

# MEDITERRANEAN CLASSES

METHODOLOGY GUIDE

**CLASSES MÉDITERRANÉE**



**RÉSEAU ENVIRONNEMENT MÉDITERRANÉE**

## Table of contents

|                                                                            |            |
|----------------------------------------------------------------------------|------------|
| <b>INTRODUCTION TO THE CDMM AND THE REM</b>                                | <b>P3</b>  |
| <hr/>                                                                      |            |
| <b>1. INTRODUCTION TO THE MEDITERRANEAN CLASSES</b>                        | <b>P4</b>  |
| a. Definition and origin                                                   | <b>P4</b>  |
| b. Objectives of the Mediterranean classes                                 | <b>P5</b>  |
| <hr/>                                                                      |            |
| <b>2. BUILDING TOGETHER: WHAT YOU NEED TO KNOW BEFORE YOU START</b>        | <b>P6</b>  |
| a. Who can take part?                                                      | <b>P6</b>  |
| b. The role of the Mediterranean class                                     | <b>P7</b>  |
| c. The role of the teacher and their partner                               | <b>P7</b>  |
| <hr/>                                                                      |            |
| <b>3. STEPS TO TAKE PART</b>                                               | <b>P8</b>  |
| <hr/>                                                                      |            |
| <b>4. THE VARIOUS STAGES OF THE PROJECT LED BY THE MEDITERRANEAN CLASS</b> | <b>P9</b>  |
| <hr/>                                                                      |            |
| <b>5. SUPPORT MODALITIES</b>                                               | <b>P10</b> |
| <hr/>                                                                      |            |
| <b>6. PARTICIPANT ENGAGEMENT</b>                                           | <b>P10</b> |
| <hr/>                                                                      |            |
| <b>7. EXPECTED RESULTS</b>                                                 | <b>P10</b> |
| <hr/>                                                                      |            |
| <b>8. THE ASSISES JEUNES ET MÉDITERRANÉE</b>                               | <b>P11</b> |
| <hr/>                                                                      |            |
| <b>9. APPLY TO BECOME A MEDITERRANEAN CLASS</b>                            | <b>P11</b> |
| <hr/>                                                                      |            |
| <b>INFORMATION AND CONTACT DETAILS</b>                                     | <b>P12</b> |



## Subject

The Mediterranean Classes were established as part of the Mediterranean Environment Network, coordinated by the Centre de Découverte Mer et Montagne.

The Mediterranean Class acts as an incubator where young people become ambassadors capable of promoting practical solutions to protect our shared sea.

This document is intended to support those wishing to get involved in this initiative.

## Introduction to the CDMM and the REM

The Centre de Découverte Mer et Montagne (CDMM) is an association dedicated to environmental protection and education on the environment and sustainable development, founded in 1991.

**For 26 years**, the CDMM has coordinated the Mediterranean Environment Network (REM) and organises the REM's annual meetings: the Assises Jeunes et Méditerranée.

The members of the Mediterranean Environment Network (REM) are united by shared values and maintain contact throughout the year to share their initiatives in support of environmental education. This connection fosters new ideas and ensures the continuation of the REM's annual meetings.

# 1. Introduction to the Mediterranean classes

## 1.a. Definition and origin

The **third United Nations Ocean Conference (UNOC 3)**, co-organised by France and Costa Rica in Nice in June 2025, was a major international summit aimed at mobilising support for the preservation of the oceans.

Since its creation in 1999 by the **Centre de Découverte Mer et Montagne (CDMM)**, the **Réseau Environnement Méditerranée (REM)** has brought together stakeholders committed to understanding, protecting and preserving marine and coastal environments in the Mediterranean. It promotes exchanges, the sharing of best practices and the development of educational initiatives aimed at all audiences, particularly young people. It also brings together REM delegations annually during the **Assises Jeunes et Méditerranée**, fostering a shared sense of purpose.

