable)**

No specific action needed to be taken.

#### **5. Other comments on progress not covered elsewhere**

Most of the comments on the project have been made elsewhere.

#### **5. Sustainability**

The posters have been hugely well received in each of the countries where the workshops have been run and informal response from the project team leaders and other NGOs working in education have been very positive. In most of the schools the posters are prominently displayed and the feedback is that they are being used by teachers who are also using the suggested activities in the teachers' handbook. We have no doubt that they will continue to be used – they are some of the most colourful and attractive resources for schools on biodiversity in the region. Having said that there are still challenges in the project – One of the key achievements we have aimed at is the creation of a network of schools that monitor biodiversity and this has still not been achieved – though is planned for this coming final year of the project. The sustainability of the network when developed will depend very much on the enthusiasm of schools and how this can be created by the partners.

#### **6. Dissemination**

The members of the teams in each country have attended various conferences and events at which they have promoted the project but we have not yet organised any specific events in the partner countries.

#### **7. Project Expenditure**

**Please expand and complete Table 3.**

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

<b>Item</b>	<b>Budget (please indicate which document you refer to if other than your project application)</b>	<b>Expenditure</b>	<b>Balance</b>
Rent, rates, heating, overheads etc			
Office costs (eg postage, telephone, stationery)			
Travel and subsistence			
Printing			
Conferences, seminars, etc			
Capital items/equipment			
Others			
Salaries (specify)			
<b>TOTAL</b>			

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

- 8. OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum). This section may be used for publicity purposes**



## Annex 1 Report of progress and achievements against Logical Framework for Financial Year: 2007/08

Project summary	Measurable Indicators	Progress and Achievements April 2007 - March 2008	Actions required/planned for next period
<p><i>Goal: To draw on expertise relevant to biodiversity from within the United Kingdom to work with local partners in countries rich in biodiversity but constrained in resources to achieve</i></p> <p><i>The conservation of biological diversity,</i></p> <p><i>The sustainable use of its components, and</i></p> <p><i>The fair and equitable sharing of the benefits arising out of the utilisation of genetic resources</i></p>			<i>(do not fill not applicable)</i>
<p>Purpose</p> <p>The Biodiversity of the Caspian Sea protected through enhanced Biodiversity education and action in schools and communities around the Caspian.</p>	<p>Improved biodiversity of the Caspian Sea. Evidence of improved teaching and learning in schools about Caspian Biodiversity (yr2)</p> <p>Biodiversity monitoring key and system functioning (by yr 3)</p> <p>Participation of schools and communities in biodiversity monitoring and protection (by yr 3)</p>	No measurable progress yet to report	See below
Outputs		All indicators for the outputs are appropriate and have not been changed	
Output 1	A Development Team trained - 5 from 5 participating countries;	(report general progress and appropriateness of indicator)	

<p>Communicating Biodiversity Training Programme established for education stakeholders teachers</p>	<p>training handbook and training course produced</p> <p>500 teachers trained - an average of 100 in each of the 5 participating countries. Training materials produced.</p> <p>All by Yr 2.</p>	<p>Progress</p> <p>Development Team largely trained.</p> <p>Around 300 teachers trained in three countries.</p> <p><u>Key Actions for next year</u></p> <p>Training materials to be gathered together into a handbook. Completion of DT training at a team meeting in the final year. Completion of training for teachers.</p>
<p>Output 2</p> <p>Education programme and resources produced used by schools.</p>	<p>A set of five posters produced in each national language and 1250 sets (6000 posters) distributed to all coastal schools. Teachers guide containing an education programme produced. All by Yr 2</p>	<p>Progress</p> <p>All posters and teachers handbooks produced.</p> <p><u>Key Actions for next year</u></p> <p>Production of biodiversity key (wetland birds).</p>
<p>Output 3</p> <p>National and regional Schools and Community "Caspian Biodiversity Groups" and network established</p>	<p>75 Groups established and Network created; 1 content-managed web site created. Network activities undertaken. By end Yr 2</p>	<p>Progress</p> <p>No formal groups established yet – though informal groups in schools.</p> <p><u>Key Actions for next year</u></p> <p>Formal groups to be established in project schools as a result of training linked to the distribution of the biodiversity keys.</p>
<p>Output 4</p> <p>System established for Schools and Community Biodiversity monitoring around the Caspian.</p>	<p>Biodiversity monitoring system developed and used by Groups; 1 multi species identification key developed and used by Groups. By yr 3</p>	<p>Progress</p> <p>System being developed alongside the development of the website and the key development started.</p> <p><u>Key Actions for next year</u></p> <p>Completion of the website and key.</p>
<p>Output 5</p>	<p>100 Press releases, 5 newsletters, 15 Television and 35 radio</p>	<p>Progress</p>

