Darwin Initiative for the Survival of Species

Final Report

1. Darwin Project Information

Project title	Ziva Priroda Schools & Communities Monitoring and Protecting Biodiversity in Slovakia
Country	Slovakia
Contractor	Field Studies Council
Project Reference No.	162/9/007
Grant Value	£129520
Staring/Finishing dates	June 2000 – April 2003

2. Project Background/Rationale

The project was delivered by the Slovak Agency for the Protection of the Environment (SAZP) working in partnership with the Field Studies Council (FSC). The project was implemented throughout Slovakia.

Slovakia has a rich biodiversity which is under threat from a number of directions, most of which are associated with economic development. The key threats come from changing agricultural management practises, an increase in tourism and urbanisation. It is likely that all these pressures will increase in the future. Unless further economic development can be put within the framework of sustainable development then the environment of Slovakia is likely to become further degraded. Education plays a critical role in environmental protection and this project was designed to address the need for a more strategic, national and effective approach to biodiversity education in the country

The need for this project was identified through work with FSC partners in Slovakia and ongoing discussions with ecologists and environmental educators at the University of Matej Bel in Banska Bystrica and SAZP. These discussions were supported by the recommendations made in a regional Environmental Management Plan for Slovakia.

3. Project Summary

The main goals of the project were to increase awareness, knowledge, understanding and protection of biodiversity in Slovakia through involving school students, families and communities in monitoring biodiversity and creating a series of national biodiversity databases and undertaking small scale biodiversity conservation projects so that the rich biodiversity of Slovakia will be more valued, understood and protected.

The specific objectives of the project were:

- To train a Development Team of 10 environmental educators and scientists in Slovakia to:-
    - Understand the importance of biodiversity education
    - Understand how to communicate biodiversity issues effectively to schools, families and communities.
    - Design programmes of activities to teach biodiversity to schools and communities
    - Develop identification keys and biodiversity resources for children and communities
    - Develop skills to devise and manage practical schools and community based biodiversity monitoring projects
    - Develop active educational materials related to biodiversity
    - Develop skills in working with local communities on biodiversity.
- To enable schools and local communities to understand the importance of biodiversity in Slovakia
- To give schools and local communities the skills to be able to record and monitor their local biodiversity
- To give schools and local communities the skills, confidence and support necessary for achieving biodiversity conservation
- To strengthen and support effective biodiversity education in the formal and informal education systems in Slovakia
- To enable schools and communities to be able to contribute towards a community based national biodiversity database
- To create successful working partnerships between SAZP, Schools and Communities

The outputs to the project were stated as:-

- 1000 sets of Biodiversity Monitoring Kits for use by schools, NGOs, Youth and Community Groups
- A national database of up to 10 key indicator species of Biodiversity and environmental quality
- At least 100 small-scale projects aimed at biodiversity conservation
- Trained Teachers in at least 500 schools in Slovakia
- Training materials for the training team and School Teachers
- International Dissemination Workshop
- The schools and communities will be expected to raise funding for their local biodiversity projects and the project as a whole raise funding for the prize.

The application procedure for this round of projects did not require a logical framework.

The original objectives as stated above were mot modified during the project.

The project focused on Article 7 (Identification and Monitoring) and Article 13 (Public Education and Awareness).

The project was successful in meeting all the stated objectives with the only partial achievement being in the area of community involvement. On the other hand the project has achieved more than planned in the way of publications and the creation of an active network of schools involved in biodiversity conservation.

4. Scientific, Training, and Technical Assessment

A key element of the project was training activities. Training activities were undertaken firstly for the Development Team, and then for the teachers and others who led the Biodiversity Groups in schools.

The Development Team were selected by SAZP and included two members of the Environment Education section of SAZP, together with local teachers and ecologists from both SAZP and the University of Matjek Bel in Banska Bystrica. The team were selected according to the criteria developed by the FSC and the Project Manager in SAZP and focused mainly on their scientific expertise on the one hand, and their ability to work with schools effectively on the other. The main training for the Development Team took place in the first year of the project in the UK and was developed by the FSC. This focused on skills needed to develop the identification keys that were going to form the foundation of the project. Training related to other objectives of the project was covered by FSC trainers through short courses in Slovakia for selected members of the Team with responsibilities for different parts of the project. The training was not assessed or accredited.

