



“ENVIRONMENTAL EDUCATION IN THE MEDITERRANEAN”



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In your hands you hold a publication, a special edition of the journal "Sustainable Mediterranean" devoted to Education: "Environmental Education" (EE), "Education for All" (EfA), "Education for Environment and Sustainability" (EfES), "Education for Sustainable Development" (ESD)! Despite many names and a wide spectrum of nuances starting from the interpretation of its roots and background philosophy and moving towards, its "true" objectives, its "proper" tools and its "deliverables" one thing is certain: There is no way to obtain a better world, a better environment and a more sustainable future without investing time, efforts and resources to education, to the appropriate Education inside and outside the schooling systems and curricula.

Environmental and developmental NGOs and the civil society at large have realised the critical role of Education for changing the paradigm and for shifting our current consumption patterns towards more environmentally and socially friendly modes.

Unfortunately most governments fail to see the colossal needs in this field and perceive education and in particular ESD as of secondary importance. When they link it with development policies they link it mainly with employment and instead of education they focus on utilitarian short term training.

In Johannesburg we have managed to secure a decade for Education for Sustainable Development under the leadership of UNESCO. The latter is not at its best shape at the moment and needs support and active collaborations with NGOs in order to undertake in a successful way this colossal task. Furthermore, we see that some of those who were initially very sceptical on the decade are now more enthusiastic interpreting the need for balance within the sustainability goals as a shift from the Environment and Environmental Education towards a much more socially and economically biased training. If this is the case, we are in front of a danger which results from misunderstanding or misinter-

Vous tenez entre vos mains une publication; il s'agit d'une édition spéciale de la revue "Sustainable Mediterranean", dédiée à l'éducation: "Education Environnementale" (EE), "Education pour Tous" (EPT), "Education à l'Environnement et la Durabilité" (EàED), "Education au Développement Durable" (EDD)! Malgré le nombre considérable d'appellations et le large spectre de nuances, allant de l'interprétation de ses racines et de sa philosophie profonde aux "vrais" objectifs, à ses outils "propres" et ses "résultats concrets", une chose est certaine: il n'existe aucun moyen pour obtenir un meilleur monde, un meilleur environnement et un avenir plus durable sans investir du temps, des efforts et des ressources à l'éducation, à l'éducation appropriée à l'intérieur, mais aussi à l'extérieur, des systèmes et des programmes scolaires.

Les ONG s'activant en matière d'environnement et de développement, et la société civile de manière plus générale, ont pris conscience du rôle critique de l'éducation dans le cadre du changement des modèles exemplaires et de la modification des modes de consommation actuels en modes plus amicaux envers l'environnement et la société.

Malheureusement, la plupart des gouvernements ne perçoivent pas les besoins colossaux dans ce domaine et considèrent l'éducation, et en particulier l'EDD, comme facteurs d'importance secondaire. Lorsqu'ils tracent le lien avec les politiques de développement, il s'agit essentiellement d'une relation avec l'emploi et, au lieu de mettre l'accent sur l'éducation, ils portent leur attention sur une formation utilitaire à court terme.

Nous avons réussi à Johannesburg à obtenir la réalisation d'une décennie pour l'Education au Développement Durable, sous l'égide de l'UNESCO. Cette dernière ne se trouvant pas en sa meilleure forme actuellement, elle a besoin du soutien et de la collaboration active des ONG afin de pouvoir entreprendre de manière fructueuse cette tâche colossale. Par ailleurs, nous constatons que certains parmi ceux qui se montraient initialement très sceptiques quant à cette décennie, sont à présent beaucoup plus enthousiastes, interprétant le besoin d'équilibre au sein des objectifs de la durabilité comme un glissement de l'Environnement et de l'Education Environnementale vers une formation tournée de manière plus importante vers la société et l'économie. Si tel

pretation to what Education for Sustainable Development is. This is why MIO-ECSDE always preferred the term Education for Environment and Sustainability or Education for Environment and Sustainable Development, which we have proposed also in the Environment for Europe Ministerial Conference in Kiev (May 2003). In any case the results from Kiev are promising. The leaders of 55 countries agreed on an important statement and the need for a European Strategy on ESD to be prepared by 2005, before the inauguration of the UNESCO decade for ESD.

This initiative is placed under the auspices of the UNECE in cooperation with UNESCO and others. MIO-ECSDE is part of the Core Group in all these initiatives and we are determined to keep all our members well informed and involved in the development of this issue.

est le cas, nous nous trouvons devant un danger qui résulte d'un malentendu ou d'une interprétation erronée de la substance de l'Education au Développement Durable. C'est pour cette raison que MIO-ECSDE a toujours privilégié le terme d'Education à l'Environnement et la Durabilité ou Education à l'Environnement et au Développement Durable, que nous avons également proposé à la Conférence ministérielle de Kiev traitant de l'Environnement pour l'Europe (mai 2003). Quoi qu'il en soit, les résultats de Kiev sont prometteurs. Les dirigeants de 55 pays ont convenu d'une déclaration importante et du besoin d'une Stratégie Européenne pour l'EDD, qui devrait être élaborée d'ici 2005, avant l'inauguration de la décennie EDD de l'UNESCO.

Cette initiative est placée sous l'égide de la CEE des Nations Unies, en coopération avec l'UNESCO et d'autres acteurs. MIO-ECSDE fait partie du Groupe fondamental pour toutes ces initiatives et nous sommes déterminés à informer et à faire participer tous nos membres au progrès de cette affaire.

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CONTENTS

MEdIES Initiative

- MEdIES description & structure
- MEdIES Brief report of Activities (Update for June 2003)

Activities & Projects in the field of Environmental Education

- Liban Précieux – Planète précieuse (ALMEE)
- Children in Newspapers: A world Survey (LHAP)
- Mediterranean Action Day: The Art of Waste (LHAP)
- La Forêt m'a dit... (France Nature Environnement)

- Ligue pour la Protection de la Nature (LPN)
- Mediterranean Honorary Award

Environmental Education Materials and Publications

- "The Mediterranean Sea, A source of life"
- The "Helmepa Junior" Program

Reports from Meetings and Conferences

- "Environmental Education, the Mediterranean Perspective" 14-15 December 2002, Athens, Greece

- Panhellenic Symposium on "Designing and Producing Pedagogical Material for Environmental Education", 21-23 February 2003, Piraeus, Greece
- Wetlands – Their Importance and Threat, 2nd April 2003, Rače castle, Slovenia
- "The Mediterranean Youth Parliament on Water", Malta, 20-27 April 2003
- The 5th Ministerial Conference "Environment for Europe" 21-23 May 2003, Kiev, Ukraine

MEdIES

**(Mediterranean Education Initiative for Environment & Sustainability,
with an emphasis on water and waste)**

MEdIES Description and Structure

Short Description

MEdIES is a Type II initiative that was launched during the 2002 WSSD. This initiative/partnership on Education for Environment and Sustainability (EfES) or Education for Sustainable Development (ESD), facilitates the educational community and students to contribute in a systematic and concrete way for the implementation of Agenda 21 and the Millennium Declaration Goals, through the successful application of innovative Educational Programmes in countries around the Mediterranean basin. Furthermore its implementation will contribute to the Decade for Education for Sustainable Development.

These Educational Programmes are based on cross-cutting themes in the existing school-curricula. During the first years of its implementation MEdIES is focused on freshwater followed by wastes. According to this intersectoral approach the partners involved are Ministries, IGOs, NGOs, the Educational Community and of course students from the collaborating countries.

The core of the initiative is a network of Educators and Schools implementing the integrated educational programmes on water, waste, etc. as a vehicle to sustainable development. Special emphasis is given to the role of students as "messengers for sustainability" to their families and local communities and also to the exchange of experiences and "know how" in Educational matters of all partners involved.

This exchange and close collaboration of countries of the Northern and Southern Mediterranean will allow the development of a methodological framework, to be evaluated and further implemented in other regions.

Background

The implementation of the concept of Sustainable Development seems to be a "sine qua non" condition for the survival and further progress of the Mediterranean region due to its special natural and socio-economic characteristics. On one hand the natural resources (water in particular) are scarce, the land is highly erodable, and also the semi-closed character of the basin makes it vulnerable to pollution from all kinds of waste. On the other hand the socio-economic characteristics of the region include the rapid development of coastal areas, mass tourism, and in-

tensive agriculture. Both tourism and irrigated agriculture are vital economic sectors for the region.

Approaching sustainable development in the region would imply addressing all these issues in an integrated and balanced way. Even the wisest policies cannot be implemented if citizens are not aware and prepared, through appropriate education, to contribute and adjust their lifestyles in innovative and efficient ways to the new conditions.

Education is undoubtedly the key to sustainable development and also to peace and stability within and among countries. This has been recognised in various Documents and Conferences. Without accelerated progress in Education national and internationally agreed targets for sustainable development and poverty reduction will be missed and inequalities between countries and within societies will widen.

