PRIORITY
ACTIONS
PROGRAMME

REPORT

of the First Meeting
on MedOpen – Virtual Training Course on
ICAM in the Mediterranean

(Split, July 26-27, 2002)

PAP/2002/MO.M.1
Priority Actions Programme
Regional Activity Centre
Split, August 2002

Report of the First Meeting on MedOpen – Virtual Training Course on ICAM in the Mediterranean (Split, July 26-27, 2002)

Background Information

1. In November 2001, the Contracting Parties to the Barcelona Convention adopted the decision to entrust the Priority Actions Programme Regional Activity Centre (PAP/RAC) with the preparation of the First Mediterranean distance training course on Integrated Coastal Area Management (ICAM).

2. Although the Internet use is for the time being not sufficiently spread in the Mediterranean region, the virtual training course is expected to significantly contribute to the capacity building for ICAM. Furthermore, the use of Internet is expected to grow fast in the years to come, as it is the case in other parts of the world. The virtual training will also contribute to promoting the use of Internet, which will further on contribute to networking, exchange of experience, and facilitating co-operation and co-ordination.

3. ICAM has been promoted for years throughout the Mediterranean, but still there is a strong need for the promotion of this approach in many countries of the Region. PAP/RAC experience has shown that despite the large institutional capacities involved in coastal management, ICAM is still very often being mixed with the land-use planning, or with the pure scientific research, or even with the economic planning in coastal areas. Therefore, there is still a strong need to integrate all of these, and many other activities, and to promote them, within a common framework of ICAM. The concept that the coast comprises of equally important parts of the land and of the sea, is still not sufficiently understood. Institutional fragmentation and restricted jurisdictions, lack of adequate coastal legislation and insufficient knowledge on coastal area and coastal regions, and how to manage them, are additional reasons why ICAM concept is not yet sufficiently accepted. Institutional capacity building for ICAM can strongly contribute to its wider acceptance. The possibility of using the Internet for training on ICAM through a wide, low-cost and easy dissemination of PAP/RAC experiences, is recognised as an exquisite opportunity.

4. A significant share of PAP/RAC funds is spent on the activities of training and education. Since PAP/RAC is performing these activities throughout the Mediterranean coastal region, the expenses of travel, accommodation and working time of the participants make the most of the training and education expenses. Moreover, the experience has shown that the effects of the classic training courses are not as wide-spread. Most of the effects remain within the circle of trainees, and this inertia could be changed by using the Internet. On the other hand, an on-line course can save time and money, it can improve networking and exchange of experiences, and provide easy contacts with specialised experts. The most important advantage is in improving offer for training in ICAM. The rotating of the personnel within authorities and Ministries is not a rare practice in the Mediterranean. As a consequence, very often, people without any training or any experience in ICAM are becoming responsible for or dealing with these important issues. At present, the newly arrived have very few chances to get any ICAM training for a number of years. Permanent availability of a virtual training would have significant impact in alleviating this situation. In addition, an on-line course instead of a classical one could be much simpler for many of governmental employees, who are usually burdened with numerous duties. In this way, they could organise their studying time in the most convenient time and place.

Participation

5. Six participants attended the Meeting. The complete List of participants is attached as Annex I to this Report. The Agenda of the Meeting is contained in Annex II.

Objectives of the Meeting

6. The Meeting had the following objectives:

   - to identify the structure of the training course;
   - to identify experts to be involved in the project; and
   - to define a Workplan, outputs and responsibilities.

Agenda item 1: Opening of the Meeting

7. Mr. I. Trumbic, Director of PAP/RAC, opened the Meeting. He welcomed the participants on behalf of PAP/RAC, and of his own. He gave an introductory note on MedOpen, and introduced the objectives of the Meeting. Since for several participants this was the first direct contact with PAP/RAC, Mr. Trumbic presented shortly the history of PAP/RAC, its original mandate, as well as the changes happened in the last decade. He presented the structure, organisation, and products and services of PAP/RAC. Also, Mr. Trumbic described the history and the state of ICAM in the Mediterranean. He presented the organisations and institutions involved in ICAM and commented on the need for capacity building in the Region, as well as on the demand for it.

Agenda item 2: Presentation of the MedOpen

8. Ms. D. Povh, PAP/RAC Environmental Economist, presented the MedOpen project document. She also presented the interrelated project "The Mediterranean ICAM Clearing House", as well as the results of the on-line questionnaire prepared and implemented by the "One Coast" in May 2002, in the framework of the Mediterranean ICAM Clearing House project. Ms. Povh's presentation is included as Annex III.

9. The questionnaire was applied both on-line through the Internet site and through a paper copy. The majority of respondents to the survey came from either the national Governments or International Organisations; were highly educated; and had little barrier to on-line interactions. The results of the questionnaire have shown that most of the respondents have no ICAM qualification, nor training, and most of the respondents are relatively inexperienced in ICAM. Still, more than a half considered the possibility of ICAM training in the near future The results classified the Discussion Forum as the overall priority for the Clearing House. Therefore, it is decided that the Discussion Forum will be an important part of both projects, the MedOpen and the Clearing House.

10. Ms. Povh presented the MedOpen objectives and the advantages of a virtual training course in the Mediterranean in relation to ordinary training courses. The project structure was presented through the following 4 modules:

    - The importance of ICAM and guidelines for its formulation and implementation;
    - ICAM tools and techniques;
    - Simulation exercise; and
    - Examination.

    The first module will present: the Concept of Integrated Coastal Area Management (ICAM); the Coastal Area Management Programmes (CAMPs) and other practical experiences; and the basis of the Integrated Coastal Area and River Basin Management (ICARM). The second module will provide an introduction to the following tools and techniques: Geographic Information Systems (GIS), Environmental Impact Assessment (EIA), Strategic

Environmental Assessment (SEA), Systemic Sustainability Analysis (SSA), Carrying Capacity Assessment (CCA), Environmental Management System (EMS), Decision Support System (DSS), Multi-Criteria Analysis, Resource Valuation Techniques, and Cost-Benefit Analysis (CBA). Besides the mentioned tools, the different instruments for the implementation of ICAM plans and policies, such as, regulatory and economic, voluntary agreements, conflict resolution techniques, etc., will also be presented. The third module, simulation exercise, will be one of the most important and most interesting parts of the training course. Finally, the last module, the examination, will also be prepared for the candidates who wish to receive the PAP/RAC certificate.

11. Ms. Povh presented the Mediterranean ICAM Clearing House, a project closely related to MedOpen. These 2 projects will complement each other. Several tools for both projects, such as the discussion platform, the help desk, e-mail news, e-mail lists and on-line calendar of events, will be joint for both projects. The most important part of the Med Clearing House, the Project Inventory, will include practical experiences for MedOpen. Synergy created there should improve and strengthen both projects.

Agenda item 3: Discussion

12. The participants agreed on the essential importance of practical experiences, but also emphasised several difficulties in selecting the appropriate projects. Ms. F. Breton, from CTETMA, pointed out to the possibility of having the quality label for ICZM projects. She mentioned several projects in the coastal areas, which might be characterised as integrated, but still not ICZM projects. Ms. Povh mentioned the possibility of rating the projects by experts for the Project Inventory.

13. Mr. G. Malvarez, from the University of Ulster, suggested that the MedOpen should be a simple training package, where information would be filtered in a way to extract, from a very complex background, simple messages, basic concepts and ideas from ICZM. He pointed out to the importance of presenting the different sorts of environments and the different sorts of management problems. Ms. I. Lucius, from EUCC, proposed to start the MedOpen with the indicators in order to show where the problem is, and thereafter to continue with the statistics. She emphasised that the statistics should be used first, then we should enter into the processes. Mr. M. Prem, PAP/RAC Deputy Director, emphasised that there are too much indicators at present, also that there is the need to create simple, direct indicators for the wide public. Ms. Breton added that littoral should be presented with its specificities, natural processes, the risk/hazard concept, mobility, emphasising that the coastline is not a line, and demonstrating possibilities of integration of land and soil by using GIS and other tools. The participants agreed on emphasising the importance of an introduction chapter for MedOpen. The participants also agreed on that for a training course as MedOpen will be, it would be of great value to have few weeks on-hand training. The presentation of Mr. Malvarez is attached as Annex III to this Report.

Agenda item 4: Presentation of the EUCC experience with the Coastlearn with respect to the MedOpen

14. Ms. Lucius presented the "Coastlearn", the EUCC distance vocational learning programme on ICZM for the Central and Eastern Europe. This Leonardo da Vinci funded project aims to provide a cheap and flexible tool for life-long learning and training on ICZM. The target groups for Coastlearn are the coastal managers, students, NGOs in accession and NIS countries. It has been prepared by a multidisciplinary and multinational team, and its ending is foreseen for September 2002. The Coastlearn consists of the following modules: introduction to ICZM; environmental risk assessment; planning; policy analysis and GIS. At present, a new module on biodiversity management has been developed. Ms. Lucius pointed out to the importance of providing materials in national languages. The Coastlearn, originally in English, is going to be translated into Polish, Turkish and Russian. Currently,

several project proposals for new modules on integrated tourism management, integrated harbour management and planning, spatial planning, simulation game and more languages modules have been proposed. Finally, and among the lessons that may be used for the MedOpen, she pointed out to the following: the necessity of making needs assessment as a first step; using the Coastlearn content as far as possible; allow enough time and resources for a peer review and external assessment and subsequently improvement; involve in the development process experts in interactive teaching; allow for different access to content (issue-driven or systematical learning); translate into as many local languages as possible; research the web-based information for life-long learning; and put emphasis on practice example. Finally, Ms. Lucius invited PAP/RAC to co-operate with the Coastlearn. The presentation of Ms. Lucius is attached as Annex III to this Report.

Agenda item 5: Virtual Teaching and Learning for ICZM: Experience at MSc level at the University of Ulster

15. Mr. G. Malvarez presented the virtual teaching and learning for ICZM at the Virtual School, University of Ulster. He presented the University of Ulster, the regional university with the largest course provision in the island of Ireland, and with a development programme of £200 million over the next 10 years. In 1991, the Coastal Studies Research Group (CSRG) was formed by Prof. B. Carter. Today, this group comprises about 40 academic staff, research officers and PhD students. He also presented the history of virtual learning through the Virtual School, Campus One and the University of Ulster. Campus One, the virtual campus is a central University resource for virtual learning. To date, over £4 million has been invested in provision of a top quality structure to support e-activities. Besides postgraduate courses, Campus One is offering professional development and continuing development courses, and short business-focused courses. Course developers working with the Campus One have at their disposal educational technologists, instructional designers, web designers and multimedia experts, IT and library services (technology and resources) and marketing services. Finally, he presented MSc in ICZM and Web CT, the Integrated Distributed Learning Environment for this course. He described how this environment is used, beginning from login access for each student, through general information on the course, assignment centre and student utilities. He has shown how the course materials are placed into the site, and how and where students can communicate. Besides personal e-mail addresses and discussion forum, the site is provided with 6 chat rooms, and whiteboard for on-line drawing. He warned on weaknesses of virtual studying and presented how the Ulster Virtual School is overcoming them. Mr. Malvarez explained how exams are made at MSc in ICZM and how simulation exercise worked. Finally, he presented steps in preparation of a virtual course.

Agenda item 6: Discussion

16. Answering to the question on what should be the rhythm for delivering the training materials, Mr. Malvarez suggested a weekly delivery of the materials. He emphasised the crucial importance of communication for the virtual studying. Therefore, weekly tests with constant monitoring and secure links between teachers and students are essential for virtual courses. Any type of participation should be marked and participation at discussion forum should be encouraged.

17. Mr. Trumbic summarised the given presentations and pointed out to advises received from the different experiences. He reminded the participants that it should be decided on the type, size, extension, and substances of the MedOpen. He also reminded on issue of indicators. Other questions for discussion of the second day of the Meeting were how to shape the course, stages in its preparation, how to manage the course, and, finally, how to achieve the sustainability of the project. He mentioned the possibility of applying to LIFE Third Countries.

Agenda item 7: Development of indicators on coastal issues and ICZM: the ETC-TE approach

18. Ms. Breton presented the European Thematic Centre on Terrestrial Environment (ETC-TE) and their work on development of indicators on coastal issues and ICZM. She said that ETC-TE is only one year old, and that its concept lies in integrated approach among marine and coastal environment, soil, terrestrial environment and land cover. At present, this centre is working on the assessment of pressures and impacts and on regular indicator-based reporting. She presented the following coastal indicators as a core set for the protection of the coast: sustainability of the coastal development; water and waste management in coastal zones; impact of land-use on coastal biodiversity; and coastal erosion and risks to the coastal zone. The first results of ETC-TE were presented as a data base on the land use/land cover dynamics in relation from the distance to coastline by countries and regional seas; review of the CORILIS methodology for its application in the coastal units definition and the coastal indicators: the Eurostat project. Ms. Breton explained the way of building the indicator and the progress achieved on ICZM. She pointed out to the need for an agreed definition of ICZM and for the coastal typologies or coastal units for analysis and reporting. She also emphasised the importance of setting criteria in order to be able to decide on which initiatives are to be considered as ICZM in the Mediterranean Sea and European countries. ICZM in the Baltic Sea was presented, with an emphasise on the success of the Local Agenda 21 concept. Ms. Breton proposed the following steps in order to evaluate progress in ICZM: looking at founding and inversion, ICZM type and number, evaluation of the outputs for participation, evaluation of the tools, evaluation of management results (implication for ICZM projects and for the countries for follow up and monitoring). She concluded by pointing out that we have favourable situation in the Mediterranean, since there is a permanent system of monitoring. She mentioned that CORINE 2000 is in development now, and that it will be finalised in 2 years. Ms. Breton's presentation is attached as Annex III to this Report.

Agenda item 9: Drafting the structure of the MedOpen

19. Mr. Malvarez emphasised that the first step should be defining a realistic target audience. Ms. Povh replied that the target audience for the course are in the first line the project managers, the middle and top level managers dealing with ICAM at all levels (local, national, regional, and international), followed by policy advisors and all other potentially interested. Mr. Prem explained the role of the project manager in the CAMPs that are currently in progress. Mr. Trumbic proposed to have a course for 1 country, or specialised training courses for EIA and SEA for coastal managers.

20. Mr. Malvarez drew attention to other important issues that should be dealt with at the very beginning like the housing component that should be available 24 hours and 7 days a week, as well as all other necessary infrastructure. The next thing should be the decision on the contents, in a way to, first, prepare an introductory course, and then to add more specialised or more targeted materials. He pointed out that the message for decision makers should be transmitted in a very simple and convincing way. Ms. Breton added that it should be demonstrated how much bad practices can cost the Government. She mentioned the case in Spain where the cost was calculated for beach regeneration. Another interesting issue may be the creation of job with ICZM. Mr. Malvarez agreed with the idea to use the Coastlearn and to improve it by using help of experts in particular fields.

21. Finally, it was agreed that the structure of the course and subjects should be determined in September. The Coastlearn would be used as a core material. Other relevant organisations and their web sites will also be included in the preparation of the MedOpen. The possibility of using free tools was mentioned, and it was agreed that this is a topic to be investigated. The decision on whether to prepare the proposal for LIFE Third Countries should also be brought at the earliest convenience. Regarding the simulation exercise, Mr. Malvarez

agreed to prepare it in co-operation with PAP/RAC. His experience with pioneering simulation exercise at Ulster University will present an extra benefit to MedOpen. The participants agreed that it would be interesting to have several smaller simulation exercises, where exercise on how to select, calculate and use indicators could also be one. Ms. Lucius reminded of the importance of planning enough time for the review. Also, she mentioned that the review should be done by experts and by trainees. Mr. Malvarez pointed out to the importance of identifying the core team and the steering committee for MedOpen. He also proposed to in charge managers of the sections. In Ulster, he said, this has been organised in a way that there is one course director, each module has its co-ordinator and the lectors. The overview of all materials and liasing all contents should be the task of the course director.