There were two phases of teacher training. The first was provided to all the schools and groups that applied to take part in the project. This training focused on supporting the teaching biodiversity in schools, putting groups together with technical support to reliably monitor biodiversity using the keys that were produced by the project. The second phase of training took place to support the small scale projects. Teachers were given the opportunity to attend workshops deigned to help them identify and structure a small scale biodiversity conservation project.

5. Project Impacts

The main goals of the project were:-

<u>To increase awareness, knowledge, understanding and protection of biodiversity in Slovakia</u> - questionnaires were sent to the schools that took part in the monitoring part of the project and the analysis revealed that the project had developed significant increases in awareness.

<u>Through involving school students, families and communities in monitoring biodiversity</u> - 744 groups took part in the biodiversity monitoring part of the project of which over 500 returned acceptable data to SAZP.

Creating a series of national biodiversity databases - a biodiversity database has been created using the data collected by over 500 school and youth groups that submitted data. This is available as a CD Rom.

Undertaking smallscale biodiversity conservation projects so that the rich biodiversity of Slovakia will be more valued, understood and protected - 102 groups took part in the small scale projects and 68 submitted projects for the award.

We consider that the project has achieved its goal.

The project was successful in supporting Slovakia in meeting its obligations under the Biodiversity Convention, especially in the area of public awareness and education. We calculate that over 7500 school students directly participated in the project with many more having an indirect involvement and more again knowing about the project through the widespread publicity. Nearly 10% of schools in the country took part. The outcomes of the project were mentioned in the 2002 State of the Environment Report for Slovakia. To ensure the continuation of the project the Slovak Agency has requested that Ziva Priroda has a separate budget line within the Environmental Education Department.

We believe that we have built long term capacity to undertake biodiversity education, especially in SAZP, through the members of the Development Team. Although the table below indicates that there have been career movements from the Team, one of the leading members, Tomas Kizek remains a key member of the SAZP Environmental Education team. The evidence is that other members have used their Ziva Priroda training in their current positions. Overall the capacity of SAZP and other institutions has been strengthened to undertake Biodiversity education projects.

Name	**Position when the project started**	**Present position**	**Using Darwin experience in the current position**
The Slovak Environmental Agency			
Tomáš Kizek	Specialist in environmental education (zoologist)	Specialist in environmental education (zoologist)	Training of teachers, preparation of materials concern to biodiversity protection, organisation of activities that lead to biodiversity protection
Dagmar Rajčanová	Director of the Centre of Environmental Education and Promotion	Director of the Centre of Environmental Education and Promotion	Organisation of activities that lead to biodiversity protection
Radoslava Kanianska	Chief of the Department of the environmental education	Environmentalist - specialist	Using of Darwin experience in field of soil biodiversity and agriculture
Slvomíra Vogelová	Specialist in environmental education	Specialist in environmental education	Training of teachers, preparation of materials concern to biodiversity protection
Janka Šutková	Specialist informatics (GIS)	Specialist informatics (GIS)	
Alena Kostúriková	Journalist	Journalist	

Vladimír Vlček	Specialist informatics	Specialist informatics	
The Matej Bell University			
Izabela Háberová	Senior University Teacher (environmetnal education, botany)	Senior University Teacher (environmetnal education, botany)	Using of Darwin experience in practical activities with university students
Jozef Šteffek	Senior University Teacher (environmetnal education, zoology)	Senior University Teacher (environmetnal education, zoology)	Using of Darwin experience in practical activities with university students
Ingrid Turisová	Junior University Teacher (environmetnal education, botany)	Junior University Teacher (environmetnal education, botany)	Using of Darwin experience in practical activities with university students
Elena Martincová	Specialist botanics (The Central Slovakia Museum)	Junior University Teacher (environmetnal education, botany)	Using of Darwin experience like junior university teacher of didactic in botany
The State Nature Protection			
Peter Urban	Specialist zoologist	Director of the Centre of Nature Protection	Using of Darwin experience in environmental education that creates an important part of activities in Centre of Nature Protection
Vladimír Slobodník	Specialist zoologist	Specialist zoologist	Using of Darwin experience in environmental education in Protected Landscape Area Vtáčnik
Adalbert Mezei	Specialist in environmental education in National Parks	Specialist in environmental education in National Parks	Using of Darwin experience in practical activities with National Parks visitors

The FSC has had a close collaboration with SAZP through this project and has extended this partnership to other projects. In particular the FSC has worked with SAZP to support the development of the network of environmental education centres the Agency has established. This latter project, supported by The British Council, has given added value to Ziva Priroda, especially in the development of activities for use by teachers in schools.

