

SUSTAINABLE MEDITERRANEAN

MEDITERRANEE DURABLE • ΒΙΩΣΙΜΗ ΜΕΣΟΓΕΙΟΣ • MEDITERRANEO SOSTENIBILE المتوسطة المستدامة

**BIODIVERSITY MANAGEMENT AND EDUCATION FOR
SUSTAINABLE DEVELOPMENT IN PROTECTED AREAS**

...

**GÉSTION DE LA BIODIVERSITÉ ET ÉDUCATION POUR LE
DEVELOPPEMENT DURABLE DANS LES ZONES PROTÉGÉES**



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CONTENTS

EDITORIAL	3	• PUIG CASTELLAR, AN IBERIAN SETTLEMENT IN A PROTECTED AREA IN CATALUNYA, SPAIN	19
BIODIVERSITY MANAGEMENT AND EDUCATION FOR SUSTAINABLE DEVELOPMENT IN PROTECTED AREAS	4	• THE EXTERNAL EVALUATION OF THE GRUNDTVIG WORKSHOP	20
• THE NEED FOR DIALOGUE BETWEEN DIFFERENT SOCIAL GROUPS TO PROMOTE EDUCATION FOR SUSTAINABLE DEVELOPMENT IN PROTECTED AREAS THE CASE OF A GRUNDTVIG WORKSHOP	4	MISCELLANEOUS MEDITERRANEAN NEWS	22
• PILLARS OF SUPPORT FOR "CREATING BRIDGES" – THE VALUE OF STRATEGIES AND POLICIES TO SUPPORT EDUCATION FOR SUSTAINABLE DEVELOPMENT	10	• REPORT ON THE 18TH CONFERENCE OF CONTRACTING PARTIES TO THE UN FRAMEWORK CONVENTION ON CLIMATE CHANGE, DOHA, QATAR (26 NOVEMBER-8 DECEMBER)	22
• BUILDING LIVING BRIDGES	12	• THE NETWORK OF MEDITERRANEAN UNIVERSITIES FOR SUSTAINABLE DEVELOPMENT FOCUSING ON EDUCATION FOR SUSTAINABLE DEVELOPMENT AGREES ON FUTURE ACTIVITIES	24
• THE ROLE OF LOCAL COMMUNITIES IN BUILDING A NETWORK OF BIOSPHERE RESERVES IN MOLDOVA	13	• DISCUSSING ESD DEVELOPMENTS IN 2012 AND BEYOND	25
• THE BIOSPHERE RESERVE OF LOS ANCARES LEONESES: A LABORATORY FOR SOCIAL PARTICIPATION	14	• PARLIAMENTARIANS, JOURNALISTS AND NGOS AGREE TO WORK HAND IN HAND FOR A MORE SUSTAINABLE MEDITERRANEAN	26
• CENTRE DE L'EDUCATION ENVIRONNEMENTALE D'AMFISSA ET DES ACTIVITES SUR L'EDUCATION POUR DEVELOPPEMENT DURABLE (EDD)	16		
• LAVRION ENVIRONMENTAL EDUCATION CENTRE: ESD ACTIVITIES IN AND AROUND THE SOUNION NATIONAL PARK PROTECTED AREA	18		

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Detail from an Ionic column in Delphi

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EDITORIAL



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This double issue of Sustainable Mediterranean is devoted to how Education for Sustainable Development and the Management of specially protected or *designated* areas, such as Man And the Biosphere Reserves (MAB-BRs), could become mutually supportive and beneficial for society, the economy and the environment in the short, medium and long terms.

Education for Sustainable Development (ESD) on the one hand integrates the principles of "quality education" and Education For All (EFA) and introduces the aspirations, objectives and methodologies for the promotion of Sustainable Development through formal, non-formal and informal learning. Natura 2000 sites, MAB-BRs and other types of specially designated areas, have a status that allows them to be managed in a comprehensive, monitored way, while at the same time receiving considerable numbers of visitors, individuals and organized groups, (among which schools), who are eager to learn directly and indirectly while simultaneously enjoying the natural, cultural, tangible and intangible values of these areas.

This issue goes hand in hand with two major sources of knowledge and inspiration on the specific subject, namely the book "Education for Sustainable Development in Biosphere Reserves and other Designated Areas - A Resources Book for Educators in South-eastern Europe and the Mediterranean" and the Grundtvig Workshop "Creating Bridges: ESD in MAB BRs and other Designated Areas" carried out in Athens, Lavrion and Amfissa (March-April 2012).

Both were initiated by MEDIES of MIO-ECSD in close collaboration with the UNESCO Chair on SD Management and Education in the Mediterranean, the Greek National Commission for MAB/UNESCO and UNESCO BRESCE with the involvement of quite a number of other stakeholders, organizations and individual experts.

This issue is coming out at the end of 2012, a year of particular importance and of many activities for both ESD and Biodiversity. We had major relevant international meetings and decisions/documents including, among others:

- The Rio+20 meeting and the final document "The future we want" (Rio de Janeiro, June 2012) http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/Future_we_want_en.pdf
- The International Co-ordinating Council of the Man and the Biosphere (MAB) Programme, Paris, July 2012 http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/SC-12-CONF-224.Corr_en.pdf
- The 11th Meeting of the Conference of the Parties to the Convention on Wetlands, Bucharest, July 2012. http://www.ramsar.org/cda/en/ramsar-docu-ments-cops-cop11-cop11-resolutions/main/ramsar/1-31-58-500%5E25837_4000_0__

- The Tbilisi+35 Conference and the Tbilisi Communiqué (Tbilisi, September 2012) http://www.tbilisiplus35.ge/index.php?option=com_content&view=article&id=148&lang=en#.UNcKXeQzqSo
- The XI Conference of the Parties of the Convention on Biological Diversity and the "Hyderabad Call for Biodiversity Champions" (Hyderabad, October 2012), <http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=2697&ArticleID=9309&l=en>

Furthermore, 2012 was one of the first active "overlapping" years of the two UN Decades on "ESD/2005-2014" and on "Biodiversity/2011-2020" Rather few activities have focused on their combination, which could stimulate synergies and fill gaps, clarify misunderstandings and support the achievement of more coherent and comprehensive results at both ends, i.e. on ESD, on one hand and on the management of protected areas and biodiversity, on the other. This is of utmost importance as, until now, it is evident that countries and the International Community, at large, are more keen and effective in reaching consensus and making some agreements on the necessary course of action. They are at the same time however, less efficient and effective in implementing these commitments and applying on the ground the necessary transformations and measures.

In the case of the protection of biodiversity, this unfortunate fact has been clearly demonstrated in the outcomes of several reports and assessments, such as:

1. The EU Biodiversity Strategy to 2020 – towards implementation; <http://ec.europa.eu/environment/nature/biodiversity/comm2006/2020.htm>
2. The Millennium Ecosystem Assessment, 2005; http://www.grida.no/graphicslib/detail/millennium-ecosystem-assessment-conceptual-framework_8902
3. IUCN Red List of Threatened Species, 2012; <http://www.iucnredlist.org/>

In view of the above, this issue focuses on the "bridges" that need to be created and supported in order to enhance 'communication' and foster better understanding between the various communities of educators and managers of designated areas followed by "joint and complementary action".

Such intersectoral and interdisciplinary understanding, though necessary, is not always evident and present at the various relevant levels. Therefore, particular efforts are needed to bring together in a natural and productive way, the competent stakeholders especially at regional (e.g. Mediterranean) and local level. At the re-

gional level the exchange of experiences by people of different, but not entirely unfamiliar, backgrounds can actually lead to stimulation of international collaborations and networking, enhancement of the scientific caliber of projects and studies, the pilot implementation of innovative methodologies, transfer of expertise and technologies and amelioration of legal, institutional and operational frameworks. At the local level, site and time specific problems within narrowly defined socio-political, economic and cultural conditions, which may or may not be transferable elsewhere as such, are addressed. Also, improved communication of these issues could undoubtedly contribute to inspire, compare and understand activities, proposals and results with similar objectives.

This is why the development of supportive strategies and policies, the networking of Biosphere reserves in cooperation with local public authorities and the experiences on utilization of specially designated areas as laboratories for social participation and cooperation on Environmental Education and/or Education for Sustainable Development are given particular emphasis in the present issue.

In conclusion, this issue demonstrates the need for all actors, from educators, Academics and local authorities to managers and national administrations, to utilize in a more systematic, comprehensive and synergetic way MAB-BRs and all other types of specially designated areas in making Education for Sustainable Development evident and interesting on the ground for learners of all ages and backgrounds. By doing that, we simultaneously enhance the efficiency of the management of specially designated areas, further develop the needed ownership by society, both at local and (in some cases equally or even more importantly) at national or international level, while promoting the importance of biodiversity and all other values accumulated harmoniously in these sites.

Furthermore, it is evident that MAB BRs and other protected areas, offer tangible and intangible infrastructures, that could support the ESD processes far beyond the end of the UN Decade of ESD and could also benefit from the UN, EU and Mediterranean initiatives for the protection of biodiversity and also of Civil Society's involvement in meaningful participatory activities throughout the region.

BIODIVERSITY MANAGEMENT AND EDUCATION FOR SUSTAINABLE DEVELOPMENT IN PROTECTED AREAS

THE NEED FOR DIALOGUE BETWEEN DIFFERENT SOCIAL GROUPS TO PROMOTE EDUCATION FOR SUSTAINABLE DEVELOPMENT IN PROTECTED AREAS the case of a Grundtvig Workshop

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The discussion on the relationship between society and nature is often juxtaposed with that of "Man" and "Nature". In this discussion the concepts are free of their historical and social contexts. Man and his needs go beyond the social context and Nature enjoys Man's respect as an admiring observer. Today's critical climate issues can only be addressed by restoring this archetypical relationship between Man and Nature. Although since 1972 the basic texts of all international forums and conferences include priorities, strategies and guidelines to address environmental problems and to catalyse the development of societies with respect to the environment and future generations, there are still significant delays in achieving universally acknowledged common targets.

Today, the notion of environmental protection is being reorientated towards the direction of Sustainable De-

velopment, thus changing the dominant value system. Sustainable Development is an alternative development model that has been described in Stockholm¹ (1972) as follows: "the economic and social development [is] essential for ensuring a favourable living and working environment for man and for creating conditions on earth that are necessary to improve quality of life".

This article will focus on the two following key priorities: (1) the promotion of Education for Sustainable Development and (2) the need for Protected Areas.

1. Principle 8. *Economic and social development is essential for ensuring a favorable living and working environment for man and for creating conditions on earth that are necessary for the improvement of the quality of life.* (<http://www.unep.org/Documents.Multilingual/Default.asp?documentid=97&articleid=1503>)

The need for protected areas and their relevance in today's context

According to the IUCN definition², a Protected Area (PA) is "a clearly defined geographical space, recognised, dedicated and managed, through legal or other effective means, to achieve the long term conservation of nature with associated ecosystem services and cultural values".

Nigel Dudley³ (2008) also writes that: "Protected areas are essential to the conservation of biodiversity. These are the cornerstones of virtually all national and international conservation strategies. These areas have ceased to maintain the functioning of natural ecosystems, to act as refuges for species and to maintain ecological processes that cannot survive in most intensely managed landscapes and seascapes. Protected areas act as benchmarks against which we understand human interactions with the natural world. Today it is often the only hope we have of stopping many threatened or endangered species from extinction".



