

PRESPA NATIONAL PARK

EDUCATION

&

SENSIBILISATION CAMPAIGN

Prepared by:



Cooperation and Development Institute

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LIST OF ACRONYMS

ATA	Albanian Tourism Agency
CDI	Cooperation and Development Institute
CG	Corporate Governance
DCM	Decision of Council of Ministers
ESC	Education & Sensibilisation Campaign
EEC	European Economic Community
EU	European Union
FDK	Forest Services Directory of Korca
FZS	Frankfurt Zoological Society
HRD	Human Resource Development
HR	Human Resources
ÖBF	Österreichische Bundesforste
KfW	KfW Entwicklungsbank
LGU	Local Government Units
IUCN	International Union for Conservation of Nature
MoEFWA	Ministry of Environment Forest, and Water Administration
MoE	Ministry of Education
MoJ	Ministry of Justice
MoI	Ministry of Interior
NGO	Non Governmental Organization
NSDI	National Strategy for Development and Integration
PNP	Prespa National Parc
PNPA	Prespa National Parc Administration
REC	Regional Environmental Center
SBP	Small Biologists of Prespa
SIEFW	State Inspectorate for Environment, Forests and Waters
VKM	Vendim i Keshillit te Ministrave (<i>Council of Minister's Decision</i>)

NOTICE

Obtaining its own legal entity was one of the conditions of the Financing Agreement between the Albanian government and the KfW (that provides the financial support for the current grant). With the VKM Nr. 46, date 28.01.2014 and the creation of the State Inspectorate for Environment, Forests and Waters (SIEFW), PNP Administration was re-organised and put under SIEFW direct administration & control. All the administration & management functions of the PNP structure are transferred now to the SIEFFW Chief Inspector, including public information (Art. 5). This includes the “internal functions” or back-office at the regional level such as Human Resource management, legal issues, other support services, preparation of the budget, accounting and internal auditing. The regional branches are in charge of inspection & prevention only (Art. 10). The current impact of this law in PNP is the reorganisation of the staff functions which involves an extension of their tasks to geographical areas other than PNP limits, and focussed mainly on inspection and prevention task components.

From an organisational point of view this development re-orientates the development of ESC activities initially projected for an independent administration. Each ESC action has to be agreed with the SIEFFW Chief Inspector in Tirana. Under the new law, all internal procedures are also under its competency.

Following exchanges with TA Deputy Team Leader and with MoEFWA officials we will present our findings under the hypothesis that PNP Administration will exist shortly as specified in the Financing Agreement amongst the Albanian Government and KfW.

Also this document was completed before the publication of the Management Plan of Prespa National Park 2014 - 2024, so some activities may overlap while others are simply referred to the Management plan.

The current study has been prepared by Cooperation & Development Institute, as contracted by MoEFWA.

PRESPA NATIONAL PARK AND BIODIVERSITY CHALLENGE

The current assignment aims to prepare an operational Education & Sensibilisation Campaign (ESC) for the protection and promotion of biodiversity in the Prespa National Parc (PNP) in Albania.

We have identified as the biggest identified threats to PNP bio-diversity and environment are illegal logging, untreated & un-separated urban waste, illegal hunting & fishing and livestock pressure on the nature resources. All of those are human-caused and can be explained by the evolution of interaction between man and nature during the last 50 years. However the last 24 years have seen an increase of the human impact in the PNP assets mostly due to weak enforcement of the rule of law.

PNP and the protected areas (PA) in Albania in general have come second in the attention and budgetary allocations provided by the government. Financial resources affected to PAs have been considered as a cost, to be allocated after the basic needs of the population has been dealt with. Even those measures have been mostly regulatory as a response to the approximating of the *acquis communautaire* than based on a real understanding of the needs of the local population. The current PA structures do not have the technical capacities to manage PAs (all efforts are on inspection & prevention); and the flow of information, as well as management, reporting and control routines between PA, the regional level and the central level are not operational.

i) Prespa National Park Geographical area and its surroundings

The Prespa National Park (PNP), has a total surface of 27,750ha, and has been established in 1999. It includes twelve villages with a total population of about 5600 inhabitants divided in three communes Pustec, Proger, and Bilisht, all in the Qark of Korca. The Albanian area (including the 12 villages) belongs to the Korca District, nine villages of which form the Commune of Pustec inhabited by the Macedonian ethnic population. The Micro Prespa area falls under the Devoll District and the three villages of this area belong to the Proger Commune. Both Communes belong to the Korca Prefecture and communicate with the city of Korca through the Zvezda mountain pass.

On the west side of the Zvezda pass there are a string of densely populated villages such as Pojan, Zvezda, Shengjergj, Podgoria that live mainly out of agriculture. On the south it communicates with the city of Bilisht through the national road that leads to Greece, and to the north with the city of Resen (Macedonia) through the Gorica/Stenje border crossing.

ii) Ever increasing population pressure

Around 70% of the PNP territory is inhabited and consequently the overlapping of human activity and nature is quite intense. The pressure has been intensified due to the increase of the population density during the last 45 years: from 1,000 inhabitants it has gone up now to 5,600. However the number of inhabitants oscillates in great proportions during the year due to the very large proportion of seasonal workers. In Zaroshka for example at a given point in time during the year (May to September) only 30% of villagers are present mostly old people – the rest are short-term emigrants in Greece and in Macedonia.

iii) PNP Bio-diversity & Cultural Assets

PNP offers a unique bio-diversity variety combined with cultural and ethnic attractions. We have identified as the most attractive and important areas for the Prespa biodiversity are the following: a) the Micro Prespa Lake and its surrounding catchment basin; b) the

Gorica-Kallamas Gulf in Macro Prespa; c) the oak forests at the western slopes of Mali i Thate and at Bitincka and Rakicka hills until the Greek border; d) the ancient forest of 45ha of *Juniperus foetidissima* in the Kallamas area; e) the oak forest close to Djellas Monastery; f) the old plane trees in Liqenas and Gorica villages; g) the stony belt of the Prespa lakeshore where "caraca" (*Celtis tournerfortii*) grows; h) the beech forest in the eastern slopes of Mali i Thate; i)) the alpine meadows of the Mali i Thate Mountain.

Prespa area offers an amazing inventory of new and old religious heritage – there are no less than 14 churches and monasteries in this area, most of them in the list of Albanian cultural heritage. From a cultural point of view one can add also Mali Grad Island, and the Treni cave on the lakeshore of Micro Prespa.

iv) Organisation of Study

The paper is composed by two main parts. In the first one we explain our methodological tools and the respective approach. In the second one we go into precise and concise actions through project fiches ready to implement.

The goal is to provide tailored and comprehensive measures, on education in environmental protection and biodiversity conservation adapted to local population mental framework. The different measures will developed according to their time duration. The approach will use an education process composed by a set of processes that inform, motivate and empower people to support biodiversity conservation through focussing on the modification of their behaviors.

We start by explaining the concept of mainstream biodiversity as the most adapted to Prespa context, and go further to tailor it to the population profile according to concentric circles. However due to the big amount of data we have decided to propose ESC actions only for: a) inhabitants, b) pupils and the c) visitors.

The ESC concept shall be completed wherever possible with the financial implications and the timeline required completing the tasks.

I. COMPONENTS OF THE EDUCATION & SENSIBILISATIN CONCEPT

The PNP biodiversity identified threats are fuelled by increasing human pressure, the relative poverty of the area and the mono-activity characterised by low-added value processes centred on unsustainable agriculture practices. Their persistence is a direct result of the weak application of the law.

The ESC concept and subsequent activities will be built to counter those threats, as below:

- will be adapted to the profile of the selected target groups, organised according to the principle of concentric circles;
- will be based on the concept of “mainstreaming biodiversity”;
- will go to the villagers and local communities as the final actor whose actions affect the biodiversity. Our goal will be to devise mechanisms that affect in a durable way the target group behavior.

I.1. Mainstreaming bio-diversity

It is a general belief that if the local population is offered the possibility of being properly informed on the role and contribution of biodiversity, they will adopt a rational behavior and embrace the required measures to support it. Unfortunately in the ground the scientific information alone will not motivate most locals to listen and eventually change their attitudes and behavior.

This issue is even more acute in areas where humans have no other choice but to “consume” biodiversity components to maintain their income level, or even to survive. For the inhabitants of PNP, biodiversity preservation may not have the importance that it presents for environmentalists from Korca, Tirana or abroad. Their daily needs will take precedence over the long-term preservation of environment. As a result, we would need to think differently about using communication, education and public awareness rather than just making scientific information available to the public. This is the basis of the IUCN mainstreaming biodiversity approach (MBA).

IUCN on Mainstreaming Biodiversity

Mainstreaming biodiversity is about integrating environmental concerns into the operations of other sectors, traditionally not related or little sympathetic to these. In a way, mainstreaming biodiversity is about making sure that environmental concerns are shared by all those having an impact on or earning benefits from biodiversity and ecosystem services. And the most important lesson of the last ten years is that any conservation will not be possible, on the longer run, without this integration.

In this approach it is not sufficient to explain to inhabitants what is going wrong and what they should do so that they can correct it for them to act. Mainstreaming biodiversity is making it a part of the daily life of the stakeholders. In this optic the components of awareness, education & communication will be treated as below:

- The *awareness* component will bring the issues relating to biodiversity to the attention of target groups who have the power to influence outcomes. As such, the awareness component will help people to know what and why this is an important issue, the aspirations for the targets, and what is and can be done to achieve these. It will be used for targeting the population and the visitors;
- The *education* will be composed by a set of processes that will inform, motivate and empower people to support biodiversity conservation, through promoting change in behavior and in the way that institutions, business, and governments

operate. The education will target the inhabitants of PNP, focused to the pupils of the two 9-year schools in Pustec & Gorica e Vogel and of the High School in Pustec;

- The *communication* tool will be used as a two-way exchange of information meaning to formulate the message, explain it, understand the motives and gain cooperation of target groups by listening to them first and clarifying why and how their decisions are made. Communication will be used to address economic constraints of the PNP population and to motivate action towards new income-generating activities. Also communication will be extremely important during the implementing phase of ESC to identify errors, rectify them, improve, adapt and update the strategy for maximum impact and sustainability.

The three tools above will be used wherever *biodiversity conflict points* in the target area, are detected. The ESC action will aim to minimize the negative effects and in best cases to correct them or offer alternatives scenarios.

