

1. Record Nr.	UNINA990003093320403321
Autore	Webb, Sidney J. <1859-1947>
Titolo	How to Pay for the War : Being Ideas Offered to the Chancellor of the Exchequer by the Fabian Research Department / edited by Sidney Webb
Pubbl/distr/stampa	Westminster : Fabian Society at the Fabian Bookshop : London : Allen & Unwin, Limited, 1916
Edizione	[1. ed.]
Descrizione fisica	XV, 290 p. ; 21 cm
Disciplina	N/1.6
Locazione	SE
Collocazione	S N/1.6 WEB
Lingua di pubblicazione	Italiano
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2. Record Nr.	UNISA996391475203316
Autore	Walker George <1645?-1690.>
Titolo	A vindication of the true account of the siege of Derry in Ireland [[electronic resource] /] / by Mr. George Walker, &c. ; published by authority
Pubbl/distr/stampa	London, : Printed for Rob. Clavel ..., 1689
Descrizione fisica	[6], 9-33 p
Soggetti	Ireland History War of 1689-1691 Londonderry (Northern Ireland) History Siege, 1688-1689
Lingua di pubblicazione	Inglese
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3. Record Nr.	UNINA9910633390903321
Autore	Fiore, Antonio <1983- >
Titolo	Camorra e polizia nella Napoli borbonica (1840-1860) / Antonio Fiore
Pubbl/distr/stampa	Napoli, : FedOA Press, 2019
ISBN	978-88-6887-061-4
Descrizione fisica	339 p. ; 24 cm
Collana	Clio : saggi di scienze storiche, archeologiche e storico-artistiche / Università degli studi di Napoli Federico II ; 25
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4. Record Nr.	UNINA9911020113003321
Autore	Barthes Angela
Titolo	Biosphere Reserves and Sustainable Development Goals 1 : Scientific and Practical Educational Issues in the Mediterranean
Pubbl/distr/stampa	Newark : , : John Wiley & Sons, Incorporated, , 2024 ©2024
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Descrizione fisica	1 online resource (255 pages)
Altri autori (Persone)	CibienCatherine RomagnyBruno
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Lingua di pubblicazione	Inglese
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middle of the land -- 2.4. The academic sphere and the action in favor of biodiversity -- 2.5. Biosphere reserves and Sustainable Development Goals -- 2.6. References -- Chapter 3. Social Representations, Collective Organization and Mediterranean Biosphere Reserves -- 3.1. Introduction -- 3.2. Social representations as an exploratory method of prior knowledge -- 3.3. How can social representations be defined? Some theoretical elements -- 3.4. How can social representations be defined? Central core and peripheral elements -- 3.5. The methodological elements of our study -- 3.6. Study results -- 3.7. Differences and similarities in the social representations of students. 3.7.1. Social representations relatively shared by students enrolled in France and in Spain -- 3.7.2. Notably different results for the students enrolled in Morocco -- 3.8. Addressing the issue of complexity versus focusing on the environment -- 3.9. Addressing the collective organization of society versus the recourse to individual action -- 3.10. Conclusion -- 3.11. References -- Chapter 4. Challenges and Opportunities of Collaborative Research on Biosphere Reserves in the Mediterranean -- 4.1. Introduction -- 4.2. Collaborative research -- 4.3. Beneficial aspects of collaborative research -- 4.4. Challenges to collaborative research and data sharing -- 4.5. Motives behind collaborative research -- 4.5.1. Components of collaborative research -- 4.5.2. External components -- 4.5.3. Internal components -- 4.6. The Mediterranean Basin: asymmetries between Northern and Southern Mediterranean countries -- 4.6.1. Economic development -- 4.6.2. Human and social development -- 4.6.3. Trade and economic integration -- 4.6.4. Scientific contributions and representation -- 4.6.5. Impediments to collaboration across the Mediterranean -- 4.6.6. Regionalism and conflict -- 4.6.7. Academic boycotts -- 4.7. Travel limitations -- 4.7.1. Language barriers -- 4.7.2. Institutional structures promoting collaborative research in the Mediterranean -- 4.8. Conclusion -- 4.9. References -- Chapter 5. Scientific Tourism in Multi-Labeled Protected Areas: The Ecological Transition and Controversy in the Mountains -- 5.1. Introduction -- 5.2. The ecological transition: from the injunctions to the different socio-political and cultural references -- 5.3. The trajectories of governance forms for a scientific tourism project -- 5.4. The ambiguities related to the touristic development of scientific culture -- 5.5. The environmental paradoxes of a scientific tourism project. 5.6. Conclusion -- 5.7. References -- Part 2. Educational Practices Relating to Biosphere Reserves: Balance and Prospects -- Introduction to Part 2 -- Chapter 6. Teaching How to Produce Differently at a Biosphere Reserve -- 6.1. Introduction -- 6.2. Curricular challenges of teaching how to "produce differently" -- 6.2.1. Curriculum development model -- 6.2.2. Distinction between agroecology/agroecology: the question of the reference materials -- 6.3. Technical knowledge and political movements -- 6.4. Knowledge conflicts and conflicts of values: the question of direction in the circulation of knowledge -- 6.5. Towards coherent criteria for analyzing agroecological literacy -- 6.5.1. Essential curriculum elements -- 6.5.2. A practical method for measuring necessary curricular links -- 6.6. Case study -- 6.6.1. Biosphere reserves, levers to "produce differently"? -- 6.6.2. The Mont Ventoux biosphere reserve and the agricultural school of Carpentras -- 6.6.3. Case study results -- 6.7. Discussion -- 6.7.1. What curricular coherence should exist for teaching to "produce differently" in the biosphere reserve? -- 6.7.2. The teacher's posture in relation to agroecology -- 6.7.3. The role of the territory in the implementation of a consistent curriculum -- 6.8. Conclusion -- 6.9. References -- Chapter 7. The Sustainable Management of Biosphere

