PRESS KIT

7th World Environmental Education Congress
WEEC 2013
I. CONGRESS THEMES

1.1. MAIN THEME

a) Congress theme: environmental education in cities and rural areas: seeking greater harmony

The scale and rate of migration increased at an unprecedented speed. Immigrants flee poverty, hunger, cultural intolerance, conflict and the effects of environmental degradation. They also seek new opportunities. Ultimately, most immigrants move from rural areas to urban centers, and cities grow with this migration.

Similar to organisms, cities exchange material, energy and information within themselves and with rural areas. When organisms consume too much, too fast, they are unsustainable.

Cities and rural areas both consequently suffer from abandonment, changing social relations and differences in lifestyles and opportunities. However, rural-urban migration can also bring benefits, such as by releasing rural land congestion and fragmentation. But perhaps the most interesting is to note the distinctions between urban and rural areas, which are becoming increasingly blurred, both physically and culturally.

This topic raises the socio-environmental issues to environmental educator professionals. It provides us with the framework for essential questions: "What can education do? What is an appropriate educational response to these problems? How can education develop students' imagination, resilience and willingness to act wisely and decisively to address these complex challenges?"

Thinking about urban, rural and hybrid areas, the topic opens educational issues up to the value of seeing the world from different perspectives.

Will we lose when learning in an urban environment has no access to rural knowledge? Vice versa, we will lose when learning in a rural environment has no access to urban knowledge? What new knowledge is being built in hybrid areas?

This theme is also a metaphor for major education issues. What points of view are absent in traditional education? What experiences are lacking? What values influence educational decisions? What do we need to change in our educational context in order to create a more complete educational experience?
b) Cities and rural areas: seeking greater harmony

The theme is very crosscutting: the urban / rural relationship has great environmental and social value and is totally dependent on power relationships (urban and rural classes, international North-South relations, links between economic power groups) and the production and consumption model. This issue also involves planning, lifestyle, the relationship between humanity and nature, etc.

c) City vs. rural areas

✓ The causes

This theme was selected as there are a growing number of people living in cities (over 50% / 200,000 people leave rural areas every day), which leads to serious problems of rural depopulation and suburban development. The causes of this phenomenon are socio-economic, environmental and cultural.

1. Socio-economic: agricultural work is low paid; in the city, citizens expect to find more opportunities to escape poverty; they dream of upward social mobility.

2. Environmental: Climate change (with multiple outcomes: changes in seasonal cycles, impacts on the migration of animals and plants, increasing phenomena of natural disasters such as drought, desertification, floods or landslides) causes the loss of fertile soil and increases number of climate refugees within countries and between countries. Climate change amplifies an already deteriorated by human-induced or anthropogenic phenomena such as deforestation, habitat destruction, pollution, soil depletion due to chemicals and mechanization, the use land reserves (for infrastructure, housing, entertainment - for example golf courses, etc.). Note however that the agricultural sector itself is responsible for the pollution of water and soil (as Rachel Carson taught us 50 years ago in Silent Spring: the production of food is the origin of a significant proportion of CO2 emissions).

3. Cultural: The city offers more opportunities and possibilities on a cultural level, while these opportunities are seen as inferior in rural areas. The profession as a farmer, shepherd, or forester is not widely perceived as prestigious by citizens and therefore by the dominant culture (today, as well as in the past).

✓ The consequences

Most large towns and cities are concentrated in developing and emerging countries, albeit in continents such as Europe, the percentage of urban population reaches the highest proportions.
This urbanization and sub-urbanization result in congestion in urban areas, where there are increasingly problems related to violence and pollution. The effects of congestion are amplified by increased travel between home and the city, considered as a workplace, and a place to consume or cultural offerings (known as "city users").

Urban sprawl (the "American" model of urban sprawl) has become a global phenomenon. In the outlying suburbs and towns, the lucky ones find homes that are less expensive, a more tranquil life, better environmental conditions, with, perhaps, the illusion of closeness in relation to nature.

In contrast, for hundreds of millions of poor, urban migration means huddling in the slums, towns and villages characterized by the lack of services, violence, degradation, crime, poor living conditions (in 2010, there were 827.6 million slum dwellers, an increase of 55 million since 2000 - UN-HABITAT, 2010).

In parallel to this urban migration, the aging population in rural areas is an increasingly recurrent phenomenon due to the low generational renewal in the agricultural sector (with the youth preferring to migrate within the country or abroad). While the urban population increases, the rural population decreases with depopulation and abandonment of villages.

Often this abandonment contributes to soil degradation, following halted maintenance for forests, rivers, earthworks, etc.
✓ The major challenges

The question of the relationship between urban areas and rural and natural areas must obviously be broken down into partially different terms according to various parts of the world, but the fact remains that it is now a central issue since the three major challenges facing humanity are water, food and energy.

These three challenges will be won or lost both in and outside of the city.

The rural community requires a strong commitment, which must be coped with by implementing crosscutting policies able to grasp the interconnections between all aspects of the problem and the need for an integrated approach.

It is urgent to:

- Stop (and possibly reverse) rural exodus by giving value and a veritable quality of life in rural areas, by fighting against poverty within rural populations, protecting the environment and stopping overconsumption of strategic land.

- Improve the quality of life in urban areas and promote sustainable development for cities.

The solutions mainly require:

1. A radical transformation of urban planning and a new way of designing cities:
   - Prioritize density over sprawl as an environmental response
   - Develop social capital and participation,
   - Develop efficient public services that make cities sustainable
   - Develop agricultural activities within cities (urban and suburban vegetable gardens as a form of partial food self-sufficiency, and as a way to participate and reappropriate space).

2. A profound change in land use and in the organization of the food system as a whole (here the "food system" means the whole chain of production, processing, distribution, consumption of food and the entire complex network of relationships that food weaves on all levels - environmental, social, cultural and economic).

3. The development of agro-ecology, a food system that respects the limits and the fragile balance of the planet.

4. A tightly woven system of relationships between urban and rural areas. There are, for example, various situations in which urban and rural areas relate to each other, as in the case of food or tourism.

✓ The “educational” response

The educational-environmental response through the:
1. Ecological level: promotion of sustainable cities, support of agro-ecology, preservation of biodiversity, genetic rights of forests, wetlands, etc., the development of security and resilience of populations to effects induced by climate change (natural disasters, hydrogeological instability problems, etc.).

2. Socio-economic level: promotion of sustainable consumption and direct networks between consumers and producers that improve the material conditions of rural populations; encourage, where possible, promoting multifunctional farms (which can also be guest houses, farm inns, agro-camping, nurseries, agro-nursing homes, farms for the social inclusion of disadvantaged people, sports farms, nature wellness centers, etc.).

3. At the cultural level: recognition of local traditional knowledge, indigenous and cultural diversity, the promotion of culture and the social image of the rural population, promoting equitable relationships, solidarity, cooperation between urban and rural populations, enhancing the role of women and equal opportunities issues between the sexes.
✓ **Educational tools**

1. Promote sustainable living in cities.

2. Empowerment and capacity building by urban populations to cultivate their participation, urban creativity, green economic activities, cooperation etc.

3. Make the "food" factor a factor of urban social cohesion (through food, for example, citizen networks can purchase products directly from farmers, bypassing the long chain of intermediaries; or support the maintenance of vegetable gardens and urban and peri-urban areas; or reflect on their commitment in terms of energy consumption and lifestyles). Food can also be a factor connecting urban and rural areas (without the natural processes we cannot live, remember "who" produces the food we eat) both in terms of social practices and economic relations, and on perceptions, behavior and cultural values.

4. Awaken consciousness on the relationship between environment and health, on the importance of a healthy diet that is the result of healthy lifestyles, sustainable farming practices and sustainable agro-industry.

5. Develop the sensitivity of decision makers and the general public vis-à-vis the importance of the landscape, the need to preserve land reserves, the need for environmental protection and recognition of functions performed by rural populations for the benefit of all.

6. For rural communities, education means to:

   - Be able to defend one’s own identity and increase sense of self-esteem;
   - Be able to reclaim traditional techniques and practices for collecting and storing water (for crops and livestock, for forest maintenance);
   - Know how to defend or revitalize management practices of community resources (pastures, forests, water, etc.);
   - Increase the capacity to develop sustainable agricultural practices that are environmentally-friendly;
   - Establish direct relations more accountable and responsive to the markets and the public, and establish a network by creating a local system that builds on local synergies and cooperation between the various socio-economic and cultural stakeholders in rural areas;
   - Learn how to optimize the use of organic farming methods and livestock, which are also respectful of animal welfare and the environment;
   - Defend one’s own health and that of the environment by avoiding harmful agricultural practices;
- Develop new activities and new skills, and support existing ones by transitioning to a green economy,
- Provide new employment opportunities in response to activities that are bound to disappear because they are inconsistent with the environment;
- Promote gender equality and, more generally, unite environmentally-friendly development goals and the Millennium Development Goals;
- Develop the ability to use and produce energy from renewable sources;
- Diversify farm activities;
- Improve their ability to provide a sustainable tourism
- Develop their capacity to participate in local political life
1.2. THE 11 THEMATIC NICHES

In parallel to the central theme of the conference, various themes that affect environmental education will be addressed, covering eleven thematic niches.

a) Promoting environmental education and networking

This theme is for environmental educators seeking to surpass the boundaries between urban and rural dimensions in order to develop specific networks, joint projects and shared research activities. This theme also offers the opportunity to present case studies, and develop synergized networks for those who want to learn from others and for those who want to create new projects.