ANNEX I
List of Participants

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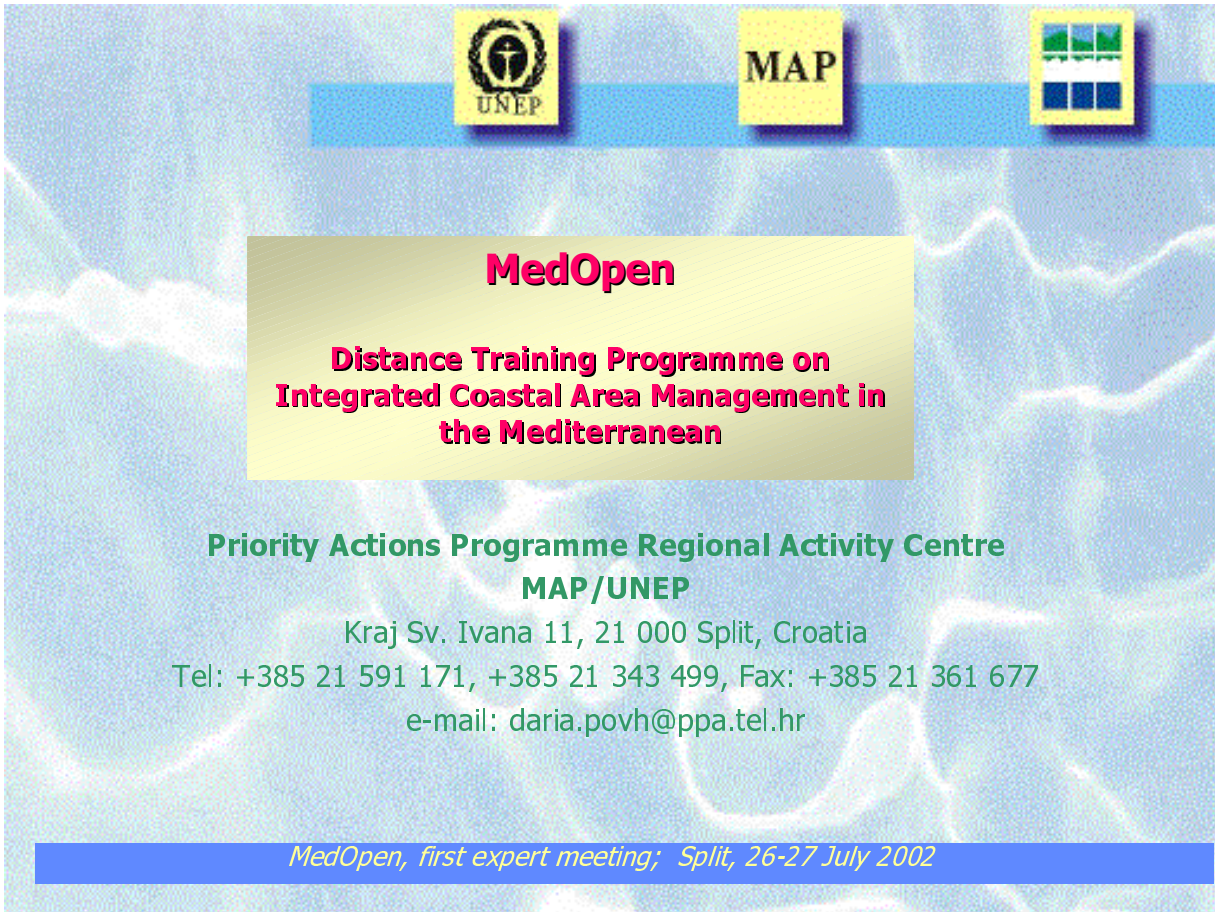
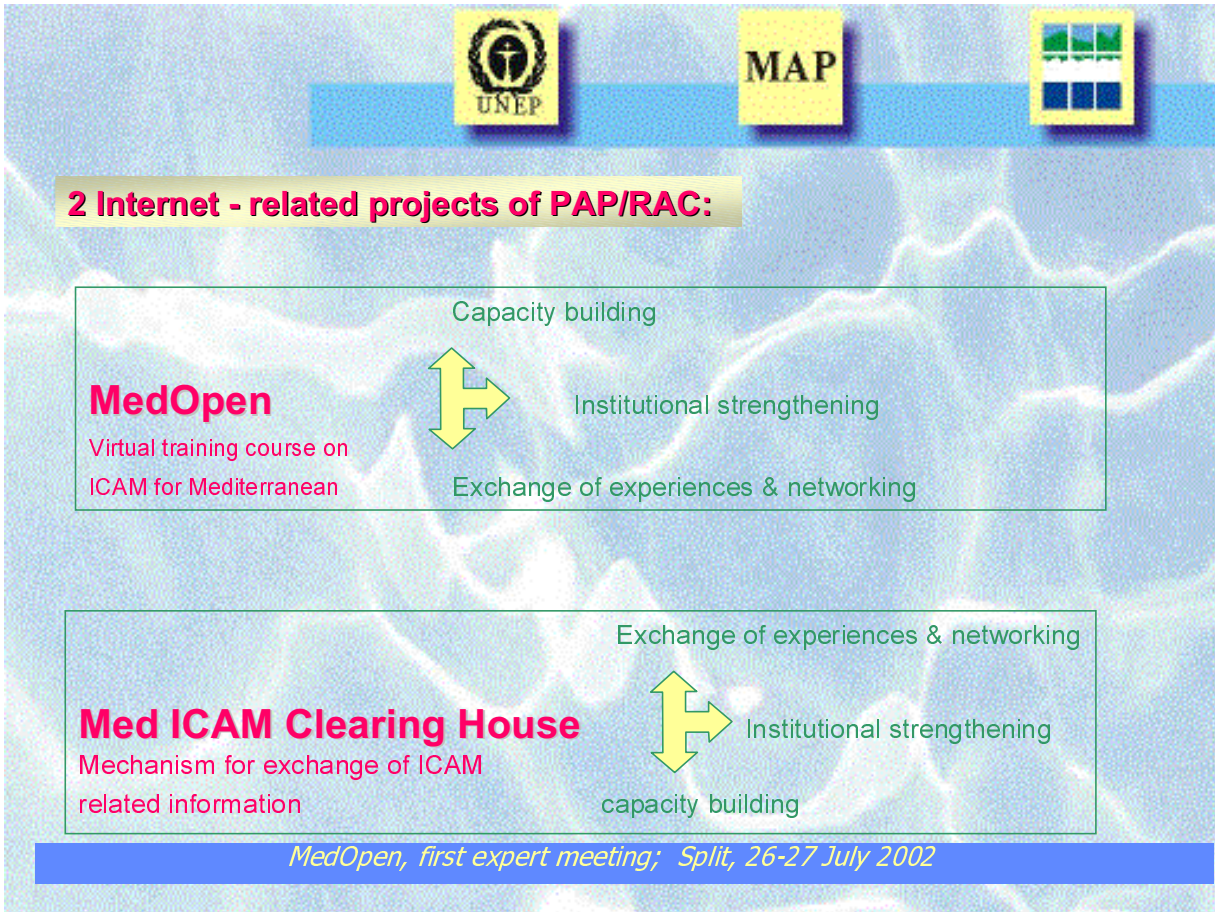
ANNEX II
Agenda

Friday, July 26	
09:30 – 10:00	Opening of the meeting. Proposed objectives of the meeting. Background information (**I. Trumbic**).
10:00 – 10:30	Presentation of the MedOpen (**D. Povh**).
10:30 – 11:00	Presentation of the EUCC experience with the Coastlearn experience with respect to the MedOpen (**I. Lucius**).
11:15 – 11:45	Discussion.
11:45 – 12:15	Virtual Teaching and Learning for ICZM: Experience at MSc level at the University of Ulster (**G. Malvarez**).
12:15 – 13:00	Discussion.
14:30 – 15:00	Development of indicators on coastal issues and ICZM: the ETC-TE approach (**F. Breton**).
15:00 – 16:30	Discussion.
Saturday, July 27	
09:00 – 14:00	Drafting the structure of the MedOpen.
14:00	Closure of the meeting.

ANNEX III
Presentations

Presentation of the MedOpen (D. Povh)





Results of on-line survey performed in the framework of the Clearing House Project, May 2002

- 58 responses
- 51 English, 7 French
- 45 male, 13 female

Albania (1)
Croatia (14)
Cyprus (2)
Egypt (5)
France (9)
Greece (3)
Israel (1)
Italy (11)
Libya (1)
Malta (3)
Slovenia (2)
Spain (2)
Syria (1)

8 from outside of the Mediterranean

Very diverse backgrounds

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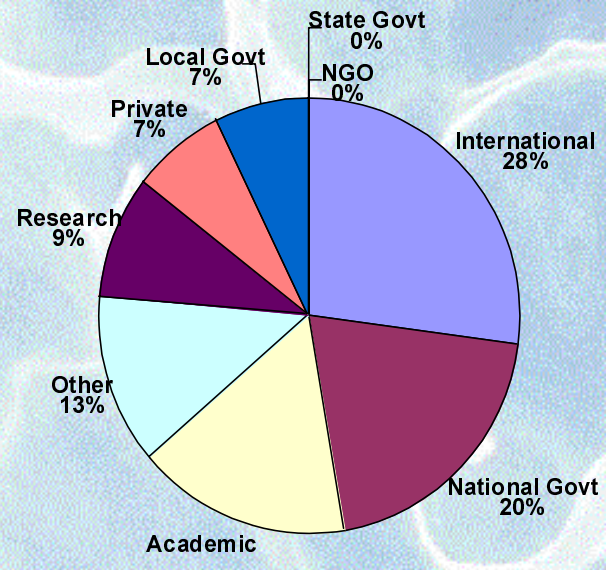
Respondents by Organisation



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Expertise

- *Most relatively inexperienced in ICAM*
- *Main expertise natural science or urban/regional planning*
- *Highly qualified: 17 PhD, 12 Masters*
- *Most with no ICAM qualification !*
- *Most no ICAM training (27) !*
- *More than a half (28) considering ICAM training !*

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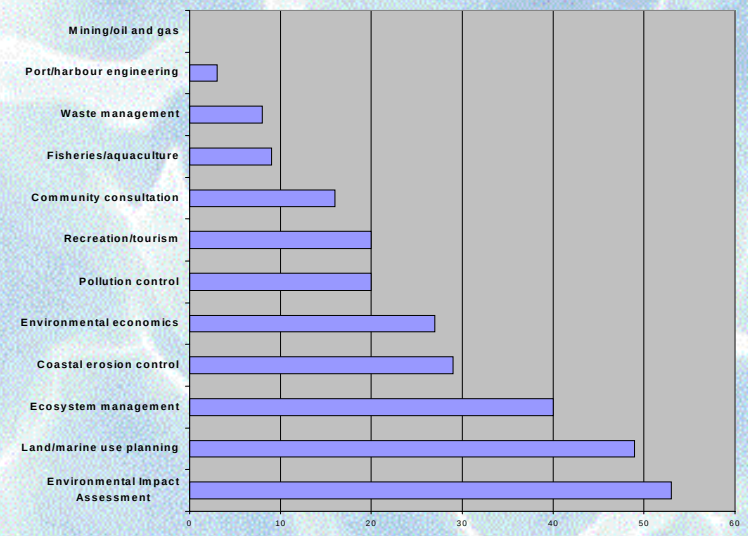
Time spent by ICAM Area



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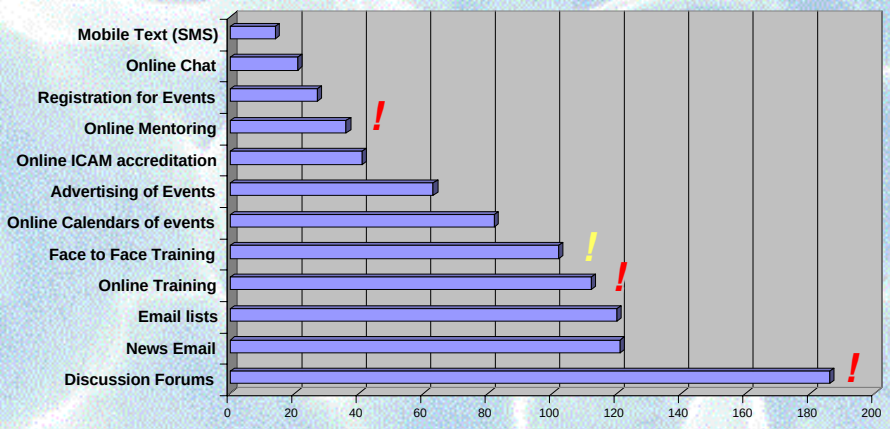
Priorities:



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MedOpen objectives:

- to raise awareness of the state of environment of coastal areas and of the use of coastal resources;
- to promote ICAM as a tool for a sustainable development of coastal areas;
- to improve co-operation among decision makers and institutions involved in ICAM;
- to improve the exchange of information and experience in ICAM;
- to facilitate communication among all interested parties in ICAM;
- to create a network of experts and discussion group on ICAM, which will be available for assistance in resolving Mediterranean coastal problems;
- to promote CAMPs as a useful form of resolving coastal area problems and conflicts, but also as a mechanism to improve management of the natural resources and the sustainable development of the coastal areas.

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Advantages of a virtual training course in ICAM in Mediterranean

Stronger common advantages:

- improving ICAM in the Mediterranean
- promoting the need for ICAM in the Mediterranean
- improving capacities for ICAM in the Mediterranean
- promoting the need for capacity building
- disseminating successful experiences in ICAM around the Mediterranean
- pointing out to bad practices in ICAM in the Mediterranean
- institutional strengthening
- improve dissemination of results of PAP/RAC 20-year experience

Special advantages:

- improving and facilitating networking and exchange of experiences
- promoting use of Internet technology in the less developed countries
- improving availability of training
- time saving
- money saving
- providing a place for discussions on open problems
- providing possibility to contact the experts on "hot issues"

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Training course description

The course will include the following four modules:

- Importance of ICAM and guidelines for its formulation and implementation
- ICAM tools and techniques
- Simulation exercise
- Examination

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Training course description

Importance of ICAM and guidelines for its formulation and implementation
Module1

1. Concept of Integrated Coastal Area Management (ICAM)

- justification;
- methodology, principles and concept;
- development and implementation.

2. Coastal Area Management Programmes (CAMPs) and other practical experiences

3. The basis of Integrated Coastal Area and River Basin Management (ICARM)

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Training course description

Tools and techniques for ICAM
Module 2

GIS, EIA, SEA, Systemic Sustainability Assessment (SSA), Carrying Capacity Assessment (CCA), Environmental Management System (EMS), Decision Support System (DSS), Multi-Criteria Analysis, Resource Valuation Techniques, and Cost-Benefit Analysis (CBA).

Instruments for the implementation of ICAM plans and policies:
regulatory and economic, voluntary agreements, conflict resolution techniques, etc.

Simulation exercise
Module 3

scenario method
DSS, Spatial DSS and Multi-Criteria Analysis

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Training course description

Examination
Module 4

- formulate a coastal management project;
- make use of some ICAM basic tools and techniques, like EIA, GIS, DSS and Multi-Criteria Analysis and Evaluation;
- prepare a draft of the basic database for the project;
- propose some planning and management strategies; and
- propose strategies for conflict resolution and raising of public awareness and participation.

Structure of the MED ICAM Clearing House

- MED PROJECT INVENTORY
- FUNDING GUIDE
- ICAM EXPERTS REGISTER
- BOOKS, RESEARCH REPORTS & PAPERS
- LEGISLATION
- ECONOMIC INSTRUMENTS
- MED ICAM PLANS & STRATEGIES
- TOOLS AND TECHNIQUES IN ICAM

MedOpen & ICAM CH integrated features!

- DISCUSSION PLATFORM
- HELP DESK
- NEWS E-MAILS
- E-MAIL LISTS
- ON-LINE CALENDAR OF EVENTS

MED Project Inventory

Summary information on about 200 projects

- Project title
- Location
- Spatial level
- Area (habitat)
- Main environmental issues
- Focus of intervention
- Budget
- Project source
- Timeframe
- Organisation in charge
- Sources of further information

practical experiences for MedOpen trainees!

Detailed description of app.40 projects

- Initiation
- Planning
- Implementation
- Follow-up
- Lessons learned

Training course workplan

First year of the project:

Activity/month	1	2	3	4	5	6	7	8	9	10	11	12
Sub-task 1												
Assessment of readiness												
Preparation of the theory of ICAM												
Preparation of the practical support for the theoretical part												
Sub-task 2												
Preparation of tools and techniques												
Sub-task 3												
Preparation of simulation												
Testing												
Final version												
Sub-task 4												
Preparation of examination												
Experimental exam												
Final version												

Training course workplan

Second year of the project:												
Activity/month	13	14	15	16	17	18	19	20	21	22	23	24
Promotion and dissemination												
Sub-task 5												
First on-line course												
Feed-back analysis												
Revision												
Final version of the course												

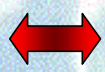
Training course procedure

Announcement of the course:

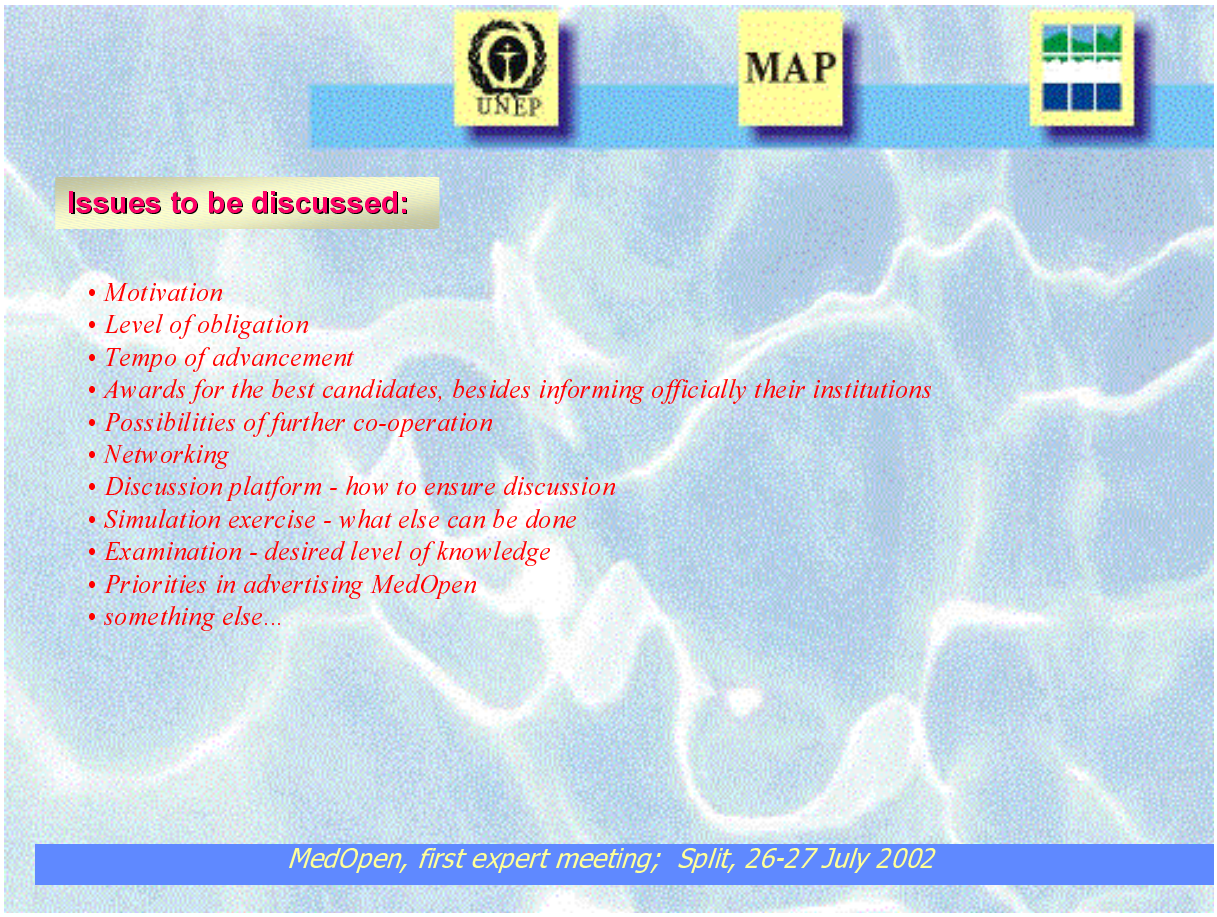
- MAP and PAP National Focal Points (NFPs)
- Ministries of Environment or corresponding bodies in 20 Mediterranean countries
- Other national institutions dealing with ICAM
- Regional authorities of coastal regions
- Local authorities of coastal cities and towns (at least 3 in each Mediterranean country)
- Scientific institutions dealing with ICAM
- NGOs dealing with ICAM

Foreseen duration of the course:

- 6 months, of which:
  - 2 months simulation exercise
  - 2 weeks examination



Help desk
Discussion Platform
Chat rooms
On-line calendar of events


UNEP
MAP
Issues to be discussed:
• Motivation
• Level of obligation
• Tempo of advancement
• Awards for the best candidates, besides informing officially their institutions
• Possibilities of further co-operation
• Networking
• Discussion platform - how to ensure discussion
• Simulation exercise - what else can be done
• Examination - desired level of knowledge
• Priorities in advertising MedOpen
• something else...
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Presentation of the EUCC experience with the Coastlearn experience with respect to the MedOpen (I. Lucius).

