

# PLAN FOR INTERPRETATION, INVESTIGATION, CAPACITY BUILDING AND EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE URDAIBAI BIOSPHERE RESERVE

(PICE-IGHP)

## EXECUTIVE SUMMARY DOCUMENT

Gernika-Lumo, January 2015





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## 1 INTRODUCTION

“... that Biosphere Reserves effectively serve as **learning sites for sustainable development** at global, regional, national and local level”, Madrid Action Plan

The World Network of Biosphere Reserves has, among others, the mission to play an active part as a network of sites for learning about sustainable development. The regions in the Network must be places where pioneer projects and programmes are tested with a view to exporting best practices on the harmonious integration of human development and the conservation of nature. Biosphere Reserves must demonstrate the results of their sustainable management to their inhabitants and visitors; they must also highlight social transformation as the path towards sustainable development.

The Urdaibai Biosphere Reserve (hereinafter UBR) is a place of important natural heritage resulting from balanced development between humans and the natural environment over hundreds of years. The figure of Biosphere Reserve was born with the mission to foster the sustainable use of existing natural resources without jeopardising such use for the generations of the future. Thus, since it received the title, the UBR has been a pioneer example of innovation and aims to continue serving as an example of sustainable development, as a model of learning and as a hub for the promotion of activities in education for sustainable development with local participation.

At the UNESCO World Conference on Education for Sustainable Development (ESD) in Aichi-Nagoya in November 2014 the decision was taken to promote the Global Action Programme on ESD, endorsed by the 37<sup>th</sup> session of the General Conference of UNESCO, as a specific contribution to continuation of the United Nations Decade of ESD. This Programme has the mission to generate and expand action in all areas and levels of teaching and training, and to accelerate progress towards sustainable development in order to:

- a) give teaching and learning a new focus to ensure that all people have the opportunity to acquire knowledge, skills, values and attitudes that permit them to contribute to sustainable development – and to change things; and
- b) foster teaching and learning in all programmes and activities promoting sustainable development.

The Programme identifies five areas of priority action forming part of the analysis carried out in this plan and giving focus and strength to the actions anticipated:

- Policies promotion. Integration of ESD to education and of sustainable development to international and national policies.
- Integration of sustainability practices to pedagogical and capacity building contexts (by means of approaches encompassing the entire institution);
- Increased capacities of educators and trainers;
- Enabling the autonomy of young people and mobilising them;
- Urging local communities and municipal authorities to create community-based ESD programmes.

The principles of action or working values for education for sustainable development that have served as inspiration for drawing up the Plan for interpretation, investigation, capacity building and education for sustainable development in the Urdaibai Biosphere Reserve (hereinafter PICE-IGHP) are as follows:



To achieve major changes new actions must be proposed, innovating daringly, inventing new ways of doing things and learning from our mistakes. The UBR wants to be the laboratory for entrepreneurs and to take risks, setting in motion new technologies in order to establish new milestones in Education for Sustainable Development

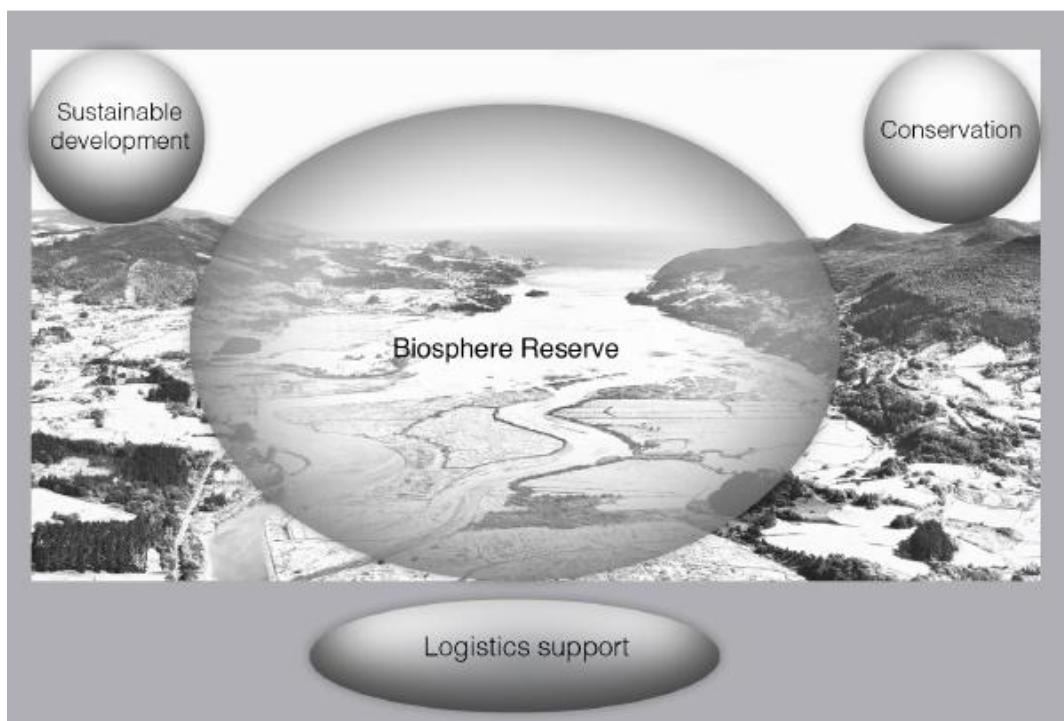
With interculturality as its core, the empowerment of people as the basis of its action and participation, and dialogue as its tool, the idea is that the PICE-IGHP will succeed in co-generating new awareness and correct management of the UBR. These changes must go farther than shared management to achieve a model of governance. In short, the aim is to make citizens think differently and come round to the idea of sustainable development; to change the way the region is considered and achieve a holistic approach; and to redirect the unsustainable use of natural resources.

The PICE-IGHP will specify the tools required to achieve the milestones envisaged in Education for Sustainable Development (interpretation, investigation, capacity building, etc.) in the UBR and to guarantee that the results are efficiently communicated to the agents involved. It will also evaluate said results to replenish the objectives of the plan and to continue learning together in order to implement adaptive management.

The PICE-IGHP represents a path for continuing to work on Education for Sustainable Development in the UBR following a trajectory of 30 years. It is a path we hope will be followed by all people who live in, work in and enjoy this interesting region.