As stated in Chapter 36 of Agenda 21, "Education is critical for promoting Sustainable Development and improving the capacity of the people to address environment and development issues. Youth comprise nearly 30% of the world's population. The involvement of today's youth in environment and development decision-making and in the implementation of programmes is critical to the long-term success of Agenda 21. It is generally accepted that in parallel to a good Education for All a more targeted component of Education for Environment and Sustainability (EfES) or Education for Sustainable Development (ESD) enables students to develop knowledge, values and skills to participate, inter alia, in decisions about their livelihoods, change their consumption patterns, deal with globalization, and contribute to the eradication of poverty, and improvement of their health.

There are already several educational networks around the world (mostly in the form of school networks), as well as a variety of Environmental Educational Materials (books, CD-ROMS, etc.). It is clear that many attempts have been made up to date to coordinate and mutually support these initiatives, but the results until now are not very spectacular.

MIO-ECSDE with the collaboration of the University of Athens and educators from various Mediterranean countries and the support of the Greek Government, the Com-

mission of the EU and the Global Water Partnership–Mediterranean has produced an educational package on water (originally produced in English). This is already in the process of being produced and distributed in many Mediterranean languages to be used in secondary schools throughout the region. More important perhaps is the development, in parallel, of an Educators' network, working closely on EfES.

General Goals

There are many chapters of Agenda 21 as well as the Millennium Declaration that are being addressed through MEDIES Initiative. Specifically, the overall goals of MEDIES Initiative comply with these documents, as follows:

- To ensure that girls and boys alike will have equal access to secondary education (relevant UN Millennium Declaration, §19).
- To involve NGOs and international organisations in national mechanisms or procedures established to carry out Agenda 21, making the best use of their particular capacities, especially in the fields of education, poverty alleviation and environmental protection and rehabilitation. Also to review government education systems to identify ways to include and expand the involvement of international organizations and NGOs in the field of formal and informal education and of public awareness (relevant Agenda 21, §27.10).
- To improve education and technical training, (particularly for women and girls) by including interdisciplinary approaches, as appropriate, in technical, vocational, university and other curricula (relevant Agenda 21, §8.10).
- To promote integration of environment and development concepts, including freshwater, energy, solid wastes, human health, demographics, oceans and seas, land resources, etc. in all educational programmes, in particular the analysis of the causes of major environment and development issues in a local context, drawing on the best available scientific evidence and other appropriate sources of knowledge, and giving special emphasis to the further training of decision makers at all levels (relevant Agenda 21, §36.4).
- To promote public awareness in the public at large, as well as in specialized circles of the importance of considering environment and development in an integrated manner (relevant Agenda 21, §25.4).
- To introduce public participatory techniques, including enhancement of the role of women, youth, indigenous people and local communities (relevant Agenda 21, §18.19).
- To improve or restructure the decision making process so that consideration of socio-economic and envi-

ronmental issues is fully integrated and a broader range of public participation assured, especially from youth communities (see relevant Agenda 21, §8.3).

Specific Objectives

The main objectives and activities of the Initiative compatible with the principles of sustainable development are:

- Wise management of freshwater resources
- Wise management of wastes
- Facilitation of Educators' networks

Apart from the main objectives emphasis is given to curricular educational objectives and methodological approaches such as the:

- Promotion of the collaboration (information and "Know how" exchange) of all involved partners, at all levels. This way the links between formal, non formal and informal educators and institutions will be further strengthened.
- Exploitation of the existing knowledge and experience in educational matters as well as of national needs, policies, methodologies and evaluations. The differences and similarities of the Northern-Southern countries of the Mediterranean will be fully exploited so as to achieve the best possible results.
- Training of trainers, (Educators) through capacity building programmes in teaching, designing and producing innovative educational material, before and during the implementation of the projects
- Support of the schools of the region with relevant high quality educational material on crucial issues for the region such as the management of freshwater and solid wastes.

The Structure of the initiative includes the following components:

1. The Core Group, which is comprised of 4 persons representing the Leading Partners and by cooption up to 3 very important stakeholders on a rotational basis. The Core Group is the leading body of MEDIES and its members are consulted by the coordinator on all major decisions. The Core Group admits the Partners.

The MEDIES Core Group as of January 2003 is:

- Greece, through the Ministry for Environment, Physical Planning and Public Works
- Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE)
- United Nations Environment Programme / Mediterranean Action Plan (UNEP/MAP)
- United Nations Educational, Scientific and Cultural Organisation (UNESCO)

2. The Task Group is comprised of the Core Group plus key contributor partners (Country Representatives implementing MEDIES, specialized NGOs and Associations of Educators) who are already members of the Partners Forum. Its main task is to elaborate in detail the content and plan of activities of the initiative. This body will consist of a maximum of 30 members and will meet at least once every two years. Furthermore, all members of this body will be facilitated to communicate electronically. In the case that the Partners Forum exceeds the 30 members, the members of the Task Group are selected from the Partners Forum on a rotational basis taking into account their seniority in the initiative.

The members of the Task Group should take such actions by which they:

- Translate and re-publish educational materials that are prepared through MEDIES in agreement with the Coordinator of the initiative.
- Do their utmost to secure that the educational material that will be prepared during MEDIES implementation is safely disseminated in their country's schools.
- Cooperate and exchange experiences with the rest of the members of the Task Group and the Partners Forum, in order to promote education for environment and sustainability.
- Provide useful academic and/or scientific consultation to the members of the Task Group in order to facilitate MEDIES regular implementation.
- Supply the Network with all relevant information regarding the educational and/or environmental issues in their country.

The Partners Forum of MEDIES consists of all relevant Governmental Bodies, Educational Institutions, Inter-governmental and Non-Governmental Organisations that are interested and involved in Education and/or Environment. The Partners Forum forms the pool for nominations for the Task Group. Nominations will be made by correspondence. The members of the Partners Forum communicate regularly electronically.

Countries, through a relevant Ministry or Agency, Educational Institutions and NGOs can become Partners through an application and a letter of expression of interest sent to the Coordinator and after approval by the Core Group.

3. The Network of Educators for Environment and Sustainability (EfES) comprises of all individuals involved in formal, non formal or informal education. One of the basic objectives of the current web-page is to provide the platform for the inter-connection of the Net-

work members, to supply them with information and material relevant to their work. The status of the Network is that of a Permanent Working Party of MIO-ECSDE.

Individual formal, non-formal or informal Educators working on goals compatible with those of MEDIES at the Mediterranean, National and/or Local level can become members through an application and a letter of expression of interest to the coordinator.

The members of the Network have the title of "MEDIES Educator". They receive, free of charge, all the relevant educational information through the Internet and they are facilitated by MIO-ECSDE in their communication with other Network members, and in exchanging information and in promoting their work. The Network members have priority in receiving invitation to specialized workshops and conferences on education for environment and sustainability, organised in the framework of MEDIES.

The members of the Network will, among other:

- Maintain contact and inform the coordinator (as individuals, school representatives or NGO representatives) on the progress of their activities and on the problems and difficulties they face.
- Supply the network with all relevant information regarding the educational and/or environmental issues in their country
- Undertake the dissemination of the supplied information and the promotion of education for environment and sustainability in their schools (in the extent that this is possible in the framework of the respective curricula in their country) or NGOs.

The Network members have the capability to form thematic working groups on specific subjects pertaining to the Education methodologies and activities on EfES.

You can have FREE access to the Educational material and all relevant articles and news posted on www.medies.net, by joining the Educator's Network.

4. **The Coordinator:** The representation of MEDIES to various bodies and authorities, the day to day management of administrative and financial issues and the regular communication with all components of MEDIES is the responsibility of the Coordinator, supported by a small Secretariat. The Coordinator of the Initiative is appointed among the Leading Partners. For the initial period of 2003-2007 MIO-ECSDE is entrusted with the role of Coordinating the Initiative. It has also the responsibility of servicing the Network, including maintaining and updating regularly MEDIES' webpage.

Brief report of activities of MEDIES

June 2002 – June 2003

MEdIES was launched in Johannesburg during the WSSD (August – September 2002). During its first year of implementation (June 2002 – June 2003) certain steps have been completed according to the initially proposed timeframe of the initiative.

- The 1st coordination Meeting for the development of MEDIES was organised by MIO-ECSDE on 14-15 December 2002, as part of a multi-event under the theme "Mediterranean Water Week", which took place in Athens during the period 10-15 December 2002. Please find more details and a short report of the meeting below, in the Section "Meetings and Conferences" of the current issue.
- Translation and production of the Water Kit. According to the initial plan of the MEDIES Initiative, the initial English version of the Educational Package "Water in the Mediterranean" will be translated and produced in 5 Mediterranean languages. The Italian version was completed in May 2003 (1,000 copies) while the French and Arabic version are at the final

stage (Publisher) and the Greek version is at the stage of editing.