As the Mediterranean is a true pilot zone concentrating all the challenges facing the oceans, the CDMM wished to contribute to the UNOC initiative through a targeted project: the **Nice Juniors Agreements**. In this Mediterranean-focused version of UNOC, young people drew up agreements centred on three main themes: the **ocean, climate and biodiversity; marine pollution**; and **sustainable fishing**.

The commitments of the Nice Juniors Agreements, enriched by the findings of UNOC 3, called for sustained action over the long term, with a clear focus on **UNOC 4**. Thus, the REM sought to align its strategy with the UNOC's long-term vision.

To meet these objectives, the Network has spearheaded the creation of **Mediterranean classes**, aimed at bringing together educational initiatives and strengthening the role of young people as ambassadors for the Mediterranean, from the school to the wider region.

The Mediterranean Class projects, developed locally in the various countries around the Mediterranean, are jointly building a shared, overarching project. And at the Assises Jeunes et Méditerranée, the pupils' projects will be presented, finalising and boosting this unifying project that can be adapted anywhere.

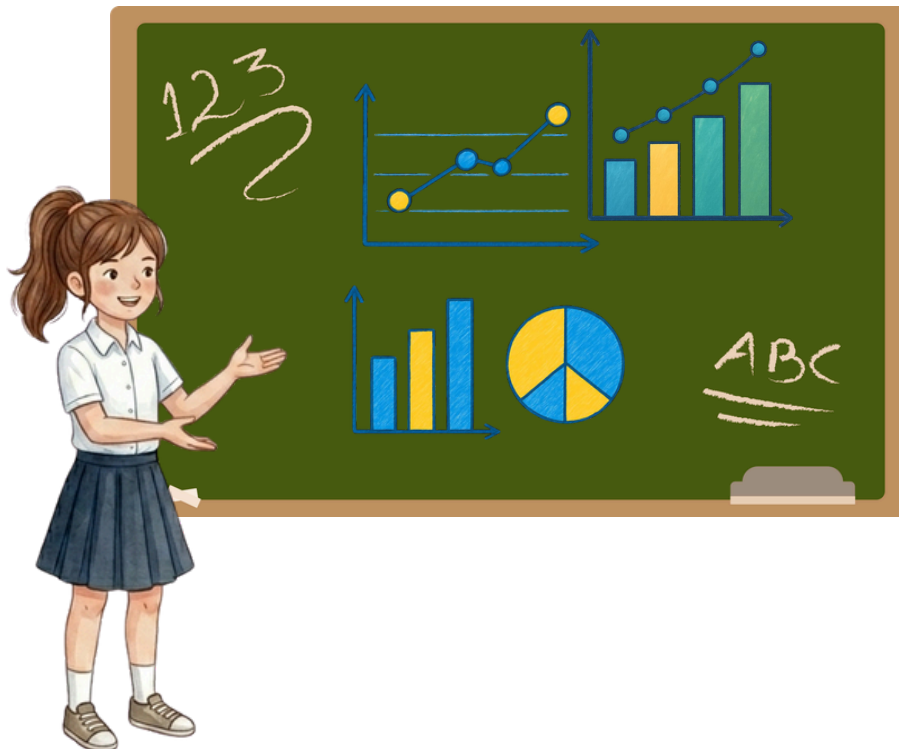
## 1.b. Objectives of the Mediterranean classes

The Mediterranean Class initiative is based on the continuity of a classroom project over the course of a year, or potentially over several years.

A Mediterranean Class will enable pupils to:

- **Understand** how the Mediterranean ecosystem works.
- **Grasp** the challenges facing the Mediterranean (marine pollution, climate, fishing, etc.)
- **Develop** concrete action plans
- **Foster** a scientific and civic culture of the ocean.

The Mediterranean Class aims to create synergy between initiatives led by young people from the Mediterranean region.



## 2. Building together: what you need to know before you start

### 2.a. Who can take part?

**Any class, school or youth club within a school**, supervised by **one or more volunteer teachers**, can join the Mediterranean Classes initiative in partnership with a **professional partner**.



Each class draws on the **expertise of an external speaker** specialising in the environment. Whether they are a member of a nature park, a nature reserve or an environmental protection organisation, this partner provides the technical tools pupils need to **take practical action to protect the Mediterranean**, with the teacher's support.