Coastlearn

a model for Med Open?

Irene Lucius

EUCC-The Coastal Union

internet: www.eucc.nl

COASTLEARN

Coastlearn

Overview:

- Background
- Aims and Approach
- Status-quo
- Outlook
- Lessons for MedOpen

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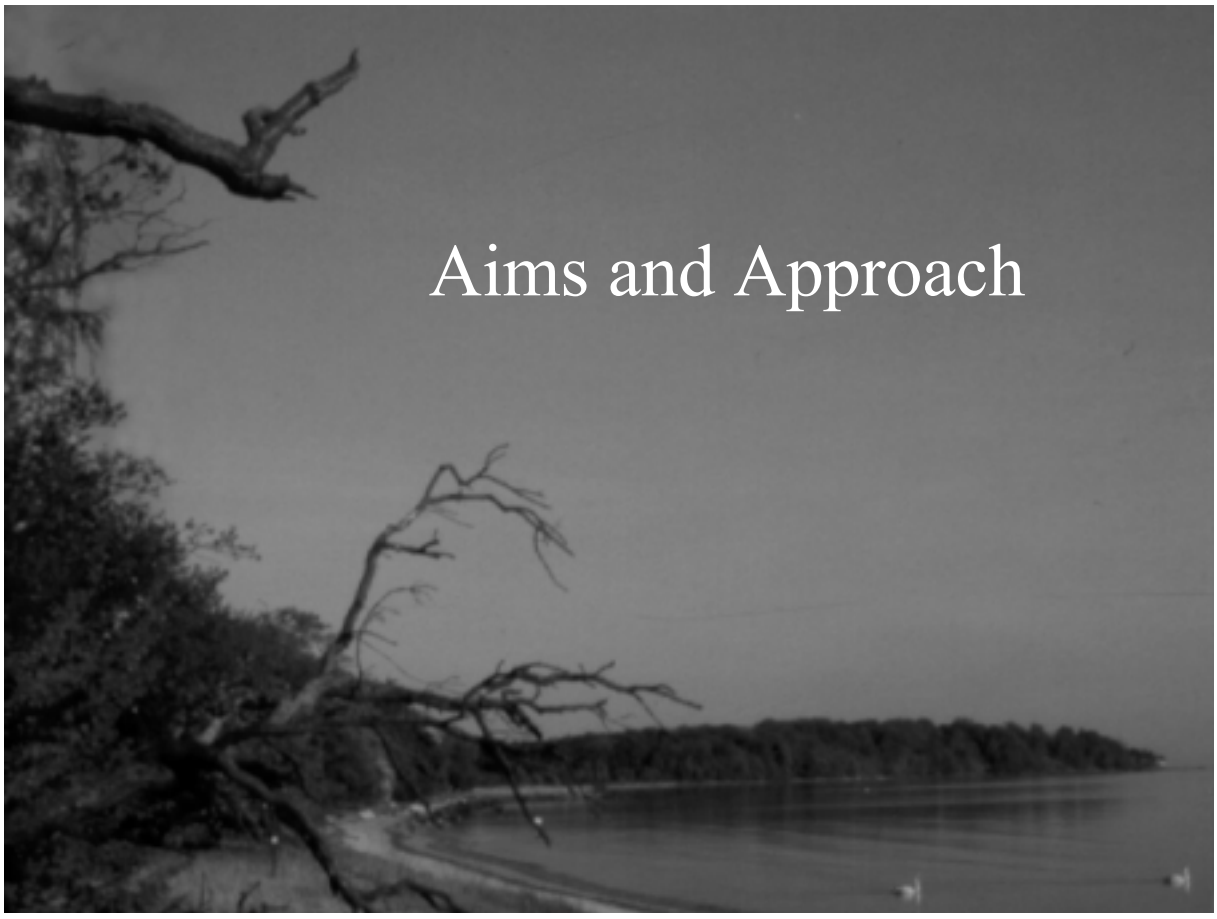
Background

- ICZM - CEE - NIS workshop 2000: distance learning **programme requested**
- **Leonardo da Vinci** project submission
- since January 2001: “Coastlearn”- a distance vocational learning programme on ICZM for Central and Eastern Europe”



Aims and Approach

- Cheap and flexible tool for vocational training and life-long learning on ICZM
- meeting the needs of the user community
- target groups: coastal managers, students, NGOs in accession countries (and NIS)

Aims and Approach

- based on practice examples
- multidisciplinary and multinational team
- testing prototypes by representatives of end-user community

Status-quo

- Leonardo da Vinci I: ending in Sept. 2002 languages: English and Polish version, modules:
  - introduction to ICZM
  - environmental risk assessment
  - planning
  - policy analysis
  - GIS

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Status-quo

- development of module on integrated biodiversity management
- funding: PIN-Matra / NL Min. Nature Management)
- languages: English, Polish, Turkish, Russian

Status-quo

- development of module on public participation
- funding: Matra / NL Min For. Aff.
- Languages: English, Polish, Turkish, Russian

Status-quo

- Fund raising for
  - simulation game
  - integrated tourism management
  - integrated harbour management and planning
  - spatial planning
  - more languages (Romanian, Baltic languages
- Funds: Tacis, Phare, Leonardo da Vinci

Status-quo

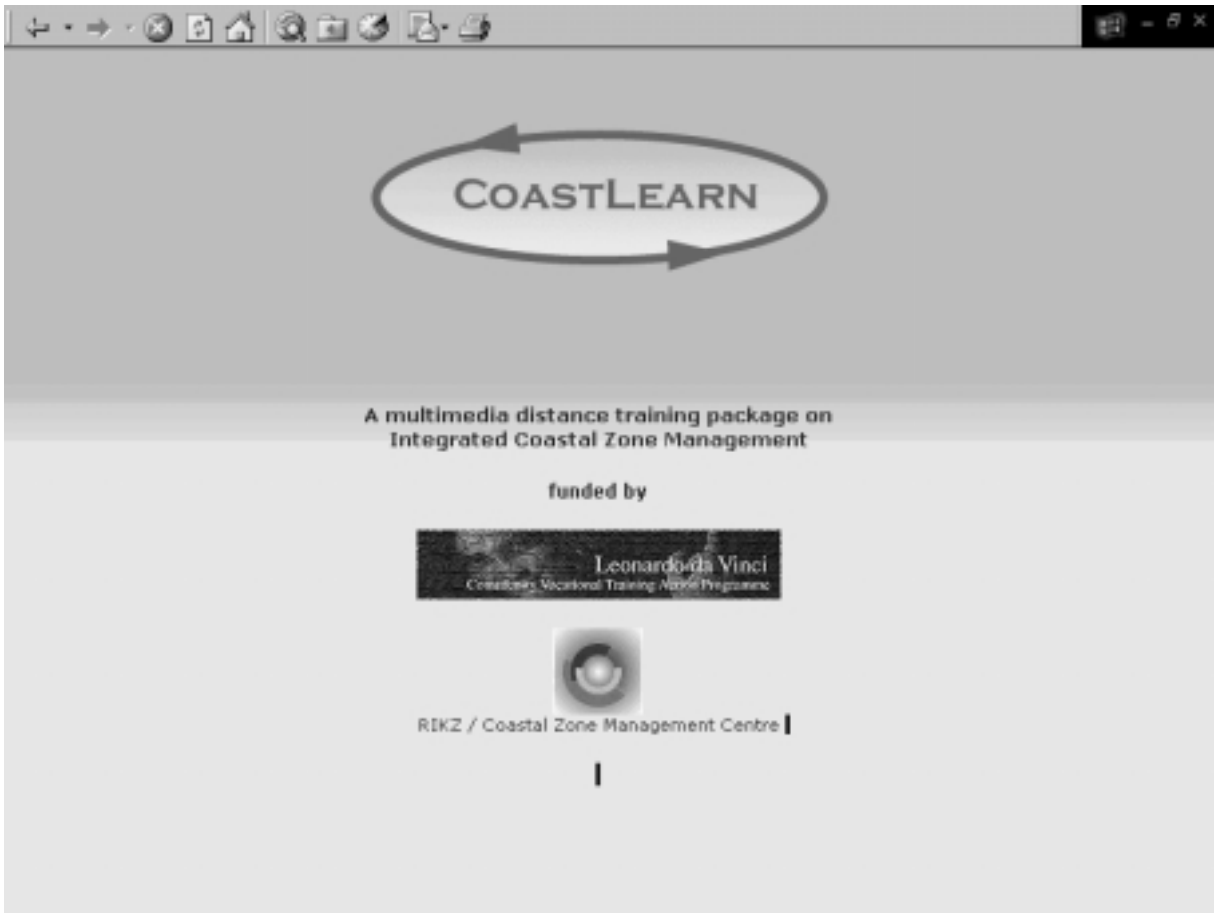
- Project volume:
  - Leonardo da Vinci: 148.000 euro (1.5 yrs)
  - PIN-Matra: 150.000 euro (2.5 yrs)
  - Matra: 150.000 euro (2.5 yrs)
  - RIKZ

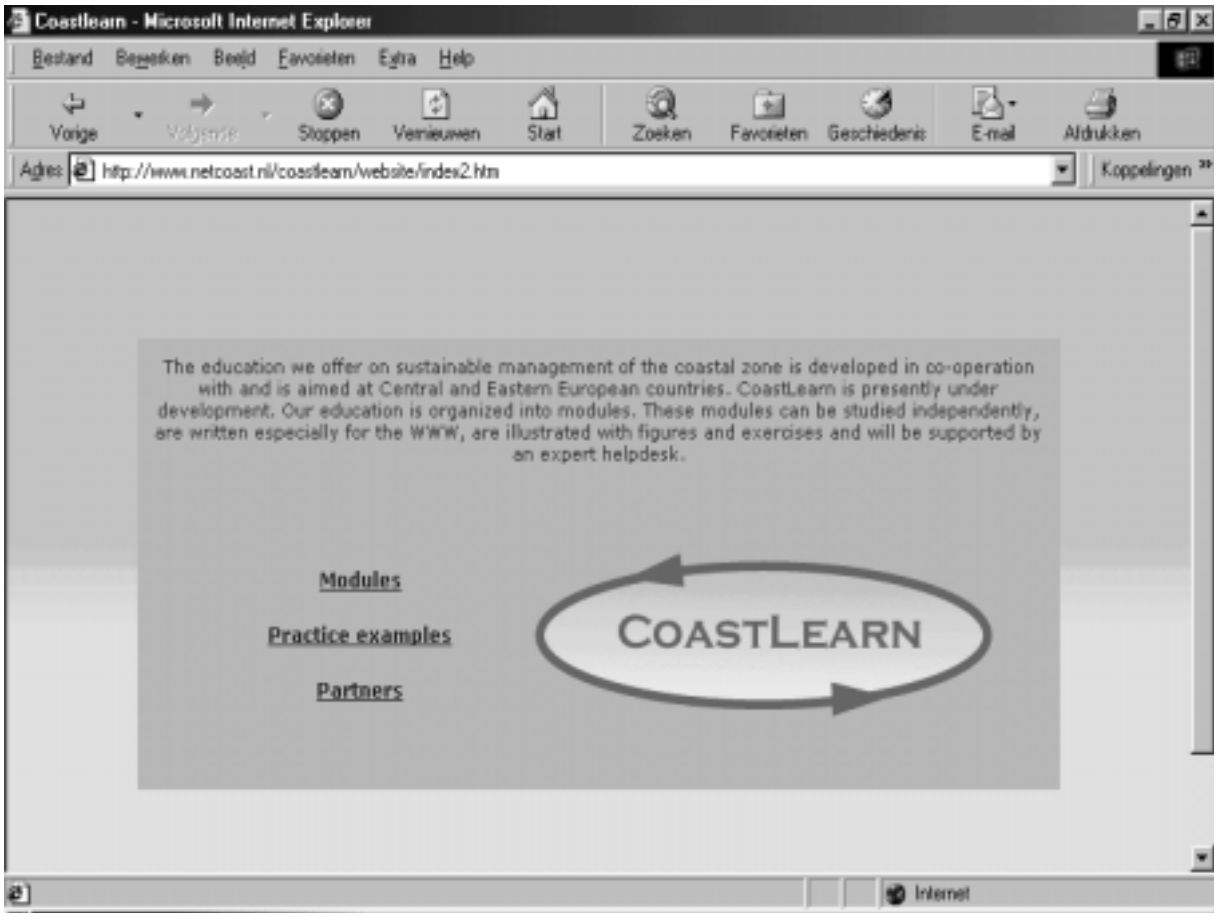
Status-quo

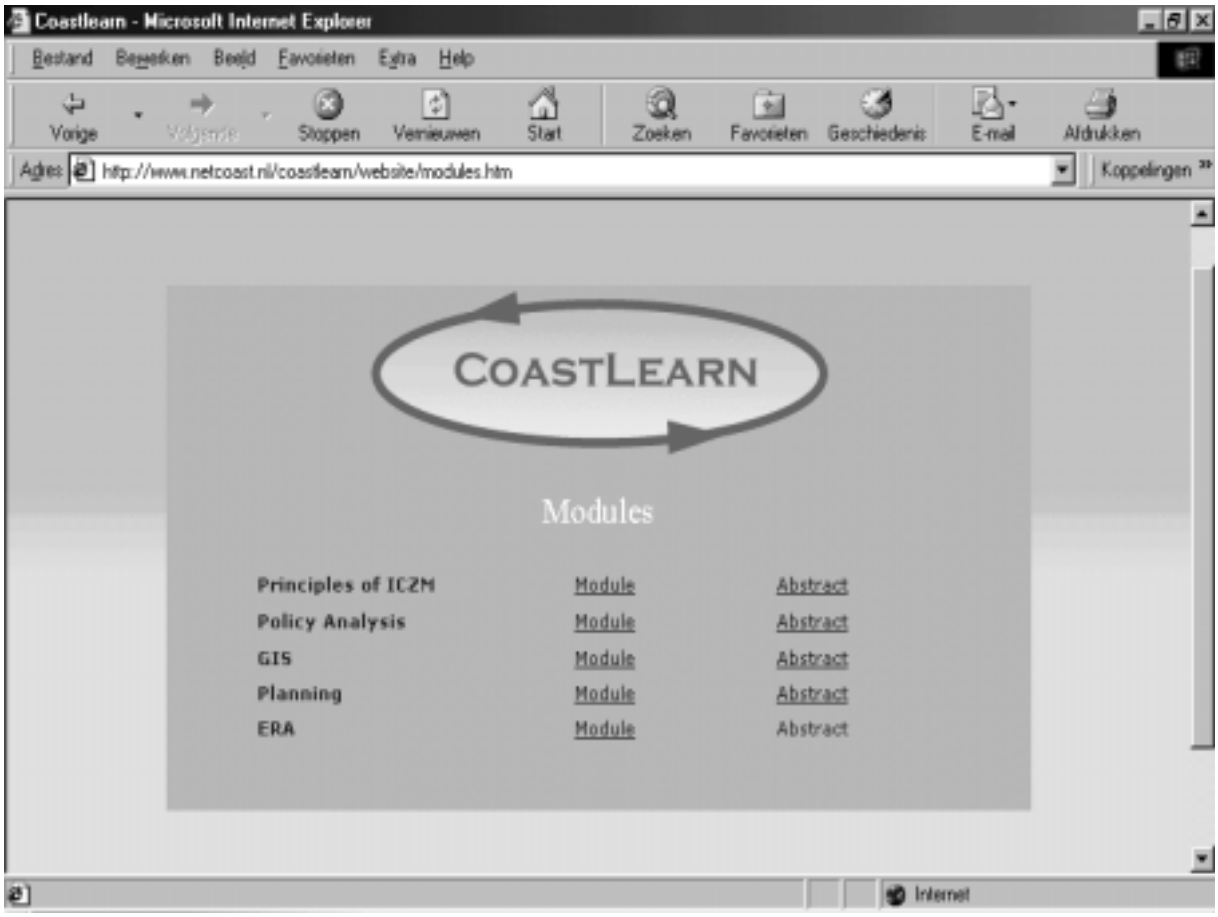
- Testing new approach:
  - Eastern European colleagues take lead in drafting modules
  - Western European colleagues comment on interim products and fill gaps

