



Changing the Climate Forecast

October 2009 — Issue 30

CEC Chair's Corner



Dear CEC Members,

Climate change is one of the most serious challenges of this century. It is impacting people, animals, plants and natural environments – from the deepest ocean to the highest mountain. These two sentences top the IUCN website's climate change webpage, which is filled with information of interest to CEC members < [http://www.iucn.org/ what/climate/](http://www.iucn.org/what/climate/) >. In this newsletter, we sample several different approaches to climate change work by CEC members, including a photography exhibit, online learning materials from Arctic explorers, a school project in India, and an international conference for environmental journalists.

Also in this October 2009 issue, I am pleased to announce the first-round of appointments for CEC National Activators. I would like to welcome these leading CEC members as focal points for our Commission at the country level. This is a new and voluntary position with a pivotal role. Each CEC National Activator will work closely with the CEC Regional Vice-Chair to (1) facilitate the co-creation of solutions, (2) create strategic communication platforms, and (3) leverage new learning for sustainable development. These three priorities in the CEC mandate contribute to the IUCN 2009-2012 programme of work. CEC also continues to advance international Conventions through CEPA (Communication, Education, Participation and Awareness), develop the World Conservation Learning Network, and support the United Nations Decade of Education for Sustainable Development. Meanwhile, climate change and the International Year of Biodiversity 2010 are high on the agenda.

For the next issue, I would like to call for submissions by November 15 on the following topics:

- (1) Examples of CEC members working for biodiversity
- (2) Looking towards the climate change conference in Copenhagen
- (3) Blogs – Are you blogging on a CEC-related topic? Send in your link!

With regards,
Keith Wheeler, Chair
IUCN Commission on Education and Communication

CEC Members and Climate Change



Community Resilience: CEC Member Editorial

CEC Steering Committee member Brad Smith and Rebekah Green of Western Washington University offer this guest editorial on climate change and community resilience, from the October 2009 CEC e-newsletter. International organizations such as the IUCN play a crucial role in promoting and supporting community resilience. Especially important is the work of defining and promoting the integration of disaster reduction, ecosystem protection and management, and community livelihood development at the national, regional, and community level. [Full story >>](#)

Community Resilience

By Rebekah Green of Western Washington University and CEC Steering Committee member Bradley Smith, Dean, Huxley College of the Environment

Every day communities across the globe struggle to meet their livelihood needs in vastly different settings and stages of development. At the same time, natural hazards threaten the very social, physical, economic, and ecological foundations upon which their livelihoods have been developed. Sometimes these hazards exceed community capacity and disaster occurs. In 2005, Hurricane Katrina swept through depleted coastal wetlands and overtopped levees to flood New Orleans and destroy the communities so many families called home. In 2006, countless rural mountain villages in Pakistan's northern territories crumbled in intense seismic shaking and then slid down denuded mountain slopes in tremendous landslides. Today, small-island states in the Pacific face rising seas and bleaching coral reefs as rapid development causes global changes to climate and sea temperature. Not all of these communities will recover from these disasters; those that are resilient will.

Resilience was first studied in the field of ecology, where Holling argued for an examination of ecosystem persistence in the face of external disturbance – changes in climate, influxes of nutrients, intense grazing, species invasion, and human intervention. To describe such persistence, Holling suggested two key parameters. The first was stability, or the ability of an ecosystem to return to equilibrium when perturbed. The second was ecological resilience, a measure of a system's ability to absorb change and disturbance and still maintain the same relationships between populations. Most importantly, work in the ecology suggested that resilience and stability are uniquely different properties of a system – properties that can be at odds with one another.

More recently, the insights of ecological resilience have been applied to socio-ecological systems, such as communities faced with environmental hazards. In this context, community resilience is a measure of a community's ability to absorb disturbance, organize and adapt in ways that continue to provide acceptable levels of community service or function. Resilient communities are those that can prepare for, adapt to, and effectively recover from environmental hazards with minimal natural resource depletion and in ways that avoid producing or recreating vulnerability to future hazards.

Community resilience is no easy task. Communities the world over have often focused on decreasing the direct impacts of hazards, rather than ecological resilience. Much attention has been paid to engineering solutions for reducing loss and rapidly recovering from natural hazard events. Levees are promoted for flood control, stronger building codes for seismic resistance, fire suppression for wildfire risk, and retaining walls for landslides. While crucially important, these strategies attempt to ensure stability in the face of small and moderate scale hazards. Yet vulnerability to larger events remains and even increases. Communities expand behind protective levees and into wildland interfaces. Protection of forest cover and mangroves wanes. Public awareness and preparedness declines as fewer moderate disasters are experienced. Without actively promoting an ecological resilience approach to disasters, communities can too easily lose the redundancy of protective strategies necessary for buffering disasters and agilely adapting to change.