I.2. The target groups in the target areas: the concentric circle approach

Working with only one group will never solve bio-diversity issues in PNP. The only working option is to bring together all those with an interest in the issue and engage the different perspectives from science, community, villager, environmentalist, economic, policy maker and political aspect. A multi-stakeholder process will allow for different perspectives to be presented and debated, different definition of what is a cost and a benefit to face each other, and scenarios and options to be evaluated, decisions to be taken, and action implemented.

Below we will shortly explain and illustrate the concept of concentric circles, even if we did chose to continue with only: a) inhabitants, b) pupils and, c) visitors. The ESC will be composed by four components, presented in concentric circles respecting a spatial logic:

I.2.a) Circle 1 - PNP

Administration: Organisational Structure & Functioning

The 1st circle is build around the PNP Administration, the institutions and individuals that

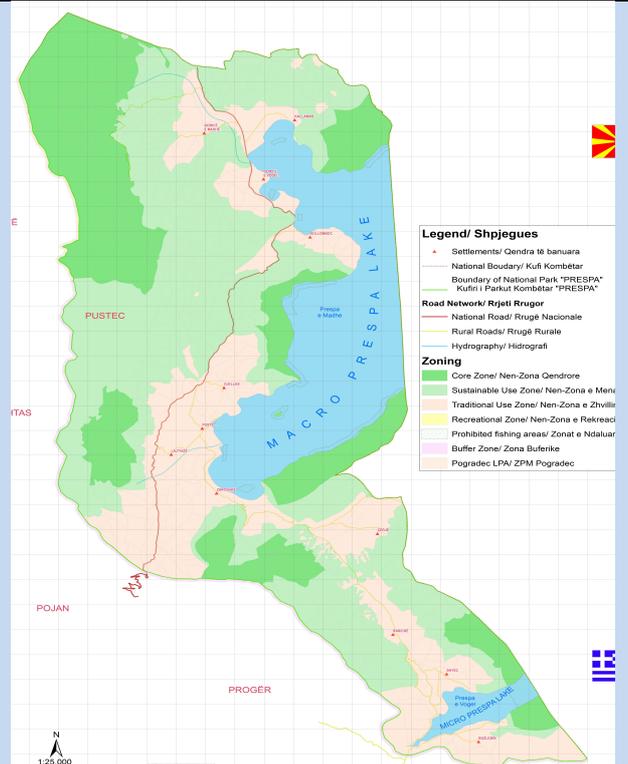


directly contribute in preserving and protecting bio-diversity in PNP. Here the main issue to deal with is the corporate governance of the PNP and with its interaction with PNP individuals, villages and communities. Its improvement is expected to impact the performance and results of its employees, its efficiency, its sustainability, as well as its organisational image in the Prespa area and larger.

Target group	PNP current & future employees (and their counterparts in the Korca Forest Directory), members of the Steering Committee
Sub-optimal situation	Non-optimal organogram resulting in low efficiency of PNP action in protecting biodiversity
Key objective	Improve PNP Administration Corporate Governance
Key activities	Human resource development, organisational development, education, technical assistance
Key tools / instruments	Training sessions, training programs, coaching, staffing
Key actors	PNP administration, Ministry of Environment, KfW, OBF, Department of Forest

I.2.b) Circle 2 - PNP geographical area

The 2nd circle includes the PNP geographical area with its habitants, communities and institutions. This includes directly & indirectly the 5,600 inhabitants, the LGUs, the schools, businesses, official or non-official associations, and any other individual or group structure that lives within the PNP. By its composition this is the most complex combination of target groups to act upon. Here we will focus on the inhabitants and the pupils. Nevertheless below we present a short ID of this circle.



Target group	PNP villagers and its communities (with special accent to different sub-groups such as households, pupils, fishermen, local entrepreneurs, local authorities, etc);
Sub-optimal situation	Waste disposal & management, forest cutting, hunting, fishing, forest grazing, etc
Key objective	Minimise negative impact / rectify / correct / re-orient inhabitants interaction;
Key activities	Communication / education / awareness raising
Key tools / instruments	Increasing biodiversity presence in everyday life through information campaigns, small grants, small projects, technical assistance, name & shame campaigns
Key actors	Pupils, fishermen, local entrepreneurs, local authorities, etc;
Key message	“Protecting Prespa, protects my future”

I.2.c) Circle 3 - PNP surrounding belt

The 3rd circle is constituted by the PNP surrounding area, which corresponds geographically with Korca Qark. Here the main sub-target groups are the burning-wood consumers, urban waste recycling actors, the local Forest Department, and especially local authorities in charge of territorial planning & development, school children & tourists from mainly Korca and Pogradec, etc. Here we will focus on the school children and tourists. Nevertheless below we present a short ID of this circle:



Target group	Korca Regional Authorities, with special accent to the sub-group of communes and villages west of Zvezda pass.
Sub-optimal situation	Preying on PNP bio-diversity resources / under-used tourist and educational potential
Key objective	Minimise negative impact in PNP & increase PNP appeal
Key activities	Awareness raising / communication
Key tools / instruments	PR campaign, legal
Key actors	PNP staff, SIEFW
Key message	"Qark can benefit more from PNP biodiversity, than from its raw materials".

I.2.d) Circle 4. Policy level & financial resources impacting PNP

The 4th circle includes all the actors in the national and international context that have either a direct impact or some relation in the policy level, now or in the future with PNP. At a national level are all the central government structures that by their action or non-action affect PNP biodiversity. Here one can include the Ministry of Justice, the Ministry of Interior, Ministry of Agriculture, AKU, Department of Tourism, etc.

Also taking into account very important part of the international aid and the embriquement of PNP in different international agreements, the donors and other environment international are also very important.

The third subgroup is the private sector mainly the tourist operators established in Tirana or abroad but with interests in PNP. At this level, the ESC will be translated in information, communication, promotion, networking and fund-raising.



Target group	Central government and related agencies; donors; international environment actors; and private business mainly in tourism sector;
Sub-optimal situation	Low visibility of PNP/low interest by tourism stakeholders
Key objective	Promote PNP assets outside the local level
Key activities	Awareness raising / communication
Key tools / instruments	PR / fund raising / lobbying / networking
Key actors	PNP Administration, SIEFW;
Key message	"Albania Owns a Biodiversity World-Class Asset – Everyone should take care of it".

Through the ESC, we will aim to make the PNP stakeholders aware and conscious that they all have to “win” if they include the environment, and more specifically the biodiversity protection, in their activities or in their “business plan”. By looking at the biodiversity as an asset, and through external help (technical expertise and financial) Prespa stakeholders will have higher & more sustainable benefits, as well as lower risks of being involved in illegal activities. Such processes involve working with all the complexities of how humans and organisations interact - culturally, socially, politically and economically. In building the ESC, we will take into account historical & cultural routines, economic interests, power relations and conflicts, scientific and community perspectives, and will target the capacity of stakeholders to effectively participate. In the end the desired effect is for these processes to impact behavior and establish new ways of governance and institutional learning that affect positively the biodiversity issue in PNP.

II. TARGET GROUP: INHABITANTS OF PRESPA

In a conservative, traditionally-structured society living in a densely populated area such as Prespa, biodiversity preservation may not be the strategic variable that it is for some environmentalist from Korca, Tirana or abroad. The daily needs of the villagers will take precedence over the long-term preservation of environment. Scientific information alone on biodiversity requirements will not motivate most people who are outside scientific circles to listen and eventually change their attitudes and behavior. This issue is even more acute in areas where humans have no other choice but to consume biodiversity assets to maintain their income level, or even to survive.

Hence it is not sufficient to explain to the villagers of Prespa what is going wrong and what they should do so that they can correct it. Also for historically established routines to change, the evidence of – what is for us a logical action based on the rational choice of the individual sometime – may be not enough for them. Other preferences different from an environmental point of view may prevent the villagers to adopt new behaviour.

To mainstream biodiversity, ESC should get to the daily life of local people and their historical communities & rites, as well as provide acceptable, practical & economically-viable solutions to the perception and needs of the individuals. Conveying biodiversity concerns to the local population becomes even more complicated as there are few existing local vectors of transmission such as civil society actors. For example there is no registered NGOs based in Pustec of Proger commune.

However, during all our meetings in Prespa we were impressed by attention the inhabitants paid to us and by the easiness of the communication flow. We got the message that they listen to what is important and appeals to them, and to what fits with what they know or believe. We talked about work, food, water, health, waste disposal or security, doing a good job, education of their children, how important is the lake and the forest in their daily life, respecting the law. Only in this way we managed to bring in the conversation their interest to cooperate on biodiversity. If we had talked about scientific importance of bio-diversity instead of finding ways to use it to address their everyday concerns, we wouldn't have received such an attentive ear. Our conclusion was that: the villagers select to act upon on what they give their attention to !

So rather than trying to educate villagers about biodiversity per se, we would include (or mainstream) the biodiversity component in our message so that it will naturally concur with the interests of the inhabitants. The villagers will follow-through with recommended bio-diversity protection behaviour if in their cost vs. value calculation they conclude that it is worth it to change.

Through ESC we would aim the following results:

- Inhabitants are aware of PNP biodiversity, the threats and what they can do to conserve it;
- Communal, businesses and people recognize the economic benefit of bio-diversity, and have taken steps towards sustainable production within ecological limits;
- Aquatic ecosystems are not damaged;
- Agriculture, aquaculture and forestry and managed sustainably;
- Pollution is brought to ecologically safe limits.