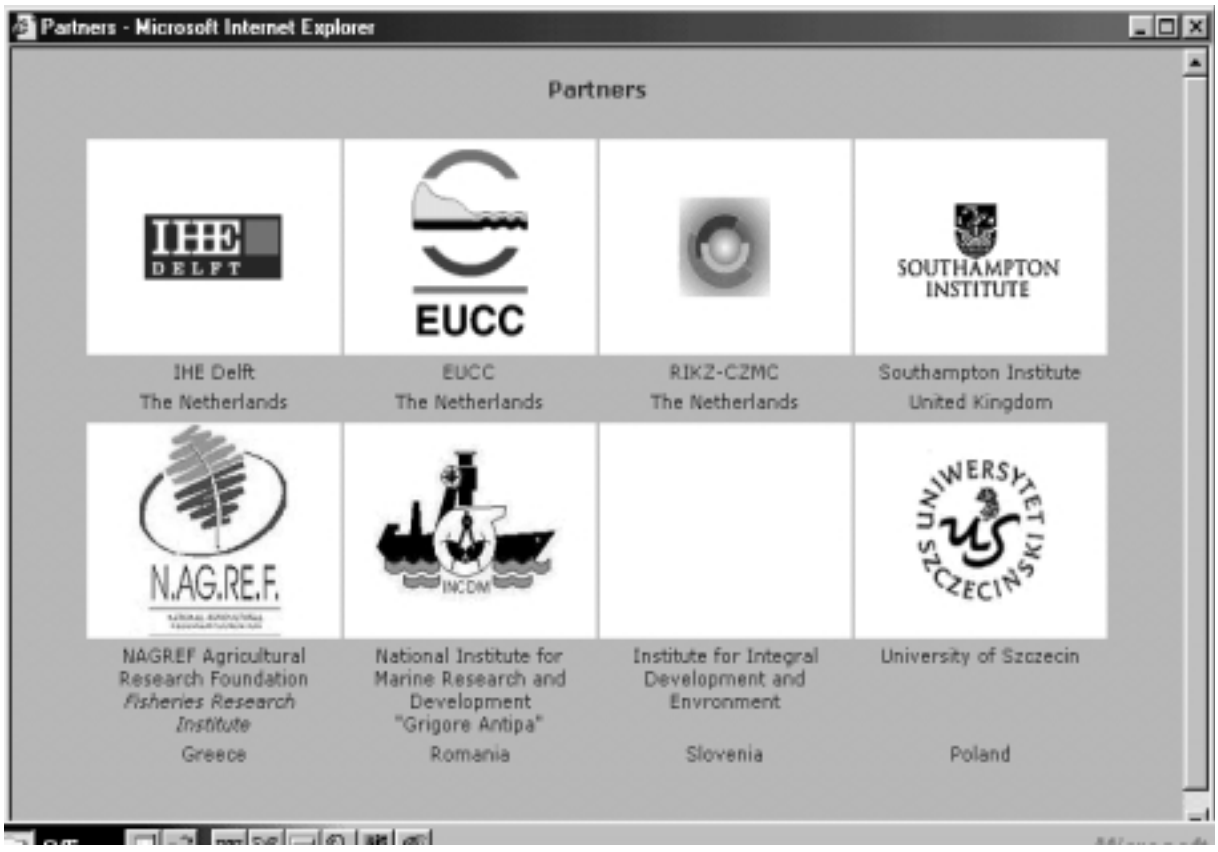
Status-quo

- Adding glossary, GEMET based
- Testing virtual workshop


COASTLEARN
A multimedia distance training package on
Integrated Coastal Zone Management
funded by
Leonardo da Vinci
RIKZ / Coastal Zone Management Centre


Coastlearn - Microsoft Internet Explorer
Bestand Bewerken Beeld Favorieten Extra Help
Vorige Stoppen Vernieuwen Start Zoeken Favorieten Geschiedenis E-mail Afdrukken
Adres http://www.netcoast.nl/coastlearn/website/index2.htm
Koppelingen
The education we offer on sustainable management of the coastal zone is developed in co-operation with and is aimed at Central and Eastern European countries. CoastLearn is presently under development. Our education is organized into modules. These modules can be studied independently, are written especially for the WWW, are illustrated with figures and exercises and will be supported by an expert helpdesk.
Modules
Practice examples
Partners
COASTLEARN
Internet


Coastlearn - Microsoft Internet Explorer
Bestand Bewerken Beeld Favorieten Extra Help
Vorige Volgende Stoppen Vernieuwen Start Zoeken Favorieten Geschiedenis E-mail Afdrukken
Adres http://www.netcoast.nl/coastlearn/website/modules.htm
Koppelingen
COASTLEARN
Modules
Principles of ICZM Module Abstract
Policy Analysis Module Abstract
GIS Module Abstract
Planning Module Abstract
ERA Module Abstract
Internet


Partners - Microsoft Internet Explorer
Partners
IHE DELFT
EUCC
SOUTHAMPTON INSTITUTE
IHE Delft
The Netherlands
EUCC
The Netherlands
RIKZ-CZMC
The Netherlands
Southampton Institute
United Kingdom
N.AG.RE.F.
INCDM
UNIWERSYTET SZCZECIŃSKI
NAGREF Agricultural Research Foundation
Fisheries Research Institute
Greece
National Institute for Marine Research and Development "Grigore Antipa"
Romania
Institute for Integral Development and Envronment
Slovenia
University of Szczecin
Poland

Status-quo

- Associated partners for Leonardo da Vinci:
  - PAP/RAC of Mediterranean Action Plan
  - Univ. of Akdeniz (Turkey)
- PAP/RAC involved in Matra/Biodiversity project

Status-quo

- New partners for Matra / PIN-Matra projects:
  - City of St. Petersburg
  - Univ. of Kaliningrad
  - Biodiversity Conservation Centre (Moscow)
  - Baltic Fund for Nature (St. Petersburg)
  - Black Sea Programme (Krasnodar, Russia)
  - Natural Heritage Fund (Odessa, Ukraine)

Outlook

- Leonardo da Vinci I: ending in Sept. 2002
- Leonardo da Vinci II: start in Oct. 2002?
  - More partners in Baltic, more languages, development of communication platform, simulation game, tourism module for CEE
  - PAP/RAC as subcontractor

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Outlook

- Biodiversity: end summer 2004
- Public Participation: end autumn 2004
- Life / Phare / Tacis: start autumn 2002?
- Spatial Planning/ Black Sea Programme: start 2003

Outlook

- Interest from
  - Latin American countries
  - Baltic region
  - Mediterranean region: MED Open
  - EU countries

Outlook

- Certification system?
  - Certificate
  - Tests and marks
- Tutors, workshops, virtual workshops?

Lessons for MedOpen

- Make training needs assessment first
- Use Coastlearn content as far as possible
- Allow enough time and resources for peer review and external assessment and subsequently improvement
- Involve in development process experts in interactive teaching

Lessons for MedOpen

- Allow for different access to content (issue driven or systematical learning)
- Translate into as many local languages as possible
- Research web-based information for life-long learning
- Put emphasis on practice examples
- ....cooperate with Coastlearn!

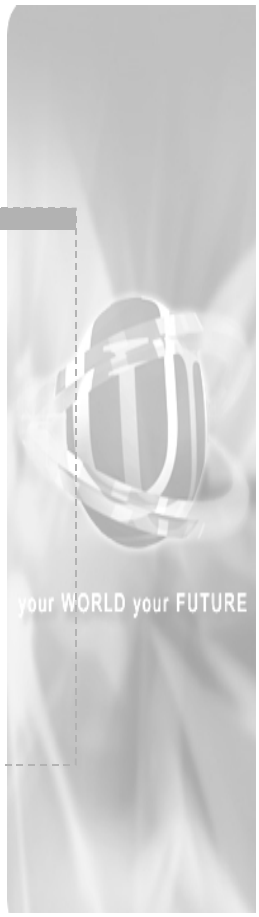
Virtual Teaching and Learning for ICZM: Experience at MSc level at the University of Ulster (G. Malvarez)

Virtual Teaching and Learning in ICZM: Experience at MSc level at University of Ulster.

Dr. Gonzalo Malvarez

Assistant Director of the Virtual School.
School of Biological and Environmental Sciences.

- Introduction: UU and CSRG
- A bit of history…
- Why using Campus One and the University of Ulster
- Quick overview of our MSc in ICZM and Web CT: our Integrated Distributed Learning Environment
- So…where do we go from here?



Introduction:UU

The University of Ulster

• The University of Ulster's Vision is to be *a model of an outstanding regional university with a national and international reputation for quality*. The University makes a major contribution to the economic, social and cultural advancement of Northern Ireland as a region within a national and international context and plays a key role in attracting inward investment. Core business activities are teaching and learning, research and technology and knowledge transfer.

• The University's course provision is the largest in the island of Ireland covering Arts, Business and Management, Engineering, Information Technology, Life and Health Sciences and Social Sciences. Courses have a strong vocational element and the majority include a period of industrial or professional placement.

•The University has a major direct and indirect impact on the economy and community in Northern Ireland. It employs over 3500 staff, has an annual turnover in excess of £120 million and has embarked on a development programme of £200 million over the next 10 years.

Introduction:CSRG

The Coastal Studies Research Group
(http://www.science.ulst.ac.uk/crg/index.htm)

• The Coastal Studies Research Group (CSRG) was formed in 1991 by Prof. Bill Carter and it now comprises *c* 40 Academic Staff, Research Officers and PhD/ Students. The group is highly regarded internationally.

• Our research topics are studied by 5 subgroups:

- Coastal Zone Management
- Maritime Archaeology
- Quaternary environments
- Geophysics
- Sedimentology / Geomorphology

Introduction:CSRG

The Coastal Studies Research Group
(http://www.science.ulst.ac.uk/crg/index.htm)

- High publication output:
  - Journal Coastal Research
  - Geophysical Letters
  - Nature
  - Science
  - Marine Geology
  - Coastal Management
  - J. Sust. Tour.
  - Ambio

- High profile research projects:
  - DARD, DoE
  - NERC and EPSRC
  - EU (LIFE, ECOPRO, STORMS, IMPACT...EPOCH)
  - UNEP/GEF, World Bank..NATO

E-learning @ UU...a bit of history

timeline

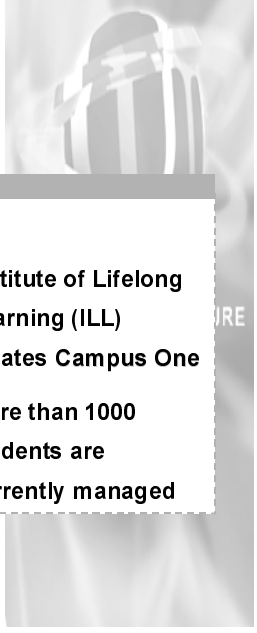
1997	School of Biomedical Sciences produces 1 module
1998	Biomed recruit over 250 students. First IDLE
1999	School of BES launch Virtual MScs
2000	MSc in Coastal zone Management (BlackBoard)
2001	MSc in Environmental Toxicology
2002	9 MSc Programmes to be Launched Feb 2003

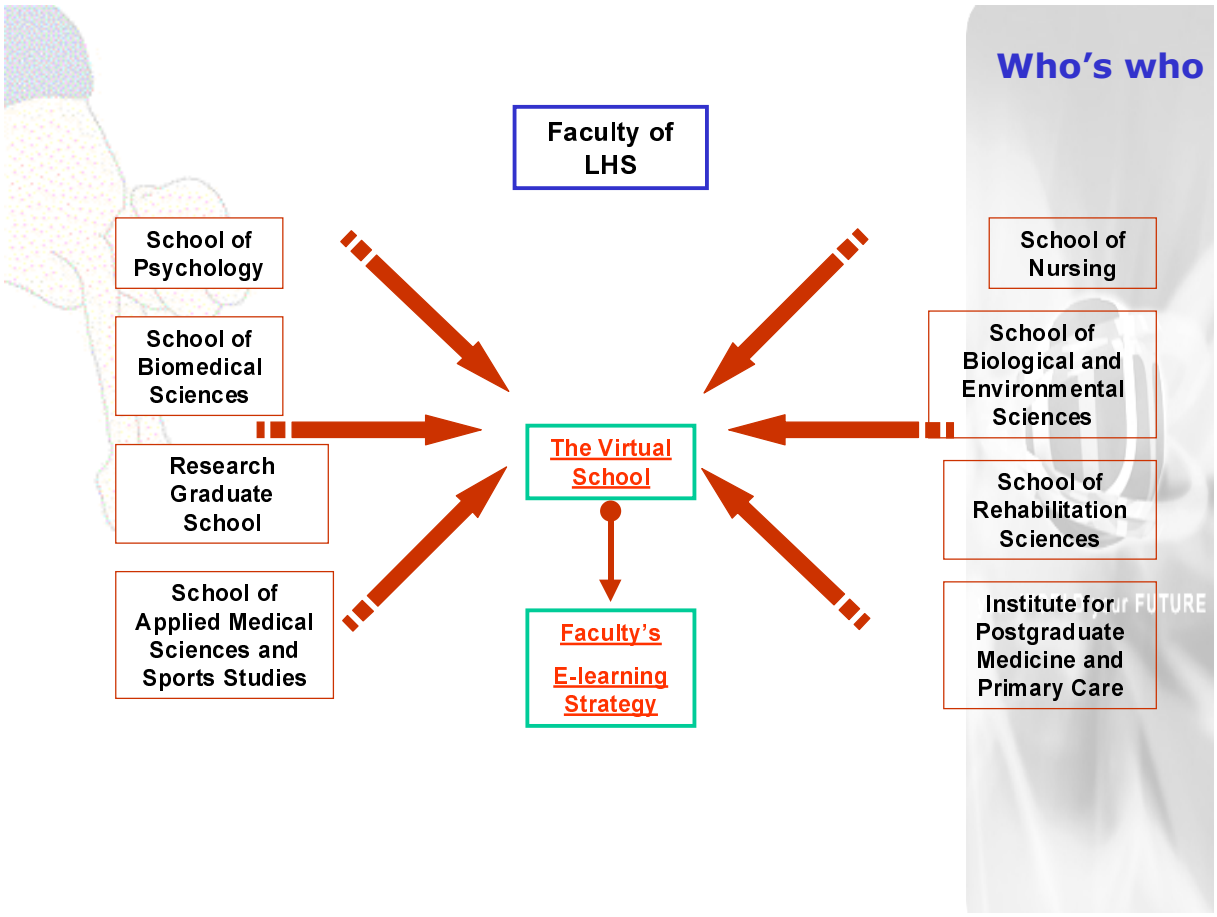
Centralisation of resources I at Faculty Level. VSBM becomes The Virtual School (VS) of Faculty of Science

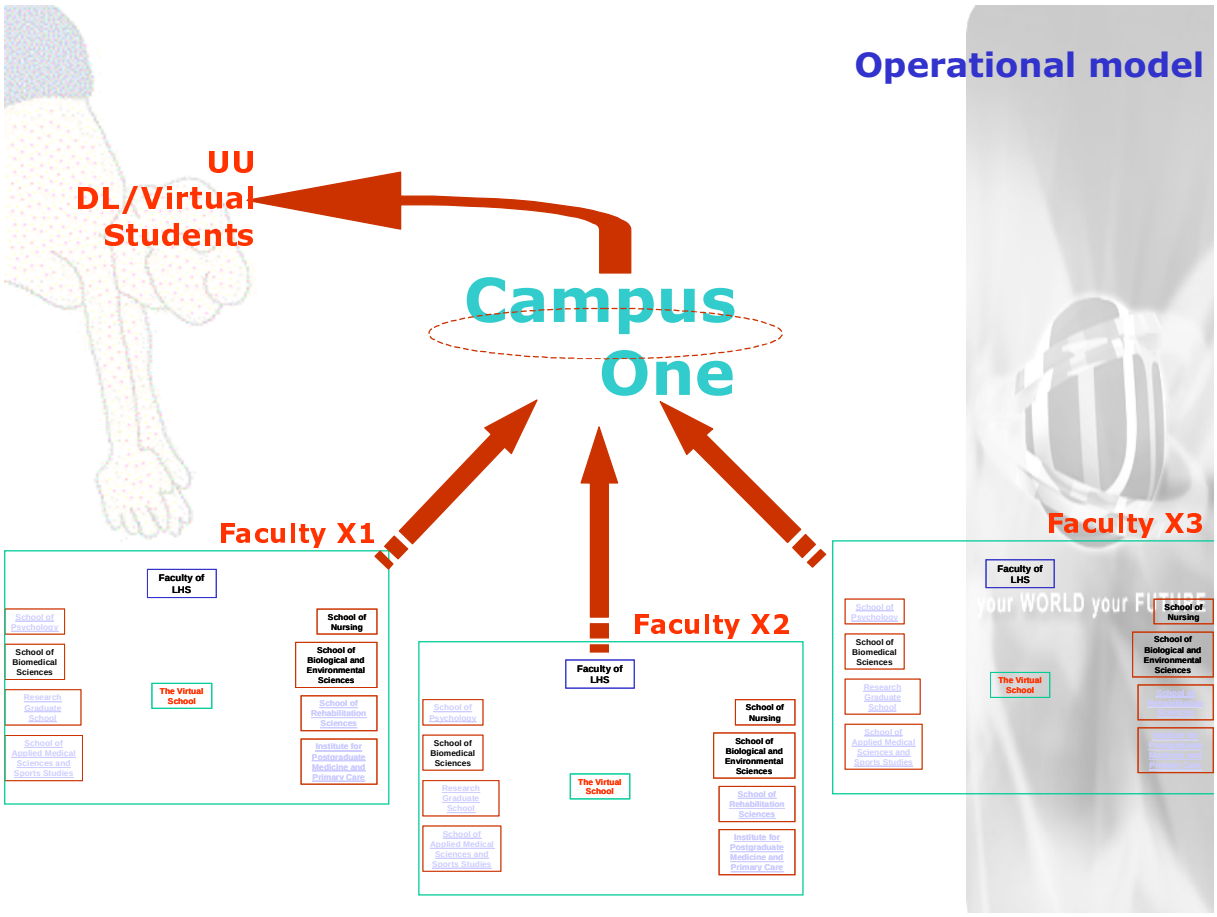
Centralisation of resources University Level VS becomes Campus One

