

Preparation of the Workshop
Mountain Environmental Education in Alpine Protected Areas
19-20/10/2010 - Zernez

Summary of YOUR answers and contributions

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1 – Current activities in the field of Mountain Education

1.1 What are currently (2010) the 4 most important actions in mountain education in your pa?

Events, animations, campaigns or offers

Actions to the year of biodiversity
Excursions about bear, wolf and lynx
Excursions about the bark beetle
Improvement and further development of offers for visitors and schools
Discovery of agriculture activities in Chartreuse
Bear Week in the Rhaetian region
Awareness raising activities for the locals (wide public)
Awareness raising activities for the local young people in the frame of their leisure activities
Conferences on the impact of climate change on plants and animals / and on mountain ecology
Creation of new offers in general
Activities to promote the natural features of the alpine environment
Activities to promote the historic and ethnographic heritage
Activities to make the public understanding the uniqueness of alpine environment
Activities to make the public understanding the real relations between human and environment
Awareness raising campaign "Chuuuuut" (nature's fragility in winter): all publics
Awareness raising about the heritage of night
Activities about pastoralism
Expansion of our pedagogical activities towards other targets than schools: families, groups, inhabitants, etc.
Improvement of the promotion of our pedagogical programmes by different communication ways (Website, press agencies, media...)

Schools, young public

Improvement and further development of products or offers for schools
Development of activities with the schools of the park x 3

- pedagogical and financial support to personalized educational projects set out by the teachers)
- with rangers of the park

Educational activities in schools on the impact of climate change on plants and animals / and on mountain ecology
Working with young publics about huts ("Destination refuges", plans in Bourg d'oisans with a high school)
Activities with schools visiting the park
Exchange of schools with neighbor parks (I, A, SLO)
Junior rangers programme
Organisation of thematic meetings for the teachers of the area

Training

Training activities for the professionals of education and mountain

Infrastructure, material

Improvement of interpretational and educational skills of staff
Building new exhibitions
Renovating existing information infrastructures
Improvement and further development of products for schools or visitors
„Senda da l'uors – a „bearful“ experience“ (new educational trail)
WebPark Swiss National Park
Visitor Centre / Infomobil
Exhibitions on the impact of climate change on plants and animals / and on mountain ecology

Other projects

Ibex reintroduction in Chartreuse (project with 4 school classes: monitoring, exchanges with Vanoise National Park...)

Actions about climate change

Organisation of projects for children but outer school system.

Management of projects of participatory science (Phénoclim, Phénopiaf)

General tasks

Working out education concepts

Protection

Safeguarding

Traditions

Integration

Working with other networks

Scientific popularization

Education to sustainability

Awareness raising to the role of parks

Discussion of the values and targets of education in the Swiss protected areas

Knowing, for a better understanding

To do together

To participate

Awareness raising (opening minds)

1.2 The 4 main perspectives (2011-2013) in mountain education (future projects, main subjects) in your pa?

Events, animations, campaigns or offers

To make programs for handicapped people

Creating offers for visitors, which are only available in a national park and cannot be offered by other organizations

Improving marketing (promotion) to interested groups

Increasing visitors/school visits numbers in winter to insure year-round employment of our rangers

To conserve and insure the current existing activities

Awareness raising about wilderness quality

Awareness raising about history (150th anniversary Italian Unification)

Programmes for tourists to discover the park

Schools, young public

Improving marketing (promotion) to schools

Creating offers for schools, that are only available in a national park and cannot be offered by other organizations

Schools exchanges (between cities and parks, and also between parks)

Activities with schools in the municipalities of the park

Activities with schools visiting the park

Exchange of schools with neighbor parks (A, SLO)

Junior rangers programme

To inspire and motivate children for nature

Local schools and special publics (professionalising schools to mountain trades, tourism, agriculture, ... trades in relation to the Park's area)

To strengthen the partnership with national education and education networks

Training

To train professional local actors ("relieve people"? → mountain guides, mountain trades, and educators)

Trainings for the rangers and development of exchanges with educators of the area
Strengthening the training actions for teachers and guides

Infrastructure, material

To plan our new education centre

Creation of pedagogical tools for the discovery of the agriculture in Chartreuse

Creation of pedagogical material and tools for our visitor centre

Other projects

Implementing a project about water

To launch the "Mont Blanc Atlas"

Territory interpretation (interpretation plan)

To strengthen relations with Vanoise National Park (neighbour of Gran Paradiso National Park) through common programmes.