<i>Activity 1. Use the traditional community events to mainstream bio-diversity and environment issues.</i>	
Goal	Build up on the traditional, historical, folkloric values of the local population to mainstream biodiversity messages.
Objectives	Make biodiversity a permanent feature of the local religious / culture / historical events
Target Group	Circa 2,000 inhabitants / local villagers attending religious / folklore events every year.
Identified Problem	Villagers have low sensitivity on biodiversity and how it affects their lives.
ESC activities	<p>The inhabitants of Prespa are of Christian orthodox religion. There are circa 14 churches and monasteries in PNP (some of them are closed). The religious practices of inhabitants involve regularly the gathering of populations in celebrations that can last for days. After a long interview with members of the Clergy of Pustec church, we learned that those activities gather in total of circa 2,000 villagers and as such constitute the biggest gatherings of local inhabitants in one place at one moment. This is a very good opportunity to issue a concentrated message to a maximum gathering of local population.</p>  <p>As a result, building on the high concentration and the nature of these activities, we suggest that the main folklore / religious celebrations are combined with environmental / biodiversity activities. Some of the main religious gatherings that should be considered are:</p> <ul style="list-style-type: none"> • Holy Marena: 30 July circa 1,000 villagers • Holy Kolli / Diellas: 19 December circa 500 villagers • H. George / Gorice e Vogel: 06 May circa 300 – 400 villagers • H. Maria / Cerje: 28 August circa 300 villagers <p>ESC actions here can take very simple forms such as:</p> <p><u>Action 1.1.</u> Planting weather-proof banners and / or posters with environment messages in the entry point of the gathering;</p> <p><u>Action 1.2.</u> PNP sponsors some components of the gathering such as folkloric performances, basic infrastructure as benches, tables, etc.</p> <p><u>Action 1.3.</u> In agreement with the Clergy, introducing biodiversity activities carried on by the children</p>
Tools / instruments	Visual aids such as banners, posters, slogans printed in weather-proof material. They should be stand-alone and multi-use. They can include photos of the fauna & flora, short messages regarding the bio-diversity & environment, etc.
Actor	PNP Administration / OBF or externally contracted entity

Time line	Short term
Expected Results	Increased awareness of local population over bio-diversity issues and the preservation of environment.
Estimated cost	The cost per unitary, self-standing banner is ALL 9,000.
Other (assumptions/ constraints / etc)	<p>The local clergy (including Father Aleks from Pustec church) should be previously informed and all the arrangements should be done in coordination with him.</p> <p>On the same angle, PNP could also support the management / well keeping of the Holy Forests of Holy Marena, of Lajthiza (Holy Vasili) and of Diellas (Holy Kolli).</p>

<i>Activity 2. Make bio-diversity visible !</i>	
Goal	Make bio-diversity components present in everyday life of inhabitants of Prespa
Objectives	Establish visual impact focussing on the beautiful side of Prespa, not on the useful one.
Target Group	Prespa inhabitants, visitors
Identified Problem	By living in the middle of a protected area, the inhabitants do not notice the bio-diversity specificities. For them the fauna and the flora are a part of their everyday life that has been there. Even if they are aware of the importance and value that bio-diversity has, during their daily life & work they tend to forget or pass it after their daily concerns.
ESC activities	<p>Here the ESC actions would consist in bringing biodiversity to the visual contact and attention of inhabitants, through the following actions:</p> <p><u>Action 2.1.</u> Select photos / messages / other information / shape and physical placement of the boards. The photos will come from the library of the SIEFFW / OBF / PNP administration. The PNP staff in collaboration should compose the messages with the community so as to fit properly in the local mental frame;</p> <p><u>Action 2.2.</u> Inform, negotiate and agree with local government officials and villagers on the placement of the boards. Those sessions will also serve for the information and sensibilisation of the community.</p> <p><u>Action 2.3.</u> Procure & contract the production & establishment of weather & scratch resistant posters containing: a) flora & fauna photos and / or: b) biodiversity & environment messages and / or; c) useful information about periods of hunting & fishing, etc;</p> <p><u>Action 2.4.</u> Put the posters in places where inhabitants tend to gather such as: public places and public buildings. We would recommend starting posing the posters at the Commune of Pustec, Commune of Proger, bus stations, health center, and at least one in each of the 12 villages that compose PNP. Very useful and productive could be to use the premises of the restaurants and hotels in the area. Here the target group would be the visitors. In the photo it is shown an example in Albania where the clients of a restaurant learn about the attractions of the region.</p>
Tools instruments	Weather / scratch resistant posters, and cost of putting them to place.
Actor	PNP Administration / OBF or externally contracted entity
Time line	Mid term



Expected Results	Increase visibility of local fauna & flora to local inhabitants and visitors. Provide useful information to inhabitants & visitors and the preservation of environment.
Estimated cost	Same as in activity 1
Other (assumptions / constraints / etc)	The main assumption is the absence of vandalism acts. However a replacement & reparation service should be properly booked as it is better not to show any thing at all than a broken poster.

Activity 3. Improving waste collection through sensibilisation & peer pressure

Even if relatively low amount in per capita terms when compared to the neighbouring cities, urban waste is a real problem for the fragile ecosystem of PNP. The calculated amount of urban waste for 12 villages is 4,000 m³/year (Spitaller study). Its reduction potential is up to 70%. The current system of treatment / collection consists of the: a) composting of most of organic waste with no impact on environment, while regarding the, b) non-organic components, inhabitants can put the waste outside their houses two days a week, where it get collected by municipal vans.

Goal	reduce the pollution / scattering of household garbage in the nature
Objectives	The objectives will be threefold: a) identify plastic objects on the ground as dirty; b) expose bad behavior: individual / institutional; c) take preventive & corrective action
Target Group	PNP households / inhabitants / Municipality of Pustec
Identified Problem	<p>Some of the identified problems have to do with the fact that; a) inhabitants put garbage not in the designed days; b) inhabitants do not have the possibility to separate plastic / paper / aluminium / other, c) garbage-gathering company throws it in un-appropriate places; d) Municipality has not provided an appropriate place for the garbage disposal.</p> <p>Also garbage vans do not pass always in the designed date (the vans pass twice a week in Pustec, and once a week in the 8 other villages). Most worryingly the gathered garbage is not always deposited in the designed area (and thrown in the nature like in Gorica e Madhe ravine).</p> <p>Furthermore the Landfill of Pustec is a real problem because it is situated in an un-proper location where it is:</p> <ul style="list-style-type: none"> • in full view when you join the village and even from the belvedere – it pollutes the view; • not functional bcs waste is not properly disposed off – it is open air and the light material like plastic bags fly when there is wind; • heavy rain takes the garbage and brings it into the lake <p>The landfill of Gorica e Madhe is even worse bcs it is full already, and the garbage is thrown in a ravine where the rainwater transports it to the lake. Villagers see it every day and do not act as there is a feeling of negligence / powerlessness.</p>
ESC activities	<p>There is still a widespread lack of understanding of the relationship between the actions of individuals and their impact on the environment. The goal of ESC actions would be to inform & identify the responsible of littering & pollution.</p> <p><u>Action 3.1.</u> Decide on the implementing actor: PNP / ONG / Community / OBF, group and on the form of contracting;</p> <p><u>Action 3.2.</u> Procure & contract if necessary, and information campaign through Community meetings animated by PNP staff, teacher or NGOs, targeting the villagers of 12 villages informing them that scattering waste is not</p>



	<p>only bad for the community, but also they put shame on the households that do it as they are qualified as "dirty". The message conveyed will be that litter is bad for the business of tourism, for the lake and even for their health!! This phase can last three months.</p> <p><u>Action 3.3.</u> After the 1st phase is over, it should be completed with a Name & Shame campaign for the polluters (individual or institutional). The photos & names of main polluters can be published in a panel in the high school / commune / website of the school.</p>
Tools instruments /	<ul style="list-style-type: none"> • For the sensibilisation & information campaign, small financial help can be distributed to the community organisations. It is estimated that Seed Grants can be appropriate for this goal. • For the Name & Shame component, publishing Boards can be produced and put in public places. The website of the Pustec High School can also serve as a publishing platform for the names & photos of the offenders;
Actor	OBF / NGOs and local community groups
Time line	Three to six months for the sensibilisation & information campaign; six months to one year for the name and shame campaign;
Expected Results	Less litter in the streets & ravines of Prespa / littering associated with feeling of shame;
Estimated cost	<ul style="list-style-type: none"> • the sensibilisation campaign can be covered with EUR 1,200.00; • for the Name & Shame there is needed only the cost of two Boards: one for the Commune of Pustec and the Other for the Commune of Proger. The website will be for free.
Other (assumptions/ constraints / etc)	<p>It is to be expected a reaction from the environment offenders so that the public board and the website should be out of their reach. This is not a problem for the web site, but the Board may be subject of vandal actions.</p> <p>Also we recommend pressuring the Commune of Pustec to make public the waste collection & management budget of the commune (according to our data in the Budget 2014 there is the amount for a) Septic waste pumping is ALL 300,000; the Waste Collection: ALL 220,000)</p> <p>Also public pressure can be added to the Commune to for close Pustec & G. Madhe and to adapt & open Sukobina discharge. Photos of those disgraceful discharges can be public and the Municipality can be asked to close them and move the discharge to Sukobina. PNPA can finance the conversion of Sukobina in an appropriate discharge.</p> <p>This campaign can be organised before the local elections of June 2015 so that the environment and biodiversity figures in a prominent place in the electoral programme of the candidates.</p>

Activity 4. Fighting Illegal Hunting & Fishing	
Goal	Reduce the illegal hunting & fishing in the PNP
Objectives	Inform the inhabitants on the damage that hunting & fishing does to biodiversity as well as on the legal consequences of such an action. The law trespassers should be made aware that hunting in PNP is a crime.
Target Group	Local and visitor hunters, and fishermen
Identified Problem	<p>According to unofficial estimates there are circa 70 PNP inhabitants that poses and hunt with firearms. To this number one has to add the ones using illegal techniques such as traps. A larger number of firearm hunters though arrive from non-PNP territory. This activity is illegal.</p> <p>Fishing is the main income generation activity in Micro Prespa (Shuec, Zagradec and Treni villages). Local fishermen are aware, know the impact of their current fishing practices but are unable to switch to sustainable fishing methods due to the high cost of requested upfront investment.</p>
ESC activities	<p>Activities should be focused on direct and simple information on law trespassers. The recent Moratorium on Hunting in Albania has given already its results in PNP. Its habitants report much less firearms shots since its entry in force. However this positive development should be further enforced through:</p> <p><u>Action 4.1.</u> Draft the basic information that will be displayed (law on hunting & fishing, legal consequences, protected species, protected areas, etc);</p> <p><u>Action 4.2.</u> Procure, contract and set up information plaquettes in the park entries / commune / regional & national campaign indicating the legal consequences of hunting & fishing. By making law “visible”, the trespassers will be reminded of the cost of not respecting it. The information plaquettes should be put at the entry of the park, to public buildings and in schools.</p> <p><u>Action 4.3.</u> Publish identity of law offenders in public offices;</p> <p><u>Action 4.4.</u> Production of information leaflets & distribution to targeted information to the restaurants in the area regarding the prohibition of selling game & forbidden animals.</p> <p>Those activities may be conditioned by the provision of legal information on the offenders from the District Judge office.</p>
Tools / instruments	Weather & scratch-proof information plaquettes put in public places in at least every village of PNP / leaflets distributed to each household of PNP/ community meetings explaining applicable law and its consequences on law breakers;
Actors	OBF if no external contracting / NGOs and local community groups for the information campaign / works company for producing & setting the boards
Time line	long term