## 1.1 FUNCTIONS OF BIOSPHERE RESERVES AND OBJECTIVE OF THE PLAN

The following diagram shows the functions assigned to a Biosphere Reserve and which revolve around harmony between conservation of the natural and cultural heritage and sustainable economic development. In this diagram, the conservation of nature and culture stands at one end of the scale and the promotion of the development of local populations at the other; both components are equally important and necessary, and the project that unites them is the specific characteristic of the UBR.



The third function, described as logistical support, consists of **articulating the means to: carry out investigation into the interaction of human activities with the natural environment in order to develop training, capacity building and awareness raising actions, to inform on the progress of its own trajectory and contribute to the flow of exchange and communication at the core of the network to which it belongs**. This is the **general objective to which the PICE-IGHP intends to provide a response**.

## 1.2 PARTICIPATION

Throughout the process of drawing up the diagnosis (see annex I) and the action plan of the present PICE-IGHP participation has played an essential part in gathering information, compiling

proposals, structuring the action plan and establishing the governance and organisation of application of the Plan over the 10 years envisaged.

In the diagnosis, participation was channelled through the key agents that operate in Urdaibai in the areas of interpretation, investigation, capacity building and education for sustainable development, given that the agents in question are representative of many others, have a long background and have a very direct link to the said areas, therefore making it possible to obtain high quality information. Interviews and participatory sessions were held, making it possible to effectively identify the elements requiring priority diagnosis and obtain a strategic proposal of action from the agents involved.

With this information, the technical proposal was drafted and subsequently directly confirmed with the agents in a second phase involving work on governance of the Plan. In this phase work meetings were held with the agents considered to be promoters or collaborators with the PICE-IGHP in order to obtain their contributions and draw up a document agreed to by the different agents to be involved in its implementation.

## 2 SCHEMATIC OUTLINE OF THE DIAGNOSIS

Below is a summarised list of the priority elements identified in the diagnosis, accompanied by the code of the specific objectives that include and develop them in order to act in accordance with the mission of the project and maintain, strengthen and exploit the strong points and address or correct the aspects requiring improvement. Graphically, we show:

Priority element diagnosed considered to be a strong point.

Priority element diagnosed considered to be an aspect requiring improvement.

### AGENTS

PED	ELEMENT DIAGNOSED
EDP 1.	Lack of coordination between the agents involved in any of the vectors.
EDP 2.	Poor coordination between formal and informal education.
EDP 3.	Poor coordination in the interpretation and tourism sectors.
EDP 4.	Relatively good coordination between the local capacity building agents (Beharginza Gernika-Lumo, Bermeoko Beharginza, Mundaka, Sukarrieta and Lanbide Ekimenak [Gernika-Lumo]).
EDP 5.	Lack of planning and coordination of investigation activity in the Urdaibai Biosphere Reserve.
EDP 6.	Competitive point of view between the majority of agents.
EDP 7.	Formal education centres collaboration network, thanks to the School Agenda 21.
EDP 8.	The existence of a Cooperation Council must facilitate communication and cooperation between agents.
EDP 9.	Need for organised coordination and communication between agents and the Board.
EDP 10.	The information disseminated on the UBR and the Board is very scarce, an aspect that does not help to foster social participation.

## INFORMATION, COMMUNICATION AND DISSEMINATION

PED	ELEMENT DIAGNOSED
EDP 11.	Lack of a direct information and communication channel between the management body of the Biosphere Reserve and its residents.
EDP 12.	Interiorisation of the Urdaibai brand.
EDP 13.	While people do identify with the UBR, there are sectors that view it in a negative light.
EDP 14.	The UBR publications respond to the prioritised needs but lack planning in their development.
EDP 15.	Lack of planning as regards signage making for a lack of coherence.
EDP 16.	Information on Biosphere Reserve activities does not flow through the existing information infrastructure.
EDP 17.	The rural home and agritourism network fulfils an important function of providing tourist information.
EDP 18.	Lack of information points on the UBR, particularly in Gernika-Lumo.

## INTERPRETATION OF THE NATURAL AND CULTURAL HERITAGE

PED	ELEMENT DIAGNOSED
EDP 19.	High wealth and diversity of natural and cultural resources for interpretation.
EDP 20.	Wide selection of options and activities as regards the interpretation of natural values.
EDP 21.	Inexistence of a strong, central infrastructure for interpretation of the Urdaibai Biosphere Reserve.
EDP 22.	Inexistence of an integrated strategy for interpretation of the Urdaibai Biosphere Reserve.
EDP 23.	An integral path system is currently being drafted.
EDP 24.	Need for unified and more diverse approaches to ESD.

EDUCATION FOR SUSTAINABLE DEVELOPMENT: FORMAL AND INFORMAL EDUCATION CONTEXT

PED	ELEMENT DIAGNOSED
EDP 25.	Good quality of autonomous installations in relation to ESD infrastructures, resources and options available to schools.
EDP 26.	Lack of a joint strategy for collaboration and coordination on educational aspects in the different autonomous installations that run programmes on education for sustainable development.
EDP 27.	Unequal level of ESD methodologies applied depending on the infrastructure.
EDP 28.	Need for a change in paradigm from environmental education towards Education for Sustainable Development in the practices carried out.
EDP 29.	Need for an advisory, catalysing body for informal educational proposals in the UBR, similar to those of the former CEIDA and located nearby (in the UBR).
EDP 30.	Schools work on sustainable development by means of the school Agenda 21, with very high quality and excellent participation rates.
EDP 31.	Need to communicate and share the UBR strategic lines in order that the autonomous installations and schools can, to a greater extent and through school Agenda 21, link their actions to the true needs of the region.

TRAINING AND CAPACITY BUILDING

PED	ELEMENT DIAGNOSED
EDP 32.	All capacity building agencies (Behargintzas and Lanbide) in the region offer some kind of training in the field of sustainable development, although the offer is very limited.
EDP 33.	Low percentage of training in good practices and sustainable development in the regional training offer.
EDP 34.	Thematic areas and significant agents for sustainable development of the region with no specific offer of training/capacity building in the region or province (forestry, fishing and industrial sectors).
EDP 35.	Training for sustainable development exists, aimed at the tourist sector and offered by ADR Urremendi (Good Practices of an Integral System of Quality at the Tourist Destination)
EDP 36.	Regional development agencies are creating and catalysing an Inter-sectoral Forum related to capacity building and economic promotion.
EDP 37.	Scarcity of means and resources to guarantee continuity of capacity building and sustainable economic promotion programmes.