- Webpage. Part of the initiative is a regularly updated web-page with all current projects in each country. The MEDIES webpage (www.medies.net) that was announced at the Dec. 2002 meeting was online on April 2003. This is a page regularly updated with announcements relevant to environment and / or Education. Also, the Educators participating in the network are able to comment on the "Water in the Mediterranean" Package that is available on line, and may have on-line discussions during and after the process of implementation of their EE projects.
- Educators Training Seminars: According to the initial plan a number of regional and/or national training seminars will be organised for the educators from the participating countries. Such a seminar is planned for the case of the Greek Educators, at national level, to be held in October 2003.

Activities & Projects in the field of Environmental Education

Liban Précieux - Planète Précieuse

Depuis plusieurs années, l'éducation à l'environnement a été incluse au Liban, de manière parfois marginale, dans les cours de science, géographie et technologie avec peu de référence au monde des étudiants. On y traite plutôt des aspects conceptuels de l'environnement.

Cependant, du fait de l'augmentation des préoccupations sur les effets de la pollution généralisée de l'eau, du sol et de l'air comme de la dégradation de l'urbanisme, l'éducation à l'environnement doit jouer un rôle de plus en plus important pour les populations jeunes du Liban. C'est leurs besoins ou ceux de leurs enfants qui seront menacés et il n'y a que l'éducation qui leur permettra de comprendre les problèmes et d'agir de manière responsable dans leur maison ou leur travail.

D'où l'idée de l'atelier "LIBAN PRECIEUX - PLANETE PRECIEUSE" que nous avons entrepris avec l'ADEME (Midi-Pyrénées) et le collègue Louise Wegmann.

Durant six mois, seize élèves de Seconde et Première ont travaillé dans quatre ateliers consécutifs (recherche, travail sur le terrain...) sur les thèmes suivants:

- Gestion de l'énergie
- Gestion des déchets
- Urbanisme
- Changements climatiques

En fin de parcours, les élèves ont élaboré des rapports de synthèse qui seront publiés conjointement par les trois partenaires mentionnés ci-dessus, dans le Bulletin de l'ALMEE et dans le journal du CLW-Spécial Environnement. Une cérémonie de clôture du projet est prévue au Ministère de l'Environnement, pour la remise des rapports finalisés. Cette expérience est destinée à servir de modèle pour des projets similaires dans d'autres écoles du Liban.

Contacts: **M. Said Chehab**, ALMEE, B.P. 50184, Furn El Chebback Liban • **T/F:** 961 1 383 908, 961 1 385 043

Children in Newspapers: A World Survey

Introduction

Land and Human to Advocate Progress (LHAP), a private non-for-profit organization, have welcomed the idea of the Children Survey in Newspapers. Therefore, it has contacted national Jordanian schools and daily newspapers. As our area was busy in the War on Iraq, newspapers expressed no interest in the issue as they considered the survey a minor one compared to the War on Iraq. LHAP insisted on participating in this global campaign. Therefore, it identified two schools who had expressed high interest and supplied the students with "Addoustor" Daily Newspaper over the 5 days survey (Monday 31/3/2003 – Friday 4/4/2003). These schools, being in both the private and the public sector, were located in two different regions: the north and the middle.

LHAP greatly appreciated the innovative idea of examining newspapers to find out how much space children under the age of 18 are occupying, bearing in mind the War on Iraq in our region that will definitely affect children as victims. Students, schools, teachers and many friends and colleagues felt excited and encouraged about the idea.

Survey objectives

- Divert the attention of students, teachers, schools, and newspapers to simple and practical way of surveying one issue and measure how much space is given;
- Get children involved in the survey to feel the issue and to get committed;
- Bring the attention of newspapers to think seriously of the basis children issues are tackled and whether the space allocated is enough;
- Encourage children to read newspapers and encourage chief editors to produce information that are educational for children;
- Encourage children to read and to raise their consciousness about children diversity;
- Compile the survey results and forward to WAN and to the local newspaper.

Things to note while reading this report

- Jordan is a neighbouring country to Iraq which is under the American – British military invasion.
- Newspapers did not express interest in the survey, which could be attributed to the War on Iraq.
- Students were highly motivated. Schools involved their best students. The rest of students in the age of the survey (11-12 years old) objected for not being involved in the survey.
- Students read newspapers at home, due to their heavy load of study and coincidence of the monthly exami-

nations. But, discussion and agreements on the details were done in school.

- Each school identified one teacher to supervise the survey.
- Though Friday is an off day in Jordan, students were asked also to read the Friday Newspaper to be able to go with the global trend of the study.
- The first school was located in Irbid, the second largest city in Jordan, mixed school of males and females, and the second one which was located in Amman, the capital, was a public female school.

Survey Results

The following points were reported from each school:

- Students expressed by stating that reading the newspaper has enriched their vocabulary and contributed to their awareness at the political, social and cultural level.
- Reading the newspaper individually has created competitiveness among them, which has led to competition in expressing their views during the discussion session.
- On the question of what made them happy, students were so happy that newspapers are allocating space to cover children issues.
- On the question of what made them sad is the killing of Iraqi kids for no reason.
- The three most important general news articles during that week were ranked as follows:
 - The War on Iraq and the numbers of death and casualties especially the Iraqi child who lost his both hands and legs and which burned his body during the War on Iraq.
 - Sars disease and the increase number of infected people.
 - The world demonstrations against the War on Iraq.
- On the advice issue, students suggested to produce a newspaper for kids.
- From Tables 1 and 2 it is clear that "victims" is the article category that has the highest frequency and space among the students of Irbid. The result is very much connected to the news of the War on Iraq, which was the only single news occupying newspapers and TV stations.
- The total area of children news identified by Irbid students was 3158 square centimetres and the total number of news was 45 scattered over the 7 categories.
- The category of victims also occupied number one in frequency and space terms. The number for this category is 32 times and the space is 7234 square centimetres in Irbid School.

- The total number of news identified by Amman students was 55 and the space allocated 11369 square centimetres.
- The distribution of articles on sexes was the highest for both accounting to 28, 9 for boys and 8 for girls for Irbid students. This item was not calculated for Amman school.

Table 1

Frequency of articles on children, distributed in 7 categories (Irbid School).

Day Category ▾	M	T	W	T	F	TOTAL
Achievers	1	1	1	1	-	4
In Politics	1	1	2	-	-	4
Victims	2	1	2	5	2	12
Helpers	-	1	-	-	1	2
Offenders	1	1	-	-	-	2
School	3	1	1	3	-	8
Others	2	-	3	4	4	13
TOTAL	10	6	9	13	7	45

Table 2

Space in square centimeters per each category (Irbid School).

Day Category ▾	M	T	W	T	F	TOTAL AREA
Achievers	104	56	160	54	-	375
In Politics	45	500	750	0	-	1250
Victims	919	348	841	1616	463	4187
Helpers	-	195	-	-	306	606
Offenders	156	52	-	-	-	208
School	504	72	21	280	-	877
Others	406	0	442	1267	1041	3158

Table 3

Frequency of articles distributed according to sex (Irbid School).

Category ▾	Boys	Girls	Both	TOTAL
Achievers	-	-	4	4
In Politics	-	1	3	4
Victims	4	4	4	12
Helpers	1	-	1	2
Offenders	1	-	1	2
School	2	1	5	8
Others	-	3	10	13
TOTAL	8	9	28	45

Table 4

Space in square centimetres distribution per each category (Amman School).

Category ▾	Total number	Total area in cm ²
Achievers	4	388
In Politics	6	1615
Victims	32	7234
Helpers	6	444
Offenders	0	-
School	7	1688
Others	-	-
TOTAL	55	11369

Contact details

Mr. Ziyad Alawneh, Executive Director, LHAP
 T/F: + 962-6-5519756
 E: Lhap@index.com.jo
 P.O.Box 340636, Amman 11134 Jordan

Mediterranean Action Day: The Art of Waste

Introduction

Land and Human to Advocate Progress (LHAP), a national Jordanian NGO and a full member of MIO-ECSDE, participated in the Mediterranean Action Day through joining forces with Zarqa Municipality, the 2nd biggest city in Jordan in term of population number (approx. 1.000.000). The city of Zarqa is one of the three

Mediterranean cities that have benefited from a grant from the European Commission to improve solid waste collection; the other two being Limasol in Cyprus and Alexandria in Egypt.

Zarqa Municipality Project is implemented in partnership with Medcities, UNDP, the European Commission and the Ministry of Environment in Jordan. The project aims

at improving solid waste collection in the city through raising the community awareness, increasing the number of containers while maintaining the old ones, establishing a sorting center for four types of wastes and launching a local awareness campaign addressing the multi-stakeholders of Zarqa city.