Promotion of the project and best practise dissemination	broadcasts, 5 dissemination seminars	Local press releases issued. <u>Key actions for next year</u> Further media coverage and dissemination seminar.
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<b>Activities</b>	(report completed or progress on activities that contribute toward achieving this output), and what will be carried out in the next period
Training	<p><b>This year</b> – Training teachers on biodiversity, student centred learning and the use of the posters in three countries.</p> <p><b>Next year</b> – Training teachers and communities on biodiversity monitoring and use of the key in five countries. Training of teachers on posters in two countries.</p>
Resource Development	<b>This year and next year</b> – Development of Biodiversity Key and monitoring guidelines, creation of recording and data base content managed website.
Biodiversity Education in Schools	<p><b>This year</b> – In three countries teachers have the posters and are using them with school students.</p> <p><b>Planning for next year</b> – Ongoing use of programme and posters in three countries. Starting using posters and programmes in two countries. Use of the wetland bird key.</p>
Networking	<p><b>This year</b> – Networking has taken place between schools in each country but not yet between countries – an active website is needed for this.</p> <p><b>Planning for next year</b> – At least 100 schools will take part in the network, monitoring wetland bird biodiversity and recording this on the website.</p>
Biodiversity Monitoring and Recording	<b>Next year</b> – Schools and community groups undertake monitoring and recording using the wetland bird key.
Publicising our Activities	<b>This year</b> – Largely newspaper coverage of workshop activities.

	<b>Next year</b> – More media coverage of school monitoring and further workshops, completion of the website and other promotional materials. Final dissemination events in each country.
Monitoring and Evaluation	<b>This year</b> – Reports by project leaders, visits to schools after the workshop by the project leaders. Reports to Darwin.

## Annex 2 Project's full current logframe

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p>Goal:</p> <p>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"> <li>• the conservation of biological diversity,</li> <li>• the sustainable use of its components, and</li> <li>• the fair and equitable sharing of benefits arising out of the utilisation of genetic resources</li> </ul>			
<p>Purpose</p> <p>The Biodiversity of the Caspian Sea protected through enhanced Biodiversity education and action in schools and communities around the Caspian.</p>	<p>Improved biodiversity of the Caspian Sea. Evidence of improved teaching and learning in schools about Caspian Biodiversity (yr2)</p> <p>Biodiversity monitoring key and system functioning (by yr 3)</p> <p>Participation of schools and communities in biodiversity monitoring and protection (by yr 3)</p>	<p>Reports from the Ministry of Education and Ministry of Environment in each country - and Reports from the Caspian Environment Programme (CEP). Project Reports.</p>	<p>Government support for and commitment to implementation of the education and participation components of SAP and NCAP remains high in all countries.</p>