We anticipate emerging proposals to be announced at the closing plenary session. The theme also examines who could be excluded from these networks and how can they be included? How may social networks help to bring together urban and rural residents? How can sustainability and sustainable development-oriented education enhance or hinder environmental education? This theme can also discuss the impact of the previous Congress and other international conferences. Have these networking opportunities improved environmental education and environmental education policies? Have they improved the political profile of environmental education? What can be done at national and international levels to enable more teachers to benefit from such events?

b) Intercultural Dialogues

One of the challenges of environmental educators is to assess the role of environmental education in intercultural dialogue. This theme explores such topics as relationships between different cultures, peoples, spirituality, and landscapes; the ways of knowing and being in the world; literacy and orality, education, storytelling and learning linked to cultural heritage; political knowledge; and cultural marginalization. This theme explores how environmental education access socio-ecological memory. How can they allow citizens to act responsibly in their natural and social environment? Finally, how can environmental educators use these intercultural dialogues in their teaching?
c) **Social movements and building ecological societies**

This theme is sensitive to the complexity of cultural and socio-ecological issues. Environmental educators are put to the challenge to imagine how environmental education can engage with rural and urban popular movements and civil society, to build strong and responsive political practices, promote active citizenship, defend the common good, cultivate peace, and create more just societies. What is the role for environmental education in this area?

How can ordinary citizens be helped to act more responsibly? What are the challenges faced by environmental educators who are activists for environmental education?

d) **Communications and the impact of social media**

The Internet and social media have opened up new opportunities for education and communication. This theme allows environmental educators to explore and discuss the impact of these opportunities. How can these opportunities bring together rural and urban experiences? What are the disadvantages of this new form of social networking? Is virtual networking the prerogative of special interests and privileges? What are the roles for old and new means of communication in support for formal and non-formal environmental education?

This theme invites intergenerational dialogue between young people who have grown up in the digital age and older generations. Together, these participants will discuss contemporary issues. What are the new educational features for media, environmental communications, and social networks? What are the benefits of real and virtual experiences? What would a "green web" look like? How can young people be encouraged to take leadership roles in the development of social networks and technology training in environmental education?

e) **Ecological economics and green economies**

How can environmental education contribute to understanding the complex relationships between ecology and economy in rural and urban areas and globally? How can the green economy help to bridge the socio-economic gap between urban and rural areas? How can environmental education contribute to creating the emerging green economy?

How can mobility and migration have an impact on the green economy? How should environmental education contribute to addressing the greenwashing and overconsumption in many parts of the globe?
This theme invites participants to examine these persistent issues such as limits to growth, ecological footprints, a low-carbon society, sustainable production and consumption, food security, urban and peri-urban agriculture, alternative communities, cities in transition, ecotourism, agro-ecology and eco-management of natural resources.

**f) Ethics, eco-philosophy, and human-nature relationships**

All environmental issues are based on assumptions and deeply held values that are implicit or explicit. Assumptions can be shaped by particular contexts, including local, indigenous and traditional knowledge. For example, how can urban and rural contexts shape different hypotheses? How can these hypotheses be similar? The examination of these assumptions, overall perceptions and values is sometimes called environmental ethics, eco-philosophy eco-spirituality. Often, environmental ethics probes the relationship between human beings and nature and considerations of respect for all life.

How, then, can environmental educators use environmental ethics as a process to explore relationships, controversy, discord, and unconventional ideas? How can ethics be used to imagine new possibilities? In other words, can environmental educators examine the origins of moral impulses? Therefore, they consider ethical answers as praxis derived from experiential education, the ethics of care and proximity, place-based learning, biophilia, transpersonal ethics, and ethics. How can these experiential perceptions contribute to the emergence of environmental practices and personal eco-philosophies? How do they contribute to the promotion and protection of nature and society?

**g) Greening education**

Environmental education has a special role in the emerging trends in greening education. A central question is: how can networking and collaboration with organizations outside formal education help to address the lack of tools, knowledge and expertise in school systems and support the greening of education?

Also, how can these collaborations improve school systems in urban and rural areas? From another point of view, we can ask: how can environmental education be at the heart of non-formal and informal education programs? Or is it that environmental education is in a better position to evaluate classical education and offer innovative alternatives? How can environmental education introduce gradual changes and contribute to the greening of education systems? What does sustainable education mean?

What does the greening of continued education or training mean? In the context of these questions, this topic considers the greening of programs, schools, universities and other educational institutions, urban and rural greening and the greening of the relationship between educational entities, communities, schools and universities, and civil society.
h) **Creative impulses**

The arts, imagination and emotional understanding: Artists are communicators and educators who have the potential to: focus and reframe perceptions with imagination, push beyond limits, foster new insights and generate new meaning. Taking into account the theme of the conference, how can the arts contribute to overcoming the differences between urban and rural settings and foster new understanding between communities?

This theme includes topics such as the role of the arts in raising the participation of various communities, the arts as an educational experience, art as an activist tool, and the arts as an expression of emotional understanding. It also invites experimental expression in the different languages of art: literary, visual, conceptual, as a social practice, theater, poetry and music. Most importantly, this theme encourages environmental educators to be inspired by the artistic approach to overcome the usual framework and engage the world in new ways.

i) **Teaching and learning**

This theme explores the twin concepts of teaching and learning when participants consider environmental education imperatives for the twenty-first century. What are emerging strategies in teaching and learning, teacher training, formal, non-formal and informal education, and education throughout life? What are the new trends and the level of quality for research in environmental education? What is the research contribution to the learning process and teaching in urban gardens and parks and in rural areas and farms? What are the new development prospects of participatory methodologies and activism for environmental education? What lessons can be drawn from emotional and spiritual experiences? What progress has been made in the evaluation of teaching and learning? What progress has occurred in the establishment of quality indicators? What is the role of environmental education in blended learning? What is the distinction between: the formal, informal and non-formal; public and private sector learning; intergenerational learning; and different disciplines?

j) **Research in environmental education**

Currently, it is difficult to meet the challenges the world is facing and understand how research in environmental education can provide useful insights. Recognizing this, the theme explores various research issues. What is the purpose of research in environmental education? Should there be common or joint objectives for research in environmental education? Or, should research have different purposes, for example, urban and rural, or shared areas? What methodological considerations are poorly represented? What are the key issues of research processes, methodologies and emerging methods, and the relationship between them and the legitimate construction of knowledge? To what extent has research on environmental education been effective in the formulation of policies and practices? How can
the Internet and social media be used to improve access for researchers and educators in international research? How to facilitate access to research networks?

**k) Risk, health and environment**

This theme explores the ways that environmental education can absorb and deal with complex socio-ecological risks related to the degradation of the local and global environment, environmental migration, and poverty. What can we learn from rural and urban experiences when people are struggling to adapt to climate change, loss of biodiversity, "natural" disasters, agro-industry, pollution, and environmental migration? What lessons can be learned from a global perspective? How can educators better use concepts such as resilience, uncertainty, the precautionary principle, environmental justice, and ecological footprints?
1.1. THE CHALLENGES OF URBAN DEVELOPMENT AND PRESERVING THE SEA COAST

Over 60% of the world’s population lives on a strip of 60 km near the coast, and the largest megacities in the world extend over long distances on the coast.

Coastal urbanization contributes to the process known as coastal development, which leads to the destruction of the natural habitat of seabeds. When uncontrolled, urban density has a considerable effect on the marine environment through habitat destruction, the release of plastics, toxic materials and waste of all kinds, pollution by direct discharge or soil leaching with the rain, and the impact of desalination plants in countries with increasing water scarcity.

Fluvial deposits from upstream urban density or activities that generate pollution discharges located in watersheds accentuate pressures on the environment. Rivers and lakes, important for agriculture and freshwater fishing, are the deep links with continents (even thousands of kilometers), the land and ocean are closely linked through them and even if the effect of discharges is attenuated by distance, they are one inseparable whole through which fluids, air and water transport materials.

In many countries, rural exodus is a factor of urbanization of the coastal zone. The development of mass seaside tourism is another important factor impacting the coastal zone, especially with access to recreation for an increasing number of people.

Global warming is also an aggravating factor, especially experienced at on the coast with implications for greater fragility of the exchange zone between land and sea.

The seas and oceans are, however, a source of wealth in terms of food resource potential to create jobs in all categories in many sectors, especially in sustainable tourism. The ocean is also a territory whose fishermen are farmers. Cargo transportation and ocean highways cross this area to supply the urban areas. As with rural areas, it is necessary to move towards a greater harmony between cities and oceans, the sea and countryside.

Environmental degradation may be reversible through joint action programs on water quality, coastal management and support through environmental education and awareness programs among all audiences.