## SCIENTIFIC INVESTIGATION

PED	ELEMENT DIAGNOSED
EDP 38.	High quality investigation is underway into the UBR by very widely ranging agents, some with investigation centres within the UBR area itself and in numerous areas of knowledge.
EDP 39.	There is no UBR leadership to coordinate, orient and disseminate investigation into the UBR.
EDP 40.	Existence of the Unesco Chair in Environmental Education and Sustainable Development as a reference body for potential coordination of the investigation in the Urdaibai Biosphere Reserve.
EDP 41.	Inexistence of a coordinating centre to disseminate UBR investigation jointly with the Board and of an up-to-date, operational documentation centre.
EDP 42.	Insufficient transmission of scientific knowledge between the scientific community, between the latter and the management body of the UBR and towards socioeconomic agents and the local population.
EDP 43.	Insufficient development of investigation into the socioeconomic, cultural and management areas of the UBR.
EDP 44.	Low real application of the scientific investigation project results to planning and management of the Urdaibai Biosphere Reserve.
EDP 45.	No identification of the problems and requirements of managing the UBR which must be overcome by means of investigation work.

## TOURIST INTERPRETATION AND ENJOYMENT OF THE NATURAL AND CULTURAL HERITAGE

PED	ELEMENT DIAGNOSED
EDP 46.	Region with exceptional natural and cultural wealth.
EDP 47.	Insufficient prominence given to the natural and cultural resources of Urdaibai.
EDP 48.	Enormous potential to integrate interpretation and education for sustainable development in the UBR tourist offer.
EDP 49.	Inexistence of centralised information jointly agreed upon to give tourists a global view of the offer.
EDP 50.	Coordination initiatives exist between private agents and local development bodies with enormous potential to define and jointly agree with the UBR Board as to the strategy to follow in order to develop sustainable tourism suited to the objectives of the UBR.

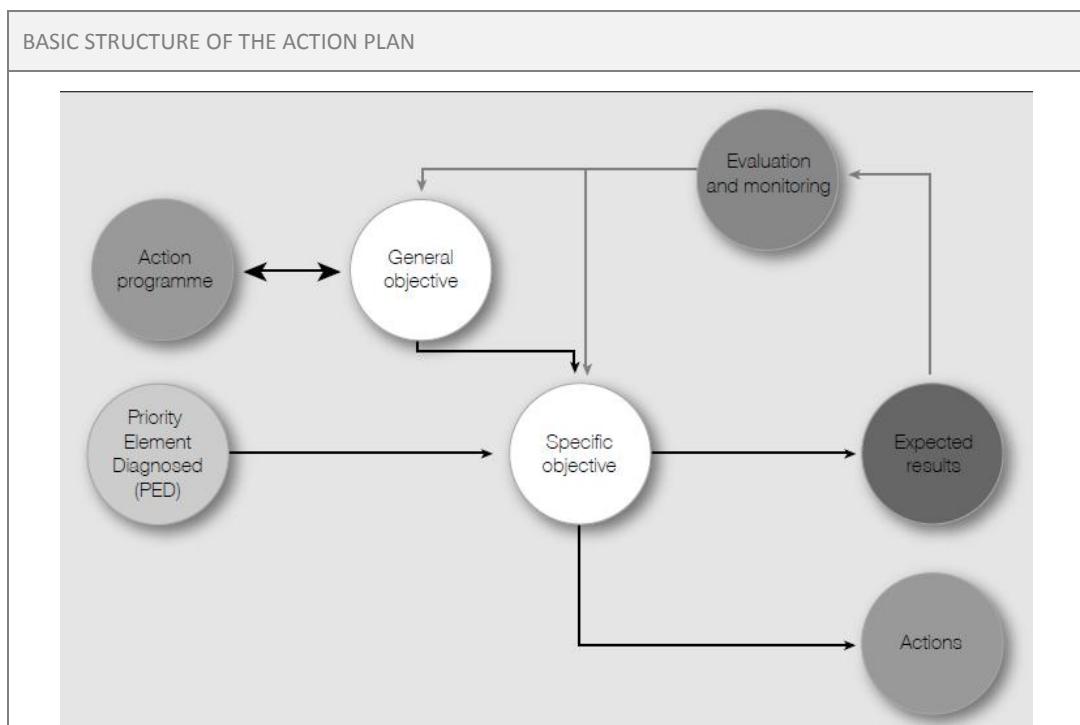
## 3 ACTION PLAN

### 3.1 PLAN STRUCTURE

The Action Plan is structured into thematic programmes developed through one or two general objectives. These are in turn stipulated in the specific objectives, directly linked to the Priority Elements Diagnosed (PED), as shown.

The expected results of fulfilling each specific objective are identified and the actions planned to achieve them.

Definition of the expected results will permit quantification of the specific objectives in the period the Plan is underway (10 years) and will facilitate the tasks to monitor and evaluate their achievement.



The Plan is structured into the following cross-cutting and core programmes:

#### Core programmes

- Dissemination and interpretation programme.
- Education for sustainable development programme: formal and informal education context.
- Training-capacity building, participation and action for sustainability programme.
- Scientific investigation programme.

#### Cross-cutting programmes

- Coordination and cooperation programme.
- Information and communication programme.

## 3.2 COLLABORATIVE ORGANISATION

By analysing the globally identified elements diagnosed, we can highlight the fact that in each sector there are active agents that work in line with the PICE-IGHP objectives; however, we also note the lack of coordination between different agents, public or private, whether within each work area of the Plan or between them. This is why the Action Plan, according to the inspiring principles exposed, proposes a model of organisation based on collaboration.

The plan has the following core programmes:

- Dissemination and interpretation programme.
- Education for sustainable development programme: formal and informal education context.
- Training-capacity building, participation and action for sustainability programme.
- Scientific investigation programme.

