

Doc 2. Example of Survey Worksheet concerning the development of BRs territorial assets and tools

<p>The BR's conservation and territory management action has developed through the following BR's territorial assets and tools (listed from 1 to 11); Could you please specify, for each, the level of development and use the hollow case in page2 to add up more details?</p>		<p>Level of development</p>		
		High	Partial	Low
1. The definition of management priority issues in the Management Plan (MP) and the definition of an ESD training programme from and around these issues	<p>Have the conservation priorities defined in the MP been converted, translated into an ESD policy and programme of activities?</p> <p>Can you think about distinctive ESD activities in the BR that have been or are derived from these issues (you can document on this p.2)?</p> <p>On which specific themes?</p> <p>How many?</p>			
2. The local anchoring and identification of issues in the territory	<p>The BR's ecosystem approach acknowledges that human beings and their cultural diversity are an integral part of ecosystems and that the management of natural resources must be brought as close to the base as possible, among local actors.</p> <p>Have ESD activities conducted in the BR been anchored in local problems experienced by different actors from different angles?</p> <p>Can you specify p.2?</p>			
3. The capacity to spatialize and locate the issues in the territory thanks to the mapping tools	<p>Has a proper territorial information system been developed?</p> <p>Are ESD activities led on the BR using the mapping system?</p> <p>Are they based on field work in the context of identified location of problems and issues?</p>			
4. The achievements of the zoning system	<p>Have some ESD activities led in the BR been based on the key learnings of the zoning system?</p> <p>Are they for instance highlighting the successes of the zoning system in terms of species viability in the core areas?</p> <p>Or enhancing ecosystem restoration measures tested in the buffer zone? (ecological connectivity)</p>			
5. The opportunity of learning in a global perspective (from local to global) by using the World Network of Biosphere reserves (WNBR)	<p>Has inter-BR cooperation been particularly developed in the BR ? With which BR partner(s)?</p> <p>Have ESD activities been benefitting from these existing collaborations?</p> <p>To transmit different experiences, situations and approaches of similar ESD issues in different regions of the world?</p>			
6. The action frame of partnerships with schools and twinnings between classes at every scale	<p>Has the BR established various partnerships with schools locally but also at national and international level and can it rely on a solid network of collaboration with the school system?</p> <p>Can the BR rely on the effective commitment of motivated school teachers as ESD stakeholders?</p> <p>Have these partnerships allowed visits, trips and exchanges between pupils and students?</p>			
7. The dynamic framework of international scientific research in relation with institutional partners and official programmes	<p>Through its scientific advisory board, which research programmes does the BR support? Which specific partnerships with research organizations (biological stations, research units, laboratories) and universities, on which particular themes?</p>			
8. The capacity to rely on scientific collaborators as "scientific translators" and on technical specialists	<p>In the BR, do "scientific translators" work in network with ESD stakeholders, the BR education council or pedagogical coordinator, supported by technician specialists and involved local actors? Are these work connections expanding?</p> <p>Do "scientific translators" play their part as mediators with or "as" ESD stakeholders towards the school community, the local population and the general public?</p>			
9. The capacity to integrate research results into ESD projects	<p>Have the different group of mediators together with ESD stakeholders been able to use efficiently BRs assets like mapping tools, zoning system results, priority conservation issues, framework of international programmes, inter-BR cooperation, long-term monitoring...to translate research results into interesting ESD pedagogical sequences and documents, graphs, animated maps and docs. use indicators. field visits. meetings with actors...</p>			

<p>10. The acquired specific knowledge of BRs on the socio-cultural aspects of their territories to teach about the systemic approach and triple lens of ESD</p>	<p>In transmitting cross-disciplinary knowledge, skills and know-how, have ESD activities in the BR been using the BR competency in bridging with social sciences research, in analyzing and translating local actors practices, uses, logics, in developing social indicators, in traditionally knowing and enhancing the territory cultural heritage, the contemporary cultural life, the ecosystems cultural services?</p>	
<p>11. The possibility to rely on BR interpreters of the artistic potential of the territory</p>	<p>In the building of ESD activities, have cultural and artistic animators (from youngsters to ESD cross-disciplinary and cultural or artistic stakeholders) been mobilized to initiate creative, pleasant, mobilizing exercises allowing to develop territory resources ownership and sense of responsibility?</p>	

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....
7.
.....
8.
.....
9.
.....
10.
.....
11.
.....