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Field Activities at Parnassus National Park

The importance of Protected Areas is highlighted in international conventions and programmes such as the Convention on Biological Diversity (CBD), the World Heritage Convention (WHC), the Ramsar Convention on Wetlands, the UN Law of the Sea Convention, UNESCO's Man and the Biosphere (MAB) Programme and the global programme of the World Commission on Protected Areas (WCPA).

Together, these institutions and programmes form the backbone of international policy on the establishment and management of protected areas for biodiversity conservation and for the sustainable use of natural and cultural resources. It is worth mentioning here Article 6 of the International Convention on Biological Diversity⁴, which highlights that "each Contracting Party, in

2. http://www.iucn.org/about/work/programmes/gpap_home/pas_gpap/

3. Dudley, N. (ed.), *Guidelines for Applying Protected Areas Management Categories*, (IUCN: Switzerland, 2008)

4. The Convention on Biological Diversity (CBD) entered into force on 29 December 1993. (<http://www.cbd.int/convention/articles/?a=cbd-o6>)

accordance with its particular conditions and capabilities, should help to:

(a) Develop national strategies, plans or programmes for the conservation and sustainable use of biological diversity or adapt for this purpose existing strategies, plans or programmes which shall reflect, inter alia, the measures set out in this Convention relevant to the Contracting Party concerned; and

(b) Integrate, as far as possible and as appropriate, the conservation and sustainable use of biological diversity into relevant sectoral or cross-sectoral plans, programmes and policies."

Protected Areas can be viewed as a laboratory for the application of innovative land use regulations and as places of experimentation on an alternative production model aimed at meeting social needs and shifting the control of production processes to society. A realm where the conditions of production and their impact on society always remain a top priority. Protected areas should also serve as areas of experimentation on democracy and democratic participation, where everyone would partake in the development of a new model of social and solidarity economy. Success stories could then be replicated beyond the limits of protected areas for the benefit of the entire society.

In every corner of the world, protected areas provide valuable services at multiple levels. PAs offer people a place to relax, get in touch with the natural world, explore their culture and cultivate their spirit. The benefits in the physical and mental wellbeing of populations through their contact with nature have been identified through multiple empirical, theoretical and anecdotal evidences⁵.

Thus, Protected Areas can confidently claim to support sustainable development, especially in the fields of tourism and scientific and educational research.

The priority for the promotion of Education for Sustainable Development

UNESCO recognizes education as an essential tool for achieving sustainability. There is widespread agreement that current economic development trends are not sustainable anymore and that public awareness, education, and training will catalyse our progress towards sustainability. Beyond that however, people are struggling to reach common ground on the context of sustainable development and even more so on whether or not it is attainable. Education for Sustainability (EfS) programmes are also burdened by reservations stemming from such failure to identify common ground. In the words of UNESCO, "lack of agreement and definition has stymied efforts to move education for sustainable development (ESD) forward"⁶.

5. <http://heapro.oxfordjournals.org/content/21/1/45.full>

6. *Education for Sustainable Development Tool Kit* by Rosalyn McKeown, Ph.D, with assistance from Charles A. Hopkins and Regina Rizzi, Center for Geography and Environmental Education, University of Tennessee, 311 Conference Center Bldg. Knoxville, TN 37996-4234.

A well-shaped definition has been so far developed by UNESCO7, according to which “Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development”.

Education for Sustainable Development consequently promotes competencies like critical thinking, developing future scenarios and making decisions in a collaborative and constructive way. Education for Sustainable Development requires far-reaching changes in the way education is often practised today. These have been described in two fundamental texts: the “UN Decade of Education for Sustainable Development (2005-2014): The First Two Years” and the Final Document TBILISI +35, the “Tbilisi Communiqué”.

As we approach 2014, the closing year of the UN Decade of ESD (2005-2014), the discussion to extend the Decade has already begun. Today, there is widespread agreement that there is still significant distance between the Decade’s initial goals and the accomplishments.

Bringing ESD in PAs: Challenges and Barriers

The main challenges for advancing ESD have long been identified as lack of vision and awareness. More often than not, these challenges are related to a lack of policy or funding that could catalyse progress in ESD.

UNESCO has already identified the 12 issues that governments and school districts must take into consideration and overcome in order to successfully implement ESD. These are:

Issue 1	Increasing Awareness: ESD is Essential
Issue 2	Structuring and Placing ESD in the Curriculum
Issue 3	Linking to Existing Issues: Educational Reform and Economic Viability
Issue 4	Facing the Complexity of Sustainable Development Concept
Issue 5	Developing an ESD Program with Community Participation
Issue 6	Engaging Traditional Disciplines in a Trans-disciplinary Framework
Issue 7	Sharing the Responsibility
Issue 8	Building Human Capacity
Issue 9	Developing Financial and Material Resources
Issue 10	Developing Policy
Issue 11	Developing a Creative, Innovative, and Risk-Taking Climate
Issue 12	Promoting Sustainability in Popular Culture

7. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

These issues have universal application and their resolution is facilitated by well founded institutional structures. In countries however where these structures are weak or missing, as is the case for most countries bordering the Mediterranean Sea, the development of ESD faces additional structural challenges.

Another issue concerns a fundamental difference between the two main groups involved in ESD, those working in information and awareness Centres in PAs and ESD educators at all levels. The distinction concerns the knowledge, opportunities, quality and ESD competence and teaching methodologies. To improve the situation, the gap between the two groups needs to be bridged.

Despite all these challenges, there are also few cases of good practices on ESD in PAs.⁸ The dissemination of these kinds of experiences could indeed help upgrading the practice of ESD.

Two groups sharing one subject

Today, there are two main groups of professionals who provide education in the fields of the environment and sustainability. The first group includes those working in Protected Areas and the second includes educators trained on ESD. Taking into consideration the role of education in shaping our world for the future generations, we could broadly support that these two groups have a great deal of responsibility when it comes to educating the younger generations on issues of environmental protection and sustainability.

Experience shows that these two groups share in fact a common vision. They describe it however, in different ways. The keywords used have different representations and interpretations, reaching to different philosophical, political and socio-economic approaches.

As mentioned above, the two groups have to address different target groups. Employees in Environmental Education Centers (EECs) target primarily students. Groups of adults, including teaching staff, living and working in the surrounding areas are secondary targets. Employees of Information Centres in PAs address visitors, families, peasants, farmers, all kinds of workers, etc.

Another significant difference in the work of our two groups is the duration of the programmes they offer. ESD programmes offered on the spot to visitors of PAs more often than not are very short, lasting for only a few hours. On the other hand ESD programmes offered at EECs can last from half a day to even a week or more.

All these differences bear a considerable effect on the programmes offered. Advantages and disadvantages apply in both cases. We strongly believe that creating a bridge to bring the two groups closer and establish a fertile dialogue could bring about final products which will

8. Such examples are: “Carpathian Mountains ESD Training Tool Kit – English Version” (http://www.carpathianconvention.org/tl_files/carpathiancon/Downloads/02%20Activities/2.1.13.1%20Move%204%20Nature%20%20CarpathianMountainsESDToolkit_en.pdf), “Sustainability for real: a national park initiative in environmental education” (<http://ibcperu.org/doc/isis/13028.pdf> pp 81), “Kakadu National Park Management Plan 2007 – 2014” (<http://www.environment.gov.au/parks/publications/kakadu/management-plan.html>)

be innovative and of significant impact. The idea of the Grundtvig Workshop “Creating Bridges-Education for Sustainable Development (ESD) in Protected Areas (PA)” came to address this exact need.

What is a Grundtvig Workshop?

The Grundtvig Workshops are open to any adult citizen who is a national of or permanently residing (or registered as refugee or asylum-seeker) in one of the countries participating in the Programme, namely: the 27 Member States of the European Union, Iceland, Liechtenstein, Norway (EFTA-EEA countries) and Turkey (candidate country). Participants must come from at least three different participating countries, in addition to the host country, and no more than 1/3 of the participants should originate from the same country. Nationals of the country where the workshop takes place are eligible to participate in the workshop but cannot be funded through the Grundtvig Programme. Participants come from several countries for a multinational, collaborative learning opportunity relevant to their professional development. Participants are encouraged to share their competences and insights actively with others.

From the Grundtvig Workshops Catalogue 2012-13

Planning for a successful workshop

The design phase of the workshop started with the formation of a working group. Subsequently, selection criteria were agreed, a committee to evaluate the applicants was established, the call was launched, applications were received and participants selected. 90 people applied for participation out of which only 37 were selected. The criteria for selection were set so as to ensure a good balance of participants from both ESD and PAs.

The preparation phase took into serious consideration the ecological footprint of the workshop, especially regarding travel and accommodation. The Sustainable Events Toolkit⁹ prepared by MIO-ECSDE in cooperation with CP/RAC was used as a guide to ensure that the best green events practices were applied. In planning for the group’s transportation, every care was taken to configure the most sustainable routes to reduce carbon emissions during travel since the workshop included flights to get participants to Greece, and then visits to multiple locations within the host country. The host country’s cultural heritage was promoted through applying the principles of the “Locavore” movement, according to which locally produced foods are consumed.

Regarding the educational content of the workshop, participants were sent specific guidelines for their preparation. The teaching material was compiled diligently and multiple sources were used to cover the subjects in depth. Furthermore, MIO-ECSDE/MEdIES (the Mediterranean Education Initiative for Environment and Sustainability) developed a communication platform to be used by the participants for their communication before,

9. <http://www.sustainableeventstoolkit.net/>

during and after the workshop¹⁰. Finally, throughout the workshop great emphasis was placed on the diffusion of relevant information to interested parties.

The Workshop

After months of preparation, MIO-ECSDE with the support of the UNESCO Venice Office and in cooperation with the University of Athens/UNESCO Chair & Network on Education and Management in the Mediterranean, the Greek UNESCO MAB Committee, the Centre of Environmental Education of Lavrion and the Centre of Environmental Education of Amfissa, held the Grundtvig EC Seminar entitled: “Creating Bridges - Education for Sustainable Development ESD in Designated Areas” on 30 March – 5 April 2012. The workshop took place in three separate locations in Greece: Athens, Lavrion (Centre of Environmental Education) and Amfissa (Centre of Environmental Education).



© Michalis Theodoropoulos (EEC Amfissa)

At the EEC of Amfissa, M. Theodoropoulos, V. Psallidas and G. Kottis

The seminar was attended by 37 participants from 17 countries, namely: Austria, Belarus, Bulgaria, Canada, Croatia, Cyprus, France, Greece, Italy, Malta, Moldova, Portugal, Romania, Scotland, Slovenia, Spain, and Turkey.

The participants were mainly personnel of UNESCO/MAB Biosphere Reserves (BRs) and other types of Designated Areas (DAs). The main topic was the integration of Education for Sustainable Development (ESD) in the activities designed for visitors to the Reserves, Parks, Areas i.e. schools, adult groups, visitors, tourists, etc.

During the workshop, participants were given the opportunity to exchange experiences and good practices for the development of ESD programmes in BRs, DAs, etc. Through this workshop a “cluster” of experts with varied backgrounds in the field of ESD in MAB BRs and other DAs was created.