Networking with other protected areas about methodologies and pedagogical tools.

General tasks

Back to basics and what we know best

To pursue the same activities x 3

Research

Tourism

Collaboration with other similar experiences/realities

Integration of education for sustainable development

Education through interdisciplinary approach

Increase the sustainability of human activities

To live experiences for the environment

Quality management

To strengthen the relations with other protected areas

To strengthen the relations with local communities

To strengthen the working group (educazione – sorveglianza)

2 – Your trade in education coordination (or similar) within a protected area

2.1 How do you see your job as an education project manager in a protected area?

Our tasks are...

To arouse the awareness for wilderness and nature protection.

Animation

Links with teachers

To launch educational projects

Knowledge of the territory/area

Communication, dialogue with the local population

Popularization work with schools

Awareness raising of adult public

Educative activities with/for schools

Coordination of educational activities in the park

Cooperation with partners

Definition/creation of educational tools for the park

Evaluation of the park's educational action

Communication about educational action of the park

To get people used to watch the nature surrounding them

To rise public awareness on the impact of climate change

To create a bridge between researchers and the general public

To develop public understanding of science

To support the conservation activities (of the park)

To support the prevention of degradation/ bad or illegal behaviour (in the park)

Coaching the education managers of the parks

....

Our job is...

Innovative

Multi-tasking

Stressful because of multiple demands

Transversal x 2

Inspiring

Miscellaneous , eclectic

Challenging

Motivating x 2

Creative

But also exhausting

You need to be inspired and have fun yourself to inspire others

Interesting

Complicated

Funny

Stimulating

Demanding

Far-sighting

Fundamental

Evolving, changing

Important

Further remarks

In the last years, the environmental education was more and more perceived like an important tool for the communication and also promotion of a sustainable tourism in the parks.

In our park, the work suffocates because of many general financial and bureaucratic problems.

2.2 What are your daily priority functions?

Administration

Operation: staff working plans,
Acting as a coordinator for infrastructure tasks, staff management, pr, marketing, etc.
Funding applications – research of funds
Answering/managing E-mails! x2
Administrative work (too much!), administrative management x2
Administrative reports
Answers to various demands
Activities reports
Invoices (working with subcontractors)
General management of activities and staff
Management of infrastructures and material
Phone and external relations
Management of technical aspects of the projects for tourism, environmental education, promotion, park's label, events...

Development

Think to new or modified activities
Implementing new projects & infrastructure
Setting pedagogical projects in relation with the Administration (« Education Nationale” in France)
To develop the education for sustainable development in the National Park
Planning the new education centre.
Planification / development

Organisation - Coordination

To organize the field of environmental education in the National Park
Coordinating continuous projects
Coordination x 2
Acting as a coordinator for infrastructure tasks, staff management, pr, marketing, etc.
Lead and animation of the project “Education au territoire” (education to the area)
Planification
Planification and organisation of the awareness raising actions
Network managing
Controlling existing activities
Organisation of the educational programmes and trainings in the park
Monitoring/coordination of pedagogical activities

Animation

Lead and animation of the project “Education au territoire” (education to the area)
Animations in school classes
Science popularization through conferences, events, activities with schools...
Taking care of relations with teachers

Communication

Relations with the people in charge of educative animation in the area
Relations with the area/local stakeholders (people in the cities, schools, associations,..)
Relations with the institutions, administrations, of the area
Relations with teachers
Information
Valuation, promotion of the area
Relations with partners
Relations into the park

Exchange infos with members of staff involved in activities
Network managing
Communication (media, newsletters, web tools)

Monitoring

Visitor inquiries
Controlling existing activities

General

Saving, protecting the area

2.3 Why are you personally doing this job?

(Personal experience, motivations, private interest...)

