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INTEGRATED INFORMATION

International Conference on Integrated Information

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Preface: Proceedings of the International Conference on Integrated Information (IC-ININFO 2011)

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Aims and Scope of the Conference

The International Conference on Integrated Information 2011 took place in Kos Island, Greece, between September, 29 and October, 3, 2011. IC-ININFO is an international interdisciplinary conference covering research and development in the field of information management and integration.

The conference aims at creating a forum for further discussion for an Integrated Information Field incorporating a series of issues and/or related organizations that manage information in their everyday operations. Therefore, the call for papers is addressed to scholars and/ or professionals of the fields of Library and Archives Science (including digital libraries and electronic archives), Museum and Gallery Studies, Information Science, Documentation, Information Management, Records Management, Knowledge Management, Data management and Copyright experts the latter with an emphasis on Electronic Publications. Furthermore, papers focusing on issues of Cultural Heritage Management and Conservation Management are also be welcomed along with papers regarding the Management of Nonprofit Organizations such as libraries, archives and museums.

One of the primary objectives of the IC-ININFO will be the investigation of information-based managerial change in organizations. Driven by the fast-paced advances in the Information field, this change is characterized in terms of its impact on organizations that manage information in their everyday operations.

Grouping emerging technologies in the Information field together in a close examination of practices, problems and trends, IC-ININFO and its emphases on integration and management will present the state of the art in the field. Addressed jointly to the academic and practitioner, it will provide a forum for a number of perspectives based on either theoretical analyses or empirical case studies that will foster dialogue and exchange of ideas.

Topics of general Interest

Library Science, Archives Science, Museum and Gallery Studies, Information Science, Documentation, Digital Libraries, Electronic Archives, Information Management, Records / Document Management, Knowledge Management, Data Management, Copyright, Electronic Publications, Cultural Heritage Management, Conservation Management, Management of Nonprofit Organizations, History of Information, History of Collections, Health Information

Symposia

The Conference offered a number of sessions under its patronage, providing a concise overview of the most current issues and hands-on experience in information-related fields.

- Symposium on Integrated information: Theory, Policies, Tools
- 4th Symposium on Business and Management and Dynamic Simulation Models supporting management strategies

- Session on Open Access Repositories: Self-archiving, Metadata, Content policies, Usage
- Session on Evidence-Based Information in Clinical Practice
- Session on Business Management and Communication Strategies supporting Decision Making Process in Tourism Sector
- Session on Electronic Publishing: A Developing Landscape
- Session on Information and Knowledge Management
- Session on Information Content Preservation as Outcome of Conservation of Cultural Heritage: Ethics, Methodology and Tools
- Session on Advances Information for Strategic Management
- Session on Information History: Perspectives, Methods and Current Topics
- Session on Divergence and Convergence: Information Work in Digital Cultural Memory Institutions
- Session on Contemporary issues in Management: Organisational Behaviour, Information Technology, Education & Hospital leadership.

The wide range of aspects that the sessions covered, highlighted future trends in the Information Science.

Paper Peer Review

More than 300 papers had been submitted for consideration in IC-ININFO 2011. From them, 91 were selected for presentation, after peer review in a double blind review process. The accepted papers were presented at IC-ININFO 2011.

Thanks

We would like to thank all members that participated in any way in the IC-ININFO 2011 Conference and especially:

- The famous publishing house Emerald for its communication sponsorship.
- The co-organizing Universities and Institutes for their support and development of a high-quality Conference scientific level and profile.
- The members of the Scientific Committee that honored the Conference with their presence and provided a significant contribution to the review of papers as well as for their indications for the improvement of the Conference.
- All members of the Organizing Committee for their help, support and spirit participation before, during and after the Conference.
- The Session Organizers for their willing to organize sessions of high importance and for their editorial work, contributing in the development of valued services to the Conference.
- PhDC Marina Terzi for her excellent editorial work, contributing in the production of the Conference proceedings.

CONFERENCE DETAILS

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KEYNOTE SPEAKER



Professor Amanda Spink

Professor Amanda Spink has published over 340 scholarly journal articles, refereed conference papers and book chapters, and 6 books. Many of her journal articles are published in the Journal of the American Society for Information Science and Technology, Information Processing and Management, and the Journal of Documentation. She is Editor of the Emerald journal Aslib Proceedings. Amanda's research has been published at many conferences including ASIST, IEEE ITCC, CAIS, Internet Computing, ACM SIGIR, and ISIC Conferences. Her recent books include Information Behavior: An Evolutionary Instinct and Web Search: Multidisciplinary Perspectives, both published by Springer. Amanda's research focuses on theoretical and empirical studies of information behavior, including the evolutionary and developmental foundations. The National Science Foundation, the American Library Association, Andrew R. Mellon Foundation, Amazon.com, Vivisimo. Com, Infospace.com, NEC, IBM, Excite.com, AlltheWeb.com, AltaVista.com, FAST, and Lockheed Martin have sponsored her research. In 2008 Professor Spink had the second highest H-index citation score in her field from 1998 to 2008 [Norris, M. (2008)]. Ranking Fellow Scholars and their H-Index: Preliminary Survey Results. Loughborough University, Dept of Information Science Report].