Professionals can also find a class to set up their project. If you are looking for partners, the Réseau Environnement Méditerranée (REM) invites you to contact them.

## 2.b. The role of the Mediterranean class

The Mediterranean is a shared space that encompasses many countries. For this reason, the Mediterranean Class plays a **cooperative role**. It enables participants to work together on a single project and to gather data on a larger scale when developing joint initiatives.

The Mediterranean Class also plays an **educational role**, helping pupils to better understand the challenges facing the Mediterranean and to make a practical commitment to its long-term preservation. After all, education plays a key role in guiding younger generations towards taking action.

## 2.c. The role of the teacher and their partner

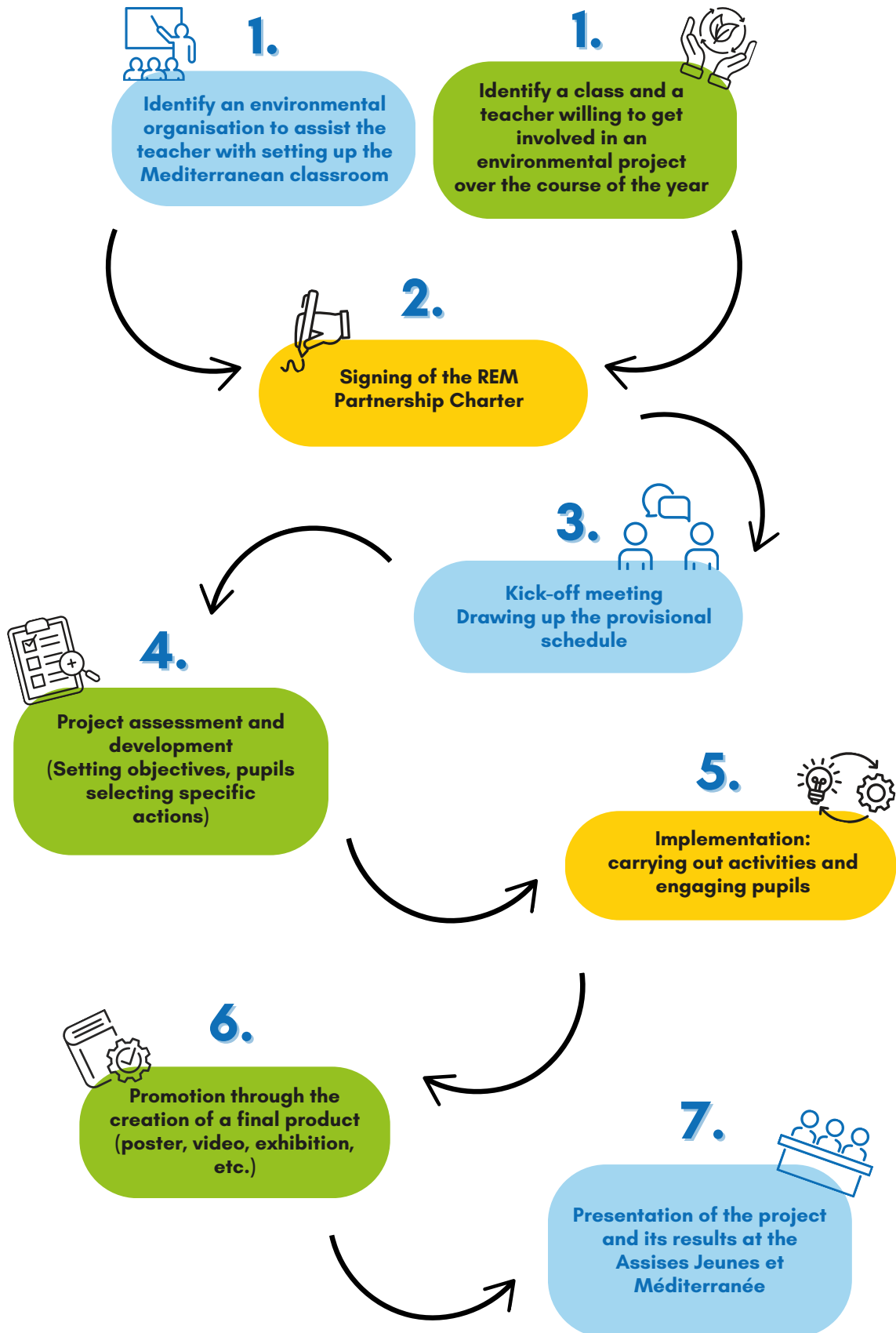
**The teacher is responsible for the educational management** of the Mediterranean class project, integrating it across the curriculum.