The project has not really developed a large number of links with civil society groups in any formal sense. The small-scale biodiversity conservation projects did involve local communities - and in many cases schools worked in partnership with NGOs. Living Nature groups worked with NGOs in phase of preparation and realisation of small-scale ecological projects. Living Nature groups also cooperated with state organisations. Partners were specialist from State Nature Protection – from National Parks, Protected Landscape Areas, from ZOO, Free Time Centre. The cooperation between NGOs dealing with environmental education and SEA was established.

6. Project Outputs

The project almost fully met the ambitious output targets.

We worked with 744 schools rather than the 1000 we planned and 141 schools applied to take part in the small-scale project phase rather than the 100 planned. It should be noted that although the number of participating schools was lower during the monitoring phase, the quality

of schools work exceed expectations. Monitoring of the schools biodiversity work during the project indicated a high level of accuracy in data collection. The project team were satisfied with the level of response from schools, especially bearing in mind that the project meant additional work for teachers. 68 schools submitted their small-scale projects - fewer than the 141 who registered. This was probably a result of the fact that teachers were given a list of project themes to select from rather than the usual free choice. It should be noted that around 20 of the projects involved direct protection of a species - including one from a Bat Group that has successfully protected a rare species of bat in one area of the country.

The team were pleased with the published outputs of the project that exceeded planned outputs. Three keys were produced that allowed students to investigate plants and animals of three ecosystems. Together the keys allow students to identify over 100 species - more than the 10 planned. The project also produced two handbooks for teachers - one for supporting the biodiversity surveys and another for supporting the small-scale projects. The results of the Biodiversity survey were produced as a poster and on an interactive CD, and a further CD will be produced in the near future detailing all the species of plants and animals school students are likely to see. For birds the CD includes bird song.

The Development Team of ten was successfully trained and the number of teachers trained exceeded the numbers planned. This was because we had not anticipated that all the schools taking part in the project would send a teacher to the training events held throughout the country.

The International Dissemination Workshop was not held in the format originally envisaged. Instead this was delivered within the framework of the Envirofilm Festival. This allowed the project to gain a higher profile with both teachers from Slovakia who took part in a special training event linked to the festival and, the international environmental education audience.

The Project Team were pleased with the level of publicity achieved. This is detailed in Appendix II but it should be noted that the newsletter we planned was not published separately, but included as an insert in the SAZP regular magazine. This is sent to all schools as well as being available to SAZP staff and other government departments. It has a wide circulation of 3 500 pieces. The project team were also pleased with the attention given to the project by the Minister of Environment who spoke at both the launch of the Project and the launch of the Survey Results.

Finally, the project achieved significant results in terms of matching funding, especially during the first year when the Slovak Gas Industry and North Slovak Paper Mill in Ružomberok supported the production of a variety of materials to be distributed to schools with the keys.

The project outcomes have been disseminated in a number of ways:-

- The project is featured the FSC and SAZP websites
- The project was mentioned in the 2002 State of the Environment Report for Slovakia
- A regular project newsletter Living Nature Newsletter with circulation 500 pieces was prepared and circulated with the SAZP magazine.
- The project was featured during the launch of the new Darwin funding in 2002.

- The project held an end of project workshop within the Envirofilm Festival attended by Slovak teachers and international representatives.

7. Project Expenditure

To follow

- Tabulate grant expenditure using the categories in the original application
- Highlight agreed changes to the budget
- Explain any variation in expenditure where this is +/- 10% of the budget

8.Project Operation and Partnerships:

The only formal local partner was the Slovak Environmental Protection Agency - although some members of the Development Team were drawn from the University of Majek Bel.