Outputs			
<p>Communicating Biodiversity Training Programme established for education stakeholders teachers</p>	<p>A Development Team trained - 5 from 5 participating countries; training handbook and training course produced</p> <p>500 teachers trained - an average of 100 in each of the 5 participating countries. Training materials produced.</p> <p>All by Yr 2.</p>	<p>Training Course Reports and participants attendance records, course reviews.</p> <p>Training programme in five countries produced by Development team</p>	<p>That key people can be identified as Development Team members and once trained that they will remain in appropriate positions to allow the continuation of the project outcomes.</p> <p>That teachers will be released to attend training and will be able to implement training</p>
<p>Education programme and resources produced used by schools.</p>	<p>A set of five posters produced in each national language and 1250 sets (6000 posters) distributed to all coastal schools. Teachers guide containing an education programme produced. All by Yr 2</p>	<p>Pre and post project surveys in schools.</p> <p>MPPA and DT review Reports</p> <p>Copies of all materials sent to all schools and to the Darwin Initiative.</p> <p>School records.</p>	<p>That the schools will be able to use the resources and that the Education Systems will not put barriers in the way of dissemination or use.</p>
<p>National and regional Schools and Community "Caspian Biodiversity Groups" and network established</p>	<p>75 Groups established and Network created; 1 content-managed web site created. Network activities undertaken. By end Yr 2</p>	<p>Number of groups and network membership; number of web site hits; participation in putting materials on the web site; participation in</p>	<p>Schools are willing to participate in the Groups and Network.</p>

		network activities.	
System established for Schools and Community Biodiversity monitoring around the Caspian.	Biodiversity monitoring system developed and used by Groups; 1 multi species identification key developed and used by Groups. By yr 3	Monitoring data entered on the web site. Web site hits recorded. Biodiversity Analysis presented to Ministries of Environment	That young people and communities are motivated and able to undertake simple biodiversity monitoring and
Promotion of the project and best practise dissemination	100 Press releases, 5 newsletters, 15 Television and 35 radio broadcasts, 5 dissemination seminars	Copies of all publications, recordings and conference presentations sent to Darwin Initiative	We can create an interest in the media to report our project.
Activities	Activity Milestones (Summary of Project Implementation Timetable)		
Training	<p><u>Yr 1</u> - Project Planning with project partners to clarify and confirm project process, outputs and impact. Development of Training Courses by FSC and local partners; training Development Team (DT) on student centred learning, biodiversity education, as trainers.</p> <p><u>Yr 2</u> - training DT on development of biodiversity keys and content managed web sites. Training teachers on biodiversity, student centred learning and the use of the posters;</p> <p><u>Yr 3</u> - training teachers and communities on biodiversity monitoring.</p>		
Resource Development	<p><u>Yr 1</u> - development of posters and teachers handbook;</p> <p><u>Yr 2</u> - development of Biodiversity Key and monitoring guidelines, creation of recording and data base content managed web site.</p>		



Biodiversity Education in Schools	<p><u>Yr 2</u> - teachers use programmes and posters in schools;</p> <p><u>Yr 3</u> ongoing use of programme and posters</p>
Networking	<p><u>Yr 2</u> - invitation to 100 schools and communities to establish Biodiversity Monitoring Groups and join the Network, schools join network and sign contract, development of network activities; on going use of the network.</p>
Biodiversity Monitoring and recording	<p><u>Yr 1</u> - review of the current status of community biodiversity monitoring;</p> <p><u>End Yr 2 and Yr 3</u> - schools and community groups undertake monitoring and recording.</p>
Publicising our activities	<p><u>Throughout</u> - production of pages for partners Web Sites; production of newsletters (2 a year); regular press releases, radio, television and newspaper publicity (at least 100 over the project period) attendance at dissemination events.</p> <p><u>Yr 3</u> - Project dissemination activities.</p>
Monitoring and Evaluation	<p><u>Yr 1</u> - Baseline questionnaire.</p> <p><u>Yr 2</u> visits from DT and MPPAs to schools;</p> <p><u>Yr 3</u> Visits of DT and MPPAs to schools so support both teaching and monitoring of biodiversity; repeat of the questionnaire to evaluate impact.</p>

## Annex 3 Onwards – supplementary material (optional)

### Teachers Workshop in Baku

**Programme of the workshop “Information and methodological manual for teachers to support the educational posters on Caspian biodiversity”**