Community Open Day and Exhibition

With the presence of the Minister of Education and the Mayor of Zarqa, more than 100 people gathered on January 7, 2003 to celebrate and reward participants in this Community Open Day, in a ceremony which marked the end of a school drawing and essay writing competition. LHAP therefore, joined forces after examining the common features existing between the two concepts -"Art of Waste" and "Improving Solid Waste Collection". LHAP proposed organizing an exhibition where all drawings of students, individuals and NGOs who are creating art out of waste would be displayed. Three major works of art participated in the exhibition. One created from local NGOs, was out of paper which was made from dry weed. Another artist used the left over wood items collected from the forest, eggs' shells and seeds of olives to create artistic piece of hand made crafts. A school teacher displayed the art she made out of all the hard cartoons of tetra pack products to produce fins and pads and many other creative art.

As explained by our original idea of the "Art of Waste" project, we wanted to show the community of Zarqa other ways of improving solid waste collection through the reuse of waste and turn it into creative art. This concept supports and meets the line in which Zarqa project aims to achieve its objectives. Also Zarqa municipality project, the mayor and the local council could see, adopt and encourage other initiatives that go in line with their project objectives. Moreover, these small creative arts are things not only for display but also for sale. The participants in the exhibition are frequently organizing national and regional exhibitions where their products are displayed and sold. Therefore, the art created out of waste provides venues for income generation; thus, for self-employment and securing jobs.

Both the Minister of Education and the Mayor of Zarqa were given gifts by the exhibitors to keep the good memory of having something in their offices that reminds them of ways of managing and improving solid waste in a creative way.

LHAP have taken the first drawing winner and document in a poster and printed 1000 copies. The theme of the poster illustrates that the volume of waste increases on a daily basis in such a way that the barrel of waste is becoming larger than the city. Therefore, the message says that "the best way in the art of waste is to waste less".

The celebration included giving gifts to the students with the best essays and drawings. Cleaning laborers and mainly the ones who accompany the solid waste truck are key factors to improving solid waste collection. Therefore, 6 of them were identified for being faithful in accomplishing their work and were given financial prizes. The initiative has encouraged the municipality staff to think of the celebration as an annual event whereby cleaners, other staff of the municipality and the community will be appreciated and rewarded for the sake of supporting the municipality efforts to improve solid waste collection.

All the participating schools in the drawing and essay writing in Zarqa, the organizations and individuals participating in the exhibition, the teachers, the winners and supporting institutions were given an appreciating certificate. The certificate itself is a piece of art, which is made from dry weed. LHAP uses continuously these certificates in such kind of occasions. The concept is supporting the local NGOs in being sustainable and the actions labeled as means of improving solid waste collection in artistic ways.

Media were also appreciated. There were given appreciation certificates and gifts produced in artistic way and made from mud with decorations that document the wild flowers grown in Jordan.

The Municipality of Zarqa for the purpose of this celebration printed two posters, one document the drawing winners and the second the promotional one for the campaign which contains 9 messages addressing people and telling them if you need a clean city, then you need to go by these messages. 75 placards were made 50 for the school drawing poster and 25 for the promotional poster. These placards were given as gifts to participating schools, to institutions in the city and governmental offices as they include the messages addressing the community at large and need to be put in a very clear place accessible to public.

Conclusion

Partnership, individual and institutional artistic ways of turning waste to a piece of hand craft are efforts vital to improving solid waste collection. Moreover, examining national and regional initiatives one can learn many other means and ways of supporting the improvement of solid waste collection. We should not deny the fact that waste may be turn into valuable art creating a source of income and thus securing jobs.

Contact details

Mr. Ziyad Alawneh, Executive Director, LHAP
T/F: + 962-6-5519756
E: Lhap@index.com.jo
P.O.Box 340636, Amman 11134 Jordan

«La Forêt m'a dit...» Une campagne pédagogique pour observer, comprendre et aimer la forêt

L'éducation à l'environnement est un thème particulièrement cher aux associations de protection de la nature et de l'environnement ; en effet, les enfants d'aujourd'hui seront les citoyens et les acteurs de demain et c'est donc en les sensibilisant dès leur plus jeune âge que leurs gestes quotidiens se feront dans le respect de la nature et de l'environnement.

France Nature Environnement (fédération française des associations de protection de la nature et de l'environnement) et l'une de ses associations, la FRAPNA (Fédération Rhône-Alpes de Protection de la Nature), proposent une campagne nationale d'éducation à l'environnement sur le thème de la forêt : "La Forêt m'a dit..." a été lancée en octobre 2002 et doit durer au moins trois ans. Ce projet a bénéficié du soutien du Ministère de l'Ecologie et du Développement Durable, de la Collective du Bois et de la Forêt, de la Fondation Electricité de France et de la Région Rhône-Alpes.

«La Forêt m'a dit...» s'adresse à tous ceux et à toutes celles qui ont en charge des enfants et qui ont le souci de leur faire mieux connaître leur environnement: animateurs, enseignants, associations, clubs, parents... La campagne a pour but d'emmener les enfants à partir à la découverte d'une forêt proche de chez eux pour leur apprendre à observer, comprendre et aimer ce milieu si familier et pourtant si peu connu de la plupart d'entre nous. La démarche proposée allie sorties sur le terrain, travail en salle mais aussi recherche auprès des acteurs locaux. La forêt de France métropolitaine est abordée de la façon la plus complète possible en associant les aspects culturel, biologique et économique par le biais d'activités de création, d'observation et d'enquête.

Le support principal de la campagne est une mallette pédagogique destinée à l'encadrant, composée d'un livret théorique reprenant les connaissances de base indispensables à la bonne compréhension du sujet et d'un carnet de terrain présentant les activités proposées et comportant de nombreuses rubriques à compléter et à renvoyer aux organisateurs; ils sont accompagnés de tous les instruments nécessaires, à monter soi-même ou avec les enfants.

La campagne permet également aux jeunes participants d'entretenir des échanges entre eux et avec les organisateurs nationaux, de recevoir de l'information complémentaire et de se voir proposer des jeux et des nouvelles activités. Pour cela, deux supports ont été développés: le journal trimestriel, envoyé gratuitement à l'ensemble des participants, ainsi que les pages internet "La Forêt m'a dit...", accessibles depuis les sites internet de FNE (www.fne.asso.fr) et de la FRAPNA (www.frapna.org). La campagne sera enfin ponctuée par divers événements (concours...).

La campagne est relayée par les associations fédérées par France Nature Environnement qui la font vivre au niveau local.

La mallette «La Forêt m'a dit...» est disponible au tarif de 35€ + frais de port. Bons de commande et informations complémentaires sont disponibles sur simple demande auprès du Réseau Forêt de France Nature Environnement.

Contacts

France Nature Environnement - Réseau Forêt
20, rue de la Gare, 87480 St PRIEST, TAURION
T: 05 55 39 62 92 • **F:** 05 55 39 61 75 • **E:** foret@fne.asso.fr

Ligue pour la Protection de la Nature (LPN)

La Ligue pour la Protection de la Nature (LPN) est une Organisation Non Gouvernementale (ONG) de l'Environnement, portugaise. Créée en 1948, elle est la plus ancienne association de défense de l'environnement de la Péninsule Ibérique. C'est une Institution d'Utilité Publique, sans but lucratif. Son principal objectif est de contribuer à la conservation du patrimoine naturel, de la diversité des espèces et des écosystèmes.

Une des principales activités de la LPN est: l'Education et la Formation Environnementale (cours, conférences,

ateliers, workshops, expositions, promenades dans la nature, publication de matériels didactiques). Ces actions, de sensibilisation, éducation et formation environnementales pour différents publics, sont accréditées par l'INOFOR (Institut pour l'Innovation dans la Formation). La revue *Liberne*, avec les activités de la LPN et des articles actuels, est publiée trimestriellement et distribuée gratuitement à ses membres. Depuis sa création, la LPN a toujours été en contact avec les Universités et Institutions Scientifiques nationales et étrangères, ayant

ainsi une intervention techniquement soutenue.

La LPN a créé en 2000 un Centre de Formation Environnementale (CFE), à Lisbonne, et un Centre d'Éducation Environnementale, à Castro Verde, dans une de ses 5 Réserves Biologiques au Sud du Portugal. Ces réserves sont aussi utilisées pour des démonstrations pédagogiques.

La LPN a conçu, organisé et coordonné, cette année, 3 Cours pour Moniteurs en Éducation Environnementale, de 50 heures, au CFE, à la demande de la Mairie de Lisbonne. Jusqu'à la fin de l'année, 2 autres Cours auront lieu, chacun comptant avec 25 jeunes de 16 à 25 ans.

Plusieurs autres Cours sont aussi prévus, pour étudiants, professeurs et techniciens: «Techniciens en Éducation Environnementale, Conservation de l'avifaune des steppes et récupération d'espèces menacées, Évaluation de la Qualité des Études d'Impacts Environnementaux, Gestion des Résidus Solides Urbains, Initiation au Droit Environnemental, Gestion durable des Réseaux Hydriques, Biodiversité, Sols et Désertification, Nouvelles Techniques Agricoles pour combattre l'érosion, Initiation à la Spéléologie».