International organizations such as the IUCN play a crucial role in promoting and supporting community resilience. Especially important is the work of defining and promoting the integration of disaster reduction, ecosystem protection and management, and community livelihood development at the national, regional, and community level. This work entails enhanced efforts at community education around the mitigating effects of traditional ecological strategies for disaster risk. As risks such as climate change loom large on the global horizon, finding ways to enhance community resilience is emerging as a key strategy for facing current and future threats.

For more information, contact cec@iucn.org



Protected Areas as Solutions for Climate Change

Protected area systems provide powerful tools to combat climate change; with commitment and planning they could do even more in the future. This story is shared with CEC by Nigel Dudley and Trevor Sandwith of the IUCN World Commission on Protected Areas. [Full story >>](#)

Global climate change strategies identify the need to halt deforestation and to use natural ecosystems for sequestering carbon, as well as to help society adapt to the changes that are occurring. Protected areas can play a key role; the Intergovernmental Panel on Climate Change notes: “Synergies between mitigation and adaptation can exist, e.g. properly designed biomass production, formation of protected areas...” (our emphasis). Recognition of ecosystem-based approaches to adaptation by the UN Framework Convention on Climate Change (UNFCCC) will give important support for this strategy.

Protected areas can help in two ways: mitigating climate change by sequestering carbon in organic matter and adapting to impacts of climate change by maintaining ecosystem functioning and the services upon which millions of people depend.

Over 312 gigatonnes of carbon is already stored in protected areas according to the UNEP World Conservation Monitoring Centre (UNEP-WCMC), or 15 per cent of global carbon stocks. This may prove to be an underestimate, as we learn more about sequestration in marine and freshwater ecosystems. Protected areas are important particularly where habitat destruction would otherwise cause carbon loss. Economists can calculate the value of carbon: research by The Nature Conservancy found that carbon in protected areas in Bolivia, Venezuela and Mexico was worth US\$39-87 billion in global damage costs avoided.

As climate change progresses, healthy natural ecosystems can help buffer human societies. Natural disasters are growing in number and severity, from about 100 major disasters per decade in the 1940s to almost 2,800 in the 1990s, because extreme climatic events are increasing and land shortages are forcing people onto disaster-prone areas like floodplains. The World Bank suggests that every dollar invested in effective disaster reduction saves seven dollars in costs of disasters. Protected mountain forests, coastal reefs, mangroves and other ecosystems buffer human communities against potentially disastrous events like avalanches, flooding and tidal surges.

Agricultural systems, water supplies and health services are also under pressure. Protected areas provide a suite of services, such as pure water (a third of the world's hundred largest cities draw drinking water from forest protected areas), genetic material for crop breeding to meet changing environmental conditions, pharmaceuticals for emerging diseases and nursery grounds for marine and freshwater fisheries.

But protected areas are not a panacea. Many still leak carbon due to illegal logging, land clearance and poorly-managed fires. UNEP-WCMC studied several tropical protected areas and found forest loss much lower than elsewhere but still significant, perhaps as much as 3 per cent of the emissions from tropical deforestation.

Protected areas themselves face important new pressures due to climate change, with a risk that the solutions they offer will be lost if they decline in quality. Managers need to develop additional conservation strategies, such as building connectivity, providing routes for species to move as climate shifts, addressing extreme weather events and maintaining ecological integrity. A big challenge will be management in the face of increased uncertainty, for example to deal with changing rates of invasion by alien species or increased frequency of fires. Many management responses require new skills and new tools. In a crowded planet, any expansion of protection needs careful social safeguards and more stakeholders involved in decision-making than in the past. Protected area systems that recognise and involve local communities, indigenous peoples, the private sector and other conservation stewards in a mosaic of conservation actions are more likely to increase the resilience of ecosystems and people in a changing world.