The Role of Environmental Education within the framework of the Environmental Policy of a Regional Municipality

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Abstract: During last years, the interests of the world public opinion on the future of our planet and the concern about environmental problems have been increased sharply. The demand for effective confrontation of the acute environmental issues is one of European Union's main objectives, since the vital need for sustainable and balanced environment has become common idea. Environmental protection requires development of environmental policies, individual responsibility and continuous information which may derive only through the education process.

This study examines the field of environmental education within the framework of the broader environmental policy of the Municipality of Karpenisi, Evritania, and it found that the overall assessment of residents for the general environmental policy is from moderate to negative, with positive element the will for participation in environmental activities and environmental education programs.

Keywords: Environment, Policies, Education, Local Community, Municipality.

I. INTRODUCTION

The initial goal of the study was the examination of the level of environmental policy, especially towards the direction of environmental education in the Municipality of Karpenisi. The above question sought to be answered through research in the wider area of the Municipality. The views - positions of the residents regarding their information and their satisfaction from the environmental actions and the operation of the local Environmental Education Centre were the key factors for making conclusions.

Looking at the primary data that resulted from the answers given by the residents of the Municipality of Karpenisi who were surveyed, some very interesting conclusions may be drawn. The level of information of the residents regarding the existence of the Environmental Education Centre is quite high however the actions of the center are not sufficiently shown.

Local community claims today, more strongly than ever, the right in information about environmental problems which may affect them over time. Also, more and more, they consider crucial the need to find solutions about them. Moreover, according to the survey, the educational level of residents plays an important role in how they understand environmental

protection and evaluate the level of environmental policy of Municipality of Karpenisi.

II. METHODS

A. Environmental Policy: Act locally, think globally

Sustainable development was defined in the Report of Brundtland Commission, "Our Common Future" in 1987 as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs [Kalaitzidis and Ouzounis, 1999]. It includes many global actions – from the creation of ideas and skills to operational action and follow up to funding the implementation of action plans. Although a large number of international organizations and agencies participate in these activities, coordination among them is difficult. It seems that the best model for promoting international cooperation for sustainable development has not yet been built. [Rogers *et al*, 2008].

Therefore, one of the hardest tasks for someone is to implement a policy. The elements of sustainable development's policies are based on the results of conferences, conventions, agreements and protocols, directives, decisions, communications and recommendations, strategies, reports, documents of consultation and guidance notes, results of discussions, negotiations, support policies and leadership [Strong and Hemphill, 2006].

However, European Community's environmental policy has gained significant momentum. Apart from confronting environmental problems within member states, Community has gradually emerged as a leading factor in efforts to co-ordinate international actions for global environmental responses regarding environmental change [Lieverink *et al*, 1995].

Of course, the ability of individual countries to meet the challenge of ecological modernization and, more recently, sustainable development - a perspective that has come to influence EU's policy making - cannot be assessed without reference to national systemic factors. Southern countries' reputation of inefficiency and corruption, administrative lethargy and defective coordination and cooperation policy - clearly has a significant impact on their ability to respond to "new policies on pollution." In southern countries, among which Greece is included, the state has been over-developed and it plays a dominant role in the economy. The prevalence of consumerism values in those recently modernized countries sets a major obstacle to

environmental values. Moreover, the traditional culture characteristics of a country may affect the concern about the environment [Jordan, 2002].

Environmental policy, as a term, refers to all actions, planned or not, with internal or not cohesion with each other, which are clearly directed towards prespecified aims in order to confront the ecological crisis as a whole or at its individual appearances, local or sectoral [Papaioannou, 1998].

II. THE IMPORTANT ROLE OF ENVIRONMENTAL EDUCATION

For centuries we see environmental education totally connected with survival. It was the knowledge that human had on how to behave and how to move within nature which was usually perceived stronger and more hostile than him. Motivated by such needs Environmental Education concerned, on the one hand ways of human's protection from the nature elements and on the other hand ways of exploitation of those elements in order to survive and improve his life conditions. Today, the growing awareness of the ecological crisis has resulted the creation of a strong movement of Environmental Education, highly dynamic, multifaceted, polymorphic and supported with great enthusiasm by all who claim that they care about the environment. [Flogaitis, 1998].