Un cycle de Débats est aussi en cours: «La nouvelle politique commune des Pêches, Patrimoine génétique de la biodiversité, Citoyenneté et Démocratie environnemen-

tales, Forêt – de la gestion durable des forêts à la certification environnementale, Agenda XXI – et après Johannesburg? Chasse - le droit à la non chasse, Résidus dangereux – quel destin?, l'Éducation Environnementale est-elle durable?, Eau: un bien (bien) partagé?»

Dans un Projet du Centre National de Culture «Jeune Citoyen Sur Roues», la LPN développe, depuis 3 ans, 4 ateliers pour élèves, entre 6 et 16 ans, d'écoles publiques et privées. Les ateliers se déroulent dans un autocar, qui parcourt la ville de Lisbonne, au long de 4 parcours thématiques, pendant une demie-journée.

La LPN a fait partie du Comité d'Organisation du Premier Congrès Mondial en Éducation Environnementale, qui a eu lieu du 20 au 24 Mai 2003, à Espinho, Portugal, comptant avec 300 participants de 38 pays de tous les continents.

La LPN a lancé, le 5 Juin dernier, le livre «Éducation Environnementale au Portugal» de Mr. Francisco Teixeira, 125 pages.

Contacts

La LPN a son siège social à Lisbonne, doté d'un Centre de Formation Environnementale. Les contacts sont les suivants:

Estrada do Calhariz de Benfica, 187, 1500-124 Lisbonne (Portugal)

T: (+351) 217780097 • F: (+351) 217783208

W: www.lpn.pt • E: lpn.natureza@mail.telepac.pt

3rd MEDITERRANEAN HONORIFIC AWARD

Co-organised by Mediterrània CIE, MIO-ECSDE and the Port Authority of Tarragona

Tarragona Spain, 6th June 2003

The Mediterranean Honorific Award (MHA) was established three years ago with the aim of recognising the work of people, collectives, bodies, businesses or institutions who run projects in the Mediterranean region designed to raise awareness or carry out actions in relation to environmental protection. The MHA is awarded annually on the nearest Friday to the International Environment Day (5 June) in Tarragona. It is an initiative of Mediterrània Centre d'Iniciatives Ecològiques and is supported by MIO-ECSDE and the Port Authority of Tarragona. The MHA is part of the annual event Premi Ones Mediterrània which has been running for nine years now and which awards numerous initiatives within Spain and beyond. The MHA is dedicated to the Mediterranean region. The ceremony itself is a grand affair which this year brought together around 500 people. This year's award was devoted to education. More specifically the announcement called for candidates with innovative projects relating to Environmental Education or environmental awareness-raising. The award was open to all organisations in the Mediterranean region working on the protection and improvement of the environment.

Finally, the process resulted in 5 candidate projects for the award, all of which fulfilled the requirements; they were of very good quality and worth receiving it.

The final decision was made by a jury in which members of the Executive Bureau of MIO-ECSDE participated. It was decided to hand over the award to The Medina of Gafsa Safeguard Association (Tunisia) that proposed the project "Optimising the use of water by creating gardens in schools and universities". The project is already being implemented in the area of Gafsa, in Tunisia and aims at the sensitisation of students to the importance of economising water, using it to create gardens and thus protect biodiversity. It succeeds in mobilising not only the students, but also the communities of the region, through the involvement of the students' families, local farmers, local media, etc. Furthermore, the project includes historical and cultural parameters that are closely tied to water (e.g. ancient irrigation system of Tarmil), thus contributing significantly in the safeguarding of the area's cultural diversity.

The prize was a certificate, a statuette of the Monk seal, a plaque from Tarragona Port Authority and a cheque

of 1,500 euros offered by MIO-ECSDE to be invested in the follow-up of the project. More specifically, the prize money will be used for the expansion of the programme in other schools of the region, for the publishing of relevant public awareness material or for the organisation of study tours and workshops.

The jury unanimously agreed that all the projects submitted for the MHA this year have been of good quali-

ty. So, although it is not usual, it was decided to grant a certificate to every candidate organisation in recognition of their merit.

Contact details

Ms Marta Ricart, Mediterrània CIE
C/Francoli 56-58, E 43006 Torreforta
T: (+34) 977 551300 • **F:** (+34) 977 550928
E: mediter@tinet.fut.es, ricartmarta@hotmail.com

Environmental Education Materials and Publications

The Mediterranean Sea, A Source of Life

MEDASSET – The Mediterranean Association to Save the Sea Turtles, with a generous grant from the "Stavros S. Niarchos Foundation", in collaboration with the Hellenic Children's Museum and Kaleidoscope Publications, have produced "The Mediterranean Sea, A Source of Life". This is an original and unique Environmental Education Kit for free dissemination to Mediterranean schools and youth groups, that aims to engage 6-12 year old children and their group leaders, from all Mediterranean countries, instilling knowledge, environmental values and a sense of regional responsibility.

The 50 page kit is published within the framework of MEDASSET's educational programme, portrays the richness of the region's natural environment, the threats it faces, as well as the highly multi-cultural inheritance of the Mediterranean peoples.

"The Mediterranean Sea, A Source of Life", produced in the form of an attractive loose-leaf package, is a new way of learning for a child, both at home and in the classroom. It offers more than printed material in a book - giving suggestions for activities and games around the issues in question.

This important resource highlights the need for the protection of the marine environment and the natural and cultural inheritance of the Mediterranean. Initially, two thousand Greek language kits have been donated to Greek schools, and one thousand in English are being distributed to other Mediterranean countries. Apart from the Arabic version that is currently under development, we intend to produce future versions of the Kit in other Mediterranean languages. These will be adapted to the cultures and ecologies appropriate to the various countries.

The pack includes:

- A Map of the Mediterranean Sea, showing monuments and protected areas.
- Fact sheets on:

- Animals of the Sea
- Coastal and Marine Ecosystems
- Threats to the Mediterranean
- Protected Areas
- A Mosaic of Monuments and Cultures

- Activity sheets designed especially for 6-9 and 10-12 year old children

For group leaders, Guidelines to the use of the Kit contain additional information, a bibliography and an evaluation sheet asking for user comment that can be invaluable as the kit is developed in other Mediterranean languages.

Arabic version

The UNEP/MAP has provided funds for translation of the Kit into Arabic at the Biblioteca Alexandrina, Egypt, in collaboration with biologists and experts from the University there. Leading conservationists and scientists of Arab countries have offered assistance for the preparation of the Arab version, in order to guarantee its relevance and usefulness in that important part of the Mediterranean region.

Amongst many others we have received very encouraging commendations for the present version from such personalities as the Executive Director of UNEP, Dr. Klaus Töpfer, Prof. David Bellamy, Dr. Ljubomir Jeftic, etc. Their comments can be seen on the Kit website at www.euroturtle.org/medasset, along with sample material that is available for download.

For further information please contact:

MEDASSET -Mediterranean Association to Save the Sea Turtles
1c Licavitou st., 10672 Athens, Greece
T: +30 210 361 3572, 364 0389 • **F:** +30 210 361 3572
E: medasset@hol.gr
W: www.euroturtle.org/medasset and www.medasset.gr

MEDASSET, founded in 1988 - is an international NGO registered as a Charity in the UK and as a Non Profit Organisation in Greece, working for the conservation of sea turtles and their habitats throughout the Mediterranean, through scientific research projects, public awareness, environmental education, and lobbying decision-makers.

EUROTURTLE is the online educational reference for the con-

servation and biology of sea turtles in Europe. Within the conservation section there are detailed notes on the biology and distribution of the seven species of marine turtles. Also, there is an accurate identification key and a host of other important conservation resources. The MEDASSET website, is a rich source of scientific data and reports on the current state of turtle conservation in the Mediterranean.

Both websites may be accessed at: www.euroturtle.org

Summary of the "Helmepa Junior" Program

The Hellenic Marine Environment Protection Association (Helmepa) is a non governmental, non profit organization founded in 1982 by the people of the Greek maritime community with the aim to create environmental consciousness within the shipping industry "from shipowner to seafarer".

The human element in Greek shipping traditionally comes from coastal and island areas of the country, which have developed historic bonds with the sea. It was therefore natural for all of them to demand right from the start that Helmepa undertakes initiatives for the environmental awareness of the wider society.

Since 1983 Helmepa has been launching annual public awareness campaigns, using means such as environmental exhibitions in various parts of the country, voluntary beach cleanups, TV spots, printed material and schoolchildren poster contests.

The symbol of this initiative was, and still is, the Helmepa "Seagull", which has been adopted by equivalent programs in other countries, from Cyprus to far-away Australia, where Helmepa has promoted the founding of similar Associations.