Each of these is structured through:

- **Technical secretariat.** Responsible for promoting all objectives and actions figuring in the programme and for ensuring that the Coordination Committee functions correctly. Effort has been made to ensure that the Technical Secretariat and therefore technical leadership of each programme resides with one of the public or private institutions already working on the subject in the sphere of the UBR.
- **Coordination Committee.** Periodical meetings between the leading institutions that promote the actions of the programme in order to achieve effective coordination between them and the agents whose functions are related to the objectives of each programme and who work in the UBR region. Each Committee will generate its own dynamics and organisation, coordinated by the Technical Secretariat.
- **Collaboration mechanisms.** Among the actions defined in each Programme are those serving as tools for coordination and pooled work between the different agents participating in a subject area and action programme.

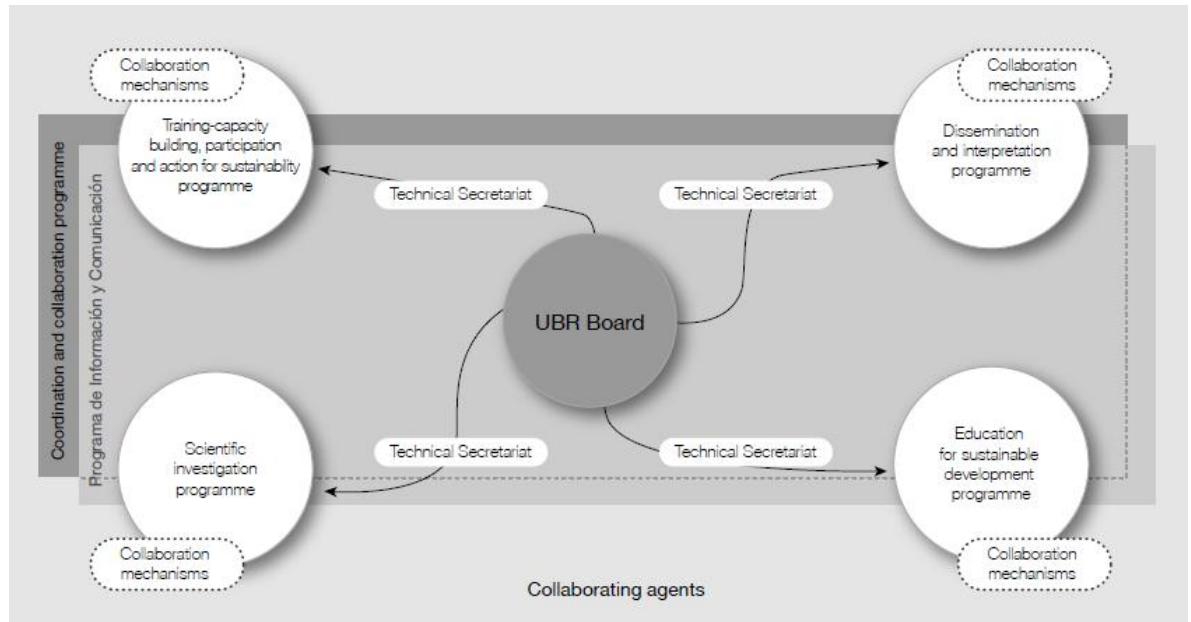
The two remaining Programmes, Coordination & Cooperation and Information & Communication are conceived as programmes cross-cutting the others.

Below we give a conceptual schema of the collaboration framework in which the PICE-IGHP must develop, where the UBR Board and its technical service **must serve to associate, coordinate and enable proposals and ensure that they all coincide with the UBR objectives and mission.** Work has been implemented to ensure that the tasks of coordinating and promoting each core programme of the PICE-IGHP are based on structures that already exist and function effectively.

Each Technical Secretariat must serve as the link between the UBR Technical Service and the different agents involved in developing each PICE-IGHP programme.

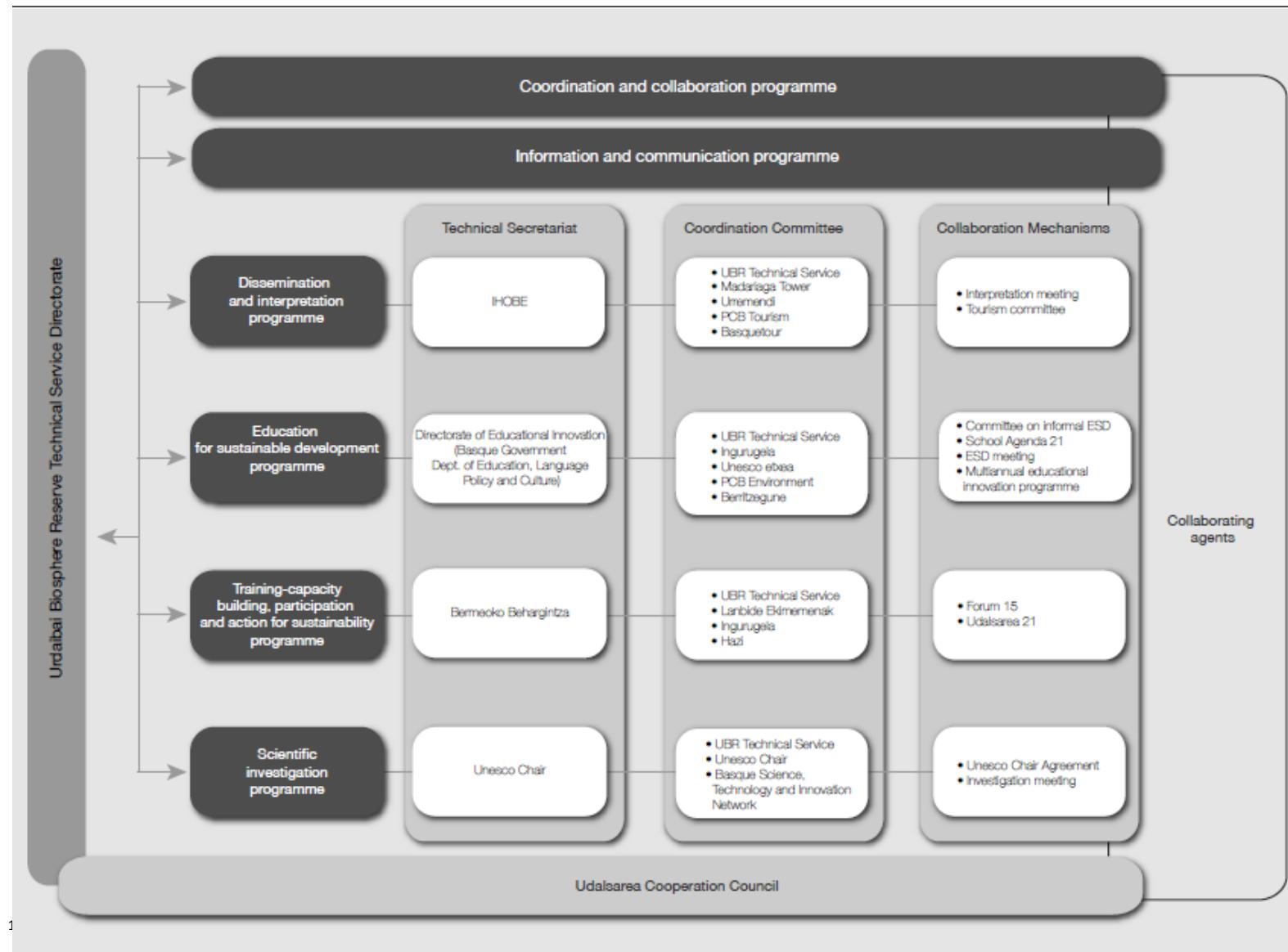
Udalsarea will function as a platform permitting town and city councils to participate in implementing this Plan by means of their articulation with the different Coordination Committees.