Nevertheless, the need for growth is obvious. We live in a world where a minority of the world's population lives following unsustainable practices and wasteful consumerism, while on the other hand, the majority of world citizens lives in conditions which do not answer to basic human needs. Wide Environmental Education and its fundamental role to the transition towards sustainability is an imperative need for the world. The mission of Environmental Education is to transform the attitude and behavior of whole societies to a new ethic of preservation (and respect for the environment), which "embraces" plants, animals and people and tends to become reality [Palmer, 2006].

The purpose of Environmental Education is to develop a world population that will have awareness and concern about the environment and its problems and who will have the knowledge, skills, attitudes, motivation and dedication required to work individually and collectively towards solving these problems and prevent new ones. According to the Declaration of the International Environmental Education Program of UNESCO (1975), the goals of environmental education are: awareness, knowledge, attitude, skills, ability to evaluate, and participation of everyone.

Education for sustainability is a lifelong learning process that leads to the creation of informed and active citizens who have the creative problem-solving skills, scientific and social training and commitment to their participation in responsible individual and collective actions.

However, the choice of environmental education as a vehicle for social change is rather unrealistic, as

indicated by the facts. One cannot easily argue that Environmental Education has contributed to the change, either in society or to the improvement of the environment during all these years that it is in the spotlight. Instead, it seems possible that unrealistic aspirations have been invested in Environmental Education, as it proved to have limited range and effectiveness. In Greece, Environmental Education is characterized as optional, marginal, non-evaluable and vague.

In Greece, the emergence of environmental education came as response to the messages arriving from America and Europe regarding the need to protect the environment. Its systematic introduction into primary and secondary education was significantly delayed for more than fifteen years and it is mainly due to the fact that acute environmental problems occurred in our country later than they did in other countries. The first effort was made in collaboration with the Pedagogical Institute through three training sessions of Greek teachers in France in early 1980s. Initially, these efforts did not have a wide effect into the two levels of education and only a few programs were attained by students.

The actual introduction of Environmental Education in Greece was mainly made by Law (No. 1892) in 1990. The same Law provides the creation of Environmental Education Centres (EEC) at each prefecture. Indicative of the change that occurred with the implementation of Law 1892/1990, is the fact that during the first year, more than 1500 programs of Environmental Education were implemented in elementary, middle and high schools in the country. This number is much higher today, as numerous seminars, conferences, workshops and training sessions have involved essentially a much larger number of teachers in such programs [Kalaitzidis and Ouzounis, 1999].

III. THE EEC OF MUNICIPALITY OF KARPENISI

The Environmental Education Centre of Municipality of Karpenisi was established according to Decision (No. 134908) in 26.11.2004 by the Minister of Education and after the signing of the tripartite agreement between Ministry of Education - National Foundation for Youth and Municipality of Karpenisi on March 8, 2006.

The Environmental Education Centre of Karpenisi includes classrooms, laboratories for Physics, Chemistry and Biology, Library, Reading Room, PC Room, Administration Offices of the Teachers Group, Exhibition area and dining – resort area. It has the responsibility to provide directions, goals, actions, programs, partnerships, staffing and financial management. Moreover, among its competences is to support at scientific, institutional and administrative level the implementation of educational, training and research programs and to develop international partnerships.

Municipality of Karpenisi contributes to the supply of equipment for the EEC either by direct provision of equipment or through the payment of an amount of money defined during the Municipal Councils. Also, it undertakes the responsibility to participate in the Advisory and Management Committee of the Centre, to take part in the events organized to promote and present the programs of EEC and in the programs concerning local community. Municipality must promote inter-municipal cooperation, support with technical and audiovisual equipment the various initiatives organized by the Center (newsletters, brochures), facilitate the movement of groups of pupils and teachers with its coaches, after consultation of course, for the best planning of those movements. Generally, the Municipality supports the Centre's operation in many ways. On the other hand, the Centre, apart from the funding mentioned above, may receive financial support from other governmental or nongovernmental entities in Greece and abroad (EEG,2010)

IV. Research in the field of environmental education

It was considered particularly important to conduct a statistical research in order to get complete results. Specifically, the chosen method was that of anonymous questionnaires. The aim of this study was the attempt to investigate the level of awareness and satisfaction of citizens concerning existing structures and actions of the Municipality of Karpenisi regarding environmental education within the broader context of its environmental policy.