The topic of the interaction between coastal urbanization and marine conservation affects a large number of countries. It is a genuine challenge for educators to change the behavior of urban populations. Educators have a role in the discovery and understanding of the marine environment, to understand the water cycle, the role of the watershed and its effects on materials transported by wind and water, and understanding relationships between land, sea and air.
The topic encourages exchanges of experiences, perhaps collaboration on homogeneous areas such as the Mediterranean. What are the relevant actions? How to support environmental policies related to the sea? Who is the target audience and who is the messenger?

The potential reversibility of issues is a genuine challenge for educators. How to conduct outreach to large populations? How to educate tourists who are not from the territory? On which network relay can we rely on? The challenge is even greater when one has to appeal to land-based populations who are culturally distant from the ocean.
II. SIDE EVENTS

2.1 International side events

a) Global Universities Partnership on Environment and Sustainability (GUPES)

GUPES was initiated in June 2012 by the UNEP Environmental Education Training Unit, which aims to support innovative approaches to education, training and networking, as well as sustainable practices and programs in universities for environmental education.

Organized by UNEP and GUPES (Global Universities Partnership on Environment and Sustainability), the side event will provide an opportunity for exchange and sharing of information on this initiative for participating universities, to examine the progress made by the GUPES over the past year and the prospects for development.

b) Mainstreaming Environment and Sustainability in African Universities (MESA)

The recent African Ministerial Conference on Environment (AMCEN) held in Arusha, United Republic of Tanzania in September 2012 called for the development of a regional action plan on environmental education and training.

Organized by UNEP and MESA (Mainstreaming Environment and Sustainability in African Universities), this meeting is an opportunity to present and discuss the draft regional plan of action for consideration and adoption by AMCEN and focus on reviewing the progress of the MESA program over the last year, and the MESA 2013 work plan.

c) Education for Sustainable Development in Higher Education

This event organized by MIO-ECSDE, the Mediterranean Information Office for Environment Culture and Sustainable Development, aims to inform about the initiatives by universities in the Euro-Mediterranean region, which can be duplicated by implementing the principles of sustainable development in different disciplines: research, teaching, advanced technology, communication links to society, the green job market, and networking.

d) Education for sustainable waste management

Organized by SWEEP NET-GIZ (regional solid waste exchange of information and expertise network in Mashreq and Maghreb), this workshop discussion will be an opportunity to present the SWEEP-NET network and its action programs, including its regional group work on public awareness, education and community participation in...
the management of solid waste as well as the tools and support information developed in this field.

e) The challenge of interactions between coastal urbanization and the preservation of the marine environment: ECOREM

Organized by ECOREM, an exchange and resource-sharing platform across the Mediterranean to implement joint projects, this workshop will allow all stakeholders to discuss and debate the issues of interaction between coastal urbanization and preservation of the marine environment.

f) Food security and climate change: planning Mediterranean sustainability

This side event organized by the University of Turin will be an opportunity for networking and exchange for UNESCO Chairs in the Mediterranean basin, on the environment and sustainable development, with the various players in the WEEC environmental education network.

It aims to bring together the status of research and thought, by providing ideas that can contribute to a better understanding of issues related to environmental education and the development of relevant action programs.

Five main topics will be discussed during the conference:

1) Food security;

2) Water

3) Desertification;

4) Urbanization;

5) Participative governance for public goods

g) The Islamic Academy for the Environment and Sustainable Development in Morocco

Organized by ISESCO and the Moroccan Ministry of Energy, Mines, Water and Environment - Department of the Environment, this event will be the occasion to present the Islamic Academy for the Environment and Sustainable Development in Morocco.

The academy will be dedicated to research and training on the environment, including through masters and doctorates.
h) **The press and the environment, an educational opportunity for all**

Organized by the Cultural Café Journalists Association (*Association Culturelle Café des journalistes*) from Turin, Italy, the Young Reporters for the Environment program ([www.jeunesreporters.org.ma](http://www.jeunesreporters.org.ma)), and the Capacity Building of Young Environmental Communication Professionals program ([www.rcmdd.ma](http://www.rcmdd.ma)), this event will focus on the role of the press in information and communication for environmental education.

It will be an opportunity for journalists to discuss among each other at the international level, from different countries and from different backgrounds, and at the national level with the involvement of high school students from the Young Reporters for the Environment program and journalism and communication professionals.

i) **Exchange of experiences and know-how on tools and youth education mechanisms for the environment and sustainable development**

Organized by ISESCO ([http://www.isesco.gov.ma](http://www.isesco.gov.ma)) in partnership with the Mohammed VI Foundation for Environmental Protection ([www.fm6e.org](http://www.fm6e.org)), this exchange and informational workshop on youth environmental education tools will take place under the framework of the partnership between ISESCO and Mohammed VI Foundation for Environmental Protection, which aims to:

- promote environmental education programs within ISESCO member countries
- exchange experiences and successful models related to aspects of environmental education at the national, regional and international levels.
- Federate players involved in environmental causes around joint regional projects, especially in favor of the environmental education of youth.

j) **Networking on Training - Information - Education and Awareness**

This workshop, organized by the Belgian Technical Cooperation (BTC), will focus on the integration of environmental components within BTC projects taking into account the three aspects: “Education - Information - Education and Awareness.”

k) **The environment and the reduction of natural hazards**

This workshop, organized by UNEP, will present their work in the management of natural disasters in mitigation and risk reduction in partnership with the Partnership for Environment and Disaster Risk Reduction (PEDRR) and the Centre for Natural Resources and Development (CNRD).
This course is taught in several universities around the world and especially targets the university teaching staff and students who are interested in the problem of natural ecosystems management.

**I) Planning for the Future of Education for Sustainable Development organized par l’UNESCO**

Based on the results of the Rio +20, this round table side event presents current and prospective plans on education for sustainable development (ESD) under the United Nations Decade of Education for Sustainable Development (DESD) 2005-2014, for which UNESCO is the lead entity.

It will also be an opportunity to involve the different players in the WEEC network for the future implementation of an Education for Sustainable Development program.

### 2.2 National side events

**a) Dissemination tool for good environmental practices**

Organized by the Cadi Ayad University in Marrakech, this side event presents the various aspects of the university’s contribution to the dissemination of environmental culture through training, through the proposal of several bachelors and masters degrees on this subject, by research with the involvement of thirty research structures in topics related to environmental protection through concrete activities at several schools and communes, and through a strong link with civil society used as a conduit to transmit the research results and apply them in the field.

**b) Renewable energy**

Organized by the National Office of Electricity and Drinking Water (ONEE), this event will present the ONEE activities in renewable energy and environmental protection.

**c) Ecological and urban development: Green City**

This meeting is organized by the Office Chérifien des Phosphates (OCP) and the Société d’Aménagement et de Développement Vert (SADV). The SADV currently supports two OCP flagship projects: the Mohammed VI Green City in Benguerir that embodies a center of academic excellence, the Mohammed VI Polytechnic University, and Green Mine in Khouribga. Like the other major eco-city projects in the world and thanks to OCP’s strong commitment, Morocco is now participating in the dynamics of cities of the future through these new urban centers.

**d) Projects for environmental protection**

Organized by the Ministry of Housing, Urban Planning and Public Policy, this workshop will be an opportunity to present and inform the public about:
Actions to protect the environment and promote green growth in the housing sector and urban planning,
The territorial approach and the challenges of sustainable development of territories,
The protection and enhancement of the environment in the territorial planning documents,
Energy efficiency in housing projects.

e) **Green economy: experiences and prospects for the private sector in Morocco**

Organized by the CGEM and CMPP, this discussion workshop will provide the opportunity to present the current status and development prospects for the private sector within the framework of the implementation of the green economy.

In this context, the following will be presented:

- The Social Responsibility Label ‘RSE’ for CGEM companies
- The experience of Moroccan Cleaner Production Center (CMPP) in supporting businesses and training
- Successful projects and experiences and testimonies by the private sector on the RSE label and application of cleaner production

f) **Training status and prospects in environmental engineering at ENIM**

Organized by the National School of Mineral Industry (ENIM) (*Ecole Nationale de l’Industrie Minérale*), this workshop aims to share and discuss models and experiences in environmental education on State engineering education and continuing education, research development and promotion, and promoting an environment-based economy through the incubation of innovative projects.

New education and learning concepts and techniques for ENIM engineering students through national and international projects, which have enabled the production of scientific publications and patents, honorary awards including innovation awards, and the creation of new innovative environmental SMEs through:

- Project based learning and by doing practical work on a pilot scale for the integrated management of household waste at ENIM (compost production, biodiesel, metal alloys, etc.). Eco-ENIM is the first green graduate school based on Learning by Doing.
- Resolving the Real Challenge Problem by engineering students for a low income rural community (e.g. cooperatives working in biodiversity and local products, recycling and waste recovery, etc.)
Introducing the concepts of ‘learning to learn’ and ‘creativity’ among student engineers to strengthen the capacity of adaptability in a highly changing environment.