Institute of Lifelong Learning (ILL) creates Campus One

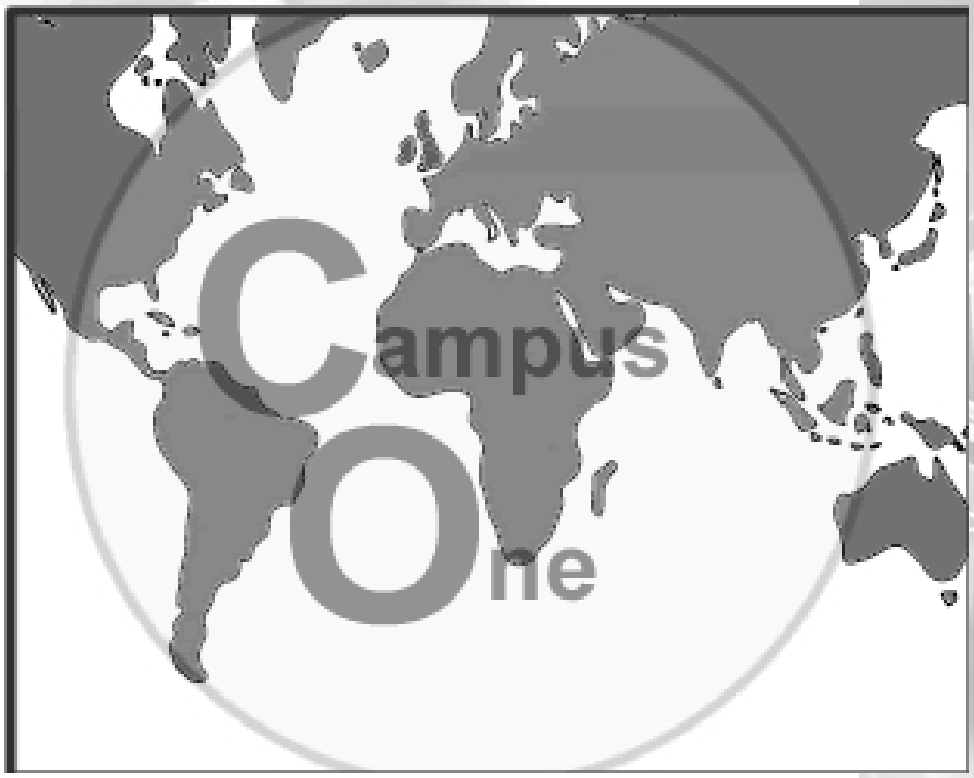
More than 1000 students are currently managed




Who's who
Faculty of LHS
School of Psychology
School of Biomedical Sciences
Research Graduate School
School of Applied Medical Sciences and Sports Studies
School of Nursing
School of Biological and Environmental Sciences
School of Rehabilitation Sciences
Institute for Postgraduate Medicine and Primary Care
The Virtual School
Faculty's E-learning Strategy


Operational model
UU DL/Virtual Students
Campus One
Faculty X1
Faculty X2
Faculty X3
Faculty of LHS
The Virtual School

Campuses



Campus One

Campus One is a virtual campus, central University resource, that ensures the quality and branding of its products across all Faculties in the University and beyond (www.campusone.ulst.ac.uk)

To date, over £4 million has been invested in the provision of a top quality infrastructure to support e-activities.

Courses range from full postgraduate programmes, professional development and continuing development courses, through to short business focused courses.

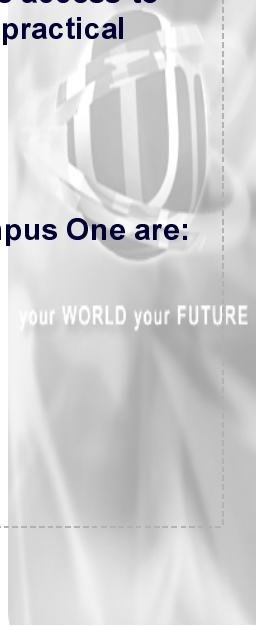
- Portal for online courses
  - Course catalogue
  - Application form
- Support for distance learners
  - Software courses
  - Learning styles quizzes
  - Workstation checks

Campus One

All distance courses offered online by the University of Ulster provide the same quality of instruction as traditional courses and all students, whether at a distance or on campus are entitled to the same access to their lecturers and student services. Studying online gives practical experience of ICT tools.

Common services for course developers working with Campus One are:

- Educational technologists
- Instructional designers
- Web designers and multimedia experts
- IT and library services (technology and resources)
- Marketing services



Services

Campus One Services

•Online registration and administrative back-up. Specialised full-time members of staff in Faculty Office deal with e-learning registration.

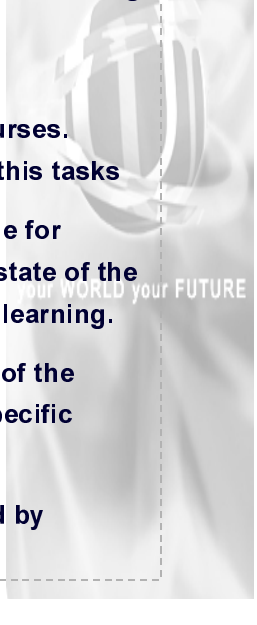
• Educational technologists ensure liason with academic staff to exploit to the full the possibilities offered by the Integrated Distributed Learning Environment with subject specific focus in multimedia

• Instructional designers carry out and assist academic and administrative staff in the development and monitoring of courses. Postdoctoral staff with backgrounds in informatics carry out this tasks

• Web designers and multimedia technologists are responsible for production of courses ensuring top quality of courses using state of the art web technology to enable multimedia and effective online learning.

• Marketing services are available from the central resources of the University with special focus on e-marketing and/or profile specific promotion and dissemination

• Research on academic and e-learning streams are enhanced by consultation with the central University Resource



Services

Library services (technology and resources).

•ACCESS TO FULL TEXT ELECTRONIC JOURNALS

•The Library offers access to over 4,000 electronic journal titles and many of these are available off campus.

•SWETSNETNAVIGATOR is a searchable database, which provides access to over 2000 full text electronic journal

•SCIENCEDIRECT provides access to over 1200 scientific, technical, medical and social sciences full-text journals.

•SYNERGY (Blackwell Publishing Online Journals) A searchable database of 330 Science and Medical titles.

•Interlibrary loan credit account

E-learning

What we tell our students…

• Find out how the course is designed

• Make sure you have the minimum technical requirement

• Take the course seriously and familiarize yourself with the course syllabus.

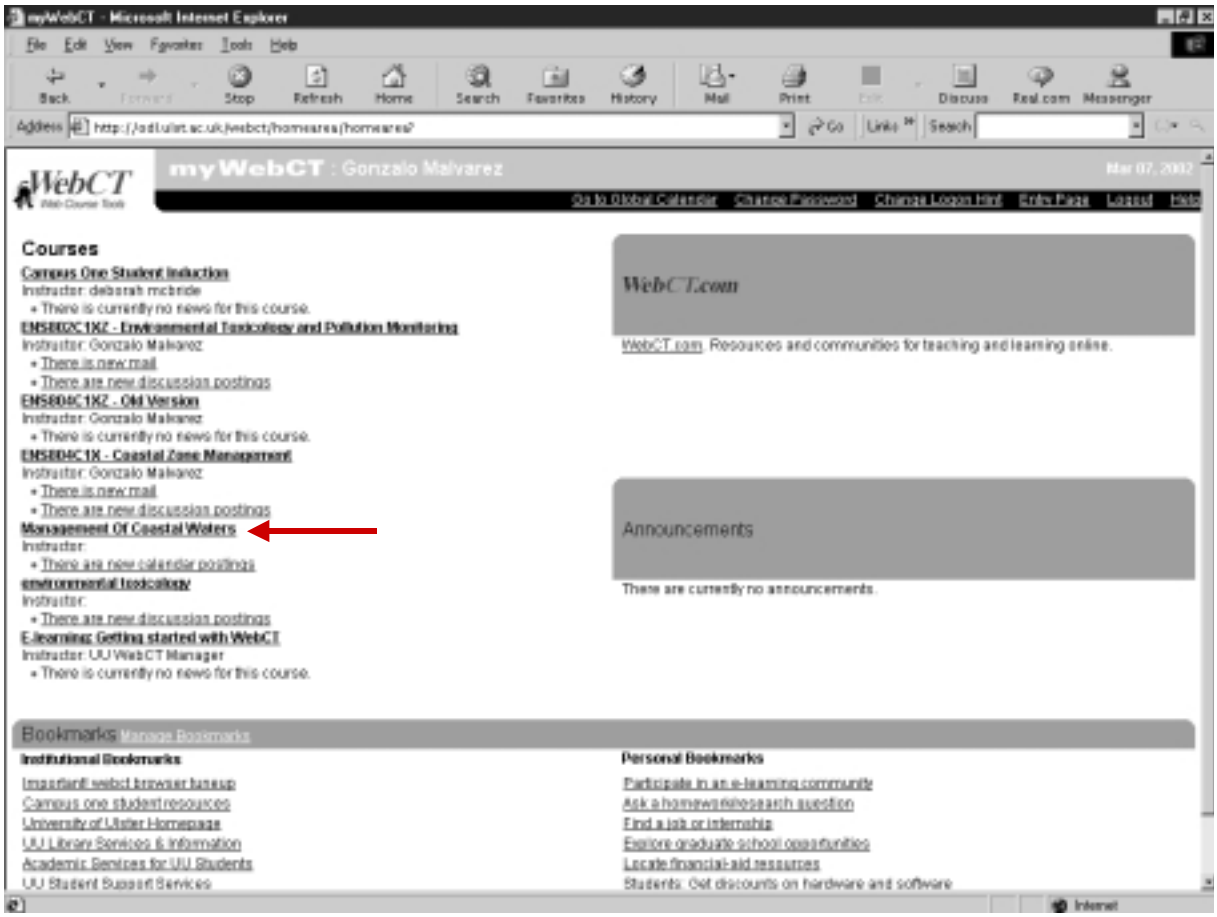
• Be prepared to participate. Taking steps to avoid feeling isolated is extremely important when learning at a distance.

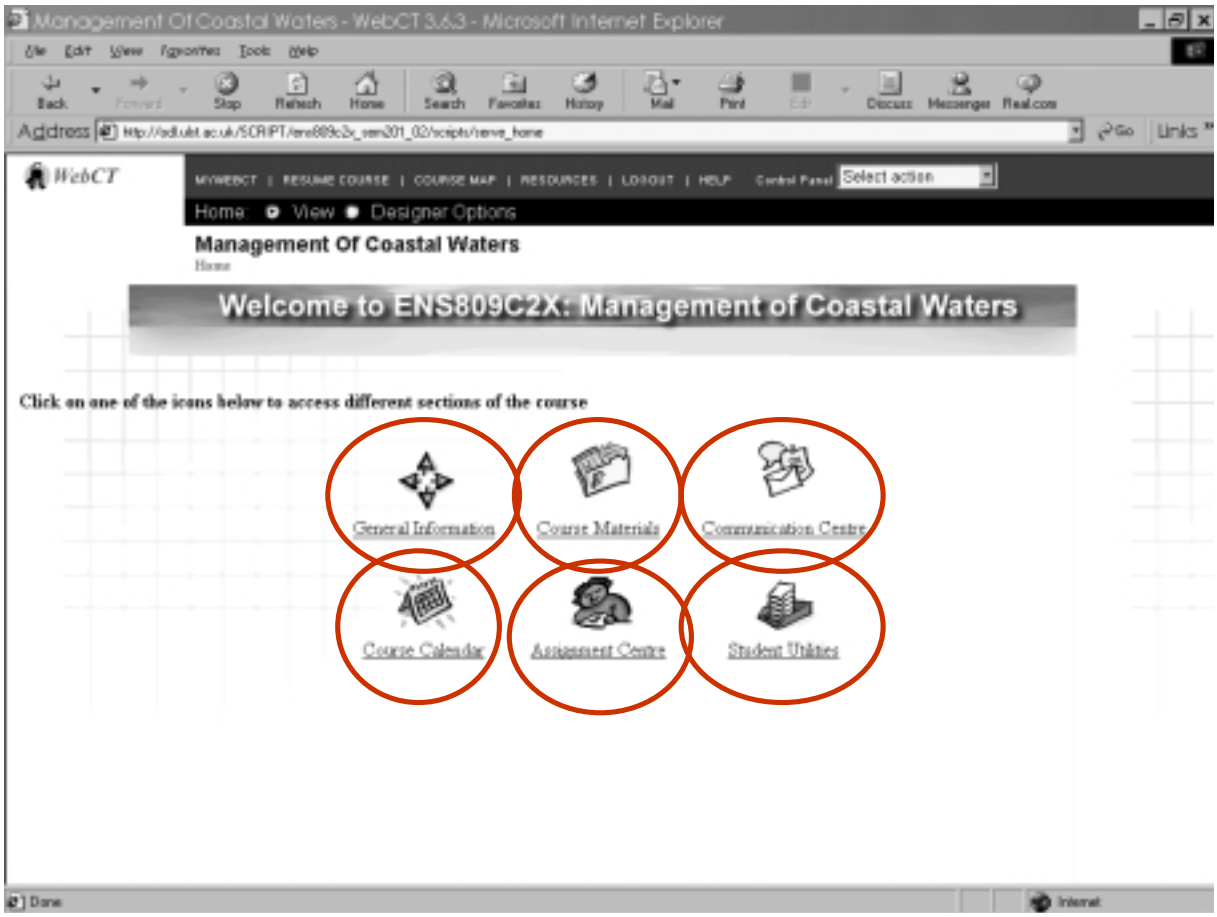
• Don't be afraid to speak up if you are having problems.

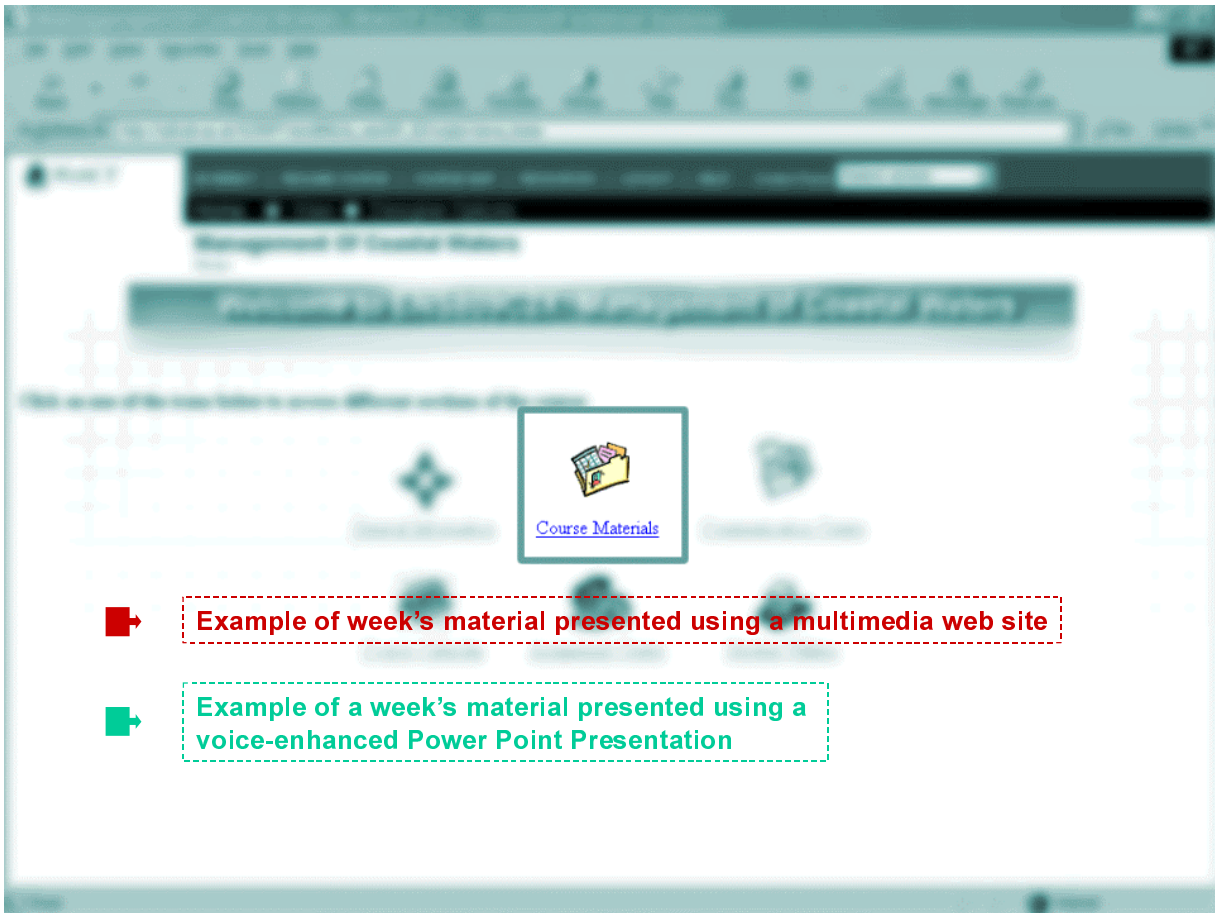
• Organise your time.It is important that you set aside time for working on your course. You should try to set yourself realistic milestones.