The members of Helmepa, Greek seafarers and ship owners together with companies and organizations in Greece and worldwide, offer an environmental Action Plan to schoolchildren in Greece. A Helmepa team of scientific staff operates this program within the Sector of Public Awareness under the title "Helmepa Junior".

The Program was created in 1993, following proposals of 150,000 students who visited Helmepa's exhibitions in the period 1983-1992 and were informed on the importance of the marine environment and the dangers threatening it.

The coordinated research that was conducted among the children demonstrated that ages 7-13 are the segment of youth most receptive to the environmental message of Helmepa. In addition, the proposals of many students indicated their wish to be provided with a platform from which they could voice their environmental concerns, promote their ideas and demand the respect they deserve from their elders.

The Program offers 3,000 schoolchildren, who voluntarily become its members every year, the opportunity to be informed and take action towards the protection of the marine environment of the country.

Organized in Groups of 10 and under the supervision of a volunteer Teacher, the schoolchildren select and implement activities of the Program for the duration of one year. These may include, but are not limited to voluntary beach cleanups, the creation of beach signposts and their placement on the beach, recycling of materials, creation and dissemination of environmental awareness material, writing and staging a theatrical play, etc.

The Program aims to offer participating children the opportunity to become responsible environmentally aware and active citizens of tomorrow. Through their participation, the children learn about the natural environment of the country and understand its importance and the need for its protection. Through Helmepa Junior's activities the relationship between personal daily behavior and environmental pollution becomes evident. The children discover that the solution to important environmental problems, such as garbage on beaches, lies not only with local authorities and government, but may be helped by the responsible environmental behavior of each and every one of us.

The Program also aims toward the creation of a collective spirit amongst its volunteer members. Within the Group, the children learn to cooperate between themselves, to undertake initiatives and develop organization and coordination skills. Through the competition created between Groups, they also develop their commitment to fair play principles.

With the experience gained by their participation in the Program, its members become environmentally aware and the most effective couriers of sound environmental messages within their local community.

Contact details

Helmepa Junior, "Cosmote" Building

60 Zefirou str. Palaio Faliro, 175 64, Athens, Greece

T: (+30) 210 9343088, **F:** (+30) 210 9407327

E: helmepajunior@helmepajunior.gr • **W:** www.helmepajunior.gr

Reports from Meetings and Conferences

"Environmental Education, the Mediterranean Perspective"

Coordination meeting of MEDIES
"1st Task Group meeting"

&

Workshop on Environmental Education
"methodologies and teaching methods"

Athens, 14-15 December 2002

The first -Introductory- Meeting for the development of MEDIES Initiative was titled "Environmental Education, the Mediterranean Perspective" and was organised by MIO-ECSDE on 14&15 December 2002. It was held as part of a multi-event under the theme "Mediterranean Water Week", which took place in Athens in the period between 10 and 15 December 2002.

The meeting was addressed to all confirmed Partners to the Initiative (Governments, IGOs, NGOs, etc.) and also to Educators involved with Environmental Education (EE) programmes. One of the main objectives of the meeting was to finalise and present the co-ordination mechanisms of MEDIES and of course to introduce the initiative to the Educators in the Mediterranean countries and to invite them to join in. The MEDIES introductory meeting was attended by 87 participants from most Mediterranean countries.

The first day (14 Dec) was mainly addressed to the Partners of the Initiative (already confirmed and future ones). During the meeting the Core Group and Task Group of MEDIES were formed and also the structure and the "Terms of Reference" for the Partners involved were discussed and agreed upon among representatives of the Partners. Finally, a brief report on MEDIES implementation, so far, was presented and the short and medium term development plan of MEDIES was discussed.

The second day (15 Dec) was basically a Workshop on methodologies and teaching methods applied in EE. It mainly referred to the Educators, NGOs and other national partners that were instrumental in the formulation of MEDIES, and are currently involved in the MEDIES' network, through the use and application of the MIO-ECSDE / GWP-Med Educational Package "Water in the Mediterranean". However, the Workshop

was open to all individuals and organizations involved with EE programmes, via the "channels" of formal and non-formal Education.

During the second day the initial presentations were focused on major rather "debated" concepts related to EE, such as EE and Sustainable Development, Interdisciplinary character of EE, its role on the protection of Biodiversity, and teacher training in EE. Following, the experiences of various Educational Networks in EE were presented, in order to familiarise attendants with the concept of Net-Working on parallel themes and issues, and how this can be accomplished in the Mediterranean region. Examples of successful implementation of EE Networks in various countries, such as Turkey, Croatia and Greece were presented. Another key topic of the 2nd day's Agenda was the methods and tools applied in EE programmes. The issue of involving the local community was investigated and the topics in Problem solving, Role Playing and evaluation in EE were presented.

MIO-ECSDE undertook the task of compiling all contributions in the form of a small publication for the use and facilitation of Environmental Educators. This publication is under preparation and will be published by the end of the summer of 2003. All presentations are available at MEDIES website (www.medies.net).

During the meeting the construction of MEDIES website was announced (www.medies.net), to function as a platform for the exchange of knowledge and experience and the facilitation of Educational Networks in the Mediterranean region. The site's content and philosophy had been presented.

Please find information on the meeting and the presentations at MEDIES website www.medies.net or send e-mail to info@medies.net

Panhellenic Symposium on "Designing and Producing Pedagogical Material for Environmental Education"

Piraeus, 21-23 February 2003

The Symposium, which took place at the University of Piraeus, was co-organised by Elliniki Etairia ("Hellenic Society for the Protection of Natural Environment and Cultural Heritage") and the University of Piraeus. It was attended by approx. 450 participants from every district of Greece. Educators at all levels, NGOs, representatives of public and private institutions and enterprises actively participated in the congress, which was unanimously viewed as a great success.

During the 3 day Symposium 32 written and 32 oral presentations were made, 25 workshops took place and 25 initiatives were displayed in the parallel exhibition. This gathering of many "diverse" views and initiatives actually formed the base, not only for the reporting of the current situation in Greek schools, but also for the establishment of a fruitful dialogue and exchange of experience in the field of Environmental Education. It seems that in Greece there is a great variety and resourcefulness in the creation of EE materials. However, the lack of specific requirements and standards in the field was also stressed.

MIO-ECSDE participated in the Symposium, by presenting the educational package "Water in the Mediterranean" that is addressed to high-school students. Iro Alampei, representative of MIO-ECSDE, apart from presenting the package to the participants, actually proposed the educational methodology for the implementation of a specific pedagogical activity of the package (1 of the 45 that can be found in the package). The scope of the workshop was the demonstration of how the activities of the package can be adjusted to the age, knowledge, and needs of the students as well as to the geological, agricultural characteristics of the region they live. The subject that was explored during the workshop was, namely, water erosion, a phenomenon that is a worsening threat for the greek soils.

Elliniki Etairia will publish the proceedings of the Symposium (Greek language).

Organiser Contact details

Elliniki Etairia, 28, Tripodon str., GR 105 58
T: (+30) 210 9343088 • **F:** (+30) 210 9407327
E: elet@ellinikietairia.gr

Wetlands – Their Importance and Threat

One day Conference, Rače, castle, 2nd April 2003

The main objectives of the whole day conference were to present some main threats for wetlands, not only to NGOs, who are more or less already familiar with various threats, but also to wider audience, e.g. local communities, schools etc. Seven different trainers, specialists from different fields, presented 8 different topics.

To many of them some new data and findings were presented, e.g. river pollution and problems with sediments. Due to the specific situation the focus was more intensively laid on present various threats and on the importance of wetlands also on the basis of an intensive dis-

cussion throughout the conference. In this way, as we believe, many new ideas and co operations will exist among various interesting parties in the future.

Among some NGO, schools, some other participants from e.g. Ministry for Environment, Physical Planning and Energy, the National Institute for nature protection, local communities and from the media were also present.

Organiser Contact details

DPPVN, Ptujška c. 91, SI-2327, Rače, Slovenia
E: milan.vogrin@guest.arnes.si

The Mediterranean Youth Parliament on Water

Malta, 20-27 April

The Mediterranean Youth Parliament for Water, organised by "Solidarité Eau Europe" (Solidarity Water Europe) brought together approx. 70 youth and adult participants from 9 Mediterranean countries (Algeria, Croatia, Cyprus, France, Greece, Malta, Morocco, Spain and Tunisia) in order to debate, present their local school projects, and establish supportive links regarding water management issues in the Mediterranean.

During the week the participants were separated in 3 workshops under the themes:

- A.** Solidarity between the Mediterranean countries for water preservation
- B.** The role of the citizen in the water policies
- C.** Water situation in Malta: a case study

Apart from working on the three abovementioned themes during

the workshops, the participants also attended seminars from professionals on the geomorphology of the Mediterranean, on climate change and also on the quality of the atmosphere in Malta. By the end of the week they elected the co-presidents of the Parliament.

