





# Developing a community of practice: university/high school/managers to promote sustainability in the city of Bilbao

Onaindia, Miren<sup>1</sup>; Fernández de Manuel, Beatriz<sup>1</sup>; Casado, Izaskun<sup>1</sup>; Ametzaga, Ibone<sup>1</sup>; Gamboa, Iñaki<sup>2</sup>; Asua, Amaia<sup>2</sup>; Garcia, Patxi<sup>2</sup>; San Martín, Angelica<sup>3</sup>; Méndez, Leire<sup>1</sup>

<sup>1</sup>UNESCO Chair on Sustainable Development and Environmental Education. University of the Basque Country

- <sup>2</sup> County Council of Bilbao
- <sup>3</sup> INGURUGELA. Department of Education, Basque Government



University of Gibraltar 28 June 2016







The present project is the result of the integration of policymakers, managers, schools, teachers and scientists, about the global awareness of wetlands for wildlife conservation

- 1- The project
- 2- Aims of the project
- 3- Collaboration university/secondary schools/managers
- 4- Multiple activities
- 5- Lessons learned: strengths and weaknesses
- 6- New challenges





### 1- The project



### **❖Proposal of schools (Agenda 21)**

❖ The scholars of Bilbao through the AGENDA 21, proposed to enhance biodiversity in the city

#### **Problems** of previous artificial pond

- ♦ High cost: cleaning every 15 days (380m³ water, 1.700 €)
- ❖ Bad smell: eutrofication, ducks droppings
- Low biodiversity
- Creation of a wetland



Europe Park Txurdinaga neighborhood, Bilbao





### 2- Aims of the project



- Application of knowledge to analyse real problems, in order to contribute to global sustainability
  - enhance biodiversity in the city and create suitable habitats for endangered species
  - water management
  - favour water purification (install a green filter)
- Create a community of practice for sustainability
  - wetlands play a crucial role in maintaining and encouraging the link between people and wildlife
- Provide a holistic approach and contribute to SDG
   4, 15,11 goal: to halt biodiversity loss and to develop suitable cities
  - Biodiversity, Urban ecology, ESD,







# 3- Collaboration university/secondary schools/managers

- University: Master on Sustainability (Student's dissertations)
- Agenda 21 of the City of Bilbao, primary and secondary schools
- Basque Government: Education and Environment departments (INGURUGELA)

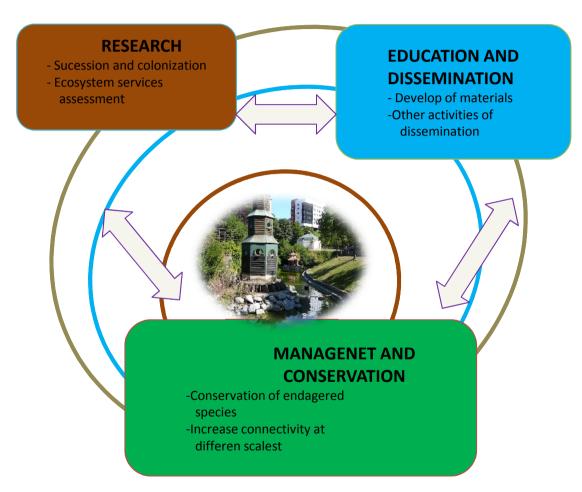






### **4- Multiple activities**





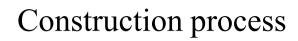
The project is scenario of multiple activities



















### naturalization process





**Trees:** Alnus glutinosa; Fraxinus excelsior; Salix alba/atrocinerea

**Shrubs:** Cornus sanguinea; Prunus spinosa; Sambucus nigra; Tamarix sp.

**Herbs:** Lythrum salicaria; Trifolium repens, Iris foetidissima; Mentha aquatica; Juncus effusus; Phragmites australis; Sparganium erectum; Scirpus holoschoenus; Typha latifolia

Floating plants: Ranunculus aquatilis; Nympha alba

Algae: Chara vulgaris; Callitriche pallustris





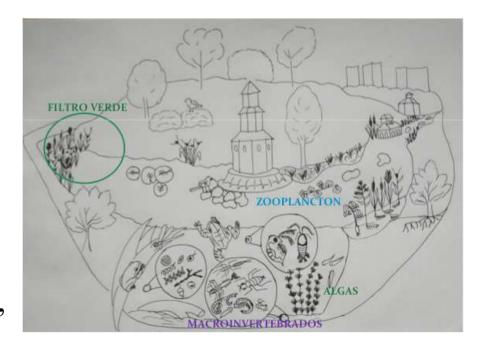






- Evaluate the increase in species richness in the wetland over a 2 year period (phytoplancton, zooplancton, algae, macrophites, macroinvertebrates, amphibians)
- -Water physical and chemical parameters will be measured in situ (dissolved oxygen, pH, temperature, conductivity, turbidity).

  Comparisons









# Education and dissemination

- -Main activities with scholars: sampling and identification of common macroinvertebrate species and why they are used in water quality assessment, ecosystem services, insects (an insect house has been installed near the pond so it serves as a nesting site for insects), birds
- General public: diffusion activities, panels, organization of activities in collaboration with different NGOs.









## Policymakers and managers UNIVERSITY EDUCATORS FOR SUSTAINABLE DEVELOPMENT

- Work in partnership to identify appropriate sites for wetland restoration that allows for conservation of species of concern and to maintain or extend existing wetland networks.
- Provide advice on best practice and integrate local and regional initiatives to improve connectivity in the wider scale, and to promote appropriate management on restored areas.







#### 3- Lessons learned



### **Strengths**

➤ New viewpoint for reflecting on sustainability: Why biodiversity in cities? ➤ From local to global

Transdisciplinarity and implication of neighbourgs: students, teachers, managers, working together

### Weaknesses

- Initial reluctance: pond was inhabited by ducks, which are considered attractive by some people
- Requirements of naturalization project are sometimes difficult to meet for the city council technicians (building companies, greenhouses)







### 4- New challenges

- more information/education for the general public is needed
- > develop postgraduate projects and research
- ➤ future restoration projects: improve urban green infrastructure (health)
- > evaluate impact
- > find jobs





### Thank you



http://www.ehu.es/cdsea miren.onaindia@ehu.es