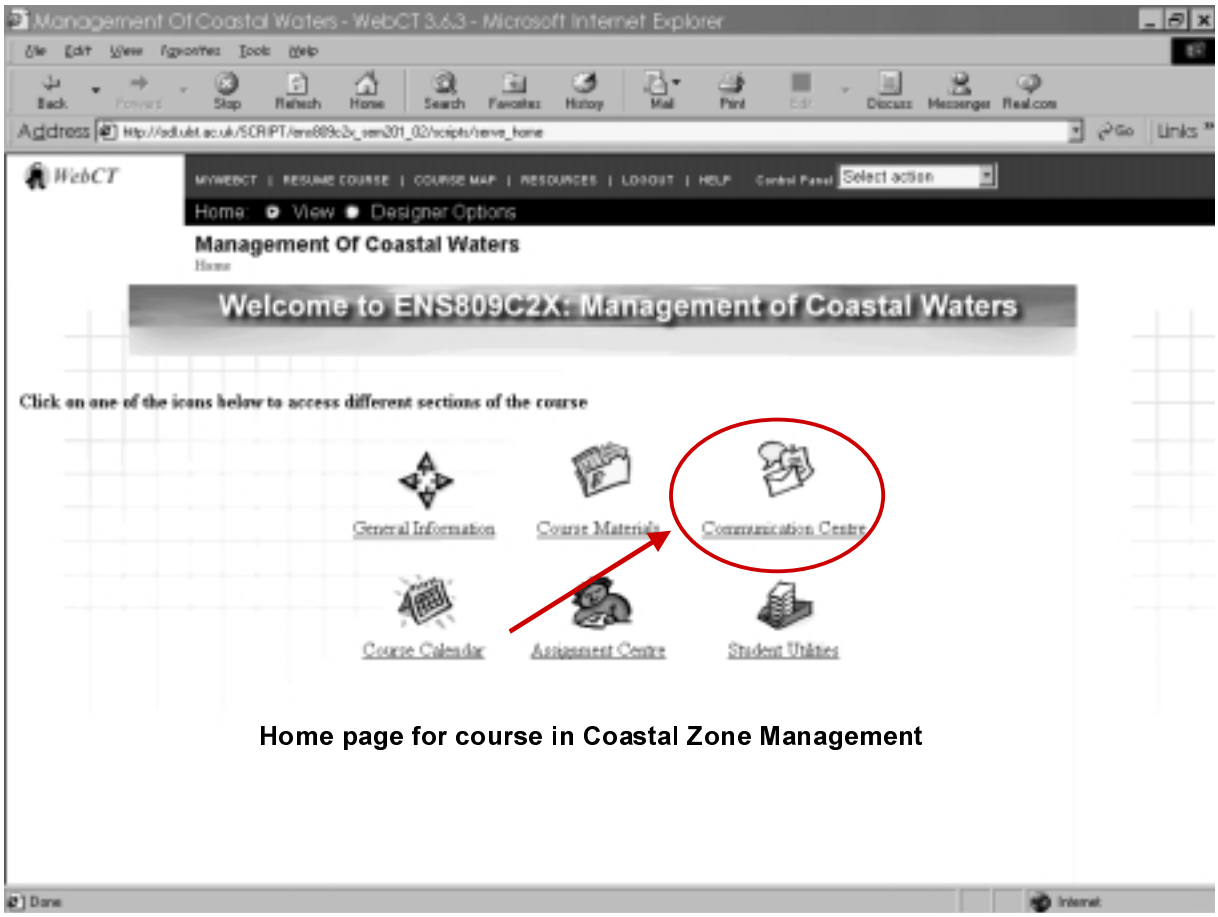
• Find a suitable place to study.

• Apply what you learn. You will be more likely to remember information if you apply everything you learn as you learn it.

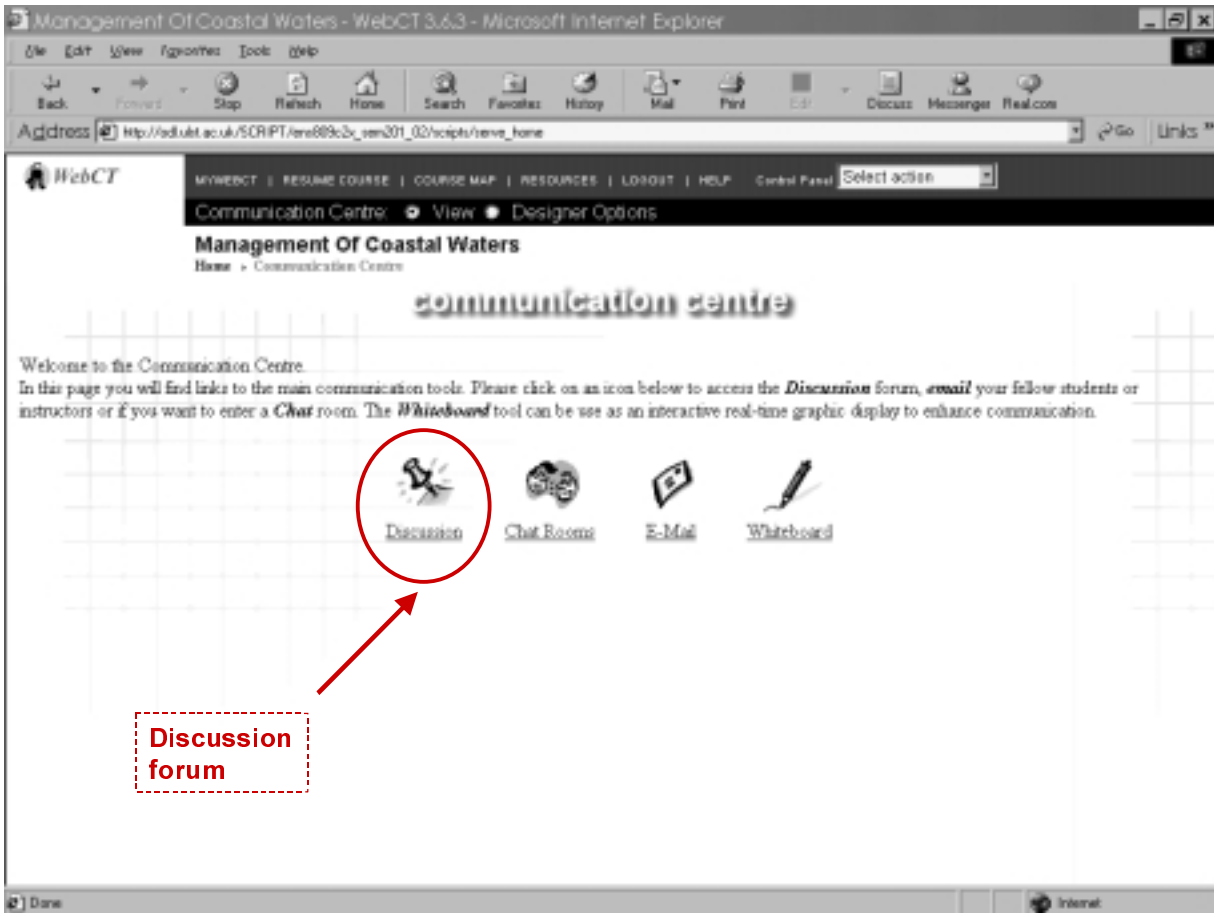

myWebCT - Microsoft Internet Explorer
myWebCT : Gonzalo Malvarez
Courses
Campus One Student Induction
ENS802C1XZ - Environmental Toxicology and Pollution Monitoring
ENS804C1XZ - Old Version
ENS804C1X - Coastal Zone Management
Management Of Coastal Waters
environmental toxicology
E-learning: Getting started with WebCT
WebCT.com
Announcements
There are currently no announcements.
Bookmarks
Institutional Bookmarks
Personal Bookmarks

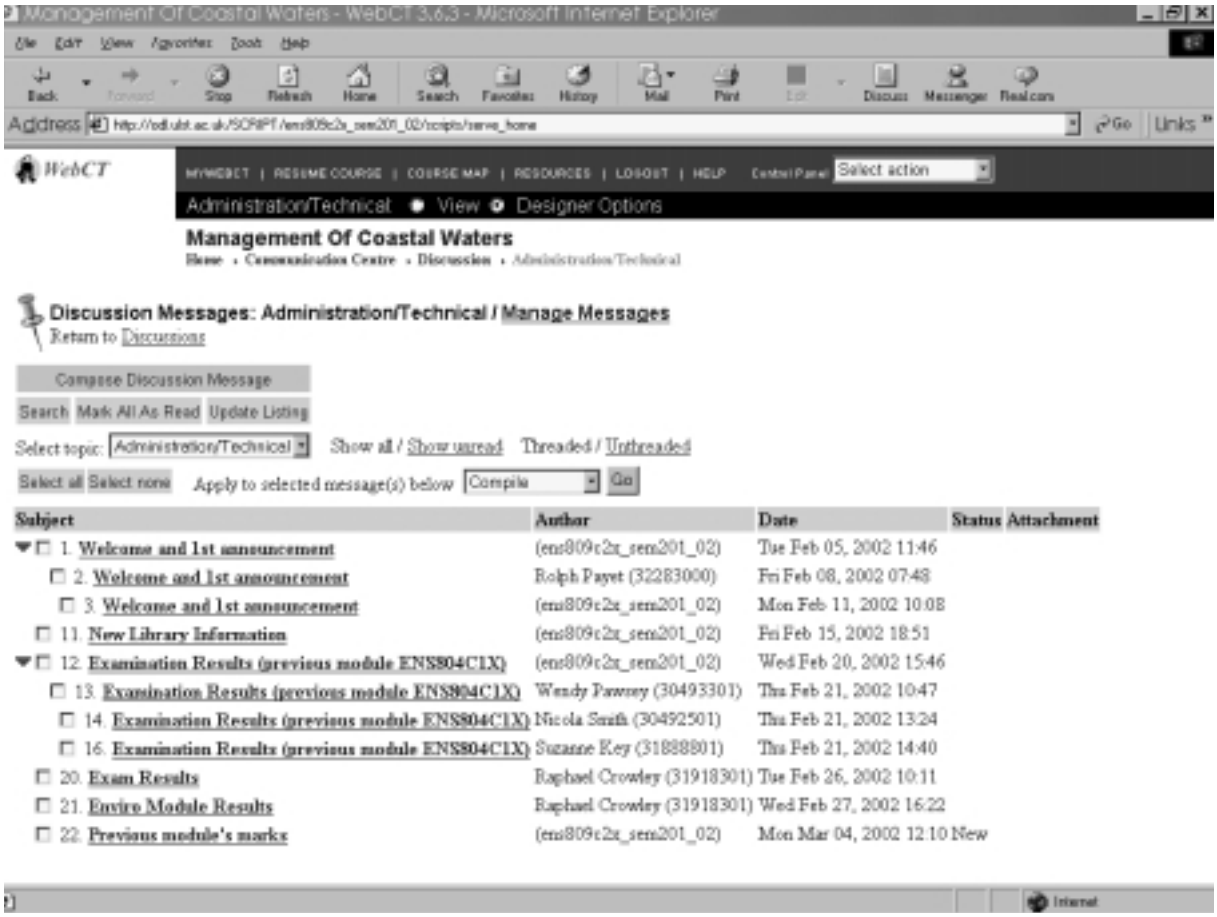

Management Of Coastal Waters - WebCT 3.6.3 - Microsoft Internet Explorer
Home View Designer Options
Management Of Coastal Waters
Welcome to ENS809C2X: Management of Coastal Waters
Click on one of the icons below to access different sections of the course
General Information
Course Materials
Communication Centre
Course Calendar
Assignment Centre
Student Utilities