Meeting the challenges will require careful coordination. In particular, the UNFCCC and the Convention on Biological Diversity must work closely together to maximise opportunities from protected areas. Key meetings of the UNFCCC in 2009 and the CBD in 2010 provide forums for agreement. IUCN has a critical role in ensuring that the potential of protected areas is fully realised. PACT 2020 (Protected Areas and Climate Turnaround) is a major initiative co-ordinated by IUCN across its secretariat, regions and commissions. It aims to increase awareness and understanding of the role of protected areas in climate change mitigation and adaptation; to influence policy to ensure that protected area systems play an appropriate role in national and regional responses; and to provide tools and guidance to integrate protected area systems into national strategies for climate change. An authoritative publication is being prepared for a Protected Areas and Climate Change Summit hosted in Andalusia in November 2009, which will send a strong message to Copenhagen in December.

If you have information regarding the role of protected area systems in climate change mitigation or adaptation, please contact Nigel Dudley (nigel@equilibriumresearch.com). For further information on PACT 2020 please contact Trevor Sandwith (tsandwith@tnc.org) or Pedro Rosabal (pedro.rosabal@iucn.org).

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Nigel Dudley is an independent consultant and serves as Vice Chair for Capacity Development on IUCN's World Commission on Protected Areas

Trevor Sandwith is Director of Biodiversity and Protected Areas Policy for The Nature Conservancy and Deputy Chair of the IUCN World Commission on Protected Areas.



Computer Simulations on Climate Change: Four to Try

We need a way to see the future without waiting for it to arrive. And it turns out that simulation models are very good at helping us do that. Simulations like the four shown here are useful tools for awareness-raising and communications efforts on climate change. From CEC Steering Committee member Dominic Stucker of the Sustainability Institute . [Full story >>](#)

Responding to climate change requires us to think clearly about the future. And one of the things we know about climate is that the economic, atmospheric, and social systems that drive the climate defy most human intuition.

So we need a way to see the future without waiting for it to arrive. And it turns out that simulation models are very good at helping us do that.

Project partners, including the Sustainability Institute, Ventana Systems, and MIT, are building a set of simulators with engaging interfaces and compelling output displays. These sims will allow learners, step by step, to deepen their understanding of climate dynamics, from the most rudimentary "carbon accounting" to progressively more complex explorations of strategic options for reducing emissions and their likely effects. C-ROADS is our best example. <http://climateinteractive.org/simulations>

C-LEARN is the freeware, online, 3-region version of C-ROADS. The Climate Rapid Overview and Decision-support Simulator is a policy-maker-oriented climate simulator that has undergone scientific review and is being used in support of international climate change negotiations. <http://forio.com/simulation/climate-development/index.htm>

Climate Momentum Simulation allows users to quickly compare the resulting sea level rise, temperature change, atmospheric CO₂, and global CO₂ emissions from six predetermined scenarios. This sim was designed by Drew Jones of Sustainability Institute and Nicholas Owens of Booksmuggler using output from C-ROADS. <http://climateinteractive.org/simulations/climate-momentum-simulation/climate-momentum>

Bathtub is an animated simulation of the global carbon system that is great for helping people explore the relationship between carbon emissions and atmospheric CO₂. What happens if we cap global carbon dioxide emissions at current levels? Built with a team from Schlumberger. <http://www.seed.slb.com/flash/science/features/earth/climate/en/challenge/index.htm?width=730&height=550&popup=true>

MIT Green House Gas Simulator is a more advanced animated simulator that, like the one above, uses the bathtub metaphor but explores more factors and more complexity. Dr. John Sterman led its creation. <http://mit%20ghg%20simulator/>

For more information, contact Climate Interactive >> <http://climateinteractive.org/ContactForm>



Arctic Survey Education: Real-life Learning on Climate Change

Based on the real-life experiences of three polar explorers on a 73-day ocean survey in 2009, new learning materials are free to download. Parents and teachers will want to explore these educational activities on climate change and the Arctic Ocean, says CEC member Rod Macrae. [Full story >>](#)

The explorers' Arctic quest makes climate change learning an adventure that is free-to-use in your home or classroom.

The team behind a survey expedition over the floating sea ice of the Arctic Ocean has unveiled a remarkable education project which it hopes will be a valuable toolkit for families, schoolteacher s and students aged 5–18.

ARCTIC SURVEY EDUCATION is a free -to-use suite of materials about climate change and the Arctic Ocean. These are based on the real-life experiences of the three polar explorers who captured much-needed data about the state of the Ocean's ice during their 73-day survey early in 2009. Now the data and ice team's experience has been creatively transformed into home & classroom learning materials.

All the free resources can be downloaded from www.arcticsurveyeducation.com and include complete study kits with Guidance Notes for parents and teachers and a Resources Gallery packed with video, photo, whiteboard, PowerPoint and other materials to make inspiring and appealing interactive learning activities.