The FSC worked in partnership with SAZP, and provided overall project management and monitoring. The project itself was developed together with SAZP after a number of face to face meetings to go through the proposal. The SAZP is an experienced organisation with a good track record of delivering successful projects and so after the initial training in the development of simple to use community based keys, FSC support was largely through informal coaching and mentoring and monitoring, working directly with the projects coordinators at SAZP. The FSC maintained a "delegation" style of management - and this style was intended from the start of the project. There were no changes in management style during the project.

There was informal collaboration with other projects within Slovakia, with the project dealing with the monitoring of Black Stork in Slovakia. There was cooperation with the Ministry of Environment – Department for Public Relations

The Schools that took part in the project continue to use the keys and other resources and most of those that participated in the small-scale biodiversity conservation projects are continuing to engage in some activity. The network of 500 active schools will form the majority of schools taking part in the next survey to take place in 2004, and other schools will also be invited to the network.

9. Monitoring and Evaluation, Lesson learning

The strategy for monitoring and evaluation involved regular reporting by SAZP and regular visits of the FSC to SAZP. The FSC undertook 9 visits to Slovakia over the course of the project to support the Agency in the delivery and monitoring. Monitoring processes consisted of discussions of achievements in relation to the goals of the project and visits to schools and groups taking part in the project. In addition SAZP monitored the work of schools especially in two areas. Firstly, in terms of checking the accuracy of their biodiversity data and secondly, in terms of supporting them in their small-scale projects. In terms of the first, members of the Team visited a sample of schools to check that they had accurately recorded the species to the level required by the project and the species listed in the keys. They found that in around 90-95% of cases recording was done accurately.

The project collected data in relation to an enhanced understanding of biodiversity which

demonstrated that the project had achieved this aim. Before the Ziva Priroda project, other SAZP education projects had worked with much smaller numbers of school. The largest number of schools involved in any project was Enviroproject, which attracted around 100 entries each year.

The Ziva Priroda project therefore has really assisted the SAZP in reaching a much larger number of schools, with well over 10% of schools taking an active part in the project through returning data and nearly 15% taking part in the project overall. This is a significant achievement and exceeds the proportion of schools taking part in UK based projects such as RiverWatch - possibly Britain's most successful environmental education project in terms of participation. Details of the project achievements against the outputs have already been described.

Although there has been no external evaluation of the project, internal evaluation has been systematic. This focused on questionnaires to participating schools in the monitoring phase to assess increases in knowledge and understanding of biodiversity, and review and evaluation discussions with the Project Team for the second phases of the project. The results of this questionnaire were provided in an earlier Progress Report. The Project Team did not consider that a more formal evaluation was needed and that the project results "speak for themselves".

The main learning from the project has been that it is possible to organise a large-scale national network of schools to successfully engage in Biodiversity monitoring.

There was initially some doubt amongst the scientific community that school students and young people would be able to monitor biodiversity with a sufficient degree of accuracy for the results to be valid and useful. This doubt was proved wrong. Secondly from the education team there was some concern that not enough schools would be interested in joining the project. Previous projects had attracted up to 100 or so schools at the most whereas Ziva Priroda attracted nearly 750 to take part. The scale of interest surprised SAZP and again the doubt was proved wrong. Most environmental projects organised by SAZP before Ziva Priroda usually had very broad goals and focused on environmental competitions. Ziva Priroda was different in so many ways. There was no competitive element, it focused on a specific scientific goal, it was supported by well produced resources and teacher training, and gave school students the opportunity to be real scientists and contribute to a national database. The project has set the pattern for other educational initiatives within SAZP and is an approach well worth sharing more widely at a European level. The concept of schools biodiversity monitoring might even be one that could be applied to species at European scale.

Once again, the FSC would like to recommend to the Darwin Initiative a number of developments that could be considered. The first is that the Darwin Initiative creates a flexible small grants initiative within the framework of the overall programme. Such a programme would be open to current grantees to pursue opportunities that arise within a project that had not been planned within the original budget.

10. Darwin Identity

The name and logo of the project were featured prominently on all the publications, publicity information and other items produced by the project. We also made attempts to ensure that the media mentioned the Darwin Initiative in reporting.

We have not undertaken specific evaluation of how well the Darwin name and identity is understood however. At a government level the appropriate officers in the Ministry of Environment, and including the Minister himself, are aware of the project and that it is funded by the Darwin Initiative. The Ministry of Education Staff have been informed about the project but are probably less familiar with the project and the funding agency. We are confident that all the staff of SAZP should be aware of the project Darwin project with at least 50% being able to recognise the involvement of the Darwin Initiative. In terms of teachers, those participating in the project should be aware of the funding source.