**g) A commitment to environmentally sustainable rural development**

Organized by the Crédit Agricole Group of Morocco, this event will be an opportunity to present the Group’s contribution to promoting sustainable rural development by conducting and supporting actions that aim to:

- Promote energy efficiency and renewable energy on farms
- Preserve natural resources, especially water in farming activities
- Develop organic agriculture and agro-ecology

**h) Environmental education in Ouarzazate associations: exchange and sharing**

Organized by MASEN, this event aims to bring together the associations of the Ouarzazate region and introduce them to international associations and NGOs working in environmental education, to foster exchange and cooperation at the international level.

This contact between the national and international civil society stakeholders constitutes a genuine opportunity for civil society from the Ouarzazate region. Partnerships and exchanges can be established, which can contribute to the sustainable development of the social fabric in the region.

The overall program will begin with a presentation of the socio-economic context characterized by the Ouarzazate region. Subsequently, the associations will be presented one by one and direct exchanges can be established between associations and NGOs.
III. The NGOs

The Mohammed VI Foundation for Environmental Protection has always encouraged NGOs in the Morocco that express the vitality of the civil society’s involvement in environmental protection and awareness. It works to enhance their efforts and to promote the products and services they offer.

The Foundation wanted to involve NGOs from the sixteen regions in the Kingdom of Morocco in the WEEC 2013, representing the whole country, by dedicating an area for them. Designed as a meeting place, it will present various field initiatives by environmental organizations, programs, local development projects and achievements.

This area will also allow them to network, and share their experience and expertise with each other and with international associations.

The "Associations: all participants" area will be held on Wednesday, June 12, 2013 from 2:00 p.m. to 5:00 p.m. in the Fès room following the NGO Forum (dedicated to international and national associations active in the environment and sustainable development, who have submitted scientific contributions online).

The NGO area called "Associations: all participants" is designed as a networking platform for hundreds of participating associations. This dedicated space in the Marrakech Palais des Congrès is a genuine opportunity for collaboration between the various stakeholders.

Thus, policy makers and institutional representatives, business leaders, journalists, heads of international organizations, students, etc. will meet to exchange on environmental education and sustainable development.

Associations will participate and interact with the audience, either for a 14-minute period following a 6-minute presentation of a film, or through discovery tables.
3.1 The Big Heart Association for the Environment and Sustainable Development (Association Grand Cœur pour l’Environnement et le Développement Durable)

The Big Heart Association for the Environment and Sustainable Development (AGCEDD) (L’Association Grand Cœur pour l’Environnement et le Développement Durable) has its heart set on training eco-friendly, responsible citizens. It targets students, citizens, urban and rural families, rural women and young people.

Located in El Jadida, where it was created in March 2009, it operates all over the Doukkala Abda region, both in urban and rural areas. It is active in environmental protection, environmental education, coaching and training, and project creation for the environment and sustainable development.

It has conducted several projects, in conjunction with many leading partners of the Doukkala Abda region, such as the Mesk Lil project with the Sita Bayda company to help the Central Market merchants.

The Sustainable School project was implemented with the Doukkala association and the Labonné company in the town of Ouled Houssine. It brought the sustainable fruit tree project to the communes of Hawziya, Wlad Rahmoun, Sidi Abid, Wlad Ranime and Wlad Hsine. The association developed a mobile library for rural schoolchildren and campaigns to clean and protect the environment and the city of El Jadida. Led by Fatima Takieddine, this association has also developed numerous studies and surveys for projects such as a sustainable neighborhood (Hay kal3a) and a sustainable market (souk Bire Brahim in El Jadida).

The association did not have to wait long to be rewarded for its initiative. The AGCEDD honored its 200 members by obtaining 1st place from the Yves Rocher Foundation in Morocco’s “Terres des Femmes” Award in 2012.

3.2 Moroccan Association for Sustainable Development (AMED) (Association Marocaine pour un Environnement Durable)

The Moroccan Association for Sustainable Development (AMED) (L’Association Marocaine pour un Environnement Durable) took its name in 2010. Initially, it was an Environmental Club established in 2003 at the National School of Applied Sciences (ENSA) in Tangier. Despite its change of status, its mission remains the same: awareness, education and training for sustainable development. The main change concerns the scope of the association, which has become much broader. AMED aspires to become a national player among the associations able to act for a sustainable Morocco.

Its target audience is elementary school students, high school students, university students, industrial sector, citizens and associations. The Association is active mainly in the north of the Kingdom, particularly in Tangier. But it wishes to be supported by a network of regional offices throughout Morocco.
AMED has 4 main objectives. Its first objective is to introduce the various aspects of sustainable development to the public. Second, is to help promote a culture of sustainable development in its economic, social and environmental dimensions, with the public in general and among university students and young people in particular. Third, is to initiate future managerial staff to environmental management and its impact on company management. Fourth, to create a zone for exchange and discussion between the different socio-economic components interested in environmental issues and sustainable development.

AMED boasts a wealth of achievements: participation in trade fairs and forums organized by students from other Moroccan schools, organization of conferences, roundtables, artistic activities, sports, etc. In 2011, it created, in collaboration with students from the American Vanderbilt University, a botanical garden, a compost bin and a water heater made from recycled materials.

3.3 Al Association Jisr

Founded in 1999, the Al Jisr Association is under the Honorary Presidency of His Majesty King Mohammed VI and is officially recognized as being of public service. It aims to “contribute to the awareness and mobilization of private companies to involve them in education through the sponsorship of schools.” To this end, Al Jisr works to improve the methods and learning conditions and open the schools up towards their environment by organizing awareness activities. It also seeks to develop a culture of performance evaluation of the schools and encourage parents, children, teachers and NGOs to participate in the dynamic restoration of this institution.

Al Jisr has designed and implemented several hallmark projects. For example, the Assoclic project (2012), the Preschool project in rural areas, an educational support project (2008-2012), an Educational Sailing project for all (2008-2012), school choir projects (2011-2012), etc. One of the latest projects is the Al Jisr Green Chip (2010-2013), which is, among other things, a training center for computer maintenance.

Al Jisr Association was honored several times for its achievements. Led by Mohamed Lahlou, the Association was awarded the Education prize by the Investment Fundamentals in 2006, the 2010 Earth Day Award presented by Her Royal Highness Princess Lalla Hasnaa, and the Network of Maghreb Enterprises Award, also in 2010. In 2011, it won the WISE Award for Innovative Education from the Qatar Foundation. Al Jisr is represented by three members of the Higher Education Council and is part of the Ashoka and Synergos social entrepreneurs international networks.

3.4 Earth and Life Sciences Teachers’ Association (AESVT)

The Earth and Life Sciences Teachers’ Association in Morocco (AESVT) operates 18 centers for environmental education (CEE) in partnership with the Ministry of Education. These centers are structures that are actively involved in promoting environmental education as one of the main approaches to cultivating environmentally responsible behavior in our society. Indeed, as environmental problems are a global concern, the CEE promotes civic education on the
environment, outside of the formal system, in order to transmit the message and actions to all social classes. The promotion of environmental education is done through the following activities:

- Training and awareness for students mainly on environmental preservation and quality of life in their daily activities;
- Eco-educational outings to natural sites and areas;
- Organization of exhibitions on various themes (water, waste, biodiversity, etc.);
- Supervision of projects for school environmental clubs;
- Etc.

The AESVT network of CEEs tend to specialize each on a topic of local interest, complementing each other and allowing an exchange of expertise between the stakeholders in environmental education.

### 3.5 Protectors of the Environment Association

(*L’Association des Protecteurs de l’Environnement*)

The Protectors of the Environment Association is active in the Doukkala-Abda region, including Safi. Founded in 2004, it is aimed at children, young people, families and officials. Its objective is to develop critical thinking and skills for effective decision making and problem solving for environmental protection and sustainable development. It also aims to teach individuals to learn and take responsibility for their decisions. It is in this context that this association, headed by Abdelilah Elkhadiri, has implemented several environmental education activities for school children and people in both urban and rural areas. The association relies on its many partners, such as the FM6E, the OCP Foundation as well as the Doukkala-Abda region and the Province of Safi.

### 3.6 Nature and Heritage Association (ANAP) (*Association Nature et Patrimoine*)

Created at the Oujda Faculty of Sciences in 2003, the ANAP works to protect and develop the natural heritage and the sharing of scientific culture in the Eastern part of the Kingdom, the Oriental. It wants a learned society, sharing its knowledge and skills with the region, in order to educate and train civil society association members. It is in this context that, since 2007, the ANAP has relied heavily on environmental science clubs in schools, both rural and urban. It especially assists with their creation and structuring. Its activities may take the form of technical support, organization of training workshops, networking of the different structures involved, etc.