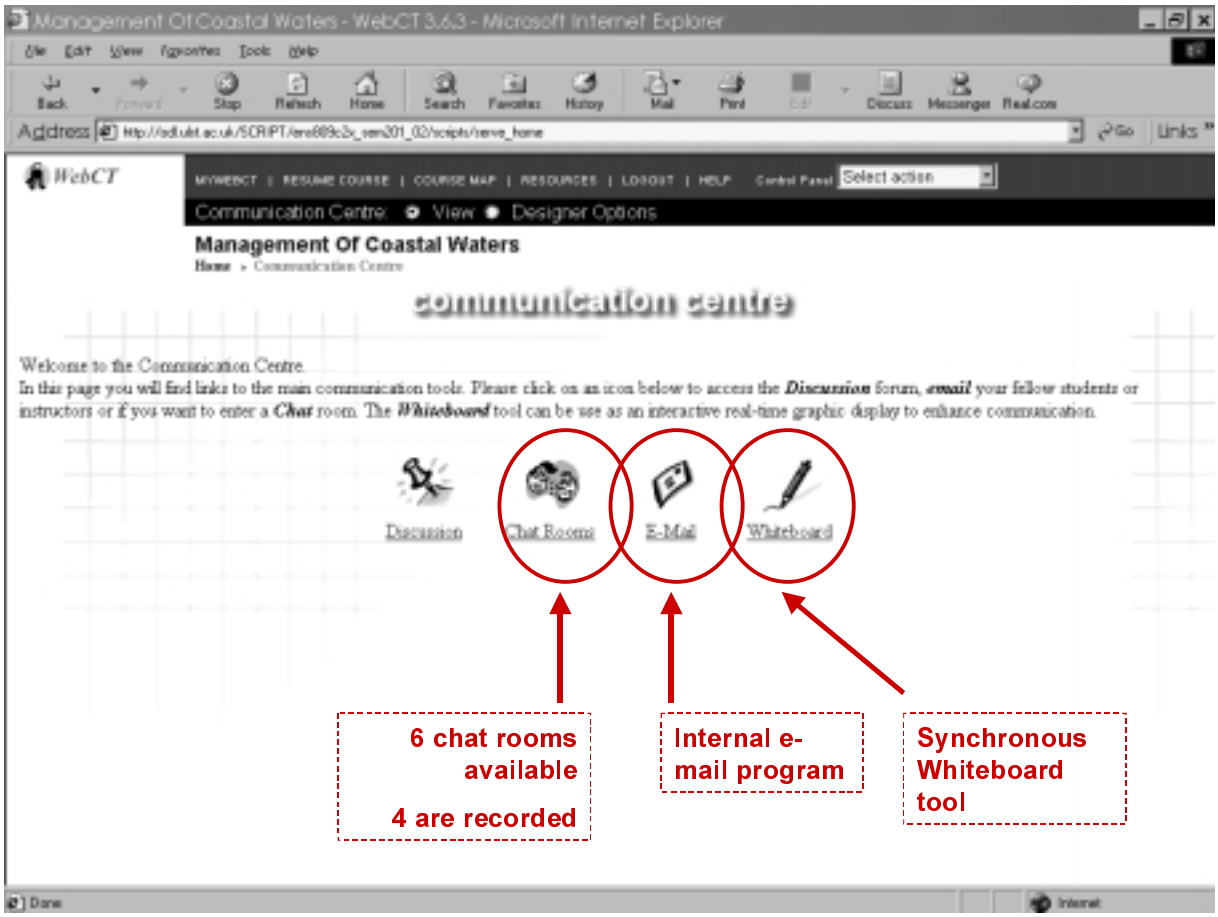


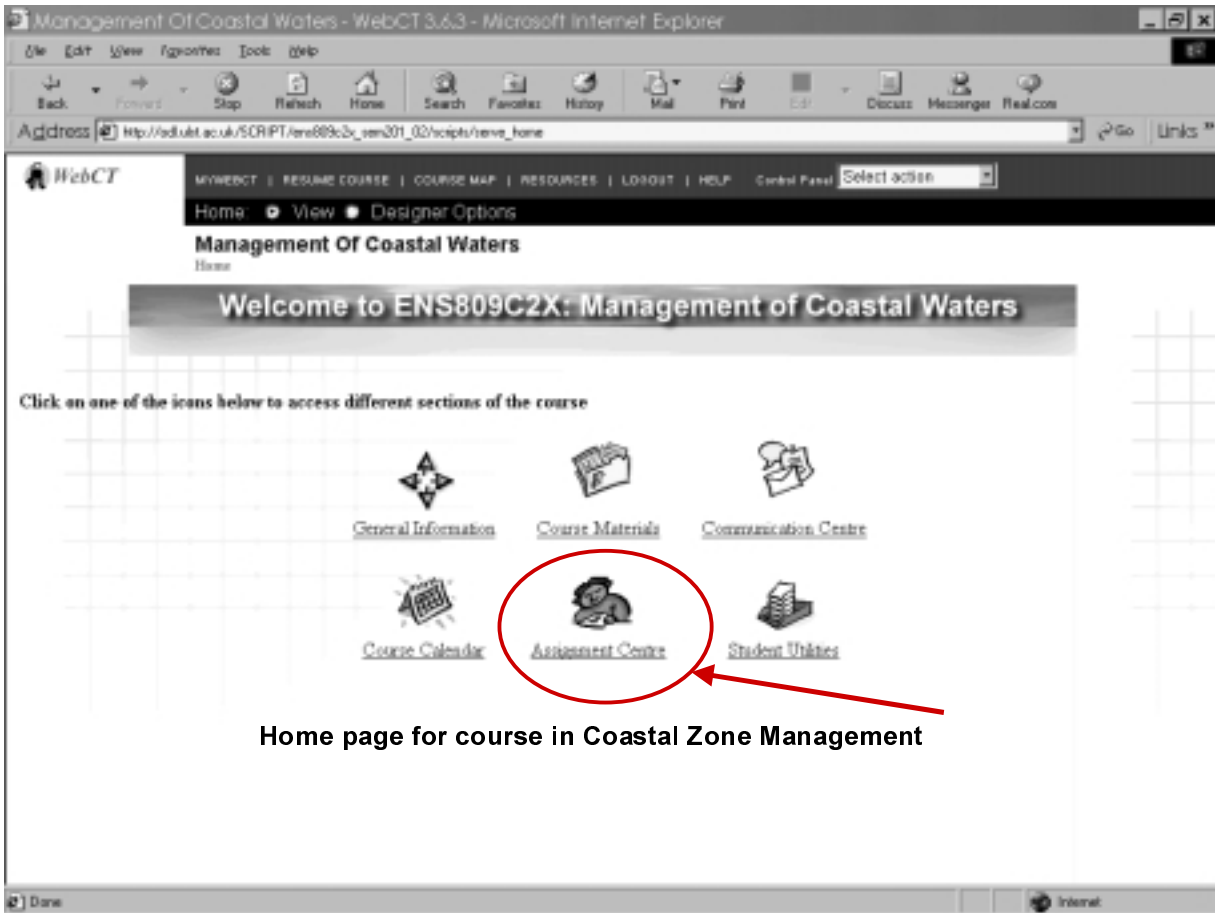


Home page for course in Coastal Zone Management

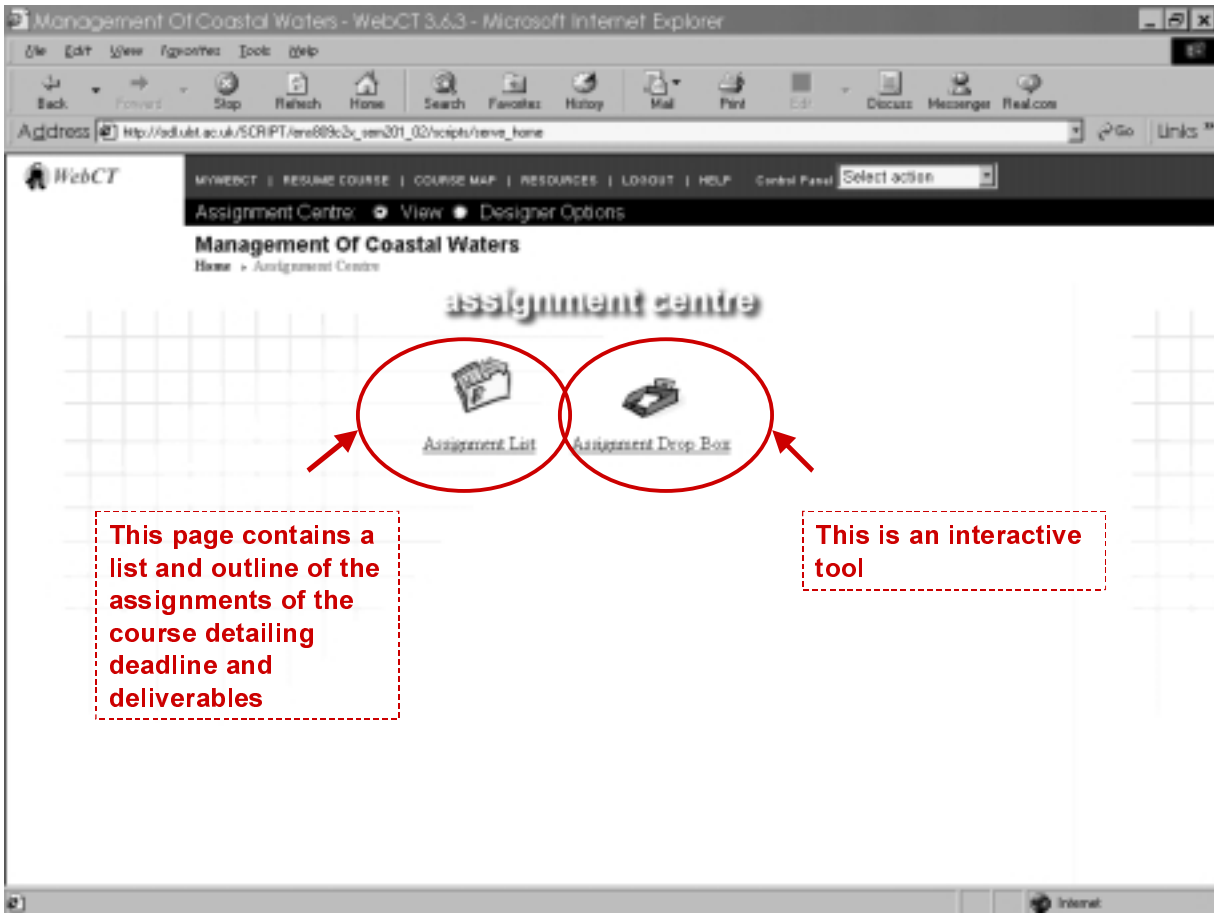

Management Of Coastal Waters - WebCT 3.6.3 - Microsoft Internet Explorer
WebCT
Communication Centre
View
Designer Options
Management Of Coastal Waters
communication centre
Welcome to the Communication Centre.
Discussion
Chat Rooms
E-Mail
Whiteboard
Discussion forum

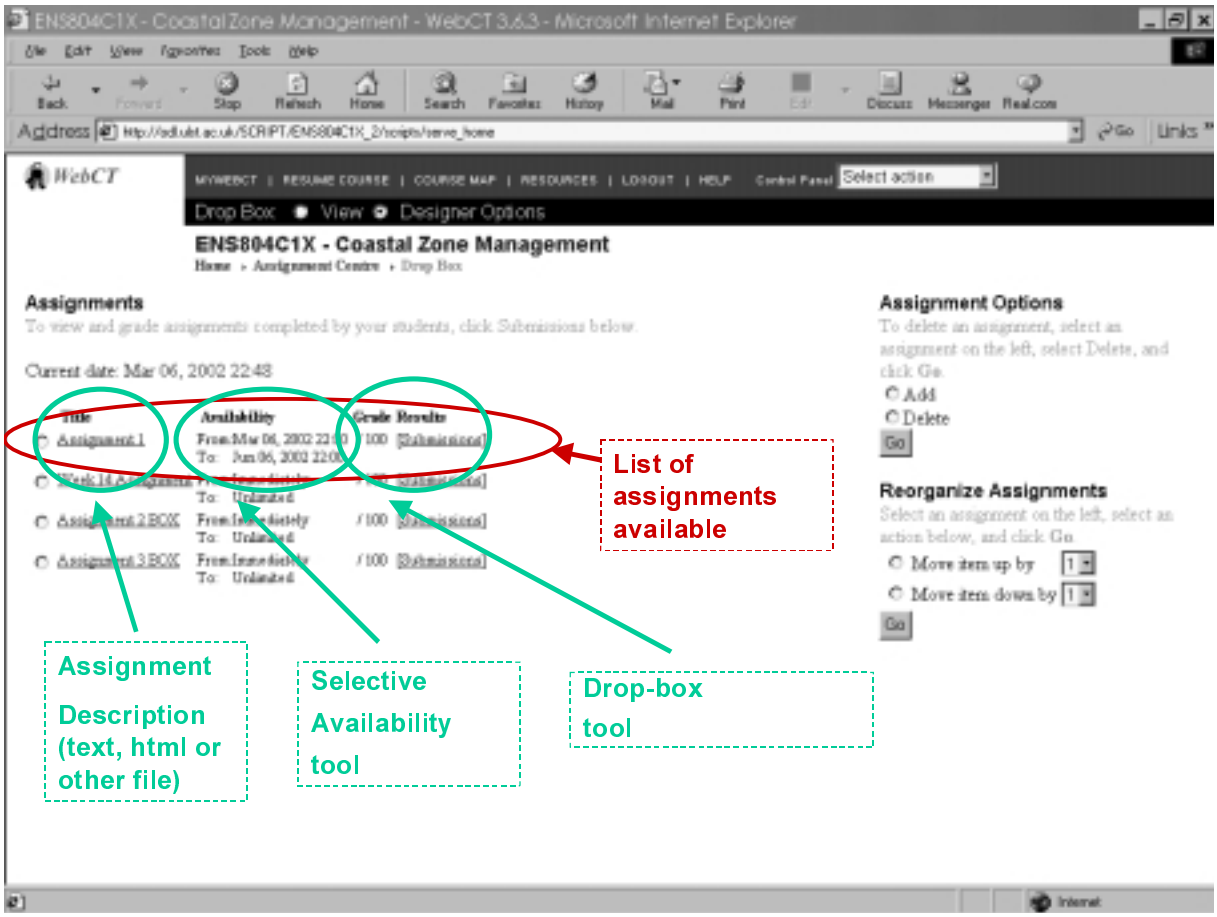

Management Of Coastal Waters - WebCT 3.6.3 - Microsoft Internet Explorer
WebCT
Administration/Technical
View
Designer Options
Management Of Coastal Waters
Discussion Messages: Administration/Technical / Manage Messages
Return to Discussions
Compose Discussion Message
Search
Mark All As Read
Update Listing
Select topic: Administration/Technical
Show all / Show unread
Threaded / Unthreaded
Select all
Select none
Apply to selected message(s) below
Compile
Go
Subject
Author
Date
Status
Attachment
1. Welcome and 1st announcement (ens809c2x_sem201_02) Tue Feb 05, 2002 11:46
2. Welcome and 1st announcement Rolph Payet (32283000) Fri Feb 08, 2002 07:48
3. Welcome and 1st announcement (ens809c2x_sem201_02) Mon Feb 11, 2002 10:08
11. New Library Information (ens809c2x_sem201_02) Fri Feb 15, 2002 18:51
12. Examination Results (previous module ENS804C1X) (ens809c2x_sem201_02) Wed Feb 20, 2002 15:46
13. Examination Results (previous module ENS804C1X) Wendy Pawney (30493301) Thu Feb 21, 2002 10:47
14. Examination Results (previous module ENS804C1X) Nicola Smith (30492501) Thu Feb 21, 2002 13:24
16. Examination Results (previous module ENS804C1X) Suzanne Key (31888801) Thu Feb 21, 2002 14:40
20. Exam Results Raphael Crowley (31918301) Tue Feb 26, 2002 10:11
21. Enviro Module Results Raphael Crowley (31918301) Wed Feb 27, 2002 16:22
22. Previous module's marks (ens809c2x_sem201_02) Mon Mar 04, 2002 12:10 New

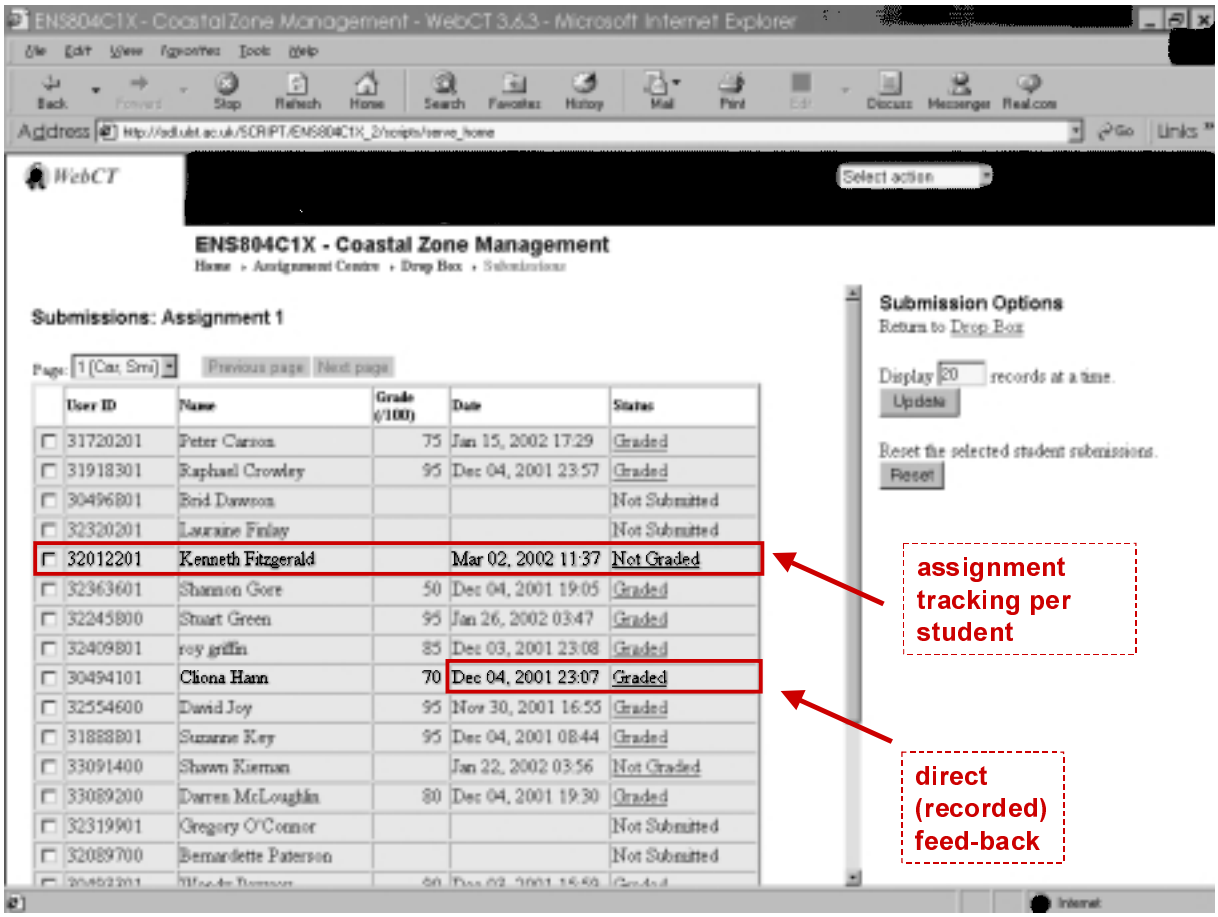




Home page for course in Coastal Zone Management


Management Of Coastal Waters - WebCT 3.6.3 - Microsoft Internet Explorer
WebCT
Assignment Centre: View Designer Options
Management Of Coastal Waters
assignment centre
Assignment List
Assignment Drop Box
This page contains a list and outline of the assignments of the course detailing deadline and deliverables
This is an interactive tool


ENS804C1X - Coastal Zone Management - WebCT 3.6.3 - Microsoft Internet Explorer
WebCT
Drop Box View Designer Options
ENS804C1X - Coastal Zone Management
Assignments
Current date: Mar 06, 2002 22:48
Assignment Options
Reorganize Assignments
List of assignments available
Assignment Description (text, html or other file)
Selective Availability tool
Drop-box tool



So…what are we doing

Steps

- Compilation of material and production plan
- Dummy training package
- Feed-back….the real thing
- Development of technical and background resources
- Launch

Thanks for your time !

Development of indicators on coastal issues and ICZM: the ETC-TE approach (F. Breton)

Indicators on coastal issue and ICZM :

perspective from the ETC-TE

Françoise Breton, ETC-TE

Context

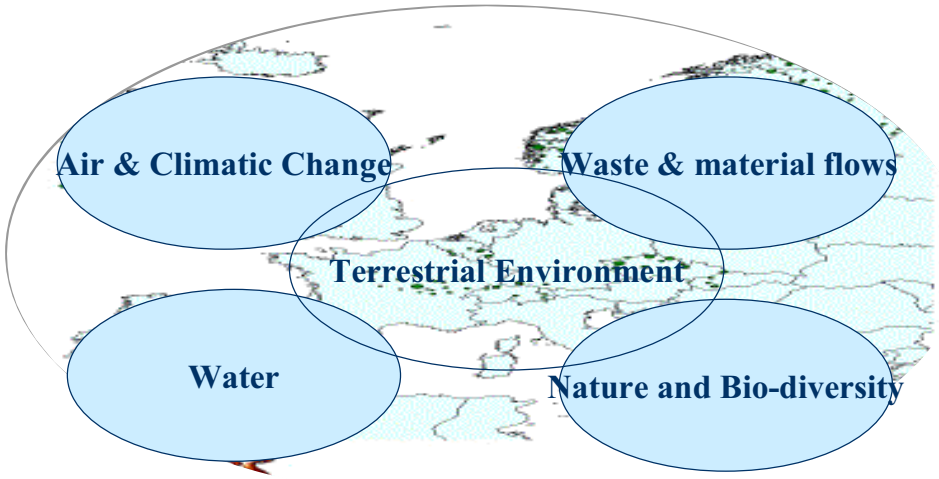
-Blue Plan/MAP has been developing a long serie of indicators for SD. Some are coastal.

-ETC-TE is only one year old: we are beginning, reviewing existing DB, testing

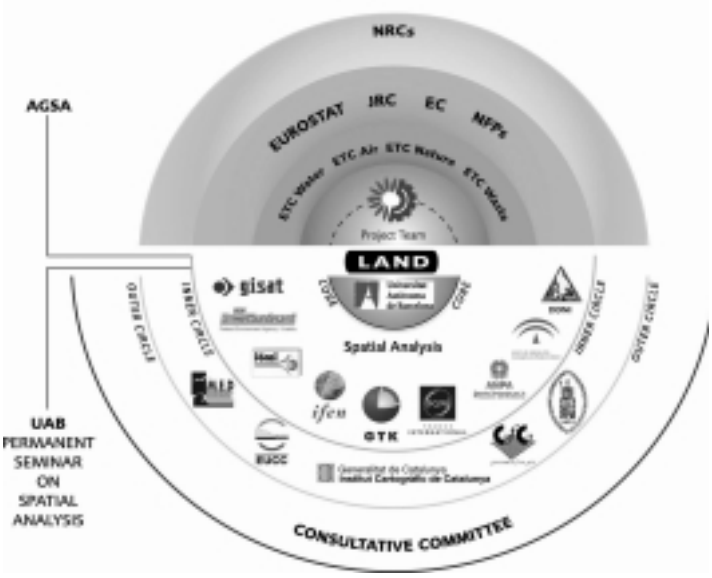
-EU countries and the other Med countries

-Fore seing ETC-TE- PAP/RAC collaborations on indicator development ?