Meanwhile, the **supporting professional**, working as part of a team, **shares their scientific expertise** and knowledge of **local issues**, and works alongside the teacher to develop and implement the project.

The Mediterranean class project relies primarily on effective collaboration between the teacher and the supporting professional.



### 3. Steps to take part



## 4. The various stages of the project led by the Mediterranean class

The Mediterranean class will go through various stages to complete the project they wish to set up:

### Stage 1 - Launch and familiarisation

- Presentation of the issues at stake
- Exploring the different forms of plastic pollution in the Mediterranean

### Stage 2 - Assessment (example based on the theme for 2026)

- Analysis of plastic use within a school
- Identification of sources of pollution

### Phase 3 - Project development

- Definition of action objectives
- Selection of concrete actions (reduction, awareness-raising, alternatives)

### Phase 4 - Implementation

- Carrying out the actions
- Engaging pupils and the educational community
- Data collection (e.g. how many kg of plastic avoided, etc.)

### Phase 5 - Promotion

- Production of an output (poster, video, exhibition, etc.)
- Data analysis

### Phase 6 - Review and presentation at the Assises Jeunes et Méditerranée

- Review and evaluation of actions carried out
  - Measuring changes (behaviour, usage, impacts)
  - Challenges and opportunities encountered
  - Discussions between classes and network stakeholders: sharing of experiences
-

## 5. Support modalities

The Network will play a **supporting role** for the Mediterranean class, providing support for teachers, guest speakers and pupils alike.

The Network offers structured support:

- **Regular online meetings** (one Wednesday per month)
- Provision of **teaching resources**
- **Exchanges** between classes and members of the network

## 6. Participant engagement

Participating classes undertake to:

- take part in **discussion sessions**
- carry out an **action project**
- share their **findings**
- present their results at the **network's annual meetings**



## 7. Expected results

The Mediterranean classes will enable the network to **pool its knowledge and skills** in order to **coordinate the impact** of the various members' initiatives. The aim is to act as a single entity across different regions, reaching as many young people as possible.

Thus, by the end of the year's programme, the expected outcomes will be:

- A **better understanding** of marine issues
- A tangible reduction in plastic use
- **Enhanced skills** among pupils and teams
- Outputs that can be **utilised and applied** across the network

## 8. The Assises jeunes et Méditerranée

**The Assises Jeunes et Méditerranée (AJM)** aims each year to highlight the initiatives implemented by delegations from around the Mediterranean, to share their experiences, and to foster closer ties and dialogue between young and older people.

These are the **network's annual meetings**. During these meetings, representatives of the Mediterranean classes come together to share feedback on the projects they have implemented and the results achieved.

For the 2026 meetings, the CDMM will only cover accommodation and meal costs for the duration of the conference. Transport to Nice remains the responsibility of the participating organisation.

The AJM will take place over two full days, and the CDMM will cover three nights' accommodation. Participants will need to arrange their own transport to arrive the day before the meetings and depart the day after the event ends.

## 9. Apply to become a Mediterranean class

To apply to take part in the Mediterranean Class programme, please complete the following form if you are :

**A school class or youth club at a school:**

<https://forms.gle/wbNXbNN14xJNVg3e7>

**An environmental organisation:**

<https://forms.gle/ZysMdB8Z36JWUV2s6>

Information and contact details

[www.envimed.org](http://www.envimed.org)

**Nolwenn Fichou**

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