In its ten years of existence, the Nature and Heritage Association has undertaken numerous actions. The first months of 2013 were, like other years, rich in achievements: the ANAP was the first partner for the Sustainable Tourism Forum held in Saidia. It organized a trek around Wadi Aïch (Cape of Water) in conjunction with the Earth and Life Sciences Teachers’ Association. It managed the 7th Oriental Crossing, which is a hiker festival over large areas in the south of the region. The ANAP has also participated in a seminar under the theme “Planning and space management: what strategy to guarantee sustainable development?”
3.7 Bayati Hayati

Bayati Hayati is an association created in May 2011 by young people from Casablanca. Chaired by Malika El Atmani, it raises environmental awareness and educates students from member schools of the Eco-School program, young people and parents. Bayati Hayati also launches beach clean-up campaigns in Casablanca. Its two years of existence have been punctuated by several highlights. Bayati Hayati has conducted workshops to raise awareness among young people on environmental protection and forestry. It is active in the creation of gardens in primary schools, where it has planted over 1,000 shrubs. The association has organized visits to green spaces and trained forty gardeners. They have also organized mornings for children or entire days of beach protection awareness. Bayati Hayati works in partnership with the National Office of Electricity and Drinking Water, the Marsa Morocco company, the INDH and the Regional Academy of Casablanca.

3.8 Integrated Resources Management Association (AGIR)

(L’Association de Gestion Intégrée des Ressources)

Experts on environmental problems formed the Integrated Resources Management Association (AGIR) in July 2008, in the city of Al Hoceima, which also manifests itself in the nature of its business areas. AGIR strives to develop sustainable fisheries and forests and to preserve the marine environment, develop strategies and participatory processes, conduct environmental studies and support other organizations through awareness and training.

This association has several achievements to its credit. Indeed, it has prepared a study on the socio-economic aspects of traditional fisheries in the Al Hoceima National Park and in the area of Cap de l’Eau in front of the Chafarinas Islands Marine Reserve. It is at the origin of the project to support the development of the Al Hoceima National Park. It also worked on the identification and formulation of productive models for the integrated and sustainable management of traditional fisheries and coastal marine ecosystems. AGIR was also a national consultant for the PAC Morocco (coastal management program of the Central Rif) for participation and awareness. And since 2009, it supports cooperatives in the region under an agreement signed with the Ministry of Economic and General Affairs.

3.9 Norsys Foundation

The Norsys Foundation has been operating in the region of Marrakech-Tensift-Al Haouz since its creation in November 2001. Its general objective is to give young people, women and farmers access to knowledge in order to improve their quality of life. It aims to protect and saving water and sort and collect waste, it mitigates various forms of pollution, desertification and erosion, and helps to create and maintain parks and recreational areas.

Norsys has led several projects with high added value. This is the case for the initiation of students to the preservation of their environment, while productively creating botanical gardens. The Foundation has organized a green day and created environmental clubs in new schools. It also supervised and accompanied farmers in two areas of the Marrakech-Tensift-Al Haouz region. The objective is to strengthen their technical, economic and organizational capacities and environmental awareness by promoting agro-ecological practices. In addition
to the environment, the Norsys foundation is active in the fields of education, employment and health.

### 3.10 AL BADIL Association to Preserve the Universe of Thuya

*(Al Badil pour la Sauvegarde de l'Univers du Thuya)*

The Al Badil Association to Preserve the Universe of Thuya in Essaouira was created in December 2008. It works for a rational use of the Thuya forests, to protect the woodcraft based on this species. This association, led by Abdellah El Moumeni, targets people living near the forests and the artisans working in the field.

As such, it has defined the most affected areas of the Thuya forests, with the help of the regional delegation for Water and Forests. It also participated in the Clean Beaches program in partnership with the ANP and the Mohammed VI Foundation for Environmental Protection. It was also involved in the meeting held in Rabat by the Moroccan Association of Cultures, under the theme "The Forest, from the Moroccan population’s point of view."

Other Al Badil actions to save the Thuya include the management of the functional literacy program in the crafts sector since 2011 and for the fishing sector since 2012. This program, funded by the Millennium Challenge Corporation (MCC), falls within the framework of cooperation with the Agency of Partnership for Progress (APP). A total of 700 people have benefitted from these courses.

### 3.11 EcoMehdia

The EcoMehdia Association was founded in Mehdia to protect its coast and preserve its beach. The site is located 30 km north of Rabat, on the shores of the Oued Sebou, near the town of Kenitra. One of the longest and most beautiful beaches on the north Atlantic coast, it starts from the embouchure of the Sebou river to the north and extends down to Taxi Beach, ending at the Plage des Nations to the south. To the east is Mehdia lake and the Sidi Boughaba Nature Reserve.

EcoMehdia is responsible for several projects and actions. Since its inception in January 2010, it organizes the Oceanic Initiatives (www.initiativesoceans.org). This association is very active during the annual Earth Day celebration (evening discussion, awareness workshops, etc.). It has implemented several projects for a public elementary school in Mehdia: planting trees and installing a tap to irrigate them, painting the school, building a fountain, etc.

EcoMehdia also lobbies local authorities, which has helped to sponsor a private company for the annual cleanup of Mehdia beach. It organizes regular Capoeira shows and friendly sporting events (surf, soccer) on the beach. It also monitors and provides surveillance of all works and activities near the Mehdia coast.

### 3.12 Friends of the Bouknadel Exotic Gardens Association

*(ASAEB) (Association des Amis des Jardins Exotiques de Bouknadel)*
The Friends of the Bouknadel Exotic Gardens (ASAJEB) was created in 1998. Its aim is to contribute to the preservation, development, facilitation and promotion of the Bouknadel exotic gardens. Its first major success was the classification of these gardens as a natural heritage, by decree of the Prime Minister and the site rehabilitation by the Mohammed VI Foundation for Environmental Protection (FM6E). ASAJEB is currently a member of the Executive Committee for this natural and cultural site established with the Governor of Salé and deploys an annual educational and entertainment program to animate it: photo contests, gardening courses, workshop demonstrations for traditional distillation of aromatic plants, etc. It is also a leading partner of the Mohammed VI Foundation for Environmental Protection. One of their projects was also awarded the International Award for Best Environmental Practices in 2011, by the Green Apple Organization for the Educational Circuit built in the Bouknadel exotic gardens, allowing visitors to gain a better understanding of nature and the role of species diversity in ecosystems. It deals with biodiversity, water cycles, recycling, organic gardening, forests and soil protection. The Bouknadel Exotic gardens are located 12 km north of Rabat, on the road to Kenitra. This collection of exotic plants and animals from around the globe is unique in Morocco.

### 3.13 Environmental Protection Association for the Tetouan Wilaya (APEWT) (Association de Protection de l’Environnement de la Wilaya de Tétouan)

The Association for Environmental Protection of the Tetouan Wilaya (APEWT) was founded in 1985. It is particularly active in environmental education. It deals with the monitoring of the environmental status at a provincial and regional level, and works with the competent authorities whenever necessary. APEWT regularly celebrates the World Days dedicated to water, forests and the environment. Since its creation, it has conducted a dozen cleanliness and awareness campaigns. It has also published articles dedicated for the regional and national press, and has organized, facilitated and / or participated in regional, national and international seminars. A point of pride is the establishment of a local network of environmental agents in cooperation with the Urban Commune of Tetouan and the municipality of Malaga, Spain. Named ALAS (Agentes Local Ambientales) of the Alboran Sea, the network covers the provinces of Tetouan, Tangier, Al Hoceima and Nador in Morocco and Malaga, Spain. APEWT also achieved a sustainable tourism project in cooperation with the former Spanish NGO network, Med Forum. It also developed, implemented and crafted other projects such as the Smir Center for Environmental Education and Protection of Nature, and the Distillation of Aromatic Plants.

### 3.14 Chouâala Association for Education and Culture - Essaouira branch (Association Chouala pour l’éducation et la culture)

The Essaouira branch is one of 86 branches of the Chouala Association for Education and Culture. Like its parent association, it focuses on the general protection of the environment. In partnership with government departments, national and international organizations, it implements development programs in educational, social and environmental subjects. An example is its project for the conservation and management of sensitive sites for biodiversity, in the province of Essaouira. Developed and implemented under the Short and Medium Term Priority Actions Program on the Environment (SMAP), the project helped to develop plans for
the conservation of biodiversity in sensitive sites, and make a tangible socioeconomic profit for local people living in and around them. It also helped to improve the capacity of governmental and local non-governmental organizations in the management of protected areas and strengthen local awareness on the internalization of conservation practices in biodiversity. In addition, Chouala Essaouira organizes cultural events, conferences, forums, festivals, seminars, film activities, theater, music, etc. It also earned a reputation for promoting the rights of children and young people in disadvantaged areas, and improving the level and quality of life for the poor. One of its flagship events is the Citizenship Festival, which is educational, cultural, artistic, social and environmental, all in one event.

3.15 Gharb Association for Environmental Protection (AGPE)
(Association du Gharb pour la Protection de l’Environnement)

Founded in 1997 in Kenitra, the Gharb Association for the Protection of the Environment (AGPE) is turned towards the general public and school children. Its goal: to raise awareness and educate on environmental issues, cultivating the values of citizenship and developing their initiatives. For this purpose, it relied heavily on mass actions, such as neighborhood and beach clean-up campaigns. However, the AGPE realized that this kind of activity requires considerable effort and significant funding, while their effects are short-lived. It has changed its approach since 2000, making these more targeted actions. It has created environmental clubs in schools in the city of Kenitra, trying to create a culture of environmental protection in future generations. It has motivated students to conduct research on topics related to the environment and implemented small green spaces within these institutions. It also produced a book on the roadside trees of Kenitra called “Trees of My City”, which was awarded the Prix Hassan II Merit Award in 2007. Also for teachers and students, it organizes field trips and exposure visits (dump sites, forests, laboratories, research centers, businesses, cities, etc.). The AGPE also takes part in advocacy actions on environmental protection, specifically targeting public authorities.