A description of the Darwin Initiative was featured in the information and publicity about the project. There was a summary about the Initiative in the initial information sent to schools and a more lengthy feature in the first newsletter. We are confident that a high proportion of people involved in the project are aware of the funding source and general goal to support biodiversity. We would be less confident that they were aware of the detailed goals of the scheme.

The project was a separate project with a unique identity and this is one of the success factors of the project. The name and logo Ziva Priroda were both excellently designed and the project has managed to successfully create a "project identity". The schools that took part in the project were all proud to be "Ziva Prioroda" schools and have a "Ziva Priroda" identity. This is a significant achievement especially as the Environmental Education section of SAZP have other education projects that have specific identities. Ziva Priroda however was the largest environmental education project that SAZP has managed, and the largest programme that has taken place in the country. It has been the most successful for SAZP both in terms of achievements and numbers of students involved. The Darwin input was acknowledged through the logo being on all publications together with all other items produced by the project including certificates and T shirts.

11. Leverage

During the project funding was obtained from a variety of sources. This significant level of funding is detailed below. The small-scale projects also achieved additional funding, but it has proved difficult to get financial information from them. Only three of the projects have provided budgets! However, only 20% of the projects requested funding from SAZP and this is an indication of either lack of need for finances to undertake a project or the fact that additional funding had been gained from another source.

Name	Sum	Description
Slovak Gas Industry	1 800 000,-. Sk	Rulers with magnifying glass, Writing pads, Pencils, T-shirts, Education handbooks "Home ecologist", Paper bags for all participants of I. stage of the project
North Slovak Paper Mill in Ružomberok	20 000,- Sk	Preparation of CD Sounds of Nature
Slovak Environmental Agency	308 000,- Sk	Preparation of multimedia CD Detective in Nature Poster of endanger species of plants and animals

SAZP is well equipped to be able to apply for funding from a range of donors and has a remit to raise a proportion of its income from external sources, and obtained the additional funding for the project listed above without the aid of the FSC. FSC and SAZP did make several applications to external funding sources to fund a larger scale international conference on Biodiversity Education at the end of the project than had been envisaged by the original budget. However none of these applications were successful.

As stated elsewhere in this report, SAZP is a long term partner for FSC in Slovakia and other project applications have been made to allow us to continue this partnership.

12. Sustainability and Legacy

A number of key elements of the project will endure:

- The people who have been trained, and especially those working for SAZP, are continuing to use the learning from their training in the work that they do. The evidence also suggests that teachers who took part in the monitoring are continuing to use the keys and teaching materials.
- The keys and resources. These have a usable life of around five years. Although no firm plans have been made it is likely that SAZP will either reprint the keys or develop new editions. The Project Leader is committed to biodiversity education and sees the keys as an excellent way of motivating school students to become practically involved in biodiversity conservation.
- The network of around 500 schools who returned data will continue to be supported by SAZP. They will be invited to take part in other education activities of SAZP.
- The system of using school students and local community groups to monitor biodiversity will also be continued by SAZP. It is planned that the survey will be repeated in 2004, and after that, it will become a regular once every three years survey undertaken by SAZP.

The FSC and SAZP are currently working together on another project supported by The British Council, and have made an application to an EU fund to work with disabled young people in the environment.

The Environmental Education Department of SAZP has made a request to the Ministry of Education that the Ziva Priroda Project is given a specific budget line in the SAZP budget. This will enable the SAZP to continue to work with the network of schools they have established and to repeat the biodiversity survey in 2004. If this request is not successful then some of the activities such as a the newsletter and other information to schools can continue funded by other budget lines and commercial sponsorship sought. The SAZP made a commitment to repeat the biodiversity monitoring at the start of the project.

13. Value for money

The project team considers that the project is excellent value for money. The total value of the project was £129250. The project has directly had an impact on the biodiversity learning of a minimum of 7500 school students and 750 teachers - a total of 8250 people. This works out at £15.6 per person over the project period. However, it can safely be assumed based on past experience that the materials produced in the project will continue to be used for around five years. This brings down the cost per person to £3 person over five years. Bearing in mind that this does not include the teachers, students and members of the community that have been indirectly affected by the project or the value placed on capacity building and the development of new approaches to biodiversity monitoring, the small scale protection of some species and the investment in the future, the partners are confident that the project represents good value for money.