**Baku, 6 December, 2007.**

10.00- 10.10	Introduction - Ç.Allahverdiyev - Project Coordinator in Azerbaijan
10.10 - 11-30	Expert – L.Dadashova:  The review of a state of a the biological variety in the Azerbaijan sector of Caspian sea.  What is Biodiversity and Why is it Important.  Education to sustainable development and a biological variety at modern school.
11.30 - 11-45	Coffee - break
11-45 - 13-00	Education for sustainable development and conservation of biodiversity in modern school  Teaching and Learning Methodology.  Poster 1. What is Biodiversity and Why is it Important.
13-00 - 13-45	Lunch
13-45 - 16-00	Poster 2. How does biodiversity work?  Poster 3. The state of Caspian biodiversity
16-00 - 16-15	Coffee - break
16-15 - 17-30	Poster 4. What's causing biodiversity problems?  Poster 5. How can we help to save Biodiversity?
17-30 - 17-40	Last word - Director the Center of ecological education of the Ministry of Education
17-40 – 18-00	Presentation of the book of Cand.Biol.Sci. of the Academy of sciences of Azerbaijan, director of institute of zoology of mr.Ilyas Babayev
18-30	Supper

## **The report about a seminar on use of posters on a biodiversity. Baku, on December, 6, 2007**

The seminar has been carried out together with the Center of Ecological education of the Ministry of Education of the Azerbaijan republic.

At a seminar there were teachers from 12 schools of cities Baku, Sumgait, Khachmaz and Lenkoran:

Maya Hadjiyeva	school № 194,	city Baku
Sanubar Mehraliyva	school № 254,	city Baku
Naiba Nabiyeva	school № 220,	city Baku
Gulafet Nasibova	school № 294,	city Baku
Rafiga Abbasova	school № 5,	city of Sumgait
Huru Zeynalova	school № 30,	city of Sumgait
Vugar Nazarli	the school of	village Goyshaban, Lenkoran region
Ilgar Qurbanov	the school of	village Xanbulan, Lenkoran region
Nabi Khankishiev	the school of	village Shirinsu, Lenkoran region
Nabiulla Abdullayev	the school of	village Nabran, Khachmaz region
Javid Teymurov	the school of	village Niyazabad, Khachmaz region
Firuz Agamirzayev	the school of	village Uzunoba, Khachmaz region

Training was spent the expert of the Ministry of Education by madam Lalah Dadasheva.

In work of a seminar participated mr. And Shukurov - director of the Center of Ecological education of the Ministry of Education of the Azerbaijan republic and mr. Ilyas Babayev - Cand.Biol.Sci. of the Academy of sciences of Azerbaijan, director of institute of zoology. Mister Ilyas Babayev has presented the new book «Waterfowl in Azerbaijan sector of the Caspian sea».

Work of a seminar has been started at 10 o'clock and executed according to enclosed program. Participants of a seminar have shown the big interest to a theme of a biological variety. They have positively estimated posters. Brightness and beauty of these posters have been especially marked. It will pull to them attention of pupils.

During a seminar was many questions on which have been given exhaustive answers.

Occupations with posters at schools will begin in January 2008.

After the ending of a seminar all participants have received a full set of posters with the Manual on training.

At the end of a seminar mister A.Shukerov has expressed gratitude to FSC for realization of the project.

**Photos of a seminar**







**Photograph of Workshop in Astrakan**



### *Checklist for submission*

	Check
Is the report less than 5MB? <b>If so, please email to <a href="mailto:Darwin-Projects@ectf-ed.org.uk">Darwin-Projects@ectf-ed.org.uk</a> putting the project number in the Subject line.</b>	✓
Is your report more than 5MB? <b>If so, please advise <a href="mailto:Darwin-Projects@ectf-ed.org.uk">Darwin-Projects@ectf-ed.org.uk</a> that the report will be send by post on CD, putting the project number in the Subject line.</b>	
Do you have hard copies of material you want to submit with the report? <b>If so, please make this clear in the covering email and ensure all material is marked with the project number.</b>	
<b>Have you completed the Project Expenditure table?</b>	✓
<b>Do not include claim forms or communications for Defra with this report.</b>	