Expected Results	Better information & knowledge of inhabitants regarding the consequences of trespassing the law on hunting; establishment of at least 12 Boards in each village of PNP; 12 community meetings; around 3,000 leaflets explaining the consequences of law breaking.
Estimated cost	EUR 12,000.00 for the 12 Information Boards (EUR 1,000.00 each); EUR 1,200.00 for the 12 community meetings (EUR 100/meeting); EUR 1,000.00 for glossy paper leaflets.
Other (assumptions/ constraints / etc)	<p><i>ESC on Fishing.</i> It is more difficult, expensive and long term as switching from fishing requires significant investments. However we believe it is useful to mention some potential solutions in this ESC (even if it outside the scope and it is included in the Management Plan):</p> <ol style="list-style-type: none"> 1. In Micro Prespa the efforts should be directed towards a better management of aquaculture through opening & clearing of “fish corridors”. This has a triple benefit: facilitates fish circulation & spawning; allows easier access for fishermen; and fights eutrophisation by allowing water to better circulate; 2. Increase the fish supplied by the lakes: In order to achieve a 30% higher catchment quota and not to harm the lake biodiversity have fish breeding station to be installed. The locations could either be in Ligenas or in Lajthize, while carps and beaks shall be taken into consideration. For a 30% higher quota is a breeding of 420,000 fishlings per year required. The income for the fishery would increase linear, while sufficient investment budget could be allocated in order to invest into processing stations at a later stage. Reinforced protection during the carp breeding season of May – June could be implemented in the Eastern park of Zaroshka beach; 3. Increase the price the fishermen (and their families) receive for their catch: by adding a shock-freeze / conditioning unit the fish can be better preserved and marketed. One possibility is the activation of the caning facility and a shock-freezing unit. Further investment shall be foreseen in special vehicles in order to transport living fish to restaurants into the cities. Prices for living fish are mainly 15% higher than for packed ones. 4. Diversify the source of income for fishermen: they can be equipped with better boats adapted to tourism; with taxi boat license, and with safety equipment. Also they can receive some basic training to serve as tourist guides during the tourist season. <p>These processes are in consistency with the European Nature Policy (Water Framework Directive 2000/60/EC, Habitats Directive 78/659/EEC), whose implications and benefits will explicitly highlighted through the project.</p>

Activity 5. Combine woodcutting with forest clearing

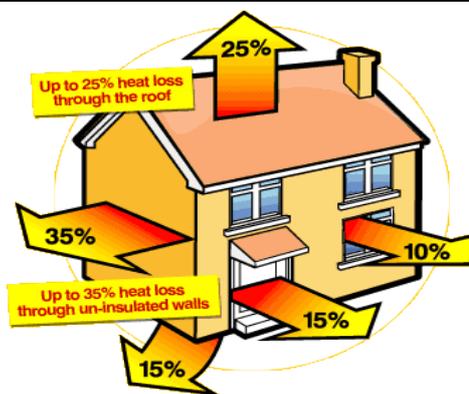
The logging in PNP area is done mostly for heating wood, and occasionally for fence picks. There is almost none done for wood-processing industry purposes. An unsustainable amount of wood get cut every year from the protected area, most of which goes for sale outside the PNP. The culprits fall in two categories: loggers that use the fraudulent wood for personal consumption (mostly heating & fence picks), and loggers that sell it for a profit.

Regarding protection and repression, PNP inspectors cannot be very effective with trespassers because they can not physically arrest them – they can only notify the police who will follow up. Most of the trespassers do not have IDs, or do not show them. Inspectors cannot use physical force - the only thing they can do is to confiscate the donkeys used to transport illegal wood.

Goal	To reduce the amount of wood cut from the Prespa protected forests.
Objectives	They are: shift the tendency to cut towards old wood; contribute to the forest management; assure the wood supply needed for the winter heating of inhabitants
Target Group	Inhabitants of Prespa
Identified Problem	<p>According to interviews by PNP staff there are circa 2 – 3 illegal loggers for each village that cut wood in order to sell it outside PNP. These people are known by the community, however no action has been made to stop them. By volume, most of the damages to the PNP are to its forests and are committed by outsiders. According to information received by Korça Forest Department, the legal measures for the last two years are:</p> <p>a) <u>in 2012:</u> Total: 29 notifications (legal and in-situ), out of which:</p> <p>21 administrative, for a total estimated damage value of ALL 850,000. For all 21 cases, judges have issued execution orders; 5 penal, for a total estimated damage value of ALL 141 000 (all judged); 3 in-situ verifications for a total damage of 11,1m³ and damage value of ALL 4,978,000.00</p> <p>b) <u>in 2013:</u> Total: 18 notifications (legal and in-situ), out of which:</p> <p>8 administrative for a total estimated damage value of ALL 868 000 5 penal cope for a total estimated damage value of ALL 292 000 (2 judged and 3 in process) 10 in-situ verifications for a total damage of 23.2m³ and damage value of ALL 6,419,000. Those have been processed by the Korca Forest Directory and submitted to the MoEFWA for further processing.</p>
ESC activities	Modern forest management techniques are currently tested such as the case of forest concession. In Gorica e Madhe a concession initiative has been implemented, supported by the SNVP. This idea can be promoted in Besmisht, Gorica e Vogel and Gollomboc. ESC activities would consist in promoting the success case to other communities & villages
Tools / instruments	(will be covered by the Management Plan)
Time line	(will be covered by the Management Plan)
Expected Results	(will be covered by the Management Plan)
Estimated cost	(will be covered by the Management Plan)
Other (assumptions/ constraints / etc)	explicitly highlighted through the project.

Activity 6. Promotion & support of better thermal insulation

Goal	The goal is to lower the loss of heat through better insulation of homes (walls / roof / double-glazed windows / etc).
Objectives	Inform & sensibilise on financial advantage of thermal insulation / provide indicative bill-of quantities for: a) insulation of walls (per m2); b) price of doors and windows; and c) price of roof insulation.
Target Group	Prespa Households
Identified Problem	<p>New homes in the area are more or less properly equipped. However in old houses mostly the doors & windows are in very poor shape. This increases sensibly the heat loss and consequently the consumption of energy. This activity depends more on additional investment and subsidy. ESC can have a complementary role to a much deeper action involving equipment & works.</p> <p>Also public buildings – commune, schools and health centre – do not give a good example of energy conservation. On top of affecting the health of the pupils and teachers, they are all but an example of energy efficiency. Their update to acceptable norms can be done by replacing broken windows and doors, and insulating the roofs.</p>
ESC activities	(will be covered by the Management Plan)
Tools / instruments	(will be covered by the Management Plan)
Time line	(will be covered by the Management Plan)
Expected Results	(will be covered by the Management Plan)
Estimated cost	(will be covered by the Management Plan)
Other (assumptions/ constraints / etc)	explicitly highlighted through the project.



<i>Activity 7. Provide alternative burning material such as: reed briquettes & pellets</i>	
Goal	Reduce amount of forest wood used as burn-for-heat material
Objectives	Produce efficiently alternative burning material from reed
Target Group	Local businessmen, and local households
Identified Problem	<p>The consumption of forest wood for household heating is one of the main activities damaging the forest. By lowering the need, we will lower the impact on the forests.</p> <p>Regarding reed pellets according to the latest study, there are around 34,8 hectares of lake covered with reed that after harvest can produce 180 ton of reed. Converted in energy this is the equivalent of 360,5 MWh, and the rest can be composted. According to estimates, the biomass-to-pellet converting facility costs around EUR 330,000.</p> <p>Nevertheless for the moment this remains a relatively expensive investment that needs a proper business feasibility study done by professionals in the sector.</p>
ESC activities	<p>(will be covered by the Management Plan)</p> <p>We would like to mention an ESC action: the information, showcase and promotion of high efficiency pellet stoves in public places. In a restaurant in Lezha, the heating was with high efficiency stove and in the wall in face there was a small panel explaining how it works and the efficiency.</p> 
Tools / instruments	(will be covered by the Management Plan)
Time line	(will be covered by the Management Plan)
Expected Results	(will be covered by the Management Plan)
Estimated cost	(will be covered by the Management Plan)
Other (assumptions/ constraints / etc)	explicitly highlighted through the project.

<i>Activity 8. Increase use of green energy</i>	
Goal	Increase acceptance & knowledge of green energy sources
Objectives	Sensibilise & inform on wind & solar energy sources
Target Group	Households, local civil servants & politicians, hospitality structures (hotels & restaurants)
Identified Problem	There is an extremely low rate of use of alternative sources of energy. Only one hotel in the area has installed solar panels. Solar energy and wind can be interesting sources of energy replacing wood consumption.
ESC activities	<p>(will be covered by the Management Plan).</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>We would like to point out that due to its high cost, green energy equipment can be first offered / equip restaurant and businesses. There they can also serve as showcases.</p>
Tools / instruments	(will be covered by the Management Plan)
Time line	(will be covered by the Management Plan)
Expected Results	(will be covered by the Management Plan)
Estimated cost	(will be covered by the Management Plan)
Other (assumptions/ constraints / etc)	<p>The promotion of green sources of energy such as solar / wind etc should be part of a long-term trend. However currently due to their fixed cost, those investments are not something that can be afforded by the population of Prespa at large. However we recommend that hotels at least, have the obligation to install solar panels. Also public buildings can give their example by budgeting, installing and using green energy equipment.</p> <p>High efficiency stoves can be used in public buildings where they can combine efficient heating and educational component through accompanying panels.</p> <p>An energy-efficient showroom can be build at the PNP Administration premises.</p>

III. TARGET GROUP: PUPILS

Children themselves are open to new ideas and action, and can have a positive impact on their family and community. It is vital for sustainable development that children's environmental awareness, understanding and abilities to act be improved. The goal of this component is to instill a keen awareness among children of bio-diversity topics and foster appropriate behaviors in them and their families, now and in the future.

In Prespa there is a high school (in Pustec with 37 pupils), as well as two secondary schools (in Gorica e Vogel – 41 pupils and Liqenas - 55 pupils) and six primary schools for a total of 42 pupils (one in each village except in Cerje, Zaroshke and Gollomboc).