Reserves: What Are the Challenges for Agricultural Education? -- 7.1. Introduction -- 7.2. Agroecology, from its emergence to the change of agricultural model -- 7.2.1. Agroecology: an ever-evolving, polysemous concept -- 7.2.2. Agroecology for a real change in the agricultural model? -- 7.3. Social representations -- 7.3.1. The theoretical framework of social representations -- 7.3.2. The structural approach to social representations -- 7.4. Methodology -- 7.4.1. Data collection -- 7.4.2. Populations. 7.5. Data categorization -- 7.6. Results -- 7.7. Discussion -- 7.8. Conclusion -- 7.9. References -- Chapter 8. Collective Skills from Partnerships Between Protected Areas and Teachers -- 8.1. Introduction -- 8.2. The educational partnership -- 8.2.1. Partnerships in national education -- 8.2.2. A partnership for creating collective professional skills? -- 8.3. Three case studies in a labeled rural territory -- 8.3.1. Descriptions of the projects undertaken in the three case studies -- 8.3.2. Data collection methods -- 8.3.3. Results -- 8.4. Presence of a collective skill and of the collective's skill -- 8.4.1. Case A in school one -- 8.4.2. Case A in school two -- 8.4.3. Case A in school three -- 8.4.4. Case B -- 8.4.5. Case C -- 8.4.6. Synthesis -- 8.5. Conclusion -- 8.6. Appendix -- 8.7. References -- Chapter 9. The Instrumentalization of Education in Sustainable Development at the Service of Tourism: The Case of the Arganeraie -- 9.1. Introduction -- 9.2. Environmental crisis and inflation of alternative tourism -- 9.3. Tourism and sustainable development -- 9.4. Sustainable tourism and patrimony: educational issues -- 9.5. Towards a "sustainable strategy" -- 9.6. The Moroccan situation: a sustainable tourism policy in the ABR? -- 9.7. A cultural as well as a natural patrimony item: the argan tree -- 9.8. Between reality and opportunism: the instrumentalization of sustainable development -- 9.9. Education: the missing vector for sustainable tourism -- 9.10. Conclusion -- 9.11. References -- Chapter 10. Biosphere Reserves and Political Skills Transfer in University Curricula -- 10.1. Introduction -- 10.2. Towards a conceptual recontextualization of the political skill in the environmental field -- 10.2.1. Learning eco-literacy and building the disposition towards cognitive socialization in academic disciplines. 10.2.2. Learning eco-citizenship and building the disposition towards political socialization -- 10.2.3. Learning environmental deliberation and building the disposition towards critical cognitive socialization -- 10.2.4. Learning in collective action regimes and building the disposition towards democratic socialization -- 10.3. Environmental political skill: Master's degree in Man and the Biosphere - case study -- 10.3.1. The MAB Programme, political skill and formal curriculum -- 10.3.2. Methodology -- 10.4. Results and discussion -- 10.4.1. What political skill in the formal curriculum of the MAB master's degree? -- 10.4.2. What disciplinary contributions to the environmental political skill in the formal curriculum of the MAB master's degree? -- 10.5. Conclusion: changing curricular morphologies -- 10.6. References -- Chapter 11. Education and Mediation in the Arganeraie: Alliance Strategies Between Education and Tourism Actors? -- 11.1. Introduction -- 11.2. Locating the Arganeraie biosphere reserve -- 11.3. The ABR, a tourist landscape showcased by the media? -- 11.4. ABR landscape imaging and its dissemination -- 11.5. A confusion between education forms in the ABR: formal, non-formal and informal -- 11.6. Towards mediation in the ABR or the construction of an alliance and communication strategies between education and tourism actors -- 11.7. The territorial integration of the ABR - a condition for the alliance's success: communication, mediation and media coverage -- 11.8. "Polarized" networks in the ABR: a tool for the alliance between

education and tourism actors -- 11.9. Actor training for the development of capacities: skills and capability for communication management -- 11.10. Conclusion -- 11.11. References -- List of Authors -- Index -- Summary of Volume 2 -- EULA.

Sommario/riassunto

This book, edited by Angela Barthes, Catherine Cibien, and Bruno Romagny, explores the intersection of biosphere reserves and sustainable development goals, focusing on scientific and practical educational issues in the Mediterranean region. It examines the historical context of sustainable development from 1971 to 2021, addressing challenges and opportunities for building resilient societies. The book highlights the role of biosphere reserves in promoting biodiversity and sustainable policies, emphasizing the importance of collaborative research and policy recommendations for future progress. It is intended for academics, researchers, and policymakers interested in environmental science, sustainable development, and regional studies.