People & children

I like dealing with people
Contact with the public
To show the park to various publics
Children and Nature are our future
Because I like to work with young people and think we have to invest on them.
Good abilities for relations with children and teenagers

Place

There is nothing more beautiful than the skyline of mountains
To be in this region (Chartreuse)
Personal interest for mountain

Nature, environment

Love, enthusiasm for nature
To participate with a sustainable contribution for the environment
Children and Nature are our future
Personal interest for mountain
Personal curiosity for environmental topics
As a forester close link to nature
Because I'm fundamentally attached to nature protection: I think human being builds himself in a close relation with nature
I highly identify with the idea of protecting landscape, flora and fauna

Projects, innovation, challenge

To launch regularly new projects
Importance to make people understanding scientific issues so that they get clues to make accurate choices as citizens. Indeed, nowadays, science and politics are often tightly linked (climate change, nuclear power, GMOs...)
At the same time trying to communicate the importance of preserving nature is a very demanding and stimulating challenge.
Because I am absolutely certain that spreading the idea of the necessity of national parks is important

And much more!

The job is never boring!
Investing me for something good
Personal interest, personal motivation
Because I have the competences and experiences x2
Personal interest and fun in environmental education.
As a forester close link to nature and a long tradition in environmental education (Waldpädagogik).
Because I am convinced that nature protection can only be successful together with environmental education.
Changing behavior happens first in heart and than in mind

We love nature and our territory, and we think it is fundamental to protect it, but we are realizing that times are changing and that it becomes even more important to make young people but also adults aware about the value of the natural heritage around us as much as about the importance to know, appreciate, protect it and also recognize it as a resource to be preserved today, tomorrow and after.

I believe in the importance of the role the natural protected areas can take in the education (and pedagogy on the field) beyond nature conservation. I think that transmitting experiences and knowledge is of course useful, but it can also be very rewarding as much for who animates the activities as for who participates.

Other professional possibilities are missing.

2.4 In your protected area, how many people are in charge of the development of environmental education?

3 persons answered: only 1 person in my protected area.

1 leader + 1 pedagogical expert + 1 guide + 10 students

Me as the head of the department – currently I am trying to bring in some others but it will take a while until they will take over duties in terms of developing environmental education programs by themselves.

I do creative sessions with my colleague who is heading the regional development department

Our park subcontracts with local stakeholders for the animations on site.

200% → there is nobody in our park (SNP) totally employed for environmental education. (except one guide for excursions, who is employed from June to October). There is partly some overlapping with other thematic fields/services.

The Nature Park Dolomiti Friulane has for its environmental education activities about 10 naturalist guides (some in a constant way, others more sporadically, depending on the needs). The environmental education programmes are elaborated by staff members from the park's administration (and also consultants and based on suggestions from the guides)

In charge of political development: 0.5 + In charge of operational actions: 38 x 0.05 or 0.1

Directly: 5 persons (nobody of them full time) + 10 nature guides on demand

1 + 1 part time + all our activities are led by external persons. We would need much more human resources!

1 person as permanent staff + 1 person as temporary staff + 1 more person currently in charge of the Alcotra project "Etra: education to transboundary area" (in collaboration with Regional Nature Park Verdon)

14 during summertime, 12 or 13 during school year.

3 – Your participation in the 2010 meeting

3.1 Why will you attend this international meeting committed to education project managers of protected areas?

Meeting colleagues

Because I think it is important to get to know my colleagues in the other protected areas
To meet our counterparts/colleagues from other alpine countries x 2
To know other persons in charge of environmental education in mountain area.
To meet new potential partners
To strengthen relations with other parks
To create new dialogues
It is necessary to create contacts between our different organisations, to network and promote our concrete activities.

Common concerns

We are part of many networks in Bavaria and Germany, but we share not only the landscape but also belonging problems for the education with alpine protected areas.
To know what are the concerns of our colleagues
Need to see how it works in other protected areas
What are the main targets of environmental education in other countries?
What are the biggest challenges to reach these goals?
What are the important factors for success?
To find common acting ways

Exchanges, knowledge

To exchange our experiences in environmental education in mountain area
To exchange ideas, views, international experiences x 2
Learning from the experiences of others x 2
To compare our experiences, Learning by comparing
To discover other practices
See if there're best practices to propose in our park
To compare the strategies at European level
To show our infrastructure and possibilities (as meeting host)
To enlarge our knowledge
To know how the other managers (parks or reserves) are organised in the field of environmental education in mountain area.
To compare the different ways to approach the topics linked to environmental education.
To learn about the aim, philosophy and organisation of environmental education policy in foreign protected areas – to compare their policies to the French one, and especially in my Regional nature park (Queyras) – to get teachings and skills for my own daily work.
I come first of all to get a better overview on what is going on in the field of environmental education in parks, in Switzerland and in other countries.
It would be very interesting to see how the different persons/stakeholders are organising and carrying environmental education, how they develop new offers, etc.
It is necessary to up date our knowledge and contacts