The environment related activities of pupils are one-off events such as yearly cleaning campaigns. Regarding the curriculum, in the elementary school, the "voluntary" choice has been decided by the teachers to be the subject of "environment". This course lasts 1 hour / week". The Green Package (*Paketa e Gjelber promoted by REC*) is a free choice subject from 7th grade. However since 2008 there are no kits for students that chose the course.

Activity 9. Promote bio-diversity through regular events during the whole year

Goal	The overall aim of the activities would be for the participants to gain a wider environmental consciousness of their surroundings.																																											
Objectives	Mainstream biodiversity in the life of children by including regularity and routine bio-diversity & environment events																																											
Target Group	Circa 170 pupils from primary to high school in Prespa education establishments)																																											
Identified Problem	The bio-diversity events are organised in an ad-hoc manner, and nothing exists in between two events. There is no sustainability component.																																											
ESC activities	<p><u>Action 9.1.</u> In collaboration with the teachers and the PNP Administration, regular bio-diversity education days can be organized. Over the course of the year the pupils would be expected to come to a deeper understanding of the chosen theme through a combination of classroom and field activities.</p> <p>These environmental education days can be carried out during the school year on a regular basis and every year a particular theme can be chosen. The components will be:</p> <ul style="list-style-type: none"> • set up teacher group in charge – it will be on voluntary basis, if possible with teachers from Pustec High School; • set up and prepare typology of activities, calendar and cost. An example would be : a) games; b) information sessions; c) competitions, • adapted to the age brackets of the children; <p><u>Action 9.2.</u> Specific environmental educational activities (involving other age groups and profiles also) can be organized in response to special circumstances and world days such as World Wetlands Day, World Migratory Birds Day or World Environment Day. The themes could differ according to the season and the occasion. Here the accent would be to information & sensibilisation, and will be completed with paper, audio & video material.</p> <p><u>Action 9.3.</u> Both previous actions can include a cross-border component. The cooperation and participation of the three states that share the lakes (Greece, FYROM and Albania) could be an additional feature. Here the actions can focus on designing activities aimed at the</p>	<table border="1" data-bbox="1010 600 1417 853"> <tr><td>World Wetlands Day</td><td>Sunday</td><td>2 February</td></tr> <tr><td>National Water Week</td><td>Mon – Sun</td><td>17–23 March</td></tr> <tr><td>World Water Day</td><td>Saturday</td><td>22 March</td></tr> <tr><td>World Meteorological Day</td><td>Sunday</td><td>23 March</td></tr> <tr><td>Earth Day</td><td>Tuesday</td><td>22 April</td></tr> <tr><td>World Environment Day</td><td>Thursday</td><td>5 June</td></tr> <tr><td>World Oceans Day</td><td>Sunday</td><td>8 June</td></tr> <tr><td>World Desertification Day</td><td>Tuesday</td><td>17 June</td></tr> <tr><td>National Arbor Week</td><td>Mon – Sun</td><td>1–7 September</td></tr> <tr><td>World Ozone Day</td><td>Tuesday</td><td>16 September</td></tr> <tr><td>World Tourism Day</td><td>Saturday</td><td>27 September</td></tr> <tr><td>World Habitat Day</td><td>Monday</td><td>6 October</td></tr> <tr><td>National Marine Week</td><td>Mon – Sun</td><td>20–26 October</td></tr> <tr><td>World AIDS Day</td><td>Monday</td><td>1 December</td></tr> </table> <div data-bbox="1010 869 1425 1093">  <p>22 MAY 2013 INTERNATIONAL DAY FOR BIOLOGICAL DIVERSITY WATER & BIODIVERSITY</p> </div> <div data-bbox="1010 1115 1417 1373">  <p>World Wetlands Day Sunday 2 February 2014</p> </div> <div data-bbox="1010 1395 1417 1641">  <p>11-12 May 2013 World Migratory Bird Day Networking for migratory birds</p> </div> <div data-bbox="1010 1664 1417 1888">  <p>WORLD ENVIRONMENT DAY UNEP 5 JUNE Forests: Nature at Your Service In support of the UN International Year of Forests</p> </div>	World Wetlands Day	Sunday	2 February	National Water Week	Mon – Sun	17–23 March	World Water Day	Saturday	22 March	World Meteorological Day	Sunday	23 March	Earth Day	Tuesday	22 April	World Environment Day	Thursday	5 June	World Oceans Day	Sunday	8 June	World Desertification Day	Tuesday	17 June	National Arbor Week	Mon – Sun	1–7 September	World Ozone Day	Tuesday	16 September	World Tourism Day	Saturday	27 September	World Habitat Day	Monday	6 October	National Marine Week	Mon – Sun	20–26 October	World AIDS Day	Monday	1 December
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	<p>children understanding the things they have in common with their neighboring countries and which strengthen the trans boundary dimension of this relationship.</p> <p><u>Action 9.4.</u> Regarding training of teachers, we have the impression that after so many capacity building activities, what they really need is long term support with material and financial resources that cover the extra costs caused by such activity.</p>
Tools / instruments	<p>Environment games adapted to different age groups (REC can provide a comprehensive list of products)/ didactic material translated in Albanian (idem) / UNDP.</p> <p>Pustec schools should require and receive the appropriate material support for each student. Furthermore the content of Green Package should be adapted to the specific requirements of PNP regarding bio-diversity.</p>
Actors	Teacher group / pupils / OBF, or externally procured entity
Time line	Duration of the academic year
Expected Results	<p>Bio-diversity becomes a regular part of pupils' activities. children will have mastered the main building blocks of knowledge on bio-diversity and nature-protection;</p> <ul style="list-style-type: none"> • children will develop analytical thinking towards human impact on environment; • children will acted in a sustainable way to protect & improve the environment in the school, home and community; • schools would be able to define their environmental objectives;
Estimated cost	Normally the didactic material, the video & audio aides are to be provided for free from REC. Additional funding may be needed to adapt them to PNP profile.
Other (assumptions/ constraints / etc)	Willingness & commitment of participants is a pre-requisite

<i>Activity 10. Set up Blue & Green Classrooms</i>	
Goal	Create enabling learning environment for pupils.
Objectives	Set up a fully equipped & functional biology classroom specialised in water theme (Blue Classroom) and / or in Land theme (Green classroom)
Target Group	Pupils of Pustec High School
Identified Problem	The context in which the teaching is dispensed in the schools of Prespa is not optimal. The walls of the Pustec High School are dirty and humid. A big part of the windows are broken (18 windows on the East side of date from 1983) and the doors (16 of them are 31 years old !). Children do not have the basic didactic equipment for biology learning such as microscopes, biology paraphernalia, etc.
ESC activities	<p>Conditional to the financial support, the activities will be composed as follows:</p> <p><u>Action 10.1.</u> Discussion with teachers, initiative. Approval from the Regional Education Directorate in Korca;</p> <p><u>Action 10.2.</u> list of equipment and works to be done and identification of the classroom(s) to be adapted as Blue / Green classroom;</p> <p><u>Action 10.3.</u> preparation of the bill of quantities for the works and for the equipment; tendering & contracting works & equipment; and finishing the works;</p> <p><u>Action 10.4.</u> training the teachers for the use of new equipment;</p> <p><u>Action 10.5.</u> Use the Blue & Green Classrooms for bio-diversity activities included in the education curriculum but also for other initiatives.</p>
Tools / instruments	Complete paraphernalia of a standard biology class adapted to the lake and to the land fauna & flora.
Actors	Pustec High School, OBF, external contractor
Time line	One year



Example of green classroom



Example of blue classroom

Expected Results	<p>The expected results in quantitative terms need to be worked out with the schoolteachers, however we will indicate the range where they can tend:</p> <ul style="list-style-type: none"> • children will have better learning environment; • pupils will have possibility to know better the specificities of the PNP bio-system and will have a permanent source of knowledge & learning tools at their disposal; • Teachers in primary schools will be trained and supported to implement the environmental studies curriculum;
Estimated cost	Dependent on the: a) current conditional of the selected classroom, and b) degree of equipment that will be offered.
Other (assumptions/ constraints / etc)	The willingness of the Pustec School Director and of the teachers to allow for this development is a pre-requirement.

<i>Activity 11. Valorising Recyclable Waste through Separation & Sale</i>	
Goal	Inform, sensibilise & empower children to act for a cleaner environment
Objectives	The specific objectives are: a) minimise amount of recycle waste that goes untreated; b) identify and be aware of the market value of environmental action
Target Group	Pupils of Prespa & teaching staff
Identified Problem	The urban waste in Prespa is a real problem that can be treated by raising environment consciousness of inhabitants and promoting a rationale business-like behaviour. No recycling companies are involved in collecting recyclables due to the remoteness of the area and the transport costs involved. Starting from almost zero, the recycling potential is rather high especially in plastic and aluminium.
ESC activities	<p>The activities will consist in pupils that gather, separate, store & sell recycled waste through following steps:</p> <p><u>Action 11.1.</u> Agreement on the initiative and on the practical involvement is required and obtained by Director of School and the teachers;</p> <p><u>Action 11.2.</u> Identification / adaption of a recyclable separation & storage place nearby the school;</p> <p><u>Action 11.3.</u> Market survey information done on the: a) financial value of recycling waste (it hoovers around ALL 20/kg for PET, and ALL70/kg for ALU); b) how should they proceed for its collection, separation and sale; c) potential buyer</p> <p><u>Action 11.4.</u> Pupils bring regularly the waste generated in in the recycling facility;</p> <p><u>Action 11.5.</u> Teachers / pupils identify recycling company in Korca / Tirana / etc and agree collection terms & price with them;</p> <p><u>Action 11.6.</u> Once every two weeks / month recycler comes & gets the waste & pays in the pupils bank account / cash safe;</p> <p><u>Action 11.7.</u> PNP Administration / OBF tops up the amount of the sale proceeds in order to incentivate the pupils;</p> <p><u>Action 11.8.</u> Pupils use the money for environmental goals or any other related activity as they decide;</p> <p><u>Action 11.9.</u> Pupils and teachers promote this initiative through website / Facebook account attached to the website of the Pustec High School. The idea is to initially start only in Pustec High School and if successful, applied also in the other teaching establishments of PNP.</p>
Tools / instruments	information meetings with pupils & teachers / getting permission from Municipality / identifying school the storage place / contracting recycling company / administering sale & sale proceeds / distributing sale proceeds / making the action visible in Korca and Albania.
Actors	Pustec High School, PNP Administration, OBF, recycling company