**Conceptual diagram of the collaboration framework**



The following chart shows the organisational diagram with the agents belonging to each Technical Secretariat and to the Coordination Committee. The agents in each one may vary over time depending on contextual changes that may occur during the period the Plan is underway.

Organigrama de organización colaborativa del PICE - IGHP para la Reserva de la Biosfera de Urdaibai



### 3.3 PROGRAMMES AND ACTIONS

Actions are specified for each operational objective in order to enable its achievement and obtain the expected results. This is specified for each objective of each programme in the following table.

GENERAL OBJECTIVE:	Code	Description
SPECIFIC OBJECTIVE	Code	Description
<b>EXPECTED RESULTS</b>		
- Measurable results expected from the implementation of actions to achieve the objective throughout the period while the Plan is underway. Definition of the expected results permits quantification of the specific objectives and will facilitate work to monitor and evaluate their achievement.		
-		
<b>ACTION</b>		
Code	Description	
Code	Description. When an action is marked in grey, it is an action shared with another programme. It is described in the programme corresponding to its number.	

#### 3.3.1 COORDINATION AND COOPERATION PROGRAMME

GENERAL OBJECTIVE:	1	To achieve coordination and cooperation of interpretation, investigation, capacity building and education for sustainable development agents, within and between all spheres, in order to progress together towards sustainable development of the UBR.
SPECIFIC OBJECTIVE	<b>O.1.1</b>	<b>To have operational mechanisms of communication, coordination and cooperation between the agents in each sphere of the Plan and between the aforementioned and the Board.</b>
<b>ACTION</b>		
A.3.7.1	Meeting on interpretation of the UBR natural and cultural heritage.	
A.1.1.1	Creation and periodical meeting of the Committee on informal education for sustainable development in the UBR.	
A.1.1.2	Continuation of work by the currently existing collaboration network of schools in the framework of School Agenda 21.	
A.1.1.3	Board participation in the Regional Development Forum (Forum 15).	
A.1.1.4	Collaboration agreement with capacity building agencies.	
A.1.1.5	Collaboration agreement between the Unesco Chair and the UBR Board for coordination of the investigation activity.	
SPECIFIC OBJECTIVE	<b>O.1.2</b>	<b>To define in participated mode a new model of functional organisation for the Madariaga Tower as a collaborative installation seeking coordination and the generation of synergies between existing interpretation, education and tourist installations and</b>

services.		
ACTION		
A.1.2.1	Redefinition of the role of Madariaga Tower as a collaborative interpretation centre.	
SPECIFIC OBJECTIVE	<b>O.1.3</b>	<b>To have an operational, accessible mechanism of coordination between formal and informal education for sustainable development of the UBR.</b>
ACTION		
A.1.3.1	Coordination and advice on ESD through a technical figure.	
A.1.1.1	Creation and periodical meeting of the Committee on informal education for sustainable development in the UBR.	
SPECIFIC OBJECTIVE	<b>O.1.4</b>	<b>To maintain collaboration networks.</b>
ACTION		
A.1.4.1	Participation in Unesco and international exchange programmes and initiatives.	

### 3.3.2 INFORMATION AND COMMUNICATION PROGRAMME

GENERAL OBJECTIVE:	2	To achieve an effective flow of information towards the local population and visitors on the UBR and its activity in the areas of interpretation, investigation, capacity building, education for sustainable development and tourism.
SPECIFIC OBJECTIVE	<b>O.2.1</b>	<b>To carry out actions to inform on and communicate the UBR in a planned, coherent manner.</b>
ACTION		
<b>A.2.1.1</b>	UBR head of communication.	
<b>A.2.1.2</b>	UBR Multiannual communication programme.	
<b>A.2.1.3</b>	Corporate image handbook.	
SPECIFIC OBJECTIVE	<b>O.2.2</b>	<b>To have a unified UBR corporate web portal integrating all information related to the UBR in the framework of the Multiannual communication programme.</b>
ACTION		
<b>A.2.2.1</b>	UBR corporate website or sub-homepage on the Basque Government website.	
SPECIFIC OBJECTIVE	<b>O.2.3</b>	<b>To improve information and communication on the subject of the UBR and its activities for the local population in order to increase the extent to which said population identifies with the UBR and its activity, in the framework of the future UBR Multiannual communication programme.</b>
ACTION		
<b>A.2.3.1</b>	Presence in the media.	
<b>A.2.3.2</b>	Agreements with local newspapers and/or magazines and radio/TV to incorporate information on the UBR.	