3.16 Society for the Protection of Animals Abroad (SPANA) (La Société Protectrice des Animaux et de la Nature)

The Society for the Protection of Animals Abroad (SPANA) is a national, public service association. It was created in Harhoura in 1959 and relies on several regional offices. It is open to associations, pupils, students, teachers and pet owners and offers their activities to protect working animals and pets, contributing to the conservation of Morocco’s natural heritage, training, awareness and environmental education. In 2011 alone, the different SPANA centers treated 8,714 horses, 8,425 donkeys, 8,907 mules and 4,034 dogs. This association also offers consultations for treatment and animal adoptions, as well as the distribution of specific materials. Annual SPANA action plans include veterinarian courses, participation in various events, and training for teachers and association leaders.

On the awareness and information side, its National Environmental Education Center (CNEE) in Sidi Boughaba, established under an agreement with the High Commission for Water and Forests, offers educational field activities, a bird watching session and a guided tour of the permanent interactive exhibition. It welcomed 13,638 visitors in 2011.
3.17 Foum El Oued Rural Development Association (ADRFO)  
(\textit{L’association du Développement Rural de Foum El Oued})

The Foum El Oued Rural Development Association (ADRFO) operates in its eponymous town (Foum El Oued), near Laayoune. Founded in 2003, it pilots environmental, educational, social and economic actions, for the communal population, tourists and local farmers. Its physical area of involvement consists of the farm area of Foum El Oued, the seaside resort of El Gaj Khail and the fishing village of Tarouma. ADRFO has many achievements in environmental protection to its credit. Indeed, it has conducted a tree planting operation in the Al Karya district of Foum El Oued and in the main school in the same neighborhood. On Earth Day, it also worked on educating farmers on water use, as well as students on the need for environmental protection. The ADRFO distributes plastic bags and flyers regularly during the summer, urging holidaymakers to take care of their beach. Twice the Mohammed VI Foundation for Environmental Protection recognized this association’s efforts. The ADRFO received the Al Moubadara Award (initiative) in 2004 and the Al Iltizam Prize (commitment) in 2011.

3.18 Oriental Solidarity and Cooperation Area Association (ESCO)  
(\textit{L’Espace de Solidarité et de Coopération de l’Oriental})

200 members of the active associative and cooperative fabric in the region created the Oriental Solidarity and Cooperation Area Association (ESCO) in 2001. It strives for intergenerational solidarity, environmental protection and education through, among other things, the awareness of policy makers to support sustainable development. The target audiences of ESCO activities include students from environmental clubs in public or private schools, young university students in the region and the public in general, especially women. To carry out its activities, this association relies on several partners, including the Ministry of Education, the Ministry of Youth and Sports and the Provincial Department of Agriculture. It also works with three international organizations: the French Ministry of Foreign Affairs, the IRD (Institute of Research and Development) and the global conservation organization WWF Environment. ESCO is a member of the ECOLOMAN network (Ecolo Platform of Northern Morocco).

3.19 Shems Association for Education, Citizenship and the Environment in Ahfir  
(\textit{Association Shems pour l’Education, la Citoyenneté et l’Environnement d’AHFIR})

The SHEMS Association for Education, Citizenship and the Environment in Ahfir was born in 2001. As its name suggests, it is active on several fronts. Its main achievement is environmental, with its response to the preservation of the Moulouya, a Site of Biological and Ecological Interest (SIBE). Covering an area of over 4,500 ha, this site is an exceptional global custodian of biodiversity, reflected in its rich flora and fauna. Ranked among the major Moroccan national reserves and listed as a Ramsar site, this SIBE extends all along the Moulouya River to its delta.
The Shems association works especially for the protection of the delta, the preservation of its natural heritage and biodiversity. It also works on the education of school children and the awareness of holidaymakers on the preservation of the site and enhancing its socio-economic, cultural and tourist attractions.

This association works in partnership with NGOs in the region, such as Oriental Solidarity and Cooperation Area Association (ESCO) and Humans and the Environment Association in Berkane (HEE). These three associations, among others, coordinated their efforts when faced with the death of a large number of fish in the Moulouya in 2011.

### 3.20 Surfrider Foundation Morocco

The Morocco Surfrider Foundation was born in 2010 in Agadir. It aims to be an association that represents the ocean community, gathering all the lovers of the sea, the waves, the beach and the Moroccan coast. It is affiliated with Surfrider Foundation Europe, an NGO accredited in the EU for its educational programs, and legal and environmental protections.

Despite its young age, the Morocco Surfrider Foundation has undertaken several actions. In education, it has raised awareness for nearly 1,000 students within primary and secondary schools in 2012. It organized in the same year, the Ocean Initiative, consisting of picking up litter on beaches and educating tourists, all along the Kingdom’s coast. A total of 26 operations were undertaken. The Morocco Surfrider Foundation has also played its role in relaying information on ecological and eco-citizen actions, through the media and conferences.

To give it strength, it developed a network of seven active antennas along the coast, run by volunteer associations or sports clubs. Morocco Surfrider Foundation activities are supported by several organizations, such as Coca Cola, Radioplus +, La Fabrique, Souss Printing, Tahirii Laboratory, AESVT, ASAN and Ida Outanane Teaching Delegation of Agadir.

### 3.21 The Moroccan Royal Sailing Federation (FRMYV)

*La Fédération Royale Marocaine de Voile*

The Moroccan Royal Sailing Federation (FRMYV) dates back to the Protectorate period, but has kept this name since the late fifties. It is currently composed of 34 associations and clubs. A catalyst for sports respectful of the environment, the Federation has organized several events: the "Rascal" World Championships Series in Casablanca in 1978, the "505" World Championship Series in Tangier, the African "Optimist" Championships in 1994, as well as the "Laser" World Championships Series in Mohammedia, in 1997.

Respect for the environment remains a policy centerpiece for the FRMYV. Its aim is the sustainable development and dissemination of this sport in the coastal towns and cities, as well as in the interior, because of the large number of water bodies that exist throughout the country.

Over recent years, it has developed leisure sailing, with the launch of tourist entertainment projects. Such is the case with their environmental caravans, which have travelled the Kingdom from North to South and East to West.
The Federation also wants to position sailing as a family sport, as all members of the same family can practice together at the same time, without any discrimination related to gender, in a pleasant setting.

### 3.22 Mohammed VI Foundation for Research and Protection of Argan Trees (La Fondation Mohammed VI pour la Recherche et la Sauvegarde de l'Arganier)

The Mohammed VI Foundation for Research and Protection of Argan Trees was founded in 2004 in Essaouira. It works for the ecological, social and economic balance of the Argan system. To this end, it has already made an inventory of the research done on Argan trees, equipped health centers in Argan groves and conducted campaigns to fight scorpions in Argan groves.

In addition, the foundation was the instrumental for promoting and coordinating the implementation of the Morocco label, a legal protection tool for Morocco Geographical Indication, applicable to the Argan Oil and all specifically Moroccan products. It also worked on educating eco-tourists to the ecological and economic importance of Argan trees, with hiking circuits and training to use European tools to protect the local products. Thanks to partnerships with two international organizations, it has planted 19,300 Argan trees and organized scientific symposiums.

The foundation is currently presenting the registration of “Argan Tree Know-How” on the UNESCO Representative List of Intangible Cultural Heritage, in partnership with the Ministry of Culture.

The Mohammed VI Foundation for Research and Preservation of the Argan Tree, chaired by André Azoulay, Advisor to His Majesty King Mohammed VI, has won two awards. The first, awarded in 2008 by the French Ministry of the Environment and Sustainable Development, for International Cooperation for Sustainable Development for the construction projects of solar cookers by schoolchildren in the Argan groves. The second is the 3rd place Good Practice Award, Category "Health and Decent Employment" received from the United Nations Environmental Program (UNEP) at the Earth Summit Rio +20 in 2012.

### 3.23 Research Group for the Protection of Birds in Morocco (GREPOM) (Le Groupe de Recherche pour la Protection des Oiseaux au Maroc)

The Research Group for the Protection of Birds in Morocco (GREPOM) is a non-governmental non-profit organization, created in 1993 under the initiative of a group of researchers and bird enthusiasts. Its main purpose is to initiate and contribute to the implementation of research activities and awareness for the protection of birds, through better management of their environment in Morocco. Since its inception, the GREPOM has to its credit many successes. It has conducted studies and participated in international water bird counts, such as the one on white stork breeding populations, in collaboration with the Center for the Study of Bird Migration (1995 and 2000). In education, the group has organized field trips for the general public, school children and students, organized bird-watching trips and

GREPOM is also active in the organization of scientific events. Proof of this by, among other things, is its regular commemoration of the World Wetland days or days for "Waterfowl and Wetlands in Morocco." The group also takes part in many other events and organizes workshops, such as the one on drafting an Endangered List of Birds in Morocco. Other GREPOM projects include the studies to plan the management of hunting migratory upland game, participation in the Management Plan preparations for the Merja Zerga, as well as the project for preservation of the Larache marshes (Grepom-Ciconia). Thanks to its enthusiasm, this group is represented in various national and international bodies and has several partners.