Suggested place (property of Pustec High School) to store the recycled

Time line	Pending the agreement from the Municipality and the school, it can start asap.
Expected Results	<ul style="list-style-type: none"> • children became aware on the value of recycled waste; • amount of waste littering Prespa is diminished; • children generate additional income • School children, families and teachers feel an emotional bond through the behaviour of re-cycling waste plastic bags/bottles/materials and their desire for an clean PNP • Families feel a sense of social pressure and pride to join their children in the community act of picking up waste plastic bags/bottles/materials for recycling • Families are persuaded that the time and effort involved in working with their children in picking up waste plastic bags/bottles/materials on a weekly basis is worth it – it keeps their villages as an adequate tourist attraction and contributes to the raise of the income
Estimated cost	none
Other (assumptions/ constraints / etc)	<p>Complementary activities can further develop the <i>educational side</i>, such as:</p> <ul style="list-style-type: none"> • Proposal “<i>explain mathematics / geometry using recycled waste</i>” (already tested in the Pustec high school); • Permanent exhibition on environment protection, including panels explaining the gathering & processing of the waste is prepared and exposed in the school premises;

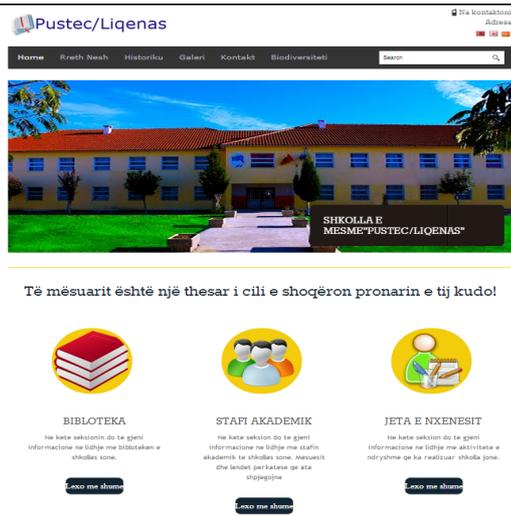
<i>Activity 12. Man and Lake: Legends & Tales from the past</i>	
Goal	Use the historical examples & the past to support environment protection & biodiversity promotion today
Objectives	Identify local legends & tales that show “historical best practice” regarding the environmental protection & biodiversity care in the Prespa area
Target Group	Old people and children
Identified Problem	<p>People and the lake have lived together side by side in Prespa for millennia. During this cohabitating they have learned to respect each other. This past history exists in tales and legends that should be revitalised and used today in the modern times.</p> <p>One example that we have identified through discussion with older people is the story of “<i>Wet Pezaul</i>”. In earlier times the lake belonged to the bay from Bilisht. So for the villagers to fish, they’d need his permission and to pay him as well. The payment mode was quite particular – it did not depend on how much you took or how long you fished, but how many times did you through the fishing net (<i>pezaul</i>). So villagers had to be very careful every time they’d thrown their net in the lake as even if they did not catch anything, they’d have to pay.</p>
ESC activities	<p>Children will dig in the community memory to find old stories on how their ancestors have protected the lake and the life in and around it. The components will consist in:</p> <p><u>Action 12.1.</u> Selecting the team of teachers that will oversee this activity & explain to them the initiative;</p> <p><u>Action 12.2.</u> Preparation of the methodology & criteria for selecting Prespa Legends & Tales related to biodiversity;</p> <p><u>Action 12.3.</u> Instructing children on how to look for them and how to register them;</p> <p><u>Action 12.4.</u> Transcribing and editing them in paper / audio / video support;</p> <p><u>Action 12.5.</u> Publishing them in letter support / web support stressing the main message regarding environment & bio-diversity.</p> <p><u>Action 12.6.</u> Organize a competition / concourse for the most beautiful / relevant tale and / or legend.</p>
Tools / instruments	Paper and pen / voice recorders / camera / publishing material
Actors	Pustec High School, Prespa community
Time line	Short term
Expected Results	Library of Tales & Legends from Prespa
Estimated cost	EUR 300 – 500 for video / audio recorder
Other (assumptions/ constraints / etc)	

<i>Activity 13. Small Biologists of Prespa & creation of youngsters networks</i>	
Goal	Establish a group dynamics interested and active in promoting environment & biodiversity in Prespa
Objectives	creation of a sustainable children group – Small Biologists of Prespa (SBP) - that learn & discuss amongst them about local fauna & flora, and that promote it to their families and Prespa community
Target Group	The top targets would be that the children in 9-years school classes. The teaching-learning environment will promote active learning, in an environment where community institutions are open to child environmental action.
Identified Problem	Environment and biodiversity are already part of the curricula of pupils. However until now those themes are “imposed” by the teachers or other NGOs. There is no pupil-owned dynamics that exist per se and continues during the whole year and not only when “external factors” start it.
ESC activities	<p><u>Action 13.1.</u> Under the supervision of selected teachers, a special group of children willing to engage in biodiversity activities is established. They will be presented with the methodology and the rules of the group, and will gather regularly under the direction of a teacher or some other local environment person (may be form PNP) and learn all about the rare fauna & flora species of Prespa and everything they need to know to protect these precious natural treasures.</p> <p><u>Action 13.2.</u> Develop environmental education programme for the SBP. The environmental education programme will last one whole year, and can focus on the lake and the fish species that live or breed in them;</p> <p><u>Action 13.3.</u> Through discussions, board games, collage-making, schoolyard treasure hunts and ‘lake-theme’ stories the children will find out how the lake’s ecosystem functions and all about the rare fish & animals that live or breed in and around them. Special themes can be converted into children-animated thematic in-class activities and out in the field as well. For example the children will learn how fish are connected to water, fishery, waterbird species and wetland habitats.</p> <p><u>Action 3.4.</u> At the end of the school year, the children as mini-hydrobiologists examine the lake at close view, and made sure that it is in a good state! For this goal they can also use the biology equipment of the Blue Classroom (if available)</p> <p><u>Action 3.5.</u> The findings and all the discussions will be edited, adapted and presented in school events or in community events. It will also published in the Pustec school website.</p> <p><u>Action 3.6.</u> The SBP can also connect with other similar structures in Albania or in neighboring countries to organize joint activities. Subject to support from the teachers and with the permission of parents, they can even register their structure as an NGO and participate in more complex activities.</p> 

Tools / instruments	Classroom, didactic material, bio-diversity kit, website.
Actors	PNP Administration, teachers, pupils
Time line	One year
Expected Results	Creation of a nucleus of children that are interested in bio-diversity and environment; creation of a sustainable dynamics regarding environment & bio-diversity in Prespa
Estimated cost	From EUR 800 to EUR 11,000.00 depending on the range of selected activities
Other (assumptions/ constraints / etc)	Depends on external funding

Activity 14. Creation & maintenance of the Pustec High School (PHS) website

Goal	Increase visibility of biodiversity efforts; establishment of an information & communication platform for pupils and teachers
Objectives	Design, establish and operate a website dedicated to Pustec High School with a special place for environment & biodiversity
Target Group	Pustec High School pupils
Identified Problem	There is no platform or communication vector to reflect the efforts of pupils in contribution to the environment & biodiversity.
ESC activities	<p>This website can serve as a platform to present the result of the pupils in protecting environment and militating for the biodiversity of their beautiful are. Different rubriques can be covered in this website starting with calendar of bio-diversity actions, calendar of fauna & flora, emulation panel for best pupils, a history corner, etc. Here old photos of pupils can be included as well in order to create a community.</p> <p>The activities are the following:</p> <p><u>Action 14.1.</u> design the website; <u>Action 14.2.</u> present and consult it with the teachers & pupils of PHS; <u>Action 14.3.</u> improve & include the feedback from the teachers & students; <u>Action 14.4.</u> upload it and fill with relevant information <u>Action 14.5.</u> train selected group of students to do the regular update <u>Action 14.6.</u> running the website.</p>
Tools / instruments	Infopress software / PC / internet connection / text / photos / videos from Prespa and from student life
Time line	Short term
Expected Results	Functional website
Estimated cost	EUR 5,500 covered by CDI
Other (assumptions/ constraints / etc)	



Screen Capture of Pustec high school website

IV. TARGET GROUP: VISITORS

The tourism sector in Prespa has developed its offer mostly in short lake trips, lodging & restaurants, but with limited professional knowledge and as a kneejerk response to current market demand. The lack of territorial planning has led to the building of three hotels in a stretch of 220 m in Zaroshke, and one in Gorica e Vogel with 5 room capacities.

According to our assessment (there is no official numbers) we can put the lodging capacity of PNP facilities at 35 bed and breakfast, and 50 hotel beds. The average cost is ALL 2,000/night including breakfast for the hotels (and cheaper for the BB).

The lack of standards has led to the current under-development of tourism businesses orientation, causing shortage in the quality of services and not in accordance with the specifics of the territory. Lack of appropriate structures for tourism management and the missing experience of the role of public structures (in information, training, moderation, coordination of spatial development with those of business infrastructure with private investment, marketing investment, marketing with the territory) has contributed to create a product with low quality and with weaknesses in certain segments of the supply chain.

Tourism promotion efforts have been scattered, lead by mostly NGOs dependent from external funding and have left some key areas uncovered, such as product development, adapted tourist information, human resources specialised in tourism, consumer safety and protection, etc. The fragility of intervention of public authorities has led to a lack of protection of public interest, in terms of the environment damage that will affect the long term quality of supply in PNP. With this model, the quality is not guaranteed in all product segments nor coordinated, and therefore it cannot be guaranteed. Also, this development model is not sustainable - many attractions and destinations will certainly be damaged if the current development trend continues.

This situation compromises the PNP tourist profile in the international market. Even if is observed an expansion of international visitors from spring to autumn coming mostly on daily tours from Ohrid on daily trips, PNP cannot compete with Greek Prespa or Macedonian Prespa.

The profiling of the supply and its marketing can be done according to the origin and interest of the visitors. They can be categorised, as follows:

- *Local:* a) from the Korca and Pogradec: mainly short trips & food and beach activities; b) from Tirana: mainly short trips & food; c) students: high schools students on biology trips;
- *International:* a) from Macedonia: mostly retired / trade union structures organised daily tours for their members. Their main attraction was history, ethnology, churches; b) visitors from Greece and Macedonia, etc aiming at cultural & historical tourism; c) tourists from Western Europe (German speaking countries, England, France, the Scandinavian countries – for the nature and bird-watching). The Mayor of Pustec informed us that last year there were circa 1,000 Dutch tourists that came on a daily trip to Pustec mostly to visit the Church and the eremit caves. Their main attention was focussed on the culture, ethnology, history and the local way of life; d) from Eastern Europe and Central (Czech Republic, Poland, Russia – mostly adventure and nature.