The final session (Saturday, 26/4) of the Parliament was held under the presidency of Francis Agius, Member of the Maltese Parliament, and Cristina Agudo, from the Council of Europe.

The Co-presidents of the Parliament that were elected by the students the previous day were Radouane Chiadli (Morocco) and John Paparistodemou (Cyprus).

During the final session all the youth (as national delegations) presented their local school projects both in French and English. Following, the reporters of the three workshops gave their recommendations and proposals (see below), and finally the group of students which worked on a new proposal for the development of a regional project proposed the implementation of an awareness campaign on the theme of Saving Water, coordinated by the national delegation of Tunisia.

During the last day of the Parliament an Art Exhibition was set up gathering students' works of Art that represented the Mediterranean Basin and also some paintings of the project "rivers of pictures, stream of words" by European Rivers Network. As a follow up, this exhibition was also on show during an event of the following week under the title "Home, Environmental and garden fair week" that took place in Ta Qali National Park of Malta.

During the Parliament all the participants voted unanimously the following resolution:

"I ... , member of the Mediterranean Youth Parliament for Water which took place in Malta from the 21st to the 26th of April, fully support all the conclusions of the Parliamentary week presented the 26th of April:

- *The promotion of local projects*
- *The recommendations of each workshop*
- *The launching of a Mediterranean awareness campaign on the theme of saving water, coordinated by the Tunisian delegation"*

The recommendations made by the participants of the three workshops, respectively, are the following:

Workshop A

Water situation in Malta: a case study

The main problem in Malta is the wastage of surface water. Average rainfall in Malta is 500mm/year. There are no rivers or lakes. Malta has two major sources of fresh water: ground water and desalination water. Their associated problems increase in summer due to tourism. The quality of the water can be improved.

Our proposition:

New culture of water: that means to reduce, reuse and recycle water in Malta. This idea can be adopted in all countries of the Mediterranean basin. To achieve this idea, we suggest some recommendations:

- To sensibilise people by putting stickers about the importance of water to remember that they should not waste it
- To repair leakages in homes and streets and to keep the networks in a good shape
- Recycled water could be used to water plants and gardens
- Different industries could recycle their own water
- Collect rainwater

Workshop B

The role of the citizen in the water policies

The countries that were involved in this workshop are: France, Greece, Tunisia, Cyprus, Spain, Algeria, Malta and Morocco.

Our workshop was working on the role of the citizen in water policies. We were informed (by MIO-ECSDE expert) about the major water related problems in the region, as well as the major congresses and fora on water that have taken place at Mediterranean and international level. We exchanged our knowledge, ideas and experience, and we understood that the citizen, at his/her level, can change situation.

Our message:

- The citizen should feel concerned by the water problem and act at their own level (poor or rich, from town or countryside, youth or adults etc.)
- Citizen should put pressure on the politicians for ratifying treaties, protocols and conventions concerning the environment, so that it will not be just only words on paper.
- Regular public meetings should be organised at a local level, involving citizens, local authorities and NGOs.
- Awareness of the citizen have to be promoted at school but also within the families.

Workshop C

Solidarity between the Mediterranean countries for water preservation

Eighteen (18) youth from Catalunya, Morocco, France, Cyprus, Malta, Greece, Tunisia, and Algeria have worked together in this interactive workshop.

Our workshop was about defining the solidarity of countries which share the Mediterranean Sea as a common wealth. Solidarity should be developed in order to preserve the water.

At first, we discussed a common definition of the word solidarity. Then we focused on solidarity in the water world and finally, after good debates we all agreed to propose 5 recommendations to promote a real solidarity between the Mediterranean countries.

Our recommendations:

- Respect oneself, the other, our earth and the earth of our children.
- Transfer of technologies, knowledge, ideas, and experiences without making money profit. For example we could reduce the price of water saving equipment.
- Use polluted sites to sensibilise the people and then explain the impact of pollution through meetings between citizens, scientists, NGOs and politicians.
- Develop more reasonable tourism through campaigns of sensibilisation addressed to tourists, hotel owners and travel agencies.
- Initiate common laws and an emergency fund for the whole Mediterranean basin in order to avoid massive pollution and to restore the environment.

Follow up: John Papparistodemou from Cyprus, co-president of the Mediterranean Parliament, presented the results of the event at the occasion of the Green Week organised by the European Commission in Brussels (Belgium) on the 5th and 6th of June 2003.

Further information can be found on this site:

<http://europa.eu.int/comm/environment/greenweek>

The Tunisian delegation (Young economic Chamber of Hammam Chatt) is responsible for coordinating the launching of this

campaign. Each country that participated in the parliament is asked to appoint a youth representative (by the 5th of September) to head a steering and take charge of this project. A coordination meeting for this project will be organised during 2003-2004.

Organiser Contact details

Ms Nicole Crochet,
Solidarité Eau Europe

E: see@s-e-e.org • **W:** www.s-e-e.org

5th Ministerial Conference "ENVIRONMENT FOR EUROPE"

21-23 May 2003, Kiev, Ukraine

SHORT REPORT & RESULTS ON THE FIELD OF EDUCATION

The fifth Ministerial Conference "Environment for Europe" (EfE) adopted the Ministerial Declaration, which underlined the importance of the EfE process as a tool to promote environmental protection and sustainable development, thus contributing to wider peace and security in the region.

During the Conference, three Protocols to Conventions of the United Nations Economic Commission for Europe (UNECE) were adopted and opened for signature.

- 36 countries and the European Community (as of 4 June 2003) signed the new Protocol on Pollutant Release and Transfer Registers (PRTR) to the UNECE Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention),
- 35 countries and the European Community (as of 4 June 2003) signed the new Protocol on Strategic Environmental Assessment (SEA) to the UNECE Convention on Environmental Impact Assessment in a Transboundary Context (Espoo Convention),
- 22 countries signed (as of 4 June 2003) the new Protocol on Civil Liability and Damage Caused by the Transboundary Effects of Industrial Accidents on Transboundary Waters to the UNECE Conventions on the Transboundary Effects of Industrial Accidents and on the Protection and Use of Transboundary Waters and International Lakes.

21 participant countries signed all three Protocols, namely Armenia, Belgium, Bosnia and Herzegovina, Bulgaria, Cyprus, Denmark, Estonia, Finland, Georgia, Greece, Hungary, Latvia, Lithuania, Luxembourg, Norway, Portugal, Moldova, Romania, Sweden, Ukraine and UK. On the other hand, Russia, Belarus, United States, Canada, Iceland, Azerbaijan, Kazakhstan, Kyrgyzstan, Turkmenistan, Uzbekistan, Slovakia, Turkey, Liechtenstein, Malta, San Marino and Andorra did not sign, for different reasons, any protocol. The Protocols will remain open for signature for one year.

Governments of all seven countries of the Carpathian region adopted also the Carpathian Convention, an instru-

ment that will contribute to the conservation of the largest wild mountain area in Europe. The Convention was signed by 6 countries (out of the 7 signatories), namely Hungary, Romania, Serbia and Montenegro, Slovakia, Czech Republic and Ukraine. Poland did not sign the Convention in Kiev but it is expected to do so soon. This instrument is expected to promote cooperation and implementation of local mountain projects in the countries of the region.

The Kiev Conference adopted also the Environmental Strategy for Countries of Eastern Europe, Caucasus and Central Asia (EECCA). The Strategy will develop as a partnership initiative of all UNECE member states for the improvement of environmental situation in 12 countries of the former Soviet Union.

The Ministers also adopted the Statement(1) on Education for Sustainable Development (ESD). The "Basic Elements" on ESD that are attached to the statement will become the framework for the Strategy on Education for Sustainable Development that will be undertaken by UNECE in cooperation with UNESCO. The Strategy will be drafted together with Ministers of Education for the 6th Conference "Environment for Europe". This Strategy will contribute to the UN Decade devoted to issues of Education for Sustainable Development that will begin on 1 January 2005.

During the Kiev Conference, the European ECO-Forum, a platform of some 200 environmental citizens' organizations throughout the UNECE region, agreed on its "Final Messages" to the Ministerial Conference. The document that was distributed among the delegates of the Kiev Conference also entailed a paragraph on education. The complete text that addresses several issues of the Conference can be found at www.eco-forum.org/Kyiv03/finalmes-e.htm. However it would be useful to cite herewith(2) the relevant paragraph on Education that states the following:

The joint session of environmental citizens' organizations and ministers of environment was the final session of the 2nd day. The Minister of Ecology of Ukraine had already stated earlier that the Kyiv Conference would be marked by Aarhus agreements implementation, that is, it would be carried out under an absolute openness and full cooperation with NGOs.

This joint session, devoted to the issue of Environmental Policy Integration (EPI), became a confirmation of it.