10. <http://buildingbridgesdformabbs.lefora.com/forum/category/buildingbridgesdformabbs-forum-topics/>

The Workshop's main outputs and results

- Increased knowledge on the theoretical aspects of ESD in DAs: evolution, principles and philosophy, with emphasis on Biosphere Reserves as Learning Sites.
- Increased knowledge and skills related to the Sustainable Development (SD) of DAs, and the application of ESD programmes, through various practices and tools (i.e. fieldwork, group work, hands-on, discussion techniques as well as the use of ICTs).
- Strengthened communication, cooperation and social skills through participation in group activities, including debates, negotiation and decision-making exercises, as well as through the exchange of experiences on ESD in DAs. The workshop provided an ideal setting for the formation of informal relationships which will hopefully lead to the creation of an informal cluster of ESD experts with varied backgrounds committed to sustain this fruitful exchange in the future.
- Proposed joint actions on ESD. The participants worked in groups and composed six different frameworks on joint future activities for ESD in their Reserves, Sites, etc. They also proposed to identify the European and other frameworks¹¹ for submitting these ideas for potential funding. It is worth mentioning that the proper management of BRs and in general of DAs requires international cooperation and in this context, the seminar contributed to the strengthening of links between Management Bodies, NGOs, Institutions, Administration (municipalities), yet another added value of the seminar.
- Increased awareness on the actions and priorities of the European Commission's DG Education and Culture and on how to be involved.
- Increased awareness on the host country's environment and culture as well as those of the participating Mediterranean and European countries.
- Dissemination of the new UNESCO training material: "ESD in MAB BRs and other Designated Areas in SE Europe and the Mediterranean", a valuable tool for this line of work.
- Two immediate spin-off activities at local level with the involvement of the local government and community to promote the potential of the areas of Lavrion and Amfissa in the fields of eco-tourism in and around the Protected Areas. Furthermore, in terms of the tourism and hospitality sectors, after the workshop several local businesses followed the advice provided and developed services based on local produce to promote the cultural heritage of the region.

11. (1) Talking Green, (2) Social Participation on Managing for a new way of Living, (3) Continuity... , (4) PA 4 PA / Network Forum, (5) New common Knowledge for PA's and (6) Developing Regional Platforms for Co-ownership of PA's.

Review and Evaluation at multiple levels

The workshop was monitored and reviewed at multiple levels throughout its implementation. Further to the external evaluator Ms. Anna Savvopoulou (see relevant article), participants were asked to evaluate the workshop upon completion.

By the end of the training the participants filled in a questionnaire (5-point Likert scale) to assess their experience. The results were positive with 4 out of 5 participants agreeing that the workshop was "a culturally enriching experience".



© Michalis Theocharopoulos (EEC Amfissa)

At the EEC of Amfissa

According to the participant responses, the main objectives of the training were reached in terms of increasing knowledge and providing capacity building on the theoretical (principles, planning) and practical aspects (application) of ESD in BRs and various types of DAs, through their active participation in all the sessions of the workshop.

Overall the majority of the participants was satisfied by the content of the training, enjoyed the selected locations, agreed with the methodology followed during the workshop and finally believed that the workshop will actually enhance the practice of their profession.



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The Temple of Apollo at Delphi

Spreading the Word

Information about the workshop, at all stages, was disseminated broadly at a local, national, regional and international level.

MIO-ECSDE shared the news of the implementation of the workshop and its results with its network of more than 120 NGOs in the Mediterranean. For further diffusion, information was shared

with similar networks in Europe. In addition, it should be noted that the National Commission of MAB - Canada had a special meeting during the Canadian Commission for UNESCO Annual General Meeting in May 2012 in Ottawa, Canada to present the results of the workshop. On this occasion the US MAB Committee was also informed and expressed a strong interest for future joint actions.

Information on the Workshop appeared in:

- The Grundtvig Workshop Catalog 2011-2012: (http://ec.europa.eu/education/grundtvig/doc/catalogue11_en.pdf)
- The UNESCO Website: www.unesco.org/new/.../grundtvig_draft%20agenda_eng.pdf and <http://unesco.atlasproject.eu/unesco/details/en/details.html?hl=group%20discussions&ci=a7fee5ea-7f81-46de-a72d-2461d8fcc1a0>
- The UNESCO Website (2): http://www.unesco.org/new/en/venice/about-this-office/single-view/news/creating_bridges_education_for_sustainable_development_in_designated_areas/
- MIO-ECSDE The Network of Environmental NGOs: <http://www.mio-ecsde.org/members.asp>
- The MEDIES e-Network of Educators for ESD coordinated by MIO-ECSDE, involving 3.700 educators from the Mediterranean: <http://www.medies.net/articles.asp?cID=8&aID=627>.
- The active forum created for the seminar: <http://buildingbridgesesdformabbs.lefora.com/>
- The Baltic University e-Newsletter: <http://www.balticuniv.uu.se/index.php/medies-news/673-medies-news-and-announcements>
- The Newsletter Forum for University and Culture: http://universidadypatrimonio.net/eng/noticias/newsletter_77/12_2012.html
- The quarterly e-bulletin of the MEDIES Network: <http://www.medies.net/articles.asp?cID=18&aID=643>

At a national level, all participants presented the results of the workshop to their countries after returning



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A partridge (*Perdix perdix*) in the ruins of the Temple of Poseidon, Sounion National Park

home. In Greece and Cyprus, where MEDIES has a very active presence in the field of ESD, all Environmental Education Centres and Protected Areas Management Bodies received regular updates before, during and after the workshop. Finally the local communities of Lavrion and Amfissa, where the meeting was held, showed great interest and this was reflected in the ample coverage in the local media.

Conclusion

The experience of holding such a workshop admittedly created in everyone involved a sense of satisfaction. For MIO-ECSDE and MEDIES the benefit of getting in touch with educators from many countries and exchanging know how and experiences was indeed substantial. Other organizing partners especially the EECs were given the opportunity to enhance their organizational capacity, strengthen their confidence in holding international workshops for adult education in the context of lifelong learning. From their part, the participants benefited from interacting, creating informal relationships, exchanging ideas, experiences and best practices.

As for the local community, it gained international experience and explored in practice the possibility of shifting the local tourism business towards more sustainable products and services. In a nutshell, the workshop succeeded in providing what was originally promised. Participants and organizers built bridges of communication, opened new channels to enhance the continuous exchange of information with peers from other countries and set the foundation for promising future cooperation.

As the need for communication, dialogue and cooperation among different social groups to promote Education for Sustainable Development in Protected Areas continues to exist we hope that there will be more similar opportunities in the future to provide such match-making workshops throughout the Mediterranean.

32. ENCOURAGE environmental, educational and other relevant ESD authorities and non-governmental organizations to actively incorporate ESD into National Environmental and Education Action Plans. To this end, we commend the full utilization of existing resources including protected areas, such as UNESCO biosphere reserves, for outdoor learning and research; sensitizing children and adults to the existing and emerging sustainable development challenges and equipping them with hands-on knowledge and the skills for sustainable lifestyles.

Tbilisi Communiqué 2012
The Tbilisi Communiqué-Educate Today for a Sustainable Future
Outcome document adopted at TBILISI+35
Intergovernmental Conference on Environmental Education for Sustainable Development
Tbilisi, 6-7 September 2012

PILLARS OF SUPPORT FOR “CREATING BRIDGES” – THE VALUE OF STRATEGIES AND POLICIES TO SUPPORT EDUCATION FOR SUSTAINABLE DEVELOPMENT

by Stanley BOYCHUK

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Key words: pillars, policies and strategies to support Education for Sustainable Development

Value: (noun), the regard that something is held to deserve; the importance, worth or usefulness of something.

This article will explore the value of policies and strategies, both from a philosophical as well as a practical perspective. Policies are defined as instruments, which provide direction and language for the implementation of the initiatives of decision-makers, be they government, quasi-government, non-governmental organizations (NGOs) or corporate organizations. Policies are intended to provide guidance to those executing the political will of the decision-makers. Strategies are statements, which provide direction to organizations articulating a Vision, Mission, Objectives and Deliverables over time. They tend to be more inclusive and are usually seeking a long-term vision for the organization, manifested through a living document, which also has processes for renewal.

The benefit of policies and strategies is that they help to inform decision-makers by providing:

- a foundation for stakeholder engagement;
- the key for developing funding perspectives;
- guidance for work plans and for evaluating outcomes;
- links to key indicators for staff feedback and performance management.

Do strategies and policies matter in today’s economic climate?

How do we manage the global shift to more conservative economics and politics?

There needs to be a redefinition of the ground rules and the playing field. The politics of administrative management at all levels of government must be replaced by a culture of innovation and renewal. Many organizations have been lured into a culture of “projectionists”, whereby the goals and objectives, not to mention the vision and mission of these organizations, take second place to the writing and re-writing of lofty statements in the hope that funding will be provided and that somehow the values and beliefs of the organizations will remain intact. The reality is that most of the funding programs are politically motivated and reflect the governments in power and the outcomes they want to see as a reality. The goal should be to redefine ourselves with a strong vision and belief regarding the need for “Education for Sustainable Development” and develop the policies and strategies in our organizations, which will support and enhance these principles.

Canada’s track record so far

The Canadian and North American experience with developing policies and strategies to support the MAB programme, began with the Canadian participation in the Commission for Environmental Cooperation between Mexico, Canada and United States. The commission was established to mitigate the impacts of the North American Free Trade Agreement. This agreement had huge potential to create economic and environmental impact, especially in Mexico and Canada. In 2003 one hundred leading scientists, academics and practitioners met in San Francisco to debate, argue and collaborate to create the policy and strategic framework for the joint participation of the three countries in a number of major initiatives, which would have significant impact on species at risk. One of these initiatives was the “B2B – Baja to the Bering Sea”. This initiative created a series of marine protected areas for the migrating species of orcs, grey whales, stellar sea lions, sea otters and the leatherback turtles as they migrate from the Baja Peninsula to the Bering Sea. This initiative was successful, largely because each nation had an agreed upon set of policies and strategic initiatives to discuss and negotiate with their respective governments.

The development of strong policy statements to guide decision-makers and strategies to support staff in delivering on these strategies will allow the organization to successfully negotiate funding, especially in times of conservative economics and politics. The strength of well defined policies and strategies will appeal to funders who want to see clearly defined and articulated goals, objectives and most importantly deliverables that are measurable.

There needs to be a clear link between the vision of the organization and the goals and objectives. They must be full of authenticity as well as having a sense of congruence. These factors will allow for the development of meaningful and measurable outcomes.

A further experience for Canada in Creating Bridges for Education for Sustainable is the negotiation of the final agreement and further development of the West Polish trans-boundary biosphere reserve. This would be the first trans-boundary biosphere reserve in Europe - Ukraine, Poland and Belarus (03/11/11). As the Canadian representative, I was involved in helping to create the common policies and strategies, which the representatives from Poland, Belarus and the Ukraine could use as their negotiating positions with their respective govern-

ments. The policies aimed to create Models of Governance to support citizen participation in these former Soviet countries. The development of the models takes into consideration differing interests of national governments in the development of education strategies for ESD. Additionally, the strategies helped to develop a common database and procedures for data collection, which is critical for the implementation of collaborative practices for the protection of species at risk.

In Canada there are 16 biosphere reserves connected through a network mandated to support the collective action of Canadian Biosphere Reserves through the Canadian Biosphere Reserve Association (CBRA). Canada has a unique situation where we have two national organizations, CanadaMAB, the Canadian Commission for UNESCO National Committee for Man and Biosphere, as well as CBRA. CBRA provides the networking and lobbying efforts for biosphere reserves and CanadaMAB is responsible for new biosphere reserve designations, periodic reviews and representation at the international level. The Canadian experience in partnerships has been governed by our respect for the policies and strategies, which we have developed. These policies and strategies have allowed the two organizations to effectively fulfill their mandates and further the knowledge of Education for Sustainable Development.