Author(s) / Date

James Hindson, Field Studies Council, July 2003
Tomas Kisek, SAZP, July 2003

Appendix I: Project Contribution to Articles under the Convention on Biological Diversity (CBD)

Please complete the table below to show the extent of project contribution to the different measures for biodiversity conservation defined in the CBD Articles. This will enable us to tie Darwin projects more directly into CBD areas and to see if the underlying objective of the Darwin Initiative has been met. We have focused on CBD Articles that are most relevant to biodiversity conservation initiatives by small projects in developing countries. However, certain Articles have been omitted where they apply across the board. Where there is overlap between measures described by two different Articles, allocate the % to the most appropriate one.

Project Contribution to Articles under the Convention on Biological Diversity		
Article No./Title	**Project %**	**Article Description**
6. General Measures for Conservation & Sustainable Use	0	Develop national strategies which integrate conservation and sustainable use.
7. Identification and Monitoring	20	Identify and monitor components of biological diversity, particularly those requiring urgent conservation; identify processes and activities which have adverse effects; maintain and organise relevant data.
8. In-situ Conservation	5	Establish systems of protected areas with guidelines for selection and management; regulate biological resources, promote protection of habitats; manage areas adjacent to protected areas; restore degraded ecosystems and recovery of threatened species; control risks associated with organisms modified by biotechnology; control spread of alien species; ensure compatibility between sustainable use of resources and their conservation; protect traditional lifestyles and knowledge on biological resources.
9. Ex-situ Conservation	0	Adopt ex-situ measures to conserve and research components of biological diversity, preferably in country of origin; facilitate recovery of threatened species; regulate and manage collection of biological resources.
10. Sustainable Use of Components of Biological Diversity	0	Integrate conservation and sustainable use in national decisions; protect sustainable customary uses; support local populations to implement remedial actions; encourage co-operation between governments and the private sector.
11. Incentive Measures	0	Establish economically and socially sound incentives to conserve and promote sustainable use of biological diversity.

12. Research and Training	5	Establish programmes for scientific and technical education in identification, conservation and sustainable use of biodiversity components; promote research contributing to the conservation and sustainable use of biological diversity, particularly in developing countries (in accordance with SBSTTA recommendations).
13. Public Education and Awareness	70	Promote understanding of the importance of measures to conserve biological diversity and propagate these measures through the media; cooperate with other states and organisations in developing awareness programmes.
14. Impact Assessment and Minimizing Adverse Impacts	0	Introduce EIAs of appropriate projects and allow public participation; take into account environmental consequences of policies; exchange information on impacts beyond State boundaries and work to reduce hazards; promote emergency responses to hazards; examine mechanisms for re-dress of international damage.
15. Access to Genetic Resources	0	Whilst governments control access to their genetic resources they should also facilitate access of environmentally sound uses on mutually agreed terms; scientific research based on a country's genetic resources should ensure sharing in a fair and equitable way of results and benefits.
16. Access to and Transfer of Technology	0	Countries shall ensure access to technologies relevant to conservation and sustainable use of biodiversity under fair and most favourable terms to the source countries (subject to patents and intellectual property rights) and ensure the private sector facilitates such assess and joint development of technologies.
17. Exchange of Information	0	Countries shall facilitate information exchange and repatriation including technical scientific and socio-economic research, information on training and surveying programmes and local knowledge
19. Bio-safety Protocol	0	Countries shall take legislative, administrative or policy measures to provide for the effective participation in biotechnological research activities and to ensure all practicable measures to promote and advance priority access on a fair and equitable basis, especially where they provide the genetic resources for such research.
Total %	**100%**	**Check % = total 100**

Appendix II Outputs

Please quantify and briefly describe all project outputs using the coding and format of the Darwin Initiative Standard Output Measures.