Projects, and more

To meet new potential project partners
Possibility to start up joint-projects?
For networking
To work at the alpine scale
It would be interesting to identify if parks are still speaking from "environmental education" or rather from "education to sustainable development", and if/what are the differences for them.
To define a common strategy for education in parks
To see if it's possible to create a permanent alpine protected areas network on this topic

To get impulse for my/our future work
To discover the territory of another alpine protected area of our network

3.2 What are your specific expectations for this first meeting with your correspondents of other alpine countries?

To know alpine colleagues and the Swiss National Park

To have meeting and exchanges times with our colleagues/counterparts
Get in contact with people for further information
For the visits on site
To see who are the education stakeholders (professional dedication, requirements...)
To consolidate contacts, relations

To get information, new ideas

To get new information, inputs, stimulus and ideas
To know the current challenges and tasks of other protected areas in field of environmental education
Getting an overview of the actual status quo
A day with new experiences and impulse
Improve my personal knowledge and report proposals to our staff
New approaches
Knowledge
Try to find actions to propose in our Park
Take ideas for my work

For general exchanges, learning from comparison

To exchange experiences and material
Meet and exchange with other correspondents
See how it works in other protected areas
To get to know each other and the work of other protected areas in the field of environmental education and education of sustainable development
Comparison
To promote activities always more concrete
To see and compare: - the organisation of the field of environmental education in the different alpine protected areas – the experiences and activities in this field - the tools and methods used in this field
Do the other parks' colleagues think there is a "mountain culture"?
To promote also exchanges of people: internships, twinings, etc.

For common action

Collaboration
See the possibilities for a common work
To enable if possible cooperation and teamwork
To create a network on environmental education in parks
To work on a common argumentation for environmental education in the Alps/ in the mountains
To look if it would be possible to take common ways for the planning of new activities in field of environmental education.
To try to identify a joint vision and common strategy
To find a common pedagogical project for alpine protected areas at international level?
See if it's possible to build a common project for UE financing
To hopefully develop the Phénoclim project in other countries by meeting new partners among the protected areas
To activate one relation (each one in its own country) to share strategy and action way also at territorial level.
To see if it would be appropriate to adopt common criteria and quality indicators for education evaluation.

I guess it is better to let it come – probably pretty the same reasons why I am attending (see 3.1)

4 – Optional questions

Do you clearly go into notions like « mountain culture » and « alpine identity » during the awareness raising activities you are organizing?

How?

- *Do your educational projects aim at developing a mountain culture among the inhabitants and visitors of your park or reserve? How?*
- *Do your educational projects integrate the notion of an international alpine massive?*
- *What could we do to better consider these notions in the alpine protected areas?*
- *Did you already create specific tools for mountain education? Which ones? In this case, please bring them with you to Zernez, to present them and share with the other participants.*

>> Think about these questions to prepare the morning session of our workshop!

Answers received from:

Parco del Po Cuneese / I

Our reality is more singular regarding the other alpine protected areas, because we have only one part of our park located in mountain area, the rest of the territory is in valley and plain. Thus, we can not only deal with notions related to mountain and alpine culture. We must tackle our territory, its various aspects, problematics, etc... in its own interest. It will be also interesting to see if among the workshop participants there are maybe similar situations like our, to compare and perhaps collaborate.

Parc national des Ecrins / F

- Yes, we have educational projects aiming at developing a mountain culture among the inhabitants and visitors, by going out. Everything is related to the mountains: terraces, trails, slopes, habitat location and structure, season's migrations up and down...
- No, our educational projects don't integrate the notion of an international alpine massive yet.
- Yes, we have already created specific tools for mountain education:
 - o pedagogical book "la montagne c'est quoi?" (mountain, what is it?) + exhibition
 - o various publications, one of which « fleurs, arbres et arbustes de montagne » (mountain flora and trees), etc.. ;
 - o exhibition « territoires » (territories)
 - o leaflets : « Chuuutttt » (nature in Winter), ...
 - o discovery trails

But most of these tools are unmoveable (to Zernez)