3.24 Moroccan Petits Débrouillards Association (AMPD)

Founded in 2005 in Rabat, the Moroccan Petits Débrouillards Association (AMPD) targets children between the ages of 4 and 14 and young university students. It offers educational workshops and training for scientific mediators. AMPD also creates educational tools for them, implementing scientific events and organizing meetings and cultural exchanges. It is within this framework that it directly or indirectly addresses issues related to the environment.

The association has developed a model combining environmental education and different basic learning skills: reading, writing, language, experimentation, mathematics, etc. in a playful and fun way.

In this regard, it also developed a program to protect the environment in partnership with subsidiaries of Veolia Environment (Redal and Amendis) and organized summer camps in collaboration with the National Agency for the Development of Renewable Energy and Energy Efficiency (ADEREE). The AMPD also hosted activities on the beach in Ksar El Majaz on the theme Sustainable Transport and Mobility, in partnership with the National Office of Railroads. In 2010, it organized the Youth Science and Citizens Forum, together with the Ministry of Youth and Sports. This association initiated the competition on awareness and artistic creation for schools in Rabat, Sale and Temara, in partnership with the Secretariat of State in charge of Water and Environment. The AMPD is a member of the International Federation of Petit Débrouillards.

3.25 MAWARID Association for the Environment and Energy

(Association Mawarid pour l’Environnement et l’Energie)

The Mawarid Association for Environment and Energy was established in Marrakesh in 2009. It has operations in other cities of the Kingdom, like its "No Plastic Bags in Morocco" program in 2012-2013. This campaign led to a tour to raise awareness in the schools and souks of Marrakech, and in Casablanca, Agadir and Tangier. The objective is to show the dangers of plastic bags, and encourage the use of alternative and eco-friendly bags from solidarity trade.
This association also organized eco-bike rides for the Eco-Mobility project in Marrakech, controlled waste collection operations in Marrakech, as well as an awareness campaign in the Oukaimeden valley. It also is the source of several awareness campaigns in many schools in the Marrakech-Tensift-Al Haouz regions.

In general, the Mawarid Association’s approach covers two main areas. First of all, to inform and to advocate to bring about change and to anchor the environmental values within the Moroccan population, cultivating behavioral attitudes to create spontaneous reflexes. Secondly, it aspires to innovate for the environment, and develop new tools to create a more radical change in citizen conduct. To do so, it relies on a number of partners such as the Société Générale bank, the holding company Al Omran and the Clean Mountain Collective’s network of associations.

### 3.26 MICROBIONA

The Moroccan Association of Microbial Biotechnology and Protection of Natural Resources (MICROBIONA) was founded in Marrakech in 2008. It is housed at the Semlalia Faculty of Science, and is aimed at vulnerable people of the High Atlas, Haouz and southern oases in Morocco, especially women and children. MICROBIONA’s flagship project is its contribution in 2011 and 2012 to improving the living conditions, local health and education in the Biosphere Reserve of Morocco’s South Oasis. Its contribution is promoting ecological sanitation and the re-use of human waste with an agro-ecological approach. This is also what this association essentially provides to another project, running from 2013 to 2015, on mitigating land degradation, protecting water resources and improving living and hygiene conditions in the Zagora Province (Drâa Valley).

MICROBIONA has made many other scientific achievements. It established a refining method guaranteeing good quality and a better yield from olives. It participated in developing subterranean sites in northern Morocco. It has also implemented a date palm park under the framework of its outreach for the protection of the Moroccan oasis. MICROBIONA is also an event organizer, organizing an international conference on Research, Biotechnology and the Consumer Serving the Environment.

### 3.27 Marrakech Palm Grove Observatory (Observatoire de la Palmeraie de Marrakech (OPM))

Born in 2006, the Marrakech Palm Grove Protection and Development Association is known as the Palmeraie Observatory (OPM). Its target audience is composed of people from the villages, or douars in the palm grove, neighborhood associations, local children and tourists. Its accomplishments are as many and varied as its partners, including the private sector. OPM has developed an inventory of plants consuming low levels of water. It participated in the development and equipment of a 5km walking tour of the Palm grove in partnership with the Addoha Group, the Palmeraie Golf Palace Hotel, Ciments du Maroc and the National Promotion. It also was part of two irrigation projects in the grove for a total of 22 linear kilometers of clean water and the establishment of a mounted brigade to guard the palm grove to reduce vandalism and dumping. The rehabilitation of the grove’s douars also caught OPM’s attention, helping with floor coverings and installing water fountains. The OPM also takes care of the existing palm trees, cuts down the dead trees and plants new ones, in
partnership with the Mohammed VI Foundation for Environmental Protection and the National Promotion. It also carried out the cleaning of the palm grove by collecting plastic bags and removing the rubble, in partnership with the Wilaya of Marrakech, among others. The Observatory has dug and equipped ten wells for this natural reserve.

3.28 Ribat Al Fath for Sustainable Development

*Ribat Al Fath pour le Développement Durable*

Ribat Al Fath for Sustainable Development is a national association, based in Rabat since its creation in 1986. Although it is general, it reserves a special place for environmental activities. The Ribat Al Fath Association for Sustainable Development has worked for 26 years on the integration of the environment into Morocco’s economic and social development. Its work is based on the analysis of the environmental strategy followed in the country and the proposed improvement actions. It has contributed to the development of action plans and issued laws and held conferences open to the public and training seminars for young people. The association develops relationships with all the actors that promote the environment, on a national and international level. Ribat Al Fath also has an Environmental Club and sits on the Committee of Regional Associations and specialized in the environment. It organizes the International Wildlife and the Environment Film Festival (FIFALE), whose goal is to educate the public about the great challenges that the Kingdom has initiated for the protection of biodiversity and ecosystems.

This association also established the National Award for Sustainable Development as part of its environmental protection activities. Other achievements of Ribat Al Fath: the commemoration of the World Earth Day (2010), Earth Hour (2011 and 2012) and Environment Week.

3.29 Rajaa Azemmour

Rajaa Azemmour was founded in 2001. This association works in the fields of sports and the environment, in the commune of Azemmour in the Doukkala-Abda region. Rajaa Azemmour does not specifically target a group of people, because all ages are welcome. Its purpose is to raise awareness on the importance of protecting the environment and sports. Since 2005, it has led campaigns to clean up the beach in partnership with the Banque Populaire Foundation. It also led other actions with other partners, such as the El Jadida prefecture. The Rajaa Azemmour Association is part of the local Nassij Aljamaaoui network. In 2012, it won the commitment trophy presented by the Mohammed VI Foundation for Environmental Protection, rewarding its actions on environmental awareness, education and protection, as well as for its sporting and cultural events.
IV. EDUCATIONAL ACTIVITIES

4.1. EXHIBITION & ACTIVITIES AREA

a) Intramural exhibitions and activities

ECO SCHOOLS PROGRAM

- **Eco-Schools WEEC 2013 Contest**
  An exhibition presenting the work of 16 Eco-Schools representing the 16 academies of the Kingdom of Morocco selected for the Eco-Schools WEEC 2013 Contest. This provides an opportunity to see the students’ creativity, particularly on recycling waste management, and commitment to the environment.

- **Several recycling workshops for Eco-School students**
  Under the Eco-Schools program for primary schools, initiated in 2006 by the Mohammed VI Foundation for Environmental Protection and in partnership with the Ministry of Education, schools registered in the program are presenting several workshop projects addressing one of the five main themes, namely: water conservation, energy conservation, waste management, biodiversity, and food.

In this context, 8 Eco-Schools participating in the Eco-School program will showcase and highlight the creativity of students by sharing their work on the waste management theme, with a focus on recycling.

Participating schools from the Marrakech Tensift El Haouz Academy:
- Tayb El Marini School: composting green waste;
- Ouled Jellal School: glass waste management;
- Abi Houraira School: paper waste management
- Bilal School: plastic waste recycling;
- Abi Musa Achaari School: waste management of tires;
- Sebt Mzouda School - Chichaoua: Presenting a scale model of the Koutoubia and its gardens

Participating from the Tangier – Tetouan Academy
- Tangier School Unit: Saponification of oils
- Zemig School: Traditional basketry

- **The eco-village (Eco-Schools program)**
  With the Company Intell Cap, a large scale model will be developed to represent a part of the Moroccan territory, where there will be kits and representative functional models installed of
renewable energy stations including: solar, wind, tidal, wave energy, biomass, smart grid, geothermal, etc.

The model highlights the wealth that Morocco has in terms of renewable energy sources, by developing functional kits that simulate the operation of various types of stations producing renewable energy.

A screen installed at the end of the model will present an explanatory video broadcast in three languages (Arabic, English, French), via 50 sets of headphones connected to a language selection switch.