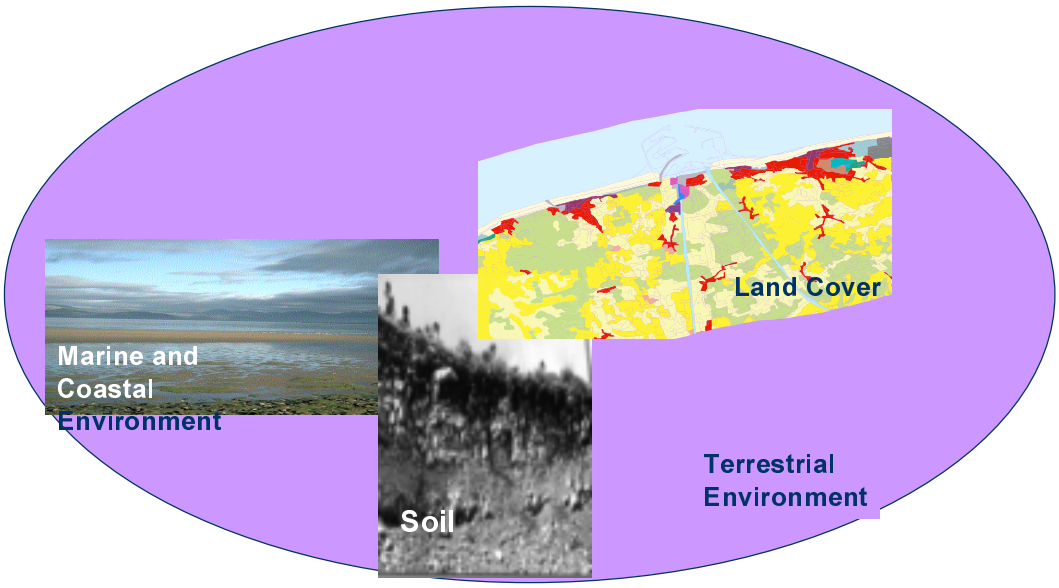
Who are we ?
The 5 EUROPEAN TOPIC CENTRES



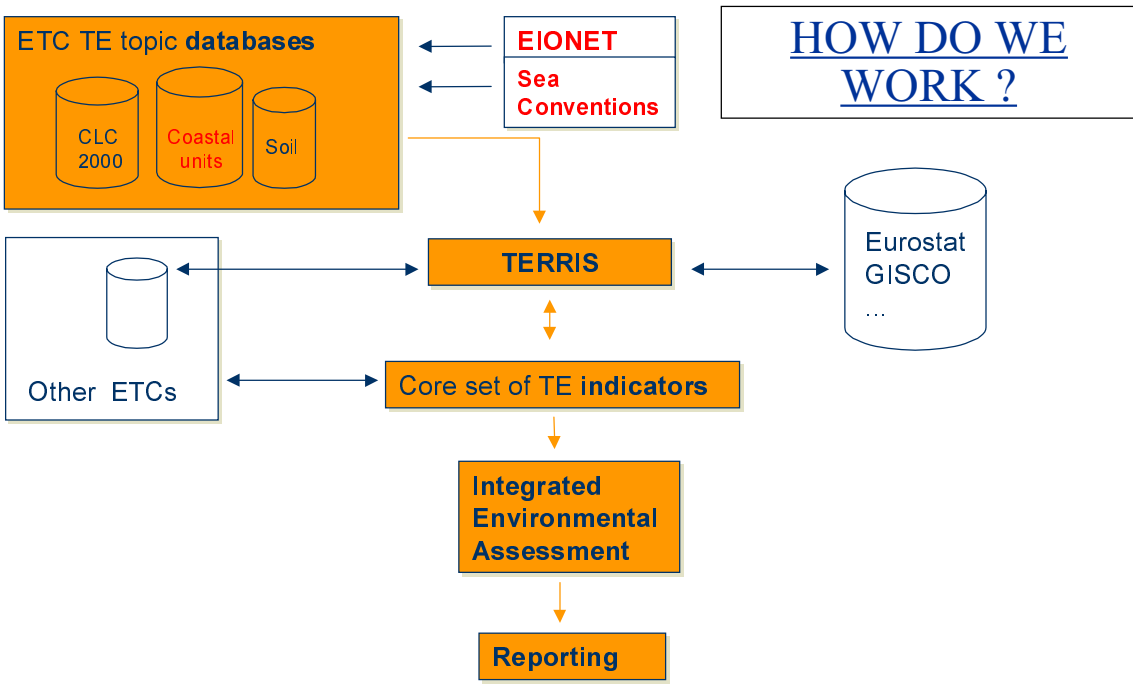
ETC-TE STRUCTURE



TE CONCEPT: Integrated approach



Landscape types along European coast



What is EEA/ETC-TE doing on ICZM at present?

1.Assessment at pressures and impacts

Buil-up (CLC 90 CLASS 1)

2.Regular reporting indicator based

Potential Coastal pressures for the Kiev Report built up+water quality (eutrofication/oil spill)

SUBSIDIARITY PRINCIPLE:
Policy development & management are under country responsibility

COASTAL INDICATORS FROM THE ETC-TE CORE-SET OF INDICATORS

- PROTECTION OF THE COAST
  - COAST 1- Sustainability of the coastal development
  - COAST 2- Water and waste management in coastal zones
  - COAST 3- Impact of land-use on coastal bio-diversity
  - COAST 4- Coastal erosion
  - COAST 5- Risks to the coastal zone

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ETC-TE CORE SET LIST OF COASTAL INDICATORS : an example

COAST 1	SUSTAINABILITY OF THE COASTAL DEVELOPMENT		
DPSIR	*Indicator* *ME*	*P*	*IS*
D	Population and growth / NUTS 5, land reporting units, specific areas (coast, mountain, urban,...)		
D	Maritime transport		
D	Transport development, by mode		
D	Development of transport networks		
P	Dominant pressure from land use, land cover state and patterns by land reporting units (administrative, river basins, ecozones, coastal strip...)		
P	Population and density apportioned to urban, to other land cover types, by land reporting units and in the neighbourhood		
P	Land use and changes		CLC
P	Development of harbours and industrial activities in the Coastal strip		
P	Number/expansion of second homes, camping sites, seasonal renting flats, hotel places		
P	Land uptake by specific tourism infrastructures		

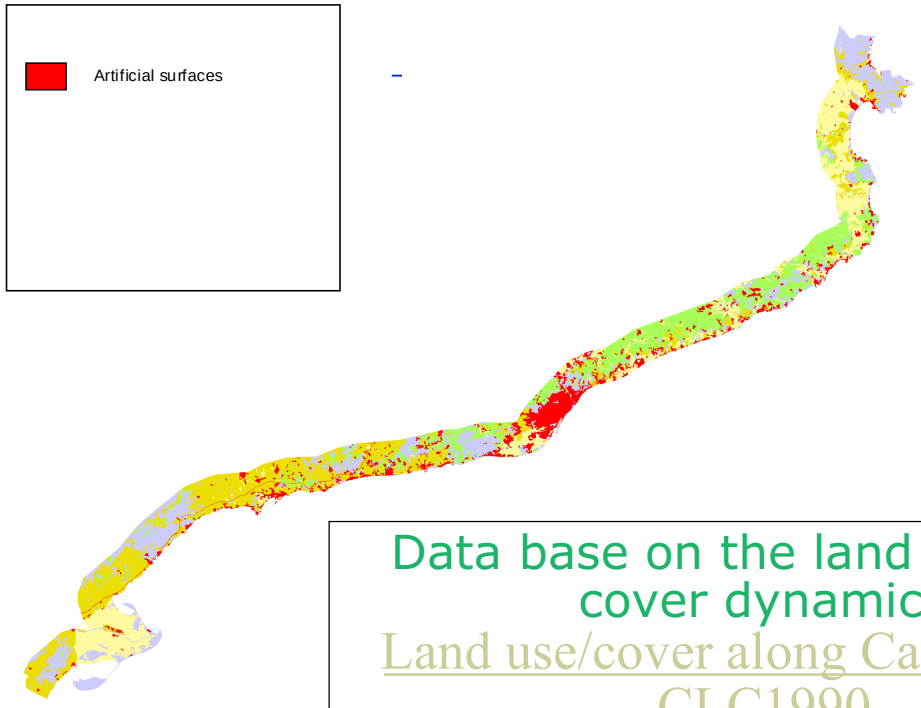
DPSIR	Indicator	ME	P	IS
P	Land uptake by transport infrastructure by mode, by land cover type and by landscape type (mountains, plains, coasts/along the rivers/on slopes/around cities...)			CLC
P	Land uptake by urban sprawl, by land cover type and by landscape type (mountains, plains, coasts/along the rivers/on slopes/around cities...)			CLC
P	Urban expansion over greenfields: edification taking place on virgin area			
P	Road/motorway/rail networks lenght and density			
S	Landscape diversity (changes in land cover patterns & ecotones, losses in small/linear features, partioning...)			
S	Land cover state, pattern and changes of specific areas (coasts, urban, mountain...)			
S	Type of urban development in the coastal strip			
I				
I				
R	Progress in coastal management / ICZM			
R	Local Agenda 21			

3.Coastal indicators development

COAST 1: EUROSTAT PROJECT

First results Short Term

1. Data base on the land use/land cover dynamics in relation from the distance to coastline by countries and regional seas.
   - 1.1 Defining boundaries (morphological, administrative,...).
   - 1.2 Generating a multiple buffer (10 km with coastal stretches of 1km & boundaries)
   - 1.3 Crossing with the land use cartography (1975-1990), build up of a DB on changes, and exploitation of the data base.
2. Review of the CORILIS methodology for its aplication in the coastal units definition.
   - 2.1.Use of smoothing for the determination of dominant landscapes



Data base on the land use/land cover dynamics

Land use/cover along Catalan coast
CLC1990

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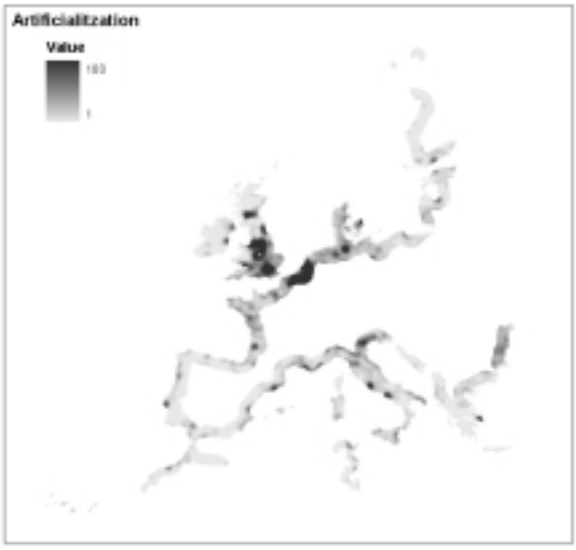
Artificialisation along European coast



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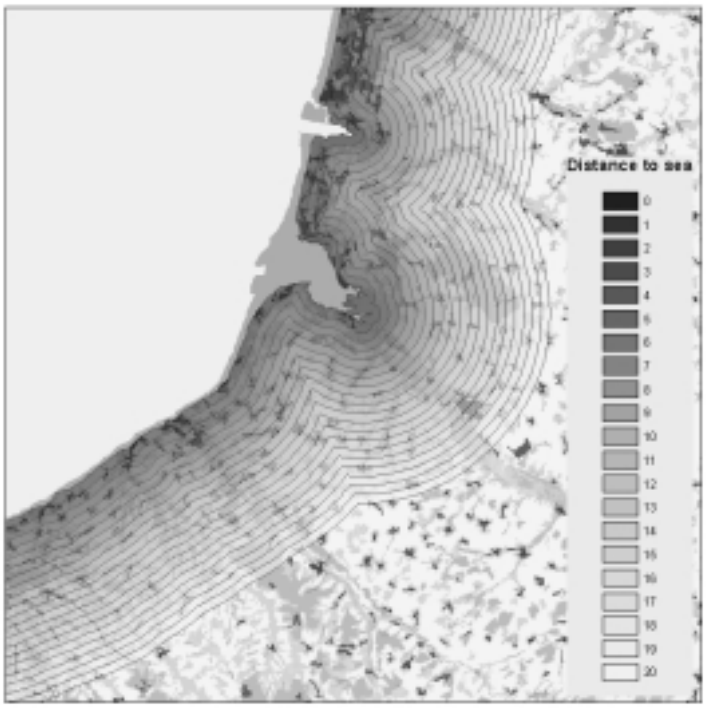
Distance from the coastline

Distance to the sea was computed from CLC adjusted coastline and a multiple buffer rings coverage was obtained. This coverage consists in 20 consecutive buffers of 1 Km width.

The multiple buffers coverage was crossed with administrative (countries) and physic boundaries (Regional seas basins) in order to agregate the information for later analysis.



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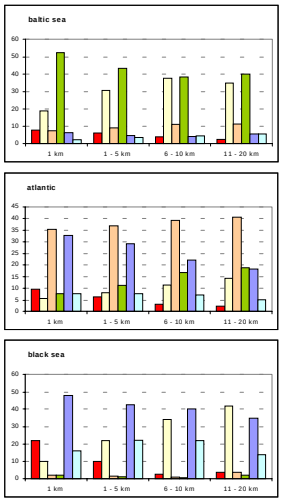
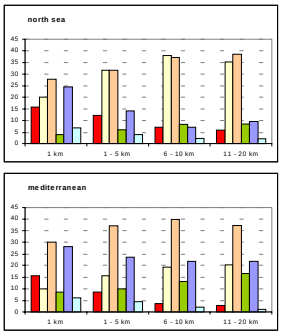
Land cover and distance to the coastlline by regional sea

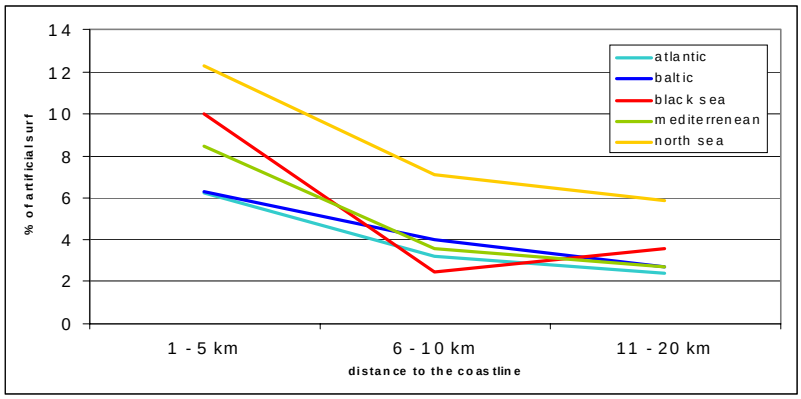




ARTIFICIALISATION DEGREE FROM THE COASTLINE by Regional Seas

European Environment Agency

Artificialisation pressure in the near coastline



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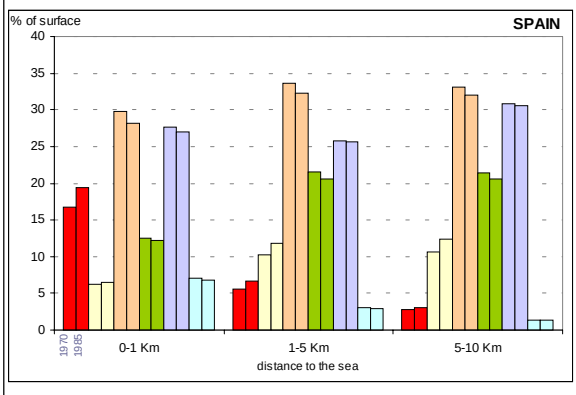
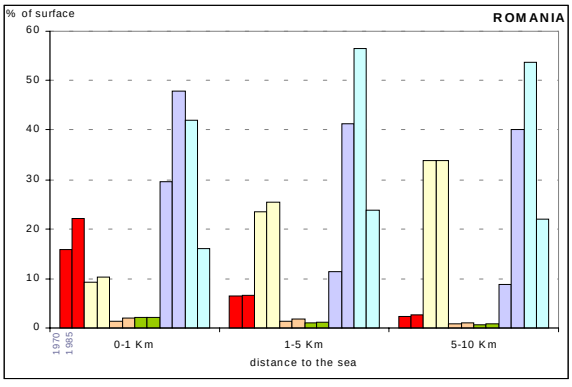
3.Coastal indicators: Eurostat project

Crossing with the land use cartography (1975-1990), DB on changes, and exploitation of the data base

- LACOAST 1975
- PHARE Project 1975 (Romania)
- CLC 1990
- CLC 2000

Land cover changes in coastal zones (1975-1990)





Artificial surfaces
Intensive agriculture
Extensive agriculture
Forests
Non wooded natural land
Wetlands and water bodies

Building the indicator: Progress on ICZM

-Need of an agreed definition on ICZM

-May we arrive to have coastal typologies or coastal units for analysis and reporting ?

-Which initiatives are to be considered as ICZM in the Mediterranean Sea? In EU countries ?

Diversity of ICZM processes

ICZM in the Baltic Sea

-Local Agendas 21

-Inter-sectorial planning with LIFE /interreg funding

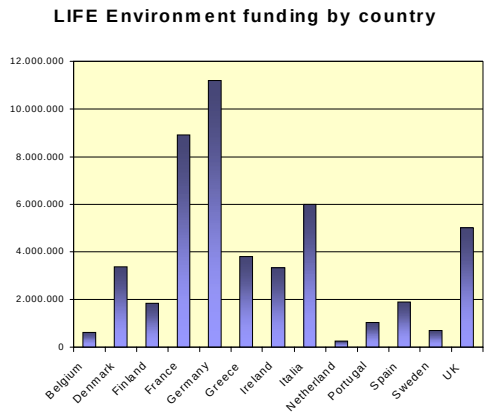
-Protected areas

-ICZM Demonstration projects (Gulf of Finland)(LIFE)

-Baltic 21

How to evaluate progress in ICZM ? (1)

- First step: evaluation of the ICZM initiative What's the best way?
  - Looking at founding and inversion?
  - ICZM type and number



How to evaluate progress in ICZM ? (2)

- Evaluation of the outputs for participation
- Evaluation of the tools ?

- Evaluation of the management results
  - Implication for ICZM projects
  - Implication for the countries for a follow up /monitoring