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Cercis iliquastrum (family Legumino), Parnassus National Park

Canada MAB, CBRA and the University of Saskatchewan have developed a proposal, which has already received funding. The purpose of the proposed partnership is to enhance scholarly understanding and the capacity of Canadian Biosphere Reserve (BR) practitioners to participate effectively in multi-level governance for sustainability by creating and implementing regional and national networking and social learning strategies.

The main objectives are to:

- Enhance the capacity of the BR network to collectively evaluate existing knowledge and practice,

generate new knowledge/understanding; apply new knowledge to policy and practice;

- Understand the relational history with First Nations;
- Create an awareness of the scientific validity of Traditional Ecological Knowledge;
- Increase acceptance of differing worldviews, values and beliefs;
- Create opportunities for Elders from First Nation communities to interact with youth to explore new ways of learning and understanding.

At the local level the Clayoquot Sound UNESCO Biosphere Reserve (CSUBR) was designated in 2000 – the biosphere reserve consists of 350,000 hectares, terrestrial and marine. In 2002 CSUBR received a five year Social Sciences and Humanities Research Council Canada funding programme to research and develop protocols for research, community based research initiatives in Traditional Ecological Knowledge relating to ecological integrity and ecosystem based management. The process of decision making of the board of directors of the Biosphere Reserve is consensus. Consensus means that each of the ten board members must be willing to agree or at least not be prepared to block consensus on any decision. The achievement of results has been dependent on the effective development of policies and strategies, which separate board governance from board interference, based on specific interests. This is a difficult, however valuable and worthwhile, process. It clarifies and establishes the operating premise of organizations and allows for progress in the field of Education for Sustainable Development.

Lessons learned from CSUBR:

1. Conflict requires an ability to shift from position to interest to begin the process of understanding and healing;
2. Progress is slow – 2 steps forward and 1 step back, and always remember “the oxen is slow, but the earth is patient”;
3. We are the product of our ancestors and they expect us to succeed.

‘Words of Wisdom’ after a decade of Education for Sustainable Development:

- Provide input for policy development at corporate, government and local levels.
- Think strategically, develop the needed strategies linking local, regional, national and international.
- Re-focus on “thinking globally, acting locally”.
- Incorporate traditional ecological knowledge.
- Establish processes of networked research.
- Create a community of practice.

BUILDING LIVING BRIDGES

by Colin CAMPBELL
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Key words: social capital, social networks, sustainability, resilience learning, education

The Stockholm Memorandum¹ states, “We are the first generation with the insight of the new global risks facing humanity, that people and societies are the biggest drivers of global change”. It concludes that the planet has entered a new geological age, the Anthropocene, and recommends urgent and far-reaching actions for decision makers and societies to become active stewards of the planet for future generations.

Einstein pointed out “the world we have created is a process of our thinking; it cannot be changed without changing our thinking.”

Assist Social Capital was keen to attend “Creating Bridges” to provide participants with a clear understanding of social capital, its relevance to their work in Biosphere Reserves and ESD and to present examples of social capital and some evaluation methods. In his presentation made during the workshop, Colin Campbell of Assist Social Capital posed the question “So what can we do to bring about the change towards a more sustainable and harmonious relationship between humanity and nature?”

In “Social Capital: the missing Link”², a report by the World Bank, Christian Grootaert stated that “The traditional composition of natural capital, physical or produced capital, and human capital needs to be broadened to include social capital. Social capital is the glue that holds societies together without which there can be no economic growth or human well-being.”

Assist Social Capital is a social enterprise that promotes the value of social capital as a critical resource for sustainable, resilient communities. The OECD (Organization for Economic Cooperation and Development) defines social capital as “networks together with shared norms, values and understandings that facilitate cooperation within or among groups”³. Assist Social Capital provides training, evaluation and policy development and supports the application of social capital in practice through vehicles such as social enterprise and participatory processes (Wisdom Councils, Dynamic Facilitation, World Café, Open Space, Art of Hosting, etc.).

In answer to his own question, Colin suggested we should work to “build living bridges”⁴. In other words, find ways to invest in projects and activities that bridge the divides between people, working to bring about sustainable development and to knit together relationships based on shared understanding. Colin explained that a social capital approach can enable us to: make visible what is currently invisible; highlight the value of human relationships; explore the quantity and quality of relationships; put numbers to soft outcomes in order to benchmark human relationships effectively; move from anecdotal to strategic and replicable; develop Action Plans to begin investing strategically in social capital to deliver positive social outcomes which can lead to more sustainable and resilient systems.

A significant outcome of Assist Social Capital’s attendance at the Grundtvig workshop “Creating Bridges” is our partnership with the Canadian Biosphere Reserve Association (CBRA) who will join us in the design of a ‘Framework for Development of Social Enterprises in Biosphere Reserves’, together with UNEP Sustainable Public Procurement Initiative, Lac St-Pierre and Charlevoix Biosphere Reserves in Quebec. This initiative has recently received the backing of the Scottish Government’s International Social Enterprise Programme.



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Intercultural communication and “locavore” combine at a local tavern during the workshop.

4. “The Stockholm Memorandum” <http://www.stockholmresilience.org/newsandvideos/generalnews/thestockholm Memorandum.5.4bb0052912fd16044aa800011821.html>

1. Centre for Educational Research and Innovation at OECD (2001) *The Well-being of Nations: The Role of Human and Social Capital*, p 41

2. Grootaert, Christiaan (1998) *Social Capital: The Missing Link?* World Bank Social Capital Initiative, working paper No. 3

3. Meghalaya’s Living Bridges (Video) <http://www.youtube.com/watch?v=T1ffughlOEo&feature=related>

THE ROLE OF LOCAL COMMUNITIES IN BUILDING A NETWORK OF BIOSPHERE RESERVES IN MOLDOVA

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Despite the fact that the creation of Biosphere Reserves in Moldova is on the agenda of public authorities, the effort is being hampered by lack of experience at both national and regional levels. Consultation meetings held throughout the country have revealed high potential for the creation of a network of Biosphere Reserves. Actually, six sites in different parts of Moldova have been shortlisted to become Biosphere Reserves. The Grundtvig workshop organized in Greece in the first months of 2012 came at the right time to help Moldova move faster towards the creation of a Biosphere Reserve Network.

As the workshop helped clarify, local authorities have a central role to play in the following activities:

- The development of awareness raising materials on the functions of Biosphere Reserve areas for various target groups.
- The presentation of social and economic benefits that the creation of a Biosphere Reserve can bring to the local population.
- The implementation of field activities to engage people of all ages in the identification of the benefits of preserving biodiversity in a Biosphere Reserve.
- The exchange of views among various stakeholders on the modalities of the creation of a Biosphere Reserve and on the responsibilities of local authorities regarding the maintenance and management of such sites.

Furthermore, the exchange of experiences from the different participating countries sparked interesting discussions on the selection and application of appropriate practices in the case of a Biosphere Reserve Network in Moldova. During the workshop, a plan of research activities for the identification of the most appropriate protected areas to become Biosphere Reserves was drafted

which also made specific provisions for the regional cooperation among neighboring countries that have neighboring BR areas.

The following set of immediate steps was suggested to be taken by the local authorities in Moldova:

- Management of abandoned agricultural or industrial sites for further use as historic or natural monuments.
- Selection of the most appropriate management practices for the country.
- Modalities for regional cooperation among countries in the management of Biosphere Areas.

Finally, the issue of public participation especially in combination with the preservation of biodiversity through the development of educational programmes at all levels of education was discussed and the local authorities were invited to take particular initiatives for the development of such programmes.



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Field activity, Parnassus National Park

THE BIOSPHERE RESERVE OF LOS ANCARES LEONESES: A LABORATORY FOR SOCIAL PARTICIPATION

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In 2006 Los Ancares Leoneses was declared a UNESCO Biosphere Reserve (BR), a designation awarded to sites of excellent social, natural and cultural heritage (La Reserva de la Biosfera de los Ancares Leoneses - RBALE). The overarching objective of this programme is to generate innovative ideas for the balanced development of both human populations and the environment. Biosphere Reserves are meant to be 'laboratories for sustainable development'.

Since 2011, Los Ancares Leoneses Biosphere Reserve has been immersed in a regeneration effort aiming to increase the involvement of local communities in the decision-making process and in the overall management of the area. The residents of Ancares have been the leading actors in the developments related to the Biosphere Reserve over the last few months.

RBALE, Laboratory for social participation and the environment

Los Ancares Leoneses, a mountainous area in the north-west of Spain was recognized as a Biosphere Reserve in 2006 due to its extraordinary social, cultural and natural heritage. Following the designation, the municipalities of Candín, Peranzanes, Vega de Espinareda and Villafranca del Bierzo formed a consortium for the effective management of the area. The first years were the hardest, mainly due to lack of funding and the inherent challenges that rural municipalities face. It is within this context that the designation of the area as a Biosphere Reserve was kept discreetly in the background, while new allies and strands of work were being sought.

In 2011 the Fundación Ciudad de la Energía (CIUDEN) joined the consortium and took up a leading role in the management of the BR. CIUDEN's participation marked the beginning of a new era of greater technical know-how and of a completely different role for local dwellers, who became one of the main assets of the Reserve. A powerful technical team, consisting of a Head Manager, a technician and the technical assistance of GAMA S.L., developed a dynamic process, based on social participation as the keystone of management and planning. The process is in tune with the governing principles and documents of BRs that consider participation of local communities and agents of particular importance. Taking this principle a step further, Los Ancares Leoneses BR has since been involving the local communities in the decision-making process. In RBALE, all decisions and proposals related to the sustainable development of the area should be taken directly by the locals.

We start by ... asking

As a principle, knowledge of the local context should provide the basis for any strategic territorial decision. There is no better way to gain a clear picture of the situation on the ground than by talking to locals about their views on the environmental and conservation needs of such a special territory. Interviews were therefore conducted for months around the valleys of Ancares, Fornela, Burbia, and Villafranca, with farmers, beekeepers, housewives, mayors, the youth, naturalists, craftspeople and others who shared their views of the past, the present and the future of the area. Public meetings and consultations were also held in every municipality. This method conducted by RBALE, named Participatory Diagnosis, is a key element of the Strategic Plan and was conducted in parallel with the technical diagnosis. In practice this meant the combination of the two sets of data, the data and statistics collected by the technical team combined with the views of locals who spoke from the heart. The Participatory Diagnosis also helped to fully clarify the meaning of the term Biosphere Reserve. Furthermore, the technical team developed a web-based mobile exhibition and other materials that travelled throughout the region explaining RBALE's role and showcasing the area's future prospects. A visit to Sierra de Béjar y Francia in Salamanca was also organized to enhance the locals' understanding of BRs. The trip involved a group of people, of various backgrounds who witnessed in situ in italics how their counterparts in Salamanca had been able to build on the concept of BRs and set up a multitude of initiatives.

Then came ... the proposals

Following these activities, the RBALE management team presented a set of initial proposals, which were modified and improved through numerous consultations using participatory techniques. Ideas were drawn up in a coherent way with the help of a specialized team and the next steps were carefully scheduled. Through these processes, the RBALE framework documents were developed. These include both the Strategic Plan, a general document with larger implementation time frames, and the Action Plan 2011-2012, a document with a specific timetable and budget. The plans focus as much on the urgent organizational issues (i.e. the creation of bodies representing the citizens in the Reserve and the development of a Communication Plan) as on the promotion of social and economic activities which favour sustainable development. Such proposals include activities traditionally linked to the area (i.e. tourism, extensive farm-



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Orchis italica

ing or beekeeping) and others of a more social nature such as training, awareness raising, environmental volunteering and land stewardship.