Code	Total to date (reduce box)	Detail (←expand box)
Training Outputs		
1a	Number of people to submit thesis PhD qualification	0
1b	Number of PhD qualifications attained	0
2	Number of Masters qualifications attained	0
3	Number of other qualifications attained	0
4a	Number of undergraduate students receiving training	0
4b	Number of training weeks provided to undergraduate students	0
4c	Number of postgraduate students receiving training (not 1-3 above)	0
4d	Number of training weeks for postgraduate students	0
5	Number of people receiving other forms of **long-term** (>1yr) training not leading to formal qualification(i.e not categories 1-4 above)	0
6a	Number of people receiving other forms of **short-term** education/training (i.e not categories 1-5 above)	10 members of the Development team - 744 Teachers in project schools
6b	Number of training weeks not leading to formal qualification	Development Team - 3 weeks Teachers - 1 week
7	Number of types of training materials produced for use by host country(s)	5 types of training materials – 3 types of Keys, 2 types of hadnbook, 1 sound CD, 1 CD ROM, 1 poster
Research Outputs		
8	Number of weeks spent by UK project staff on project work in host country(s)	10 weeks spent in Slovakia
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (s)	
10	Number of formal documents produced to assist work related to species identification, classification and recording.	6000 identification Keys (2000 each of three keys) 1000 Handbooks on How to monitor biodiversity and classroom activities 1000 CDs, 1000 sound CD, 1000 Ecosystem poster
11a	Number of papers published or accepted for publication in peer reviewed journals	
11b	Number of papers published or accepted for publication elsewhere	
12a	Number of computer-based databases established (containing species/generic information) and handed over to host country	1 database for plant species 1 database for animal species
12b	Number of computer-based databases enhanced (containing species/genetic information) and handed over to host country	

Code	Total to date (reduce box)	Detail (←expand box)
13a	Number of species reference collections established and handed over to host country(s)	
13b	Number of species reference collections enhanced	
Dissemination Outputs		
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work	1 closing conference
14b	Numbers of conferences/seminars/workshops attended at which finding from Darwin project work have been presented/disseminated	
15a	Number of national press releases or publicity articles in host country(s)	18
15b	Number of local press releases or publicity articles in host country(s)	20
15c	Number of national press releases or publicity articles in UK	1
15d	Number of local press releases or publicity articles in UK	-
16a	Number of issues of newsletters produced in the host country(s)	3
16b	Estimated circulation of each newsletter in the host country(s)	500
16c	Estimated circulation of each newsletter in the UK	25
17a	Number of dissemination networks established	1
17b	Number of dissemination networks enhanced/extended	
18a	Number of national TV programmes/features in host country(s)	16
18b	Number of national TV programme/features in the UK	-
18c	Number of local TV programme/features in host country	15
18d	Number of local TV programme features in the UK	
19a	Number of national radio interviews/features in host country(s)	20
19b	Number of national radio interviews/features in the UK	-
19c	Number of local radio interviews/features in host country (s)	18
19d	Number of local radio interviews/features in the UK	-
Physical Outputs		
20	Estimated value (£s) of physical assets handed over to host country(s)	
21	Number of permanent educational/training/research facilities or organisation established	1 personal computer, 1 printer, 1 fax
22	Number of permanent field plots established	
23	Value of additional resources raised for project	2.2 million Korun

Appendix III: Publications

Provide full details of all publications and material 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 which is currently being compiled.

Mark (*) all publications and other material that you have included with this report

Type * (e.g. journals, manual, CDs)	**Detail** (title, author, year)	**Publishers** (name, city)	**Available from** (e.g. contact address, website)	**Cost £**
Teachers HandBook	Živá príroda, 2001	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others
Fold out identification chart	Woodland Key, 2001	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others
Fold out identification chart	Meadows Key, 2001	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others
Fold out identification chart	Water key, 2001	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others
CD	Animal Sounds, 2002	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others
CD Rom	Biodiverstiy maps, 2002	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others
Poster	Ecosystem poster, 2002	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others
Teachers HandBook	Small-scale ecological projects, 2002	SAŽP, Banská Bystrica	SAŽP, Tajovského 28, 975 90 Banská Bystrica	Free to project groups – currently not on sale to others

Appendix IV: Darwin Contacts

To assist us with future evaluation work and feedback on your report, please provide contact details below.

Project Title	Scools & Comunities Monitoring and Projecting Biodiversity in Slovakia "Ziva Priroda"
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