Three important issues were addressed by both sides: a. letting the market work for the environment focusing on the market mechanisms direction to meeting environmental requirements; b. agriculture as an example of sectoral policy integration in an overall framework of a new style of production and consumption; and c. the institutional weaknesses that prevent integration and the necessary steps that will guarantee EPI in UNECE region. NGOs had prepared a publication with case studies on EPI which includes positive and negative aspects, concrete progress or lack of progress in the UNECE region. The publication was distributed among the participants during the joint session.

During this session, the collective view of NGOs on the issue of ESD was presented to the Ministers by the chairman of MIO-ECSDE, Prof. Michael Scoullos. His address was very well received by the participants and the complete text can be found below(3).

On the future of the EfE process, it was decided that EfE Ministerial Conferences should be held on a regular and predictable basis every four or five years, preferably in a host country. No decision was taken in respect of the location for the next Ministerial Conference. Serbia and Montenegro and Georgia proposed to host it. The decision may be taken at the next session of the UNECE Committee on Environmental Policy in September 2003. Ministers and Head of delegations invited UNECE, through its Committee on Environmental Policy and in consultation with other principal subsidiary bodies, as appropriate, and in cooperation with other relevant organizations and institutions, to monitor the outcomes of the Kiev Declaration in its work programme.

Further Information

The official site of the National Organizational Committee Secretariat of Ukraine 5th Pan-European Ministerial Conference 'Environment for Europe' at <http://www.kyiv-2003.info/main/index.php>

United Nations Economic Commission for Europe at <http://www.unece.org/env/wgso/>
Documentation of the Conference can be found at:
http://www.unece.org/env/wgso/kyiv_documentation.htm

(1) The complete paragraph (N) of the Kiev Ministerial Declaration referring to Education states the following: "We recognize that education is a fundamental tool for environmental protection and sustainable development and that environmental education has increasingly addressed a wide range of issues included in Agenda 21. We invite all countries to integrate sustainable development into education systems at all levels, from pre-school to higher education and nonformal as well as informal education, in order to promote education as a key agent for change. We welcome the proclamation by the United Nations General Assembly, at its 57th session (December 2002), of the United Nations Decade of Education for Sustainable Development starting in 2005, and will take the lead in promoting it regionally in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other relevant organizations. We endorse the Statement on Education for Sustainable Development and invite education and other relevant Ministers to take an active part in the development, in close cooperation with UNESCO, of the Strategy for Education for Sustainable Development by 2005."

(2) The relevant paragraph on Education, from the "Final Messages" of ECO-Forum states the following: Education for Sustainable Development

We welcome the inclusion of Education for Sustainable Development (ESD) as a component of the UNECE Ministerial declaration. We regret that the UN-ECE Strategy on ESD was not ready for discussion here in Kyiv.

We call upon Ministers to endorse the Statement on ESD and invite Education and other interested Ministers and bodies to continue developing the Strategy on the basis of the Addendum (Basic Elements).

We strongly recommend that this process is completed in time to be a contribution to the UN Decade for ESD, starting in 2005.

We insist on the continuation of this process under the framework of UNECE. It is essential to establish a Task Force in order to ensure the coordinated follow up and successful development of the strategy in line with the Statement on ESD

The Task Force should comprise interested UN-ECE member states, international organisations and

partners from other relevant sectors with the full involvement of NGOs at all stages of its development. We recognize that this Strategy is vital in achieving the Millennium Development Goals and the targets agreed in the Plan of Implementation of the WSSD. Such a Strategy will also facilitate the implementation of multilateral environmental agreements in the UNECE region.

The Strategy in our view should provide for at least a minimum background on ESD for all countries in the region and include framework programmes for education of educators, decision makers, training for professionals and mass media. It should include education at all levels from pre-school to higher education, formal, non-formal and informal education, awareness raising and life-long learning. International education projects should lead to better understanding of each others approaches, promotion of best practices and common standards for the pan-European region.

(3) The complete text of the intervention of Prof. M. Scoullos, during the Joint session of Ministers and NGOs is the following:

For a Region Wide Strategy on Education for Sustainable Development

A region wide strategy on Education for Sustainable Development is in our view extremely important because this region includes on one hand most of the economically and technologically advanced countries of the world and on the other many countries with economies in transition. The transition process involves rapid economic and social changes with serious environmental implications. Every effort should be made not to repeat mistakes made in the past and avoid unsustainable development patterns. Education and training are considered as the most valuable tools in transferring experience and knowledge.

Appropriately tuned ESD emerges as a crucial political instrument that facilitates economic development, reinforces social values and social cohesion and ensures integrity of the natural environment and of biodiversity. Strong political commitment is necessary in order for Education to be placed at the top of our priorities as a political and developmental goal to facilitate and support all other efforts.

Therefore, we welcome the inclusion of Education

for Sustainable Development (ESD) as a component of the UNECE Ministerial declaration.

The civil society regrets, nevertheless, the fact that not even a draft of the UNECE Strategy on ESD is ready for discussion here despite the efforts made for more than a year.

My organization expressing today the views of a very large number of NGOs of the region calls upon Ministers to endorse the Statement on ESD and invite their colleagues dealing with education and other competent Ministers and bodies to work systematically towards developing the Strategy using the Basic Elements attached in the Addendum.

That this process should be completed in time in order to be used as a major contribution to the UN Decade for ESD starting in 2005.

We firmly believe that the Strategy should be developed within the framework of UNECE. It is essential that a Task Force is established as soon as possible in order to ensure the coordinated follow up and successful development of the strategy with the involvement of interested UNECE Member States, international organizations such as UNESCO, the Council of Europe, eventually the EU and partners from other relevant sectors with the full involvement of NGOs at all stages of its development.

It should be stressed that this Strategy is vital for young people and the wide public to be mobilized in order to achieve the Millennium Development Goals and the targets agreed in the Plan of Implementation of the WSSD. It may also facilitate the implementation of multilateral environmental agreements in the UNECE region.

The Strategy, in our view, should include provisions for ESD at all levels from pre-school to higher education, formal, non-formal and informal, as well as awareness raising and life-long learning. It should also include a framework programme for training educators, decision-makers, professionals and Journalists.

After all the ultimate goal of Education should be to achieve peaceful co-existence among peoples, with less suffering, less hunger and less poverty in a healthy natural environment without depleted natural resources. Richness in diversity in all sectors of the natural, cultural and social environment is a basic component for a stable ecosystem and for the safety and resilience of every community.



MIO-ECSDE Profile

The Mediterranean Information Office for Environment, Culture and Sustainable Development, is a Federation of Mediterranean Non-Governmental Organizations (NGOs) for the Environment and Development. MIO-ECSDE acts as a technical and political platform for the intervention of NGOs in the Mediterranean scene. In cooperation with Governments, International Organizations and other socio-economic partners, MIO-ECSDE plays an active role for the protection of the environment and the sustainable development of the Mediterranean Region.

Background

MIO-ECSDE became a federation of Mediterranean NGOs in March 1996. Its roots go back to the early 80s, when the expanding Mediterranean membership of the European Community encouraged the European Environmental Bureau (EEB) to form its Mediterranean Committee supported by Elliniki Etairia (The Hellenic Society for the Protection of the Environment and the Cultural Heritage). The Mediterranean Information Office (MIO) was established in 1990 as a network of NGOs, under a joint project of EEB and Elliniki Etairia and in close collaboration with the Arab Network of Environment and Development (RAED). The continuous expansion of MIO-ECSDE's Mediterranean NGO network and the increasing request for their representation in Mediterranean and International Fora, led to the transformation of MIO-ECSDE to its current NGO Federation status. Today it has a membership of 98 NGOs from 22 Mediterranean countries.

Our Mission

Our mission is to protect the Natural Environment (flora and fauna, biotopes, forests, coasts, natural resources, climate) and the Cultural Heritage (archaeological monuments, and traditional settlements, cities, etc.) of the Mediterranean Region. The ultimate goal of MIO-ECSDE is to promote Sustainable Development in a peaceful Mediterranean.

Major tools and methods

Major tools and methods used by MIO-ECSDE in order to achieve its objectives are the following:

- Promotion of the understanding and collaboration among the people of the Mediterranean, especially through their NGOs, between NGOs and Governments, Parliaments, Local Authorities, International Organizations and socio-economic actors of the Mediterranean Region.
- Assistance for the establishment, strengthening, co-operation and co-ordination of Mediterranean NGOs and facilitation of their efforts by ensuring the flow of information among relevant bodies.
- Promotion of education, research and study on Mediterranean issues, by facilitating collaboration between NGOs and Scientific and Academic Institutions.
- Raising of public awareness on crucial Mediterranean environmental issues, through campaigns, publications, exhibitions, public presentations, etc.

Contact Information

POSTAL ADDRESS: Tripodon 28, 10558 Athens, Greece
T: +30210 3247267, 3247490 • **F:** +30210 3317127
E: mio-ee-env@ath.forthnet.gr • **W:** www.mio-ecsde.org