Finally, the first specific actions of the plan were implemented during the last few months, the most important being the establishment of the RBALE Council of Participation. The Council consists of representatives from all stakeholder groups / social sectors of the Biosphere Reserve (craftspeople, neighbourhood committees, hotel and catering entrepreneurs, members of environmental organizations etc.). The Council's main role is to represent locals, primarily in the management of the Biosphere Reserve and secondarily in the monitoring of the programme. In addition, the BR has already begun to 'sow' synergies among the various groups, which are jointly participating in projects and working groups.

Another significant milestone was the birth of AGAR-BALE, the extensive farming association of the BR. Farmers came together in an active group seeking to increase their performance, enhance the image of agriculture and improve the environmental services they provide. The group has already been working for some time with Angel Ruiz Mantecón, a specialized researcher at the CSIC (Spanish National Research Council) on extensive farming, in order to improve the quality of meat produced in Los Ancares, to increase the visibility of the association

and to initiate an exciting project of land stewardship for the preservation of the capercaillie (type of grouse).

There is also the Scientific Committee whose major goal is to promote the scientific research applied to the territory and link it with the local knowhow. This newly established Committee is composed by top-class scientists of the community, clearly committed to Los Ancares and able to work closely with the locals to improve the region's future prospects.

There is, however, scope for many other initiatives in the Biosphere Reserve, such as the Rios El Bierzo-Laciana Project which takes place in cooperation with other Biosphere Reserves.

... and the future of the RBALE?

After all these efforts, Los Ancares Leoneses Biosphere Reserve is implementing a specific roadmap. To address its funding needs, which are accentuated by the current economic crisis, the technical team is incessantly seeking funding from various sources. These fundraising efforts are always enhanced by the support of an organised and informed population, committed to a model of self determination in decision making. In fact, the prime actors of this tremendous undertaking are the heirs of a heritage, once considered so exceptional so as to be declared a Biosphere Reserve.

Further information at:

www.ancaresleoneses.es
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About Biosphere Reserves:

<http://www.unesco.org/new/en/natural-sciences/environment/ecological-sciences/man-and-biosphere-programme/>

MaB Programme in Spain:

http://www.mma.es/secciones/el_ministerio/organismos/oapn/oapn_mab_estatal.htm

CENTRE DE L'EDUCATION ENVIRONNEMENTALE D'AMFISSA ET SES ACTIVITÉS SUR L'EDUCATION POUR DÉVELOPPEMENT DURABLE (EDD)

par Michael THEOCHAROPOULOS

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Au cours de l'atelier de Grundtvig, les participants ont été accueillis pendant deux jours au Centre de l'Education Environnementale d'Amfissa. Le Centre se targue de se trouver dans une région de caractéristiques uniques en termes de biodiversité, patrimoine et paysage. Ceci est bien juste puisque dans la région il y a de nombreux sites protégés, tels que le Site archéologique de Delphes, inscrit dans la liste du patrimoine mondial de l'UNESCO, le parc national de Parnassus, cinq régions du réseau Natura 2000, une zone importante pour la conservation des oiseaux, plusieurs réserves nationales de faune sauvage, l'aire marine protégée de Corinthe. Outre, le CEE fonctionne depuis plusieurs années offrant des programmes d'EE et EDD de haute qualité, utilisations des méthodes, outils et laboratoires très avancés et maintient une longue coopération avec le MIO-ECSDE et MEDIES au niveau des programmes éducatifs.

Le Centre de l'Education Environnementale d'Amfissa (CEE) a été créé en 2003 dans la ville éponyme dans la Grèce centrale qui remonte à l'Antiquité, située dans le département de Phocide à 180 m d'altitude au nord-ouest de Delphes. Amfissa se repose sur le bord de la partie nord de Crisaeon, la plaine couverte d'oliviers, entre deux montagnes, Giona à l'ouest et Parnassus à l'est, dont les forêts entourent la ville. Vers le sud, à 10 km de la ville, on trouve le golfe de Corinthe qui a une activité géologique importante.

Son emplacement est unique restant accessible aux étudiants et au monde éducatif en général, de toute la région de la Grèce centrale. En même temps, le CEE d'Amfissa est situé à proximité de nombreux sites qui favorisent le développement de programmes éducatifs novateurs.



The Parnassus National Park where field activities took place

Avec des activités des programmes adaptés sur le milieu naturel, les stagiaires ont la possibilité d'améliorer leurs connaissances à travers l'apprentissage expérimental : la gestion de la biodiversité (flore, écosystèmes et paysages), de l'eau, du sol, de l'énergie et des déchets, l'oléiculture, les principes de base pour un environnement bâti durable, les changements climatiques et géologiques dans l'espace et le temps, la protection et la valorisation du patrimoine culturel.

Les massifs du Giona et des Vardoussia, le parc national du mont Parnasse (qui appartiennent au réseau Natura 2000), le site archéologique de Delphes et l'olivieraie d'Amfissa (Site UNESCO), le golfe de Corinthe, l'aqueduc et le canal de la rivière Mornos, l'environnement humain des villes d'Amfissa et Galaxidi et de ses environs sont les champs de programmes d'action du CEE d'Amfissa.

Le CEE d'Amfissa permet la visite et la participation de classes scolaires aux programmes d'une ou de plusieurs journées.

Programmes d'enseignement du CEE d'Amfissa

1. Olive: le cadeau des dieux sur la terre de Phocide
2. Les sentiers anciens géo-mythologiques – géo-environnementaux en Phocide. (La Cave Korikio Andro - Delphes, Delphes - Kirra)
3. La ville et écosystème (Amfissa et Galaxidi)
4. Le cycle de l'eau dans les écosystèmes urbains
5. Châteaux et citadelles : le château de Salona
6. Les écosystèmes forestiers de la Phocide et leur biodiversité
7. Les plantes aromatiques et médicinales
8. Le sentier de la Gorge Reka - Giona
9. Le golfe de Corinthe: notre petite mer

Les caractéristiques pédagogiques des programmes du CEE d'Amfissa

Les programmes pédagogiques sont:

- sont relatifs à la connaissance et à la gestion de ses environnements naturels et anthropiques (de niveau local et régional) et abordent des problèmes environnementaux de niveau national et mondial.
- adoptent la problématique environnementale, les objectifs, les approches pédagogiques, la méthodologie et les principes directeurs relatifs à l'éducation à l'environnement et au développement durable.
- sont orientés vers la formulation et la tentative de résoudre de problèmes concrets liés à l'environnement.
- ont une approche multidisciplinaire.

- sont ajustés au niveau de développement cognitif des élèves (primaire - collège - lycée), des étudiants ou des adultes.
- impliquent la communauté scolaire ainsi que la communauté locale.



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Working at the CEE of Amfissa

Les activités du CEE d'Amfissa liées à l'éducation au développement durable

Parmi les activités stratégiques du CEE d'Amfissa en vue de la promotion de l'éducation à l'environnement et au développement durable se trouvent les suivantes :

Cours d'enseignement en Education à l'Environnement (EE) et à l'Education au Développement Durable (EDD) destinés aux adultes :

- Séminaires internationaux: Residential Training Workshop on Universities and ESD", 23-28 May 2010, Amfissa Greece, The workshop "Building Bridges - Education for Sustainable Development (ESD) for MAB BRs and other Designated Areas" offers capacity building to personnel of UNESCO/MAB: 2- 3 April 2012, Amfissa Greece
- Séminaires nationaux et locaux: Plus de 50 séminaires destinés aux enseignants et à la communauté locale

Activités/programmes scolaires: le CEE d'Amfissa a formé plus de 12.000 élèves -primaire - collège - lycée

Coopérations :

- Internationales: Baltic University Programme (BUP), Ambassade Française - Institut français d'Athènes (IFA), etc.



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Identification of plant species using guide books. Group work in the buffer zone of Parnassus National Park

- Nationales: Université d'Athènes, Université de Patras, MIO-ECSDE/MEDIES, Université de Stereas Elladas, Département des sciences du sol de l'agriculture /Université d'Athènes, Institut technologique d'Amfissa, Chambre commerciale et industrielle de Phocide, Clubs d'alpinisme de Phocide, Associations de Femmes de Phocide, Associations et autres organismes (de journalistes, culturels, etc.) du pays qui intéressés à l'environnement et au développement durable de Phocide et ses environs.

Matériel pédagogique

- Publications: 1. «Découverte de la Phocide. Matériel didactique pour les programmes d'éducation environnementale», CEE d'Amfissa, 2008. (ISBN: 978-960-98513-0-5). Dossier éducatif qui comprend un livre et quatre cahiers d'exercices pour les élèves/étudiants, 2. «Herbes, arbustes et arbres de Phocide - Guide des programmes d'éducation environnementale», CEE d'Amfissa, 2009. (ISBN: 978-960-98513-1-2),
- Une bibliothèque qui dispose plus de 800 livres (pédagogiques, scientifiques, etc.) et est accessible au grand public.

Matériel numérique

- Réalisation d'une vidéo éducative d'animation en 3D: «Des oracles cherchent interprétations», en grec et français, 2008. (ISBN: 978-960-98513-0-5).
- Deux encyclopédies en ligne sur le milieu naturel de Phocide (en grec): <http://www.kpeamfissas.edu.gr/>

Equipement de laboratoire

Le CEE d'Amfissa dispose de cinq (5) laboratoires suivants: laboratoire de l'eau et de pédologie, d'ordinateurs, de la biologie, des constructions et une collection unique des plantes séchées/herbier de toute la région. Ces laboratoires soutiennent les activités d'enseignement et de recherche liées à l'éducation au développement durable et sont entièrement équipés. Parmi son équipement technique, on peut trouver des outils de photométrie WinLab, multimètre de laboratoire, pH-mètre, dix stéréoscopes, dix microscopes, vingt-cinq ordinateurs, congélateur de plantes, balance électronique de laboratoire, une vaste collection de fossiles de la région.

Logement

Le CEE d'Amfissa peut accueillir quarante-sept (47) personnes dans son auberge.



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Familiarisation exercises - listening to and recording sounds in the field

LAVRION ENVIRONMENTAL EDUCATION CENTRE: ESD ACTIVITIES IN AND AROUND THE SOUNION NATIONAL PARK PROTECTED AREA

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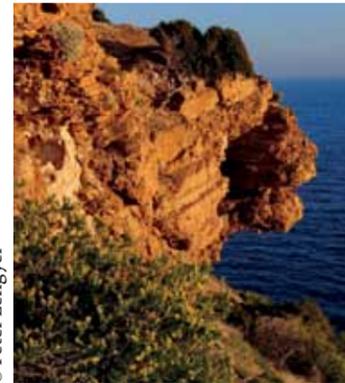
The Environmental Education Centre (EEC) of Lavrion has a long-standing relationship with MIO-ECSDE and especially MEDIES. The Centre is located within the Lavrion and Sounion National Park, which prides itself on its exceptional characteristics in terms of biodiversity, geology and landscape. Additionally, human presence in the area, dating back to more than 3000 years ago, has resulted in a unique man-made environment. Since its early years the EEC has worked towards providing quality Education for Sustainable Development and has thus acquired extensive experience, reflected in valuable skills and competencies. The combination of all these reasons has led to the selection of the Lavrion EEC to assist in the organization of the Grundtvig Workshop and to provide the "field of action" for one out of the three workshop days.