The objective is to:
- Encourage public interest in the technologies that contribute to environmental protection and sustainable development.
- Enhance the spirit of innovation and encourage the public to generate ideas that are technology-environment oriented.
- Create a positive image of Morocco that respects the environment and mainly uses clean energy.

Young Reporters for the Environment program

✓ WEEC 2013 E-Journal
In the spirit of the Young Reporters for the Environment program, initiated in 2002 by the Mohammed VI Foundation for Environmental Protection, and in order to educate high school students involved in the program and build capacity for the techniques of journalistic investigation and the challenge of becoming journalists, nine high school students involved in the program from the Marrakech Academy and the Addoha, Ibn Sina and Skhour Rhamna high schools will develop and produce the WEEC 2013 E-Journal during the Congress.

The students will reports are developed through photography and interviews, and presented via the E-Journal available daily at the Congress information kiosks, with the support of their supervisors and professional journalists who participated in the national Young Reporters for the Environment program committee.

✓ “Another look at the environment” exhibition through ten years of the Young Reporters for the Environment program
The "Another look at the Environment" exhibition presents all the winning works of these young students since the start of Young Reporters for the Environment program in 2002. This exhibition includes a total of 67 reports from different regions of the Kingdom, which are located inside the Palais des Congrès convention center.
Distillation of aromatic plants

Discover the world of scents with your eyes and nose! The Young Reporters for the Environment, supported by the Ministry of Education, create a workshop on the distillation of aromatic plants.
OTHER ACTIVITIES

✓ Exhibition Meta MorphOx – Facilitated by: the Urban Initiative Association ‘IU’
Nordine Znati, sculptor in art created from recycled materials and Brigitte-Chadilla Fekrane, theatre artist, director and contemporary puppeteer, propose an art installation made of metal sculptures: strange birds made primarily from exhausts pipes, born of road pollution.

Thus transformed, the powerfully evocative exhaust pipes become privileged partners on stage. A strange encounter between art from recycled materials and living art: performance tilts towards the exhibit, the stage to the installation, and live art to fine art.

✓ Reflexes!
An environmental education workshop, a cross between art made from recycled materials and a theater of objects, which will talk of urban and rural birds. The workshop is open to a group of 15 children, aged between 9 and 13 years old.

✓ The environment and the arts (artistic recycling)
Art workshops, masters in the art of recycled materials, will exhibit antique creations produced from recovered objects. The artist Youssef Chetati’s objective, with support from the Agence de l’Oriental, is to present and demonstrate to visitors the opportunity of transforming different unusable objects into decorative pieces.

✓ Scientific recycling workshop - Ciments du Maroc
This workshop aims to create a space for creativity and learning about recycling techniques to give a second life to objects. It promotes eco-creation of wind turbines, rockets, kites, spirals, etc. from plastic waste, wood, fabric, paper and cardboard, aluminum, etc.

The workshop also offers a Wheel of the Environment, an interactive tool for children via a set of questions and answers, to discover the lifecycle of waste in nature and mode of transformation of these objects to give them a new life (eg. plastic = fleece; cans = irons, etc.).

✓ Seed ball : greening of public spaces in urban areas
The seed balls are, as their name suggests, balls of seeds that are an effective way of greening inhospitable urban spaces. They are composed of earth, clay and seeds. The clay provides a protective seed coating. The seed balls are the latest trend in the greening of public spaces in urban areas. They were designed by Masanobu Fukuoka, who also teaches natural farming, known as permaculture.

The public is invited to reflect on the place they want to replant and the nature of the plants they wants to see grown. Various vegetable and ornamental seeds are made available.
**Demonstration and tasting of infusions**

Morocco is endowed with a rich and diverse wealth of herbs and medicinal plants: 4200 varieties, of which 800 are endemic species.

The objective of this workshop is to:

- Discover Morocco’s aromatic and medicinal plants and their uses (lavender, rosemary, thyme, verbena, anise, saffron, different Moroccan mint varieties)
- Present an artisanal production process

**Postal stamp exhibit**

Barid Al Maghrib has published a special commemorative stamp for the 7th World Environmental Education Congress. A First Day of Issue envelope with a special postmark and enlargement of the stamp is the emblem this exhibit where Morocco’s Post Office presents twenty panels of stamps it has published on various environmental issues: water, energy, waste, biodiversity, food, air and climate.

**Innovation and learning workshop focused on solar energy, water, wind, and young inventors of the company Intell CAP**

This workshop is a platform for discovering and learning about techniques for the conversion, storage and intelligent and efficient use of energy, water management, and development prospects.

Four days are focused on thematic work on the use of recycled or recyclable materials via teaching kits:

June 10: Two hands-on workshops on solar energy and its rural and urban use,
June 11: Two hands-on workshops on water and its rural and urban use,
June 12: Two hands-on workshops on wind energy and its rural and urban use,
June 13: A hands-on workshop on young inventors

Kits of the workshop results will be part of a model entitled ‘Eco-Village’ embodying the different renewable energy solutions.

**Green Chip workshop by the Association AL JISR on the management and use of e-waste**

Two young apprentices appointed by the Al Jisr Association will lead this workshop for youth and the general public. They will explain, via a process of decommissioning an entire computer and the showing of a movie, the whole process of recycling used computer equipment under the ‘Green Chip’ project and provide awareness of the importance of environmentally responsible treatment of Electronic Waste, or e-waste.

**Green Chip: Innovative Upcycling Project for used computer equipment to equip Moroccan public schools.**

Used computer equipment is to be collected from public and private companies that will:
• be upcycled to equip public schools, or
• be recycled in compliance with environmental standards, while offering early school-leavers a diploma course in computer maintenance via the apprenticeship center ‘CFA’.

✓ **Use of sugar industry by-products by composting, facilitated by Cadi Ayad University**

For youth and the general public, this workshop will be an opportunity to educate the public on the value of foam from sugar production, and information on research projects conducted by the Cadi Ayad University incubator.

Yeast from sugar production is waste residual from the refinery process. The mixture of this yeast with green waste and household waste for composting allows the production of calcium-rich compost.

✓ **Narration of Tales: facilitated by the Maison des Contes du Maroc**

A vector for identity and awareness, this activity is an opportunity to discover or rediscover timeless stories from here and elsewhere, particularly Moroccan folk tales.

In 2006, Morocco ratified the UNESCO Convention for the Safeguarding of Intangible Cultural Heritage. Also, per the UNESCO recommendation of June 1997 it is the present generations’ responsibility towards future generations to preserve humanity’s existing oral heritage.

It aims to highlight and call to promote and reappropriate the traditional oral heritage and transmit it to younger generations to ensure its preservation.

"The environmental tale," in addition to its recreational function, also has an undeniable role in introducing children to the culture of the community, especially awareness on environmental protection.

During the conference for youth and the general public, four storytellers (Maria Bel Abbes Filali, Nadia Belghiti Alaoui, Driss Benadada and Ahmed Madkouri) from the Maison du Conte du Maroc will expand the imaginary world to put the relationship between nature and culture in words and images.

Each session includes two stories with 30 min of exchange and discussion with the audience.

✓ **Treatment and reuse of treated wastewater from the city of Marrakech – Facilitated by: Régie Autonome de Distribution d’Eau et d’Electricité (RADEEMA) Marrakech**

The goal of this project led by RADEEMA is:

- To contribute to the development of the city of Marrakech, support its urban and tourism development while offering residents and visitors the best possible service and raising awareness on the rational management of water resources.
- The concept of treatment is based on a series of processes: activated sludge, UV filtration and disinfection.
- The treatment plant provides sludge treatment by digestion and dehydration. The biogas cogeneration can cover over 45% of the station's energy needs and avoid the emission of over 66,000 tons of greenhouse gas emissions equivalent.
b) Extramural exhibitions and activities

✓ Young Reporters for the Environment

The "Another look at the Environment" exhibition presents all the winning works of these high school students since the start of Young Reporters for the Environment program in 2002. A total of 124 works from 57 different regions of the Kingdom comprise this exhibition, which takes place in Arsat Moulay Abdeslam in Marrakech.

✓ The Palm Grove educational circuit – on Avenue Mohammed VI in Marrakech – facilitated by the Mohammed VI Foundation for Environmental Protection

The Palm Grove educational circuit presents palm ecology, the water cycle, water infiltration, the formation of groundwater, the ingenious traditional water management in the palm grove, and the importance of protecting the soil by recycling green waste.

✓ Bus-Expo “The wonderful world of animals” produced by: The Society for the Protection of Animals Abroad (SPANA)

As part of its animal welfare education program, SPANA has created a "Bus-expo" to go to different schools. This exhibition includes 15 interactive panels with several themes.

✓ Eco-Bus on Waste Management and Recovery, facilitated by: TEC MED (Waste management company for the city of Marrakech)

A presentation by a clown entertainer of the Eco-Bus and educational sessions, which will be held to educate children and the public about the sorting and recycling of waste and its impact on environmental protection.

✓ Presentation of the Mobile Laboratory for the Measurement of Air Quality - Facilitated by: The Directorate of National Meteorology

The aim is to:
Measure weather and environmental parameters before, during and after the conference (to determine the impact of the Congress on air quality).
Explain to children and the public the impact of air pollution on health and the environment.