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<b>A.2.3.3</b>	Annual report on URB activities: preparation and circulation.	
<b>A.2.3.4</b>	e-Newsletter.	
<b>A.2.3.5</b>	Paper newsletter.	
<b>A.2.3.6</b>	Publication of practical handbooks for the URB plans (PRUG, PADAS and PICE-IGHP).	
<b>A.2.3.7</b>	Sessions to present the practical handbooks.	
<b>A.2.3.8</b>	URB presence in the social media.	
SPECIFIC OBJECTIVE		<b>O.2.4</b> <b>To have UBR information points and visitor welcome centres.</b>
ACTION		
<b>A.2.4.1</b>	Network of UBR information points.	
SPECIFIC OBJECTIVE		<b>O.2.5</b> <b>To have an up-to-date UBR Documentation Centre, operational and linked to the UBR management body.</b>
ACTION		
<b>A.2.5.1</b>	URB documentation centre.	
<b>A.2.5.2</b>	URB documentation catalogue.	
SPECIFIC OBJECTIVE		<b>O.2.6</b> <b>To achieve complete and homogeneous dedicated signage in the UBR region, agreed to and unified with the agents responsible for signage in the region.</b>
ACTION		
<b>A.2.6.1</b>	Homogenisation of UBR signage.	
<b>A.2.6.2</b>	Signage installation.	

### 3.3.3 DISSEMINATION AND INTERPRETATION PROGRAMME

GENERAL OBJECTIVE:	3	Facilitate knowledge of the values and opportunities offered by the UBR, both generally and specifically for the local population.
SPECIFIC OBJECTIVE	<b>O.3.1</b>	<b>To collect and disseminate activities to promote knowledge and new appreciation of the UBR with incentives for the local population, in the framework of the future UBR Multiannual communication programme.</b>
ACTION		
<b>A.3.1.1</b>	"Vive Urdaibai / Bizi Urdaibaiko" annual programme.	
<b>A.3.1.2</b>	Urdaibai Day.	
<b>A.3.1.3</b>	Transmission to the local population and socioeconomic agents of the benefits associated to environmental conservation in the UBR and associated to the UBR figure.	
SPECIFIC OBJECTIVE	<b>O.3.2</b>	<b>To have a basic set of materials with information on the UBR giving visitors an overall view of the UBR, in addition to the necessary information for learning about and respecting the environment and local culture, in the framework of the future Multiannual communication programme to be drawn up.</b>

ACTION		
<b>A.3.2.1</b>	Valued inventory of dissemination materials.	
<b>A.3.2.2</b>	New basic UBR dissemination materials.	
<b>A.3.2.3</b>	Editorial planning of thematic guides and handbooks on the UBR.	
<b>A.3.2.4</b>	Line of merchandising products.	
SPECIFIC OBJECTIVE	<b>O.3.3</b>	<b>To have the UBR Information and Interpretation Centre in the Madariaga Tower.</b>
ACTION		
<b>A.3.3.1</b>	UBR Information and Interpretation Centre in the Madariaga Tower.	
SPECIFIC OBJECTIVE	<b>O.3.4</b>	<b>To establish a wide and efficient network for distributing information and dissemination drawn up to make the most of its circulation both among the local population and to tourists visiting the UBR.</b>
ACTION		
<b>A.3.4.1</b>	Network for distributing information and dissemination materials on the UBR.	
<b>A.3.4.2</b>	Mechanisms for visitor satisfaction and characterisation.	
SPECIFIC OBJECTIVE	<b>O.3.5</b>	<b>To foster and promote the UBR paths as an important resource for getting to know and understanding the region.</b>
ACTION		
<b>A.3.5.1</b>	Material for dissemination/interpretation of the path network.	
<b>A.3.5.2</b>	Path adapted for use by people with reduced mobility and the sight or hearing impaired.	
SPECIFIC OBJECTIVE	<b>O.3.6</b>	<b>To highlight the natural and cultural heritage of the UBR for its visit and interpretation, and as a tourist resource.</b>
ACTION		
<b>A.3.6.1</b>	Inventory and maintenance of natural and cultural resources for interpretation of the UBR heritage.	
<b>A.3.6.2</b>	<i>Alignment in focus of public and private work in the region linked to ecotourism and active tourism with the Basquetour product strategy.</i>	
<b>A.3.6.3</b>	Selection of MTB paths and routes and their maintenance.	
<b>A.3.6.4</b>	Plan to signpost and maintain routes on horseback.	
<b>A.3.6.5</b>	Birding Euskadi. Positioning in the Basque Country.	
<b>A.3.6.6</b>	Identification of deficiencies in ecotourism and active tourism services.	
<b>A.3.6.7</b>	<i>Definition and enhancement of maritime &amp; fishing culture attractions in Bermeo and Elantxobe.</i>	
<b>A.3.6.8</b>	<i>Positioning in the Way of St. James Master Plan promoted by Basquetour.</i>	
<b>A.3.6.9</b>	<i>Development of a cultural programme based on factors of attraction to the destination.</i>	
<b>A.3.6.10</b>	New interpretation and/or tourist products.	

<b>A.3.6.11</b>	Configuration and updating of the regional tourist website.	
SPECIFIC OBJECTIVE	<b>O.3.7</b>	<b>To have mechanisms for coordination, cooperation, transmission and exchange of knowledge between all agents involved in the interpretation of heritage and tourist attractions.</b>
ACTION		
<b>A.3.7.1</b>	Meeting on interpretation of the UBR natural and cultural heritage.	
<b>A.3.7.2</b>	Certificate of Sustainable or Responsible Tourism in the UBR.	