Lavrion and the Sounion National Park

Lavrion is a town on the eastern side of Attica, near Cape Sounion. The area's mining past, both during the classic ages and in the 18th century, had a lasting impact on the environment. Soil pollution, a result of the mining activities, is still a major issue. Mining galleries (about 80 kilometres long), mining waste heaps and ancient ore washeries are scattered all over the place, making it dangerous and fascinating at the same time. In addition, the coastal and marine environment is of great importance due to the extended colonies of *Posidonia oceanica*. On top of that, geological phenomena and the rich local flora and fauna have led to the creation of the Sounion National Park, a Natura 2000 area. However, this National Park is also unique for the following reasons: It lacks a management committee, its border is not clearly defined and there are also unresolved land claims. In the absence of a governing body, the Park falls in the jurisdiction of various state or municipal institutions, with often conflicting responsibilities or contradicting actions. Consequently, other than the occasional state or EU funds, there are no organized activities yet that could finance the development or the conservation of the National Park.

Keywords: Lavrion, Sounion National Park, Sustainable Development, Environmental Education Centre

The Environmental Education Centre (EEC) of Lavrion and its Educational Activities



© Peter Lengyel

Cape Sounion. Near the archaeological site of the Temple of Poseidon, Sounion National Park

Established in 2004 and in operation since 2005, the Centre occupies two of the renovated buildings of the Lavrion Technological and Cultural Park complex (itself a protected landmark) that used to be the French Mining Company. It is one of the roughly 50 similar educational units belonging to the Ministry of Education, with the mission to enhance the environmental awareness of pupils, students, educators or other adult groups by means of focused programmes and seminars. With a staff of five or six educators on a four year secondment from primary and secondary education and preferably of different academic backgrounds, these centres constitute a unique form of educational entity.

Five out of seven programmes and the two thematic educational networks of the Lavrion EEC refer to the environmentally important characteristics of the above mentioned area. These educational activities are probably the only ESD activities which are open to the public in or around the Sounion National Park and are carried out on a regular basis.

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PUIG CASTELLAR, AN IBERIAN SETTLEMENT IN A PROTECTED AREA IN CATALUNYA, SPAIN

by Itziar FITO EGEA
SCEA with the collaboration of Museu Torre Balldovina, Santa Coloma de Gramenet,
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The Serralada de Marina Park in Spain presents one of the best examples of preserving and promoting archeological heritage within a Protected Area. The case study of the Iberian Settlement of Puig Castellar, the archeological site within Serralada de Marina, was presented at the Grundtvig Workshop in Greece as a best practice from the Mediterranean region.

The Iberian settlement of Puig Castellar and the Serralada de Marina Park

The Iberian settlement of Puig Castellar is located in Santa Coloma de Gramenet at the top of a hill in the Serralada de Marina Park. It was inhabited from the 6th century BC until the beginning of the 2nd century BC and belonged to one of the tribes of the Iberian culture, the Laietans. It is a settlement of approximately 5,000 square meters situated in a geographically strategic position overlooking the lower part of the Besòs River and the Mediterranean Sea.

The Serralada de Marina Park was created in 2002 and covers 2,086 hectares. It is located on the Serralada Litoral mountain range, which runs parallel to the Catalunya coastline. The Park borders to the west with the Besòs River and Collserola Natural Park and to the north-east with the Serralada Littoral Park.

This Protected Area is of particular environmental, cultural and scenic interest. However, its location, next to one of the most densely populated areas of metropolitan Barcelona renders its protection far harder.

Due to its geographical location, the Serralada de Marina Park is placed at the heart of the Mediterranean biogeographical area. The variety in the landscape of the area which has now become the Park has led to a great richness of species and diversity of natural systems.



Aerial view of the settlement and the Protected Area

Key words: Puig Castellar, Iberian settlement, Serralada de Marina Park

The remains from all historic eras found within the Park provide significant information on the history of the Catalanian population. Since the Iberian settlement of Puig Castellar provides important information about the first settlers in the region, today a number of activities are being implemented in order to enhance the archaeological heritage of the area.

To preserve we need knowledge

There have been 13 excavation campaigns undertaken by the Universitat de Barcelona in Puig Castellar. The Universitat de Barcelona organizes a practical course on field archaeology which on the spot offers students the chance to work in the settlement during the summer.



Street and sign in the Protected Area

Current restoration works include the consolidation of the walls of buildings as well as the walls of the settlement, the re-pavement of streets and the rebuilding of houses using appropriate materials. Retrievable materials are being used and a reddish line allows to distinguish between old and new structures.

So far the reconstruction of a house at the settlement was completed following the Cardon Master system, to ensure that the new structures do not weigh down the existing ones.

To facilitate visitor's navigation in the settlement, signals, informative panels and other facilities have been installed. "Flips didàctics" is the name given to a facility built in the settlement that allows the safekeeping of different educational tools.



Aerial view during the festival

Unfavourable weather conditions and other special circumstances have also been considered. Puig Castellar has been hosting an annual Iberian festival in spring since 1998, in order to increase awareness of the settlement and its significance. At the entrance of the settlement, several workshops offer the visitor the opportunity to participate in various activities and experience a trip 2,500 years back in time. A number of schools and families visit the settlement to experience being a member of the Laietans during the week-long festival.



Guided visit during the festival

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THE EXTERNAL EVALUATION OF THE GRUNDTVIG WORKSHOP

by Anna Savvopoulou

Economy and Social Studies Teacher, Msc,

Former Head of the Drapetsona Environmental Education Centre /Piraeus

Introduction

In this short article, the evaluation observations and assessments regarding the implementation of this Grundtvig Workshop are summarized along the following lines:

- effectiveness of the workshop in terms of meeting its objectives;
- results of the workshop at all levels (trainees, trainers, local society, etc.);
- travel arrangements and facilities provided during the Workshop (transportation, accommodation, meals, leisure activities, etc.);
- communication among the organising consortium, the participants and the trainers;
- sustainability of the workshop results;

Grundtvig Lifelong Learning Projects aim to further educate adults and improve their knowledge and skills, in order to boost their employment prospects, while helping in tackling different problems associated with Europe's ageing population. These projects target teachers, trainers, staff and members of organizations, as well as learners in adult education. This evaluation also assessed the effectiveness of the workshop relating to the specific aims of the Grundtvig Programmes.

Methodology

The assessment was carried out after conducting interviews with the project partners, the participants and the trainers, but mainly after the distribution of a questionnaire. Findings are divided in three sub-categories: whether the workshop achieved its goals, the levels of satisfaction of the participants regarding the key aspects of the workshop content and organization and finally, suggestions for improvement.

Results

The workshop succeeded in:

- achieving a deep, integrated and interdisciplinary training on ESD in PAs theory
- conducting practical exercises and field work on ESD in PAs
- familiarizing the trainees with the use of Information & Communication Technologies (ICT)
- promoting the exchange of experiences, skills and good practices among participants from different countries
- enhancing cultural enrichment (practice of a foreign language, transnational communication, interacting with the local society, etc.)

- motivating trainees to continue their studies, further enhance their careers or upgrade their professional practices
- developing five proposed future Lifelong Learning submissions
- formulating six frameworks for future international joint activities on ESD in BRs, Sites, etc.

The participants found that the workshop was

satisfactory	...in keeping consistency and high relevance with the Grundtvig Lifelong Learning Projects general objectives
satisfactory	...in actively involving all participants
excellent	...in promoting the communication among the participants and the consortium
excellent	...in having a positive impact on the local society
satisfactory	...in providing a high level of practical arrangements (accommodation, transportation, meals, etc.)
satisfactory	...in keeping a low ecological footprint and promoting sustainability
excellent	...in widely communicating the project's outcomes (through a web-site, etc.)
satisfactory	...in strengthening the links between Management Bodies, NGOs, Institutions and Local Authorities (municipalities)
satisfactory	...in keeping punctuality in meeting the daily schedule
problematic	...in facilitating the international mobility of trainees
excellent	...in promoting future collaborations

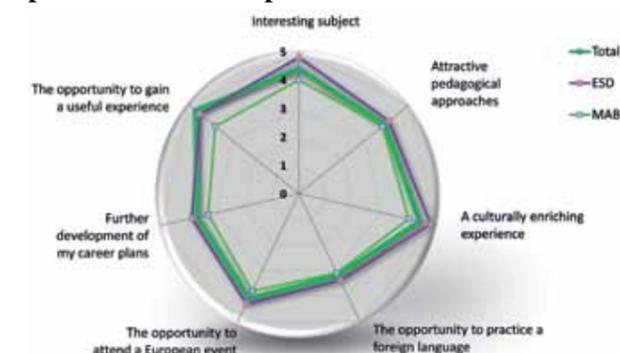
Conclusion

Overall, everyone involved agreed that this workshop was an important and fruitful experience and the National Agency should definitely provide funding for similar future meetings. Some of the suggestions for improved future relevant activities were:

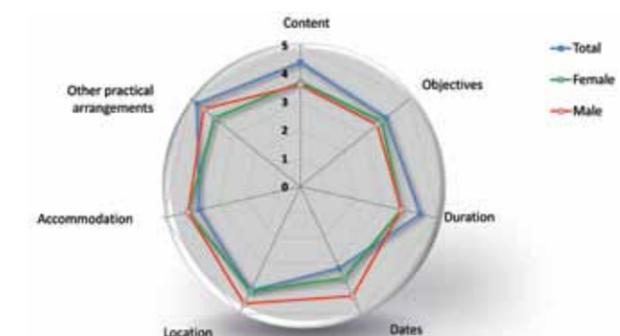
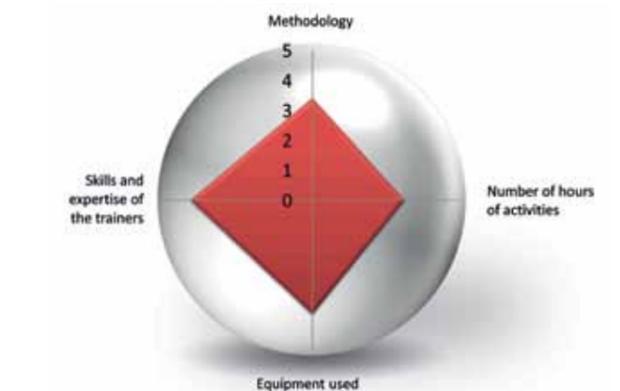
- Longer workshops, more training hours
- Organisation of more cultural activities
- Less theoretical sessions and more practical activities, greater interaction with the natural environment.

The main findings of the evaluations are also presented in a schematic way.

Which were the factors that motivated you to participate in this Workshop?



How satisfied are you with the Workshop activities and the following aspects?



... SAID ABOUT THE WORKSHOP:

"This workshop [is] an excellent opportunity for the development of appropriate skills related to the integration of ESD in Designated Areas and the creation of communication networks between partner institutions of the Mediterranean. I believe that this is a valuable contribution to the implementation of the UN Decade for ESD."

Ms **Maria Peppas**, Head, Department of International Relations and EU Affairs, on behalf of the **HELLENIC MINISTRY OF ENVIRONMENT, ENERGY AND CLIMATE CHANGE**

"[...]. Our planet needs now more than ever universal visions to secure sustainable development, based on mutual respect for civilizations, observance of human rights, respect of the environment, solidarity and communication.[...] The Hellenic National Commission for UNESCO embraces initiatives like this, because issues such as the management of water resources, biospheres, the protection of endangered species and sustainability, are of great concern not only to our country but to all of humanity as well, and so the present workshop is under the auspices of the Hellenic National Commission for UNESCO."