A. Methodological Approach

In order to achieve the above mentioned goal, the structured questionnaire was selected as the best research tool for collecting primary data. The population - target of this research was the residents and citizens of the Municipality of Karpenisi. The research was conducted during the period from April 10 to April 20, 2011. The final size of the sample under analysis is 200 questionnaires. The response is high (100.0%), especially considering the conditions of filling (filling without the presence of the researcher) and the collection mode (collection at different times). Regarding the processing of primary data it was performed an x2 test of independence analysis to determine correlations between different variables of the research as well as diagrammatic presentation.

B. Survey Results

The overall estimation regarding the general environmental policy of the Municipality of Karpenisi is moderate to negative. Specifically, 57.6% of respondents are slightly satisfied and 37.4% declares no satisfied. Only the 5% of residents of the sample reveals a positive evaluation.

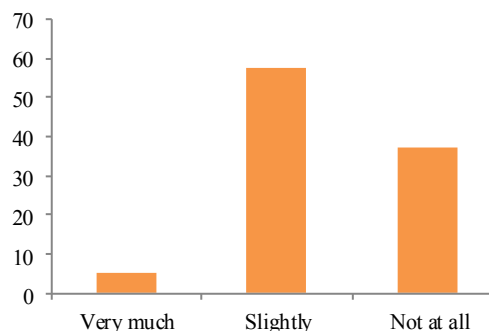


Figure 1. Citizens' satisfaction over the environmental policy

The 59.6% of the respondent sample is aware about the existence of the Environmental Education Centre in Karpenisi. On the contrary, 31.8% does not know anything about it, while the 8.6% of the responders has insufficient information about it.

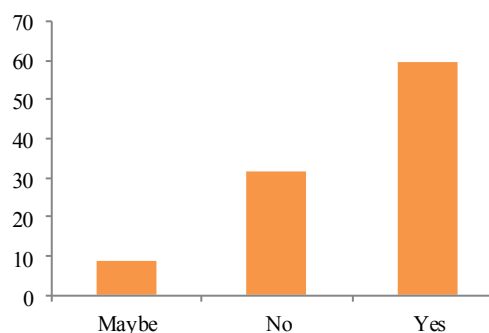


Figure 2. Acknowledge of the EEC

Nevertheless, the level of information about the activities of the Centre is lower, as only the 18.3% of people is very informed when the larger percentage of respondents is slightly informed (39,6) or not informed at all (42.1%).

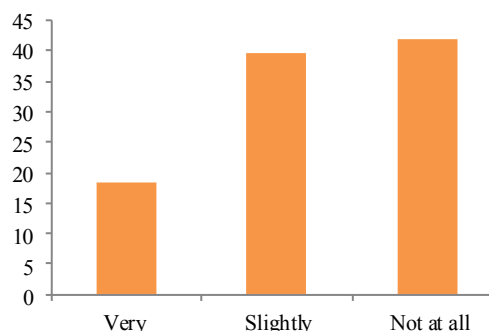


Figure 3. Level of information about the activities of EEC

Regarding the awareness about the EEC the following trend is observed: Residents with high level of education state that they are informed about the existence of EEC at a great percentage (70%),

comparatively to ones with lower level of education. The same attitude is noticed regarding information about the activities of E.E.C.

	Yes	No	Maybe
Primary / secondary school	26,70%	53,30%	20,00%
High school	52,60%	39,70%	7,70%
University/Technological Education Institute/postgraduate studies	70,00%	22,00%	8,00%

Table 1. This is the caption of the first table.

All the above lead to the conclusion that the best informed population group belongs to the highest grade of education

Pearson Chi-Square (x2)	14,605
p-value	0,006

V. CONCLUSIONS

Municipality of Karpenisi faces a modern environmental challenge as every other European city, the one of environmental protection. The only way to be able to cope with the severity of local environmental problems, to find real solutions that will not temporarily cover these problems but they will have a long term horizon is to make the environmental protection of the wider region a matter of paramount priority. Any development process should be implemented under the rule of protection of the forest, water, soil and air, as local community lives and grows in this environment. Allies in this effort are not others than the residents of Municipality of Karpenisi who have to take action, promote cooperation, teamwork, volunteering for the achievement of an integrated endogenous development.

The existence of the Environmental Education Centre functions as a helper in this effort, as a vehicle for transmission of ecological thinking and behavior focused mainly on schoolchildren.

More often organization of workshops and events concerning the environment which will be addressed mainly to young people (pupils, students) may develop an environmental culture. The development of voluntary environmental actions activates the local potential, motivates different population groups, educates people of low educational level on every day issues of environmentally friendly attitude and, it is the most inexpensive way to maintain the environmental protection.

Moreover, environmental education seeks to establish environmental values since it considers the

environmental issue as extremely important. Its content is the environmental issue and not other aspects of political, economic and social spheres [Raptis, 2000].

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