### 3.3.4 EDUCATION FOR SUSTAINABLE DEVELOPMENT PROGRAMME: FORMAL AND INFORMAL EDUCATION CONTEXT

GENERAL OBJECTIVE:	4	To become a benchmark site for learning, innovating and experimenting in the field of education for sustainable development with participation and involvement of the entire community.
SPECIFIC OBJECTIVE	<b>O.4.1</b>	<b>To define and introduce a programme of global, coherent action for innovation in education for sustainable development.</b>
ACTION		
<b>A.4.1.1</b>	Definition of the Programme of Action for Innovation in ESD in the UBR.	
<b>A.4.1.2</b>	Development of pilot programmes in the ESD installations in order to reach new sectors of the population.	
<b>A.4.1.3</b>	Analysis of the viability of incorporating new school levels in the CEEP.	
<b>A.4.1.4</b>	Development of pilot programmes breaking away from the seasonal tendency of programmes.	
<b>A.4.1.5</b>	Enabling of the UBR figure in the environmental action plan of schools and installations.	
<b>A.4.1.6</b>	Fostering of community monitoring programmes in the region.	
<b>A.4.1.7</b>	Incorporation of educational methods to promote community participation in sustainable development.	
<b>A.4.1.8</b>	Promotion of new innovative projects to encourage the population to discover the natural environment.	
<b>A.4.1.9</b>	Promotion of programmes for action in sustainability.	
SPECIFIC OBJECTIVE	<b>O.4.2</b>	<b>To achieve the involvement of young people as agents of change for sustainable development.</b>
ACTION		
<b>A.4.2.1</b>	Creation of tools to encourage participation among the young population to permit education in areas that they themselves consider to be important in the UBR.	
<b>A.4.2.2</b>	Creation and providing of information through new technologies.	
<b>A.4.2.3</b>	Citizen research actions based on new technologies.	
SPECIFIC OBJECTIVE	<b>O.4.3</b>	<b>To introduce and apply agreed quality criteria in UBR installations and ESD programmes in the framework of a monitoring, evaluation and</b>

<b>continuous improvement process.</b>		
ACTION		
<b>A.4.3.1</b>	Agreement on common quality criteria in UBR installations and ESD programmes.	
<b>A.4.3.2</b>	Introduction of a continuous improvement system and application of quality criteria.	
SPECIFIC OBJECTIVE	<b>O.4.4</b>	<b>Increase in the percentage of schools committed to a sustainability certificate.</b>
ACTION		
<b>A.4.4.1</b>	Work to advise and disseminate with a view to obtaining the "Schools towards sustainability" quality certificate.	
<b>A.4.4.2</b>	Work to achieve commitment by schools to the UNESCO associated schools project network.	
SPECIFIC OBJECTIVE	<b>O.4.5</b>	<b>To connect and involve the social environment in school education projects.</b>
ACTION		
<b>A.4.5.1</b>	Incorporation and updating of important UBR subjects in the School Agenda 21.	
<b>A.4.1.7</b>	Fostering of community monitoring programmes in the region.	
<b>A.4.1.8</b>	Incorporation of the Service-Learning (SL) education method to help the community as regards sustainable development.	
SPECIFIC OBJECTIVE	<b>O.4.6</b>	<b>To facilitate the exchange of educational experiences and methodologies for sustainable development with a view to innovation.</b>
ACTION		
<b>A.4.6.1</b>	Meeting on Education for Sustainable Development in the UBR.	
<b>A.4.6.2</b>	Dissemination of good practices in ESD at the installations.	
<b>A.1.3.1</b>	Coordination and advice on ESD through a technical figure.	
<b>A.3.7.1</b>	Meeting on interpretation of the UBR natural and cultural heritage.	
SPECIFIC OBJECTIVE	<b>O.4.7</b>	<b>To include Education for Sustainable Development as a cross-cutting aspect of regional management.</b>
ACTION		
<b>A.4.7.1</b>	Integration of ESD actions in UBR plans, programmes and projects.	

### 3.3.5 TRAINING-CAPACITY BUILDING, PARTICIPATION AND ACTION FOR SUSTAINABILITY PROGRAMME

GENERAL OBJECTIVE:		5	To avail the UBR community of the necessary training and capacity building for progress towards sustainable development in the region at environmental, economic, cultural and social level.
SPECIFIC OBJECTIVE		O.5.1	<b>To reach an agreement on priority strategic lines in the sphere of training/capacity building for sustainable development of the UBR.</b>
ACTION			
<b>A.5.1.1</b>		Monographic session on training/capacity building requirements with agents from the Cooperation Council, the Plenum, municipality (town & city councils and Udalsarea 21) and the ESD and tourism committees.	
<b>A.5.1.2</b>		Agreement on priority strategic lines as regards training/capacity building for Sustainable Development of the UBR.	
<b>A.5.1.3</b>		Integration of needs and priorities identified to the new PADAS in the UBR training/capacity building strategy.	
<b>A.5.1.4</b>		Annual planning of training/capacity building actions.	
<b>A.5.1.5</b>		Exposition of training/capacity building priorities in the Regional Development Forum (Forum 15).	
A.1.1.4		Collaboration agreement with capacity building agencies.	
A.4.1.8		Incorporation of the Service-Learning (SL) education method to help the community as regards sustainable development.	
A.4.1.10		Promotion of programmes for action in sustainability.	
SPECIFIC OBJECTIVE		O.5.2	<b>To carry out training/capacity building action aimed at each of the following agents and to promote co-training between them:</b> - personnel dedicated to interpretation of the natural and cultural heritage; - educators at informal education centres; - services and tourism sectors; - primary sector (agriculture, livestock, fishing and forestry); - industrial and construction sector.
ACTION			
<b>A.5.2.1</b>		Training cycle for UBR interpreters.	
<b>A.5.2.2</b>		Guide to carrying out recreational activities: rules and regulations.	
<b>A.5.2.3</b>		Training in sustainability for the primary sector.	
<b>A.5.2.4</b>		Training in sustainability for the industrial sector.	
SPECIFIC OBJECTIVE		O.5.3	<b>To transmit to municipal politicians and technicians the most important information related to management of the UBR: objectives, values, actions, etc.</b>
ACTION			
<b>A.5.3.1</b>		Event to inform and welcome the new government teams of local and autonomous regions.	
<b>A.5.3.2</b>		Transmission to municipal politicians of minutes of the Board Plenary session and management reports.	
<b>A.5.3.3</b>		Subscription of municipal heads to the UBR e-newsletter.	

<b>A.5.3.4</b>	Service to advise and guide municipal politicians and technicians.	
<b>A.5.3.5</b>	Comparative networking between municipal services.	
<b>A.5.3.6</b>	Training for municipal politicians and technicians.	
SPECIFIC OBJECTIVE	<b>O.5.4</b>	<b>To increase training options for UBR teachers in order to incorporate innovative methodologies to education for sustainable action and achieve greater connection with the UBR.</b>
ACTION		
<b>A.5.4.1</b>	Course on innovative methodologies in education for sustainable development and connection of the different School Agendas 21 to the specific needs of the region.	