Ms **Vera Dilari**, Deputy NC ASPnet Greece, Hellenic Ministry of Education and Religious Affairs, Culture and Sports, International Organisations Division, on behalf of the **HELLENIC NATIONAL COMMISSION FOR UNESCO**

REPORT ON THE 18th CONFERENCE OF CONTRACTING PARTIES TO THE UN FRAMEWORK CONVENTION ON CLIMATE CHANGE, DOHA, QATAR (26 NOVEMBER-8 DECEMBER)

by Vanya WALKER-LEIGH
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Against a backdrop of increasingly dire scientific findings on accelerating climate change and thus the ever more pressing need for speedy global action to slow the process while this is still possible – a five-year ‘window’ of opportunity scientists warn – 10,000 national delegates, observers and journalists gathered in Doha, Qatar for the two-week 18th conference of the Contracting Parties to the UN Framework Convention on Climate Change (UNFCCC-COP 18).

The outcome, emerging on 8 December – The Doha Climate Gateway – left no one satisfied, comments ranging from ‘modest’ (Connie Hedegaard, European Commissioner for Climate Action), to ‘a travesty’ (Pakistan’s lead negotiator Farukh Khan) and ‘bankrupt’, ‘betrayal’, ‘victory for the fossil fuel industry’ (NGO leaders). UN Secretary-General Ban Ki Moon saw it as ‘a first step’, his spokesperson stating that “the Secretary-General believes that far more needs to be done and he calls on governments, along with businesses, civil society and citizens, to accelerate action on the ground”, announcing that Mr. Ban would convene a world leaders’ climate summit in mid-2014.

In fact, its results were overwhelmingly procedural, not substantive (in terms of financial and improved green house gas emission reduction commitments from developed nations), while hopes that the hugely wealthy and hugely emitting Gulf states would lead by example were dashed – despite loud urgings of 100 energetic members of the newly formed Arab Youth Climate Movement (their participation paid for by Qatar). Instead, Bahrain, Saudi Arabia, United Arab Emirates and Qatar presented a last minute joint declaration of intent on ‘diversification’ (to lead to future unquantified emission reductions) formally adopted by the closing plenary.

COP 18 was tasked with adopting detailed work programmes – which it did – to implement the Durban Platform for Enhanced Action adopted by COP 17 in South Africa in December 2011. The Platform’s two ‘work streams’ call for i) achieving more ambitious emission reductions by 2020 than those tabled by 85 nations in 2009/2010 and ii) negotiating and adopting a legally binding instrument covering all aspects of post-2020 climate change action (mitigation, adaptation, finance, technology long-term temperature goals) at COP 21 in December 2015 – to enter into force by the end of 2020. Before the next COP (Warsaw, November 2013) negotiators will meet for three to four weeks at UNFCCC intersessionals.



2020 is eight years after 2012 – the date on which a new climate regime should have entered into force under resolutions of the COP 13 in Bali in 2007, which foresaw a formal agreement to this end emerging from the in fact failed COP 15 in Copenhagen of 2009.

Actions under the 2015 pact visualised in Durban would be pegged to holding the increase in world temperature since the pre-industrial era to 2C – a target formally endorsed at COP 16 in 2010 and beyond which scientists fear that runaway climate change could be unleashed, sparking serious dislocations in many rich countries but far worse impacts in most developing nations resulting in massive famines and then mass migration of ‘climate refugees’. The current temperature is already 0.8C over the base level, with a further 0.7C increase ‘built in’ to the climate system.

However, the 2C target is almost already unattainable scientists warn, unless major emission cuts are made before 2020. The UN Environment Programme’s ‘The Emissions Gap Report 2012’ urges that these are feasible with existing technologies – and the requisite political will.

The 2007 Fourth Assessment Report of the Intergovernmental Panel on Climate Change, authored by 2000 scientists and approved by governments, warned that the +2C target could only be met if global greenhouse gas emissions peaked well before 2020, were cut 50-85% below 2000 levels by 2050, implying industrialised nations’ total emissions should be reduced overall by 25-40% below 1990 levels by 2020. Substantial deviations from the current trend in major developing countries would also be required.

Subsequent scientific findings however indicate that a safe increase is only +1.5C, actively advocated since 2009 within UNFCCC by over 100 most vulnerable developing nations and due to be discussed during a UNFCCC review process starting this year. The next IPCC Assessment Report will be progressively issued between this September and October 2014 – hopefully concentrating governments’ minds on the unavoidable urgency of adequate action, before and after 2020.

The ‘Gateway’ launched a 2013-2020 second commitment period for legally binding reductions of greenhouse gas emissions by 35 developed nations (including the EU, Australia and some non-EU European nations) under the

Convention’s 1997 Kyoto Protocol. This second period remained in doubt until the last days of COP 18, even though a political agreement on its launch by the end of 2012 emerged from Durban. However, related reductions are no higher than those originally tabled in 2009/2010.

In addition, Canada withdrew from the Protocol last year, while Russia, Japan and New Zealand (totalling some 10% of world emissions) refused to participate in this period, although in 2009/2010 they tabled non-binding proposals for cuts by 2020 – which they may or may not implement in full.

So this second commitment period will address barely 15% of global emissions, the three leading emitters accounting for 50% of the world total being absent. Along with India, China – the highest world emitter – is classified as a developing nation under Kyoto, not bound to make emission reductions. The second world emitter, the United States never ratified the Protocol, while its non-binding pledge of 2009 will reduce 2020 emissions to just 3% below 1990 levels.

As frequently commented, action by China and the United States will largely determine the fate of our climate. China’s huge fleet of high-emitting coal stations is set to grow exponentially and thus its carbon dioxide emissions. Efforts by the new US administration to achieve far higher emission reductions by 2020 than under present legislation needing Congressional approval will be constrained by opposition from a ‘climate sceptic’ Republican-dominated House of Representatives – encouraged by lobbyists enjoying colossal funding from certain fossil fuel industries and private financiers opposing climate change action.

Another key determinant is whether President Obama will approve the Keystone XL pipeline bringing oil to multiple US destinations from the massively polluting tar sands in Alberta, Canada. Canadian environmentalists claim that full development of this project would generate huge CO₂ emissions putting the global +2C target beyond reach.

However, after years of US ‘hardline’ tactics at UNFCCC, the President’s 21 January inauguration speech’s reference to climate change has given reason for hope. “We will respond to the threat of climate change, knowing that the failure to do so would betray our children and future generations,” he stated and after outlining domestic actions he concluded “that is how we will preserve our planet, commanded to our care by God.” Also hopeful is the confirmation as Secretary of State of Senator John Kerry, with a long track record of climate change campaigning.

Meanwhile, funds available under bilateral aid and through several underfunded international instruments to help developing nations are a fraction of what is needed even now. Many poor countries cannot afford to invest in adaptation policies already required, let alone prepare for future climate impacts. While developed nations claim to have delivered the \$30 billion ‘Fast Start Financing’ for 2010-2012 they pledged at Copenhagen in 2009, NGO analysts and developing countries assert that much was ‘recycled’ development aid, while a considerable amount remains undischursed.

Developing nations’ demands in Doha that they be assured \$20bn a year from 2013 to 2015 were rebuffed. Instead UK, Germany, Sweden, Denmark, Finland and France together offered \$6.2 billion for 2013. The Gateway promised further talks on how to start funding the Green Climate Fund decided in 2010, now headquartered in Korea and supposed to reach \$100 billion (€83 billion) by 2020.

In fact, adaptation and mitigation in developing nations have been forecast to cost several hundred billions of dollars a year by 2020 and much more in developed nations. Private capital is seen as the unavoidable complement to public money. With €16 trillion assets under its members’ management, the recently launched Global Investor Coalition on Climate Change issued a letter to governments in mid-November stating that “current policies are insufficient to avert serious and dangerous impacts from climate change. We call for a new dialogue with the governments of the world’s largest economies on climate policy and the development of workable frameworks that will reduce climate risk and support low carbon investment.”

In the context of the slow moving international negotiations, the challenges facing the Mediterranean region cannot wait for 2020, even 2015. The grave warnings contained in mid-2011 final report of the EU-financed CIRCE project, Climate Change and Impact Research, the Mediterranean Environment’, the recent European Environment Agency report ‘Climate change, impacts and vulnerability in Europe 2012’ and December’s World Bank Arab World Report all highlight the urgent need for a wide-ranging regional approach.

Launched at COP18, the World Bank’s ‘Adaptation to a Changing Climate in the Arab countries’ co-authored with the Arab League warned of severe impacts already occurring with far worse in prospect. Dry regions are becoming drier, flash floods are ever more frequent, regional temperatures are projected to reach new record highs, while extreme weather could affect both the annual US\$50 billion tourism industry and agriculture, (already under severe climate stress) accelerating rural migration to urban areas.

According to Inger Andersen, World Bank Vice President for the Middle East and North Africa region, “the time to take actions at both the national and regional level in order to increase climate resilience is now”. The report was discussed at a recent Arab League environment ministers’ meeting (Baghdad, December 2012) – from which COP 18 President Qatar, Saudi Arabia, Tunisia and Syria were absent.

Unfortunately, current Mediterranean regional approaches fall short of confronting the challenge. Union for the Mediterranean ministerial conferences planned for 2013 will address gender, energy and transport, while its Secretariat does not focus on climate. The Mediterranean Climate Change Initiative launched by Greece in 2010 appears to have faded away while the UNDP Arab Climate Resilience Initiative is making slow progress.

Sources familiar with the UNEP Mediterranean Action Plan activities indicate that the next meeting of the

Mediterranean Commission for Sustainable Development (Malta, May 2013) could include revising the 2005 Mediterranean Strategy for Sustainable Development. The revision could seek to integrate the so far unpublished regional climate change adaptation strategy drawn up by MAP under a mandate from the Barcelona Convention's 16th Contracting Parties' conference (2009).

The revamped MSSD would then be presented for endorsement to the next Contracting Parties' conference in December 2013. However, successful implementation of a comprehensive regional climate change strategy would

require far greater funds than currently available or envisaged from the EU or other multilateral sources or private investors. Also necessary would be new or re-organised regional structures, including far more high level discussion and negotiation than in the past, as well as an intelligent focus on how existing UNFCCC processes and institutions (the Adaptation Fund, the emerging Climate Technology Centre and Network, etc.) could be best mobilised for regional benefit.

Will the Mediterranean region respond to Ban Ki Moon's call for 'accelerated action on the ground'?

THE NETWORK OF MEDITERRANEAN UNIVERSITIES FOR SUSTAINABLE DEVELOPMENT FOCUSING ON EDUCATION FOR SUSTAINABLE DEVELOPMENT AGREES ON FUTURE ACTIVITIES

by Vicky MALOTIDI
ESD Programme Officer MEDIES/MIO-ECSDE

The fourth Working Meeting of the **Network of Mediterranean Universities for Sustainable Development focusing on Education for Sustainable Development (ESD)** took place in Athens (Divani Acropolis Palace Hotel) on 3-4 December 2012. The meeting was organised by the University of Athens/UNESCO Chair & Network for Sustainable Development, Management and Education in the Mediterranean (Coordination and Scientific Secretariat of the Network) and the Mediterranean Information Office for Environment Culture and Sustainable Development (MIO-ECSDE) holding the administrative secretariat of the Network.

The meeting was attended by 15 participants from eight¹ Mediterranean countries who reviewed the Network's past activities and discussed all major international ESD developments putting special emphasis on the UN Rio+20 and the Tbilisi+35 Conferences. Progress towards the Network's founding goal to establish a Mediterranean Master Course on ESD was also reviewed.