However just increasing the number of visitors is not enough. The number of nights and expenses / capita spent in the park needs to grow. This involves an increase in the quality of products and services and an extension of the range of activities and integration of products and offerings centred on the specificities of the PNP including history, culture and nature. This requires strengthening the tourism management structures in Prespa area, with support and coordination form Korca Qark and even from the Albanian Tourism Agency as well as other central government institutions.

Regarding to different products specifics of, the PNP tourism supply should focus on environment & bio-diversity valorisation activities, and improvement of services. Lake & nature tourism should improve the current offer by combining the culture and nature tourism. In nature tourism, priority could be given to the development of tourist accompanying services such as nature walks, alpinism, bird-watching, walking. This offer needs to be supported by improvement of the basic infrastructure and accommodation development, area promotion and capacity building. During meetings that we had with interested tourist companies in Tirana it was clear to us that they are interested in rural tourism in order to preserve the original values and rural atmosphere.

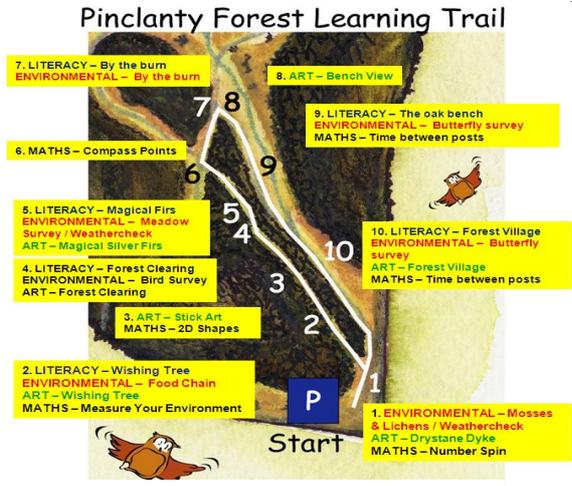
All these should be supported by promotional materials, fairs, meetings, visits, conferences, calendar of community events, and certainly by networking with tourism professionals.

Other very important elements should not be overlooked, such as clients' safety & physical security, consumer rights, standards of construction, sanitation, health services, etc. Municipality and Qark could help a lot by improving the public infrastructure and taking over the promotion costs.

The main needs resulting from the above analysis are:

- the development and the integration of tourist networks, partnerships, and products,
- careful planning of tourist capacity and structures, completed with regular monitoring& control
- managing the destinations and planning standards
- creation of public services related to tourism.

To fulfil these goals, responsibilities and functions of the communes, the Korca Qark, tourism businesses and even the PNP administration should be re-defined. The public structures should work to set up a proper support system, with planning structure, accountability and standards. One option, given the capacity of local actors to respond, would be for the PNP Administration to become the gravity centre or the support centre for the development of business activities in the PNP.

<i>Activity 16. Educational mini-trails</i>	
Goal	Provide to potential tourists a comprehensive education context on Prespa bio-diversity
Objectives	Set up and maintain an educational mini-trail composed by selected specimen of endemic Prespa flora and fauna, respective explanatory panels, and other didactic material.
Target Group	Visitors to the park that would want a concise and comprehensive overview of Prespa biodiversity
Identified Problem	In order to get a grasp of Prespa offer in bio-diversity a visitor should stay of a certain period of time, in a certain season, in certain location, etc. Currently there is no possibility to have all information in an open-sky exhibition.
ESC activities	<p>Subject to financial availability, the activities are:</p> <p><u>Action 16.1.</u> identify adapted trail; <u>Action 16.2.</u> identify list of specimen to be exhibited; <u>Action 16.3.</u> prepare list of indicative panels / photos; <u>Action 16.4.</u> prepare bill of quantity, procure, contract, implement the works, services & equipment contracts; <u>Action 16.5.</u> prepare Educational Mini-trail promotion campaign; <u>Action 16.6.</u> educational Mini-trail administration & maintenance.</p>  <p style="text-align: center;"><i>Suggested example of educational trail</i></p>
Tools / instruments	Specimen of flora and fauna (for fauna there will be mostly weather proof photos); video-projections can be envisaged inside the PNP building as well.
Time line	Mid term
Expected Results	Educational mini-trail set up and functioning / enrichment of the attraction offer of Prespa / increase in the number of tourists and of their satisfaction / promotion of bio-diversity assets improved
Estimated cost	Depends on selected trail
Other (assumptions/ constraints / etc)	

<i>Activity 17. Local products promotion & sale: courtyard presentation & sale to tourists of local food & artifacts</i>	
Goal	Increase & diversify inhabitants source of income with higher added value
Objectives	Produce, package, promote and sell to visitors local products
Target Group	Visitors of Prespa
Identified Problem	<p>The region is reputed for its high-quality agricultural products. However it is impossible to buy them in the vilages as they are not presented in shops (not that there are any proper shops neither). To buy locally made products honey or tea, one must know somebody that either produces it or knows somebody else who does. Some local products that are of high quality and can be properly packaged and conserved:</p> <ul style="list-style-type: none"> • Local Honey: there are 100 beehives in Lajthiza, 40 in Pustec and 40 in Gollomboc (plus similar amounts in the rest of the 9 villages). The price per kg is ALL 800/kg • Tea <i>Sideritis raeseri</i>: can yield an income of ALL 36 MiO / ha. Three families in Gollomboc are cultivating it regularly; • Mushrooms: in spring and summer villagers gather it in the hills of Liqenas (on the right side of the road to Zaroshke). It is estimated that circa 300 – 400 kg go to Macedonia and sell for EUR 6 – 12 / kg
ESC activities	<p>The components would be the following:</p> <p><u>Action 17.1.</u> Identification of local producers and of their local products;</p> <p><u>Action 17.2.</u> Assistance in packaging, conservation & marketing of the selected products;</p> <p><u>Action 17.3.</u> Production & sale of Souvenirs from Prespa: a contract can be concluded with selected company for the design & production of Prespa souvenirs. It can be images of endogene animals, artefacts, religious, etc;</p> <p><u>Action 17.4.</u> A shop / stand can be set up where those products can be sold. We recomend to use either some central location in Pustec, or establish a stand in one of the hotels where is the highest number of tourists (see photo as an example);</p> <p><u>Action 17.5.</u> the above can be associated with the creation of Prespa Trademark</p> 
Tools / instruments	Minimum 4m2 exhibition stand / drawers to present local products; agreement with hotel / restaurant owners; etiquettes / presentation panels / assistance in design & drawing contract with souvenir production company
Time line	Short term
Expected Results	Creation of a range of local products attractive for tourists / increase of range of products coming from Prespa / increase & diversification of

	income generation sources
Estimated cost	2,500 eur for the exhibition stand / presentation panels
Other (assumptions/ constraints / etc)	The other factor is the absence of certification regarding the quality standards and the quality of autoctone products, procedures verifying the »Prespa Rules of Origin«, which could be a proper Prespa label supported by advertising and marketing. Nevertheless in the current conditions, the following measures can be implemented:

Activity 18. Prespa Info Point in Pogradec & Korca during tourist season

Goal	Promote Prespa as a one-day excursion trip during the summer time for nature lovers
Objectives	Increase the number of visitors in Prespa
Target Group	Tourists in Pogradec and Korca
Identified Problem	During the summer season in Pogradec, and winter-time in Korca there is a large number of tourists from Tirana mostly that stay for three days to one week at least. The stay duration is longer for summer tourists. Those tourists are a perfect target group for short, one-day thematic visits in Prespa. However the relevant information about the tourist offer, trajectory, attractions, etc is not available.
ESC activities	<p>The following activities are proposed:</p> <p><u>Action 18.1.</u> design of panel with tourist information including photos, maps and useful information, and prepare weather & scratch resistant material panel;</p> <p><u>Action 18.2.</u> agreement with Municipality of Pogradec & Korca to place the boards in visible areas; agreements with Tourist Offices of Pogradec & Korca;</p> <p><u>Action 18.3.</u> procure and contract the preparation of the panels;</p> <p><u>Action 18.4.</u> set up the panels in Pogradec and Korca.</p>
Tools / instruments	Weather & scratch resistant material panel
Actors	PNP administration, private company, Korca & Pogradec tourist offices
Time line	Two months (to be ready for the summer season)
Expected Results	Increased visibility of Prespa resulting in an increase in the number of visitors
Estimated cost	1,500 to 2,500 eur
Other (assumptions/ constraints / etc)	The agreement of Municipalities of Korca and Pogradec is required in order to set up the Board.



CONCLUSIONS: Improving human interaction with nature

PNP has historically been a source of income for its inhabitants. However currently due to the high population pressure, to the exploitation of its resources from non-PNP actors and due to problematic application of the rule of law, the footprint of human activity is damaging the overall ecological capital of the PNP and also affecting the income of the villagers. Being poor compared to the Albanian wellbeing index and drawing almost the totality of income from agriculture, its inhabitants have little alternative to maintain or increase their level of living but to increase the use and consumption of PNP assets. By doing so they enter in a vicious circle. While comforting at the short term, this approach comes with very high cost on the mid- and long term by damaging irretrievably the PNP fauna, flora and the landscape.

The ESC actions aim to break this vicious circle by introducing new ways of income generation for its inhabitants that are compatible with the biodiversity protection in PNP, and that compare economically favourably with the current income generation sources. In the action proposed above we aimed to provide locally-applicable and financially sensible measures that deal with those issues.

Some pump priming money consisting in external help through financing and / or technical assistance should be forecasted to compensate for the missing income previously generated by “consuming biodiversity assets”. PNP biodiversity needs to be considered and treated as a financially viable strategic asset, which requires investment in money and time from all the stakeholders being them local, regional or national and international.

Only biodiversity protection efforts that are compatible with the way of living and patterns of thinking of local inhabitants, that involve them from the design phase, that give them a leading role in implementation phase and that run over a long period of time, can have a measurable and sustainable impact, all by respecting the financial efficiency criteria.

LIST OF ANNEXES

1. National Policy of Environment Education at School
2. *Paketa e Gjelber (in Albanian language)*
3. List of tourist attractions, transport mean and time
4. Map of Tourist Trails
5. List of people consulted
6. Bibliography
7. Website - Draft Design for the Pustec High School

Annex 1. National policy on environmental education at school

As of 2006 the Ministry of Education and Science set aside two hours per week to cover extracurricular topics, of which the environment is one. Teachers and principals are eager to find topics to cover in these hours, including associated materials.