### 3.3.6 SCIENTIFIC INVESTIGATION PROGRAMME

GENERAL OBJECTIVE:	6	To achieve coordination of investigation and its adjustment to the management and sustainable development requirements of the UBR.
SPECIFIC OBJECTIVE	<b>O.6.1</b>	<b>To coordinate the investigation activity.</b>
ACTION		
A.1.1.5	Collaboration agreement between the Unesco Chair and the UBR Board for coordination of the investigation activity.	
SPECIFIC OBJECTIVE	<b>O.6.2</b>	<b>To reach an agreement on priority strategic lines in the sphere of scientific investigation for sustainable development of the UBR.</b>
ACTION		
<b>A.6.2.1</b>	Identification of sustainability investigation and/or consultancy requirements for UBR management.	
<b>A.6.2.2</b>	Monographic session on investigation requirements with agents from the Cooperation Council, the Plenum and the municipality (town & city councils and Udalsarea 21).	
<b>A.6.2.3</b>	Agreement on priority strategic lines as regards investigation for sustainable development of the UBR.	
<b>A.6.2.4</b>	Integration of needs and priorities identified to the new PADAS and PRUG in the UBR scientific investigation strategy.	
SPECIFIC OBJECTIVE	<b>O.6.3</b>	<b>To provide incentive for the carrying out of scientific investigation work addressing the needs identified for the UBR.</b>
ACTION		
<b>A.6.3.1</b>	Mechanisms to foster scientific investigation into priority lines.	
SPECIFIC OBJECTIVE	<b>O.6.4</b>	<b>To establish stable instruments for the exchange and transmission of scientific knowledge.</b>
ACTION		
<b>A.6.4.1</b>	Actions to disseminate investigation and consultancy projects.	
<b>A.6.4.2</b>	Meeting on investigation in the UBR.	
<b>A.3.7.3</b>	Citizen research actions based on new technologies.	
<b>A.6.4.3</b>	Transmission of the investigation results to the Cooperation Council, the Plenum, and the Sectoral Committees.	

PLAN FOR INTERPRETATION, INVESTIGATION, CAPACITY BUILDING AND EDUCATION FOR SUSTAINABLE EDUCATION IN THE URDAIBAI BIOSPHERE RESERVE

SPECIFIC OBJECTIVE	O.6.5	To restart or maintain investigation and permanent observation activities as regards sustainable development promoted by the Board.
ACTION		
A.6.5.1		Database of information on the natural environment, cultural, social and economic heritage.
A.6.5.2		State of opinion of the population who inhabit the UBR.
A.6.5.3		External evaluation of sustainable development of the UBR.
A.6.5.4		Observatory on Sustainable Development of the UBR.

## 3.4 BUDGET

### Total budget according to programmes of the Plan

PROGRAMME	TOTAL
Programme 1 COORDINATION AND COOPERATION	785,000
Programme 2 INFORMATION AND COMMUNICATION	440,000
Programme 3 DISSEMINATION AND INTERPRETATION	675,000
Programme 4 EDUCATION FOR SUSTAINABLE DEVELOPMENT: FORMAL AND INFORMAL EDUCATION CONTEXT	272,000
Programme 5 CAPACITY BUILDING, PARTICIPATION AND ACTION FOR SUSTAINABILITY.	171,000
Programme 6 SCIENTIFIC INVESTIGATION	480,000
<b>General total</b>	<b>2,823,000</b>

## 3.5 MONITORING

### 3.5.1 MONITORING MANAGER

The head of each technical secretariat will be responsible for monitoring the Plan and the extent of its implementation.

### 3.5.2 REVIEW OF THE PLAN

The plan for interpretation, research, capacity and education for sustainable development in the Urdaibai Biosphere Reserve envisages a period of 10 years (2015-2025).

Given the situation at the time of its preparation and socioeconomic conditioning factors at the moment of its approval, it is considered interesting that it should have adaptive management. We therefore present different monitoring mechanisms:

The plan of action includes the proposal to draw up a **annual report** on the UBR activity. This communication tool must also be taken advantage of in order to annually monitor the degree of implementation and development of actions proposed according to the timeline.

**Three (2018), six (2021) and nine years (2024)** after implementing the plan, we envisage review of the indicators listed below, by objective and programme, in order to evaluate the extent to which the objectives have been met (taking account of the expected results).

This partial review must serve to re-evaluate the plan, together with the extent of its implementation, and to re-scale its action according to the 10-year strategy, incorporating the necessary modifications. And so on, every 3 years of the 10 planned in order to achieve not only a strategic view, but real and more specific management in a changing socioeconomic context.

We propose **33 specific objectives** with a total of **98 actions**.

#### PARTICIPATED REVIEW

In the review carried out every 3 years, the idea is to explain the indicators to the principal agents of each programme in order that they may participate in joint evaluation and give strategic thought to the matter.

### 3.6 ANNEXES

This document has the following annexes available in [www.euskadi.net/urdaibai](http://www.euskadi.net/urdaibai):

ANNEX I. DIAGNOSIS

ANNEX II SUMMARY OF PRIORITY ELEMENTS DIAGNOSED AND THE OBJECTIVES ENCOMPASSING THEM

ANNEX III SUMMARY OF ACTIONS WITH BUDGET AND APPROXIMATE TIMELINE

## LIST OF ABBREVIATIONS

A21E	School Agenda 21.
ADR Urremendi	Urremendi Rural Development Association
CDSEA	Unesco Chair on Sustainable Development and Environmental Education, University of the Basque Country
CEEP	Pedernales Centre for School Experimentation
DFB	Provincial Council of Bizkaia
EDS	Education for sustainable development
EUDEL	Association of Basque Municipalities
GV	Basque Government
IE - GV	Directorate of Educational Innovation (Basque Government)
IRAES 21	Network of centres in the Basque Country to have received the "School towards sustainability" recognition
IVAP	Basque Institute of Public Administration
OAPN	National Parks Autonomous Agency
PADAS	Plan for the Harmonisation and Development of Socioeconomic Activities
PICE - IGHP	Plan for interpretation, research, capacity building and education for sustainable development
PRUG	Use and Management Master Plan
UBR	Urdaibai Biosphere Reserve
RERB	Network of Spanish Biosphere Reserves
TM	Madariaga Tower
UBC	Urdaibai Bird Center
UPV-EHU	University of the Basque Country