Additionally, participants discussed the network's future activities in terms of:

(i) Joining in international initiatives, inter alia, the Rio+20 Higher Education Initiative and the EMUNI (the Euro-Mediterranean University).

(ii) Raising funds through various channels mainly by submitting proposals to the EC Life Long Learning Programme (i.e. TEMPUS, ERASMUS MUNDUS, IPs, etc.)

(iii) Opening up the network's membership to interested higher education institutes - either public or private. Institutes should be internationally accredited and in agreement with the Memorandum of Understanding of the Network.

(iv) Participation in upcoming meetings such as the H2020 national training on the Whole Institute Approach in Morocco (March, 2013); the regional H2020 Training on ESD in Croatia (May-June 2013); the Mediterranean Side Event on Higher Education within the 7th World Environmental Education Congress (Marrakesh, June 2013).

The second day of the meeting was devoted to the **Mediterranean Strategy on ESD** which was reviewed and elaborated by the group. During the meeting's closing session, the participants committed to inform and encourage their countries to become active and supportive of this initiative.



Snapshots from the meeting

1. Cyprus, Egypt, Greece, Italy, Morocco, Palestine, Tunisia and Turkey



DISCUSSING ESD DEVELOPMENTS IN 2012 AND BEYOND

by Vassilis PSALLIDAS
Consultant for EE and ESD, MEDIES/MIO-ECSDE

2012 has been a milestone year; it marks 40 years from Stockholm², 35 from Tbilisi³, 20 from Rio⁴, 15 from Thessaloniki⁵ and 7 from Vilnius⁶, all of them milestone events for Sustainable Development, Environmental Education and Education for Sustainable Development. 2012 also brought two major events: the UN Conference on Sustainable Development (Rio +20) in Rio de Janeiro (Brazil) in June and the Intergovernmental Conference on Education for Sustainable Development in Tbilisi, Georgia (Tbilisi +35).



© Vassilis Psallidas

A general view of the workshop participants, History Museum of the University of Athens

To assess the plethora of developments and share the more significant outcomes with the pedagogical community, the University of Athens/UNESCO Chair and Network on Management and Education for Sustainable Development in the Mediterranean, together with MIO-ECSDE and MEDIES organized a seminar on December 3, 2012 in Athens, Greece.

The workshop was marked with success, attracting almost 100 educators. Its main objective was to reach out to a wider circle of educators, organizations and agencies interested and engaged in Education for Sustainable Development (ESD) in order to convey the results of the leading international events and the newly developed prospects in order to achieve better coordination and to strengthen progress in the field of ESD at all levels, whether formal, non-formal and informal education in Greece.

2. UN Conference on the Human Environment, 1972, Stockholm, Sweden.
3. The world's first Intergovernmental Conference on Environmental Education, 1977, Tbilisi, Georgia.
4. UN Conference on Environment and Development (UNCED), 1992, Rio de Janeiro, Brazil.
5. The International Conference on Environment and Society: Education and Public Awareness for Sustainability, 1997, Thessaloniki, Greece
6. Adoption of the UNECE Strategy for ESD at a joint High-Level meeting held in 2005, Vilnius, Lithuania

Participants were mostly educators, regional representatives on Environmental Education, school inspectors, Environmental Education Centres' staff, students, NGO members, academics and members of the Mediterranean Network of Universities for Sustainable Development from 17 Mediterranean countries.



© Vassilis Psallidas

The panelists: Mr. N. Stefanopoulos (HAEEE), Ms. M. Peppas (Min. of Environment, Energy and Climate Change), Prof. M. Scoullou (UNESCO Chair, MIO-ECSDE & MEDIES) and Dr. D. Kalaitzidis (GSEC)

At the event, Ms. Maria Peppas, Head of the Department of International Relations and EU Affairs, Ministry of Environment, Energy and Climate Change, Mr. Nikos Stefanopoulos, President of the Hellenic Association of Educators for Environmental Education (HAEEE), Dr. Demetrios Kalaitzidis, Vice President of the Greek Society for Environment and Culture (GSEC) and Prof. Michael Scoullou, MEDIES Coordinator, UNESCO Chairholder for Management and Education in the Mediterranean, UoA, Chairman of the Greek National Committee for MAB/UNESCO, MIO-ECSDE Chairman, formed the panel and addressed the audience on the overarching issues of ESD and the latest developments.

During the discussion that followed, audience and speakers exchanged views on the developments and explored ways to advance educational priorities taking into consideration the modern challenges of ESD.



© Vassilis Psallidas

The event was concluded with the duet of Leda Manthopoulou (piano) and Anna Sekedaki (flute) who played Jacques Marugg

PARLIAMENTARIANS, JOURNALISTS AND NGOS AGREE TO WORK HAND IN HAND FOR A MORE SUSTAINABLE MEDITERRANEAN

Parliamentarians, journalists and NGOs from across the Mediterranean came together to explore ways of working together to accelerate their efforts towards a depolluted Mediterranean by the year 2020. The event constituted the first regional meeting of Mediterranean MPs after the events of the Arab Spring.

The meeting was held in Athens, Greece on 22 and 23 October 2012 with the participation of more than a 120 Members of Parliament, journalists and NGOs from 22 Mediterranean countries¹. The two-day workshop was entitled "How Members of Parliament can better contribute to the effective De-pollution of the Mediterranean" and was organized within the framework of the Horizon 2020 Capacity Building/ Mediterranean Environment Programme (www.h2020.net).

The workshop was opened by Prof. Stefan Schennach, Chairman of the Committee on Energy, Environment and Water of the Parliamentary Assembly of the Union for the Mediterranean (PA – UfM) who acknowledged the integrating role of Horizon 2020 in bringing together the multiple projects and initiatives currently underway in the region. Prof. Schennach highlighted the potential role of environmentally friendly policies and technologies in addressing problems of unemployment and low productivity, which are prevalent in the region.

The Coordinator of UNEP/ Mediterranean Action Plan, Ms. Maria Luisa Silva Mejias, followed suit highlighting that "In the current context of combined political and economic crises throughout the Mediterranean, the leader-

1. Participating countries included: Albania, Algeria, Bosnia and Herzegovina, Croatia, Cyprus, Egypt, France, Greece, Jordan, Israel, Italy, Lebanon, Malta, Montenegro, Morocco, Palestine, Portugal, Slovenia, Spain, Syria, Tunisia and Turkey.

ship of members of Parliament is essential to achieve our objectives. The main difference between the current downturn and previous ones is that it occurs in a context of increased fragility of our natural capital. Parliamentarians will be key actors in ensuring that the development strategies that will lift us from the current situation are not at the expense of our already depleted resources".

Horizon 2020 Team Leader and MIO-ECSDE Chairman, Prof. Michael Scoullos stressed the pivotal role of MPs in encouraging Governments to coordinate their national strategies with the regional agreed priorities on environmental issues. Furthermore, he urged all participants to promote the Strategy for Water in the Mediterranean as well as the Mediterranean Strategy on Education for Sustainable Development. Prof. Scoullos invited all countries of the Mediterranean to join the Aarhus Convention for access to environmental information and public participation.

On its second day (Tuesday 22 October 2012) the workshop was hosted by the Special Permanent Committee on Environmental Protection of the Hellenic Parliament and was held at the Greek Parliament. At the Parliament, the workshop was addressed by the Deputy Minister of External Affairs of Greece, Mr. Kourkoulas, the General Secretary of the Hellenic Ministry of Environment Energy and Climate Change, Ms. Evangelidou, the Heads of the Greek Delegations at the PA of the UfM and at the Parliamentary Assembly for the Mediterranean, Mr. Gerontopoulos and Mr. Orfanos respectively, the President of the Special Permanent Committee on Environmental Protection, Ms. Avgerinopoulou and numerous other MPs.

Implemented in a truly participatory mode, more than 70 participants from all the 22 participating coun-



Snapshot from the Meeting

tries took the floor to express their views, to present their national efforts regarding the priorities of Horizon 2020 and actively participate in the dialogue. Throughout the meeting participants expressed the need for increased training within the framework of Horizon 2020 in order to further enable themselves to act more effectively towards the protection of the Mediterranean environment. A fruitful discussion, which at times culminated in a passionate debate, ensured that participants remained focused on how best to pursue environmental protection and coordinate their efforts for the Mediterranean.

By the end of the workshop participants increased their understanding of the main challenges and urgencies to be addressed in the Mediterranean and the regional frameworks, initiatives and cooperation opportunities such as Horizon 2020, the MedPartnership and SWIM. Also in an effort to address the need for policy based on sound scientific information, participants gained knowledge on the available resources and the ways these can be used throughout the process of the development and implementation of policies. In addition, they were informed of regional platforms for dialogues between Parliamentarians such as COMPSUD (Circle of Mediterranean Parliamentarians for Sustainable Development), which also held its 9th Meeting on the afternoon of the 23rd of October at the University of Athens.

To combine 'business and pleasure' and despite the heavy schedule of the meeting, participants got the chance to experience a private guided tour at the new Acropolis Museum, the Hellenic Parliament as well as



Snapshot from the session in the Hellenic Parliament

the historical building of the University of Athens. At the farewell dinner hosted at the University Club they renewed their appointment for the near future.

COMPSUD gets new leadership



The 9th Annual Meeting of the Circle of Mediterranean Parliamentarians for Sustainable Development (COMPSUD) was held in Athens, Greece on 23 October 2012 on the fringes of the regional Horizon 2020 workshop and a new board was elected to serve the Circle for the next two years. The board, which was elected unanimously, is now chaired by Ms. Dionusia – Theodora Avgerinopoulou, President of the Special Permanent Committee on Environmental Protection of the Hellenic Parliament. Mr. Antonio Ramos Preto, President of the Environment Committee of the Portuguese Parliament and Mr. Mohammed Aneur, Member of the Moroccan Parliament and former Minister were elected Vice Chairs.

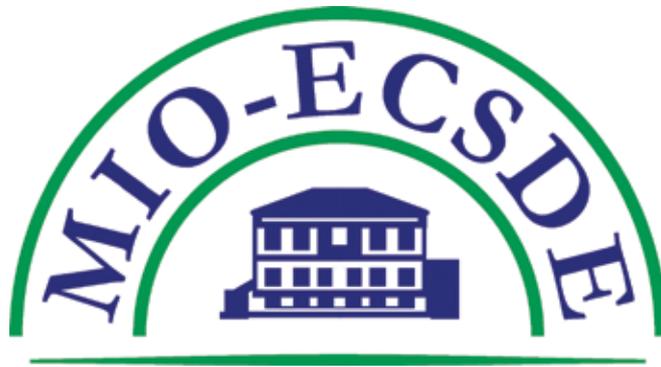
COMPSUD 9 was chaired by its outgoing Chair, Ms. Panariti, and the General Secretary Prof. Michael Scoullos and was attended by more than 80 Members of Parliament, journalists and NGOs from 22 Mediterranean countries. The Circle welcomed 22 new Members of Parliament from eight countries. Among other issues, the meeting discussed fundraising prospects and the organization of national trainings for MPs through which meaningful links can be made between the Circle and National Parliaments.



Group photo of the Meeting Participants



COMPSUD Board: Mr. Ramos Preto, Vice Chair, Ms. Avgerinopoulou, Chair, Ms. Panariti, former Chair, Prof. Scoullos, General Secretary of COMPSUD, Mr. Aneur, Vice Chair



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 126 NGOs from 26 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.

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