Some positive steps have been taken in this regard, most notably that the Ministry of Education and Science has approved environmental education as part of the curriculum framework of the compulsory education in Albania.

With respect to the curriculum, the introduction of environmental material at the primary level is a relatively recent phenomenon, but it does call for certain learning objectives to be achieved that are in accordance with the CRC's articles on education. For example:

- By grade 5, students are expected to know how to protect the environment, and to develop elements of a responsible attitude towards the environment.
- Biology is conceived as integrated with the knowledge, abilities and values of environmental education. It includes the mastery of several concepts that are central to environmental education, including ecosystems and biodiversity.
- Science should ensure that students understand that the condition of the environment affects human health, recognise the necessity for a healthy environment, and be aware of their responsibilities related to the stability of the environment in the future.

The curricular framework also includes certain cross-curricular directions, including environmental education. As part of curricular reform, the MoES plans eventually to introduce environmental studies as a stand-alone subject. However, at the moment curricular objectives pertaining to the environment are scattered across the curriculum, with no integrated statement of the scope and sequence of competencies that students should master in environmental studies.

The main opportunities for addressing the environment are therefore those areas of science, geography and language that have learning objectives related to the environment; and as a cross-curricular learning activity. The latter in particular is a promising area, as the Curricular Framework maintains that schools should achieve their cross-curricular objectives 'through special subject curricula and the treatment of these cross-curricular issues and topics in elective subjects or various projects carried out in connection with them.' In 2005, the MoES set aside two hours per week in the schooling schedule at the primary level for the pursuit of elective subjects. As these hours are new to the primary school system, many schools are looking for topics to cover during them, and materials to use. Further, as the curriculum for these hours has not been exhaustively defined, and inspectors do not have set ideas as to the kind of teaching required during them, teachers are at greater liberty during these hours to engage in more child-centred teaching-learning.

Annex 2. Paketa e Gjelber (Green Package)

Paketa e Gjelbër është një paketë materiale të shumëllojshme për edukimin mjedisor, e konceptuar kryesisht për mësuesit dhe nxënësit e shkollave 9-vjeçare në Shqipëri, por ajo mund të përdoret dhe nga nivele të tjera arsimore. Ajo fokusohet, në mënyrë të veçantë, mbi aspektet e mbrojtjes së mjedisit dhe të zhvillimit të qëndrueshëm, dhe përfshin një numër të madh materialesh edukative si: libri i mësuesit, së bashku me planin mësimor dhe fletët e punës për nxënësit; koleksioni me filma vizatimorë dhe edukativë; CD me informacion më të zgjeruar mbi temat mjedisore; si dhe lojën e dilemave. Përdoruesit e kësaj pakete mund të ndjekin një plan mësimor, që mund ta plotësojnë me filmat dhe informacionin nga CD-ja, si dhe nga faqet e internetit mbi edukimin mjedisor.

Bazuar edhe në përfshirjen e hershme të specialistëve të Institutit të Kurrikulës dhe Standardeve, si dhe të specialistëve të tjerë nga Ministrinë përkatëse, mund të thuhet se Paketa e Gjelbër është plotësisht e integruar me informacionin të kurrikulës ekzistuese të lëndëve Biologji, Kimi, Edukim qytetar. Informacioni i kësaj pakete konsiderohet si plotësues; tematikatë veçanta mund të shtrihen në të gjithëvitet e arsimit bazë. Për më te për, informacioni karakteristë përgjithshëm e, përrjedhojë, mundtë përshtatet shumë mirë si për shkollat e zonave urbane ashtu edhe për ato të zonave rurale, duke i lënë në dorë mësuesit të përshtasë materialin sipas zonës ku ndodhet.

Paketa e Gjelbër plotëson një boshllëk në kuadrin e materialeve në dispozicion të shkollës, në mbështetje të mësuesit dhe të nxënësit për Edukimin Mjedisor. Ajo shërben më së miri edhe për përfshirjen e aktorëve të tjerë dhe të komunitetit në organizimin e aktiviteteve jashtëshkollore, në mënyrë që të ndikohet në ndryshimin e sjelljes. Informacioni specifik shqiptar, që zë rreth 40% të materialit, e bën paketën një burim të dhënash dhe njohurish për mjedisin shqiptar, gjendjen aktuale dhe rrugët për mbrojtjen dhe mirëshfrytëzimin e tij.

Edukimi mjedisor, i bazuar në Paketën e Gjelbër, është konsideruar si lëndë ekstra kurrikulare. Për herë të parë ai u praktikua me sukses gjatë simestrit të dytë të vitit akademik 2006-2007. Bazuar në njohuritë që ka nxënësi si dhe programet mësimore, mundësia më e mirë është futja e Edukimit Mjedisor në klasën e 7-të (2 orë në javë në dispozicion të lëndëve ekstrakurrikulare). Lidhja me njohuritë që ka marrë nxënësi në klasën e 6-të (lënda Biologji) është në ndihmë të idesë për futjen e Edukimit Mjedisor në klasën e 7-të. Paketa e Gjelbër formon vlera të reja tek nxënësit dhe ngre një model të ri sjellje në shkollë, shtëpi dhe shoqëri. Ajo nuk është thjesht një përmbledhje njohurish në fushat e mjedisit. Nxënësit janë partnerë me mësuesit në kryerjen e aktiviteteve të ndryshme, në diskutime dhe vendimmarrje. Mesazhet kryesore të kësaj pakete shpërndahen nëpërmjet nxënësve dhe mësuesve, në mënyrë shumë efektive, dhe tek anëtarët e tjerë të familjes dhe shoqërisë. Qendra Rajonale e Mjedisit (REC) po kontribuon jo vetëm në njohjen dhe futjen e lëndës së edukimit mjedisor në shkollë, por dhe në ngritjen profesionale të mësuesve, që do të trajtojnë këtë lëndë në shkollë. Për vetë specifikat dhe karakteristikat e kësaj pakete, gjatë tre viteve akademike prej vitit 2006. REC ka zhvilluar 55 trajnime përrreth 1600 mësues në të gjithë vendin. Tashmë Paketa e Gjelbër është një realitet në shkollat tona duke plotësuar kështu një boshllëk në kuadrin e materialeve në dispozicion të shkollës dhe në mbështetje të mësuesit dhe të nxënësit për Edukimin Mjedisor. Ajo shërben më së miri edhe për përfshirjen e aktorëve të tjerë dhe të komunitetit në organizimin e aktiviteteve jashtëshkollore, në mënyrë që të ndikohet në ndryshimin e sjelljes.

Source. REC

Annex 3. List of tourist attractions, transport mean and time

Trail No.	Profile	Itinerary	Attractions	Approx. duration
1	Nature / Historical	Gorica – Kallamas - St. Marena Monastery – Eremitic Church St. Maria of Depth	Neolithic settlement of Kallamas, Juniper forest, Hermit chapel of St. Mary in Glloboko	By foot: 1,5 hs By boat: 0,5 hs
2	Nature	Gorica- Bobolec – Padishta Dr. Mountain – Possibly to Pogradec	landscape, vegetation, insects, terrestrial birds	By foot: 5 hs By boat: N/A
3	Historical	Zaroshka – Cerje – Rakicka - Micro Prespa	The hermit chapel of archangels Michael and Gabriel	By foot: 3 hs By boat: 0,8 hs
4	Nature	Zaroshka – Cerje – Rakicka - Micro Prespa	Belvedere Todorica, insects, terrestrial birds, flowers	By foot: 4 hs By boat: N/A
5	Historical	Road Bilisht - Lesser Prespa - Rakicka_Macro Prespa	Treni Cave in Lesser Prespa, The fortification on Treni Cave, Trajani's fort	By foot: 1 hs By boat: N/A
6	Nature	Road Bilisht -Zagradec	Center in Zagradec, bird watching, landscape	By foot: 1 hs By boat: N/A
7	Nature	Lapidarium – Sanozhen - Padishta	landscape, vegetation, insects, terrestrial birds	By foot: 3 hs By boat: N/A
8	Historical	Liqenas -Church	Evangelist hermit chapel in Čërnapesh – Holy Mary Chapel (Maligrad byboatonly) - Gllomboçi	By foot: 3 hs By boat: 0,9 hs
9	Nature	Linking the Lakes	From Macro Prespa to Micro Prespa	By foot: 2 hs By boat: N/A
10	Nature / Historical	Micro Prespa 'Heron1'	Shuec, Treni Cave, Reed and Herons and their breeding sites	By foot: 2hs By boat: N/A
11	Nature	Lesser Prespa Zagradec "Brown Bear and Bats"	Bear habitats and bat caves	By foot: 2hs By boat: N/A

Source: PNP Administration & CDI

Annex 4. Map of trails



Figure 1: Draft outline of potential hiking trails in the NPP

Annex 5. List of Interviews

1. Wolfgang Fremuth, TL of ÖBF/FZS PNP project
2. Thimaq Lako, Deputy TL of ÖBF/FZ Sproject
3. Vehbi Furrxhi, Editor of Gazeta Korca;
4. Olsi Dume, Head of PNP Park
5. Ylli Kape, fisherman form Prespa e Vogel
6. Sulejman Hyseni, Kryeplak of Zagradec
7. Ilo Todor, Businessmen & Hotel owner
8. Eduard Temelko, Head of Comune of Pustec
9. Mihallaq Apostollovski, Director of Pustec School
10. Vasil Male, Forest Engineer, PNP
11. Valentina Vurmo, Head of NGO “Prespa Turistike”, Gorice e Vogel
12. Aida Shkodrani, Korca Municipality Tourism sector
13. Antoine Avignon, EUDAL
14. Julinda Dhame, Director of Albanian Tourism Agency
15. Arben Cico, Alb Tours
16. Alma Llusku, Albania Explorer
17. Ardiana Sokoli, MoE
18. Odeta Cato, MoE
19. Aleksander JONO, Deputy Director of Pustec High School, Fisherman & taxiboat
20. Trajan Vangelovski, Teacher of Chemistry & Biology, Pustec High School
21. Cvetko Kitani, Teacher of Biology, Pustec High School
22. Niko IVANI (guide + taxiboat)
23. Head Nurse Vaske VASILOVSKI, Deputy Head of the Municipal Council
24. Pope Aleks THEMELKO, Pustec Orthodox Church

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