The range of materials spans all key stages of school and home learning and include exciting ways for younger children to learn with a specially commissioned illustrated story, video and a song about the adventure. Teenagers and Adults can hear from top ice scientist, Professor Peter Wadhams of the University of Cambridge Department of Applied Mathematics and Physics, and from the explorers themselves – linking Mathematics, Geography, Science and Citizenship across the curriculum in a dynamic way.

Speaking about the project, explorer and team leader Pen Hadow said: "It was always important to us that this expedition should have a lasting benefit for the generation which will live with the consequences of climate change. These classroom and family resources can really bring alive the issues of global warming and climate change in an exciting way and give children, young people, their teachers and families the chance to explore the Arctic for themselves."

ARCTIC SURVEY EDUCATION follows leading explorers Pen Hadow, Ann Daniels and Marti n Hartley over their epic 73 days in the Arctic as they trek northwards in some of the most hostile conditions on earth, measuring the thickness of the remaining sea ice. Scientists know it's thinning as well as shrinking but need accurate data from the surface of the ice. At its current rate of decline, the Ocean will be effectively ice free each summer in less than 20 to 30 years. The materials raise awareness and provoke thinking about this phenomenon.

The funding and support to develop the resources have been provided by commercial and not-for-profit partners.

All the free resources are simple to use at home or school and can be viewed at www.arcticsurveyeducation.com

Arctic Survey Education has been funded by the following organisations who are Founder Members of Arctic Survey Education: Lloyd's of London, Aspen Re, Business in the Community and The Prince's May Day Network, Catlin Group, Flagstone Re, Linklaters LLP, Miller Insurance Services Limited, Newton Abbot College, Rix & Kay Solicitors LLP, Royal Geographical Society with IBG, United Utilities plc, University of Cambridge Department of Applied Mathematics and Theoretical Physics, Willis Group, WWF

For more information about the Catlin Arctic Survey, visit www.catlinarcticsurvey.com

Gary Braasch Photography Opens Climate Change Exhibit

Opening November 10, this photo exhibit with 20 images measuring five feet high will educate and inspire action on climate change. CEC member Gary Braasch invites you to his show in Washington, DC. Gary will be in Copenhagen in December taking photos and blogging. [Full story >>](#)

"Climate Change In Our World" and "How We Know About Our Changing Climate"

In a major effort to educate and inspire about climate change and its solutions, Gary Braasch brings 20 five-foot color photographs about climate change and its solutions today to the Washington headquarters of the American Association for the Advancement of Sciences, 1200 New York Avenue NW in Washington, DC, from November 10, 2009 through March 15, 2010.

Accompanying this show of images from his book *Earth Under Fire: How Global Warming is Changing the World* is a teaching exhibit for kids and adults about how scientists learn about climate change, in association with Lynne Cherry. This show includes educational ideas for classrooms and Lynne's films about kids who are reducing their climate impact in school and their communities.

The photos include some of the most powerful photographs witnessing change already happening around the world -- such as the image of an ice-free Arctic Ocean above -- and new photos documenting what is being done to create our energy and climate future. In the adjoining Gallery, Gary and his co-author and filmmaker Lynne Cherry will display images from their children's book *How We Know What We Know About Our Changing Climate*, and the "Young Voices" film project. This is an engaging display for kids, parents and teachers about how scientists find out about climate change and how kids can learn about it.

The main exhibit will highlight that effective response to climate changes -- taking action to reduce the greenhouse gases we send up with everything we do -- is taking place around the world. The future of cities, how we will live with low-emission transportation and buildings that are not only efficient but energy-generating (above), is already visible in my photographs. Portland Oregon is a center of innovation.

Hours for this show are weekdays from 8 to 6 and other times by arrangement -- agencies, NGOs, local groups, and schools are encouraged to use the show to advance their educational and inspirational work.

At Copenhagen: Gary will be photographing and blogging -- available for assignment.

In Washington, please note that the AAAS lobby atrium is spacious and beautiful and is a great setting for bringing in groups or individuals to increase their knowledge and commitment to change. Contact Gary about the possibilities for meetings, school sessions, receptions and programs

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Gary Braasch Environmental Photography <http://www.braaschphotography.com/>

World View of Global Warming: Documenting ten years of reporting on climate science & action
<http://www.worldviewofglobalwarming.org/>

Earth Under Fire: How Global Warming is Changing the World
Now in updated paperback. "Essential reading" -- Al Gore

Home of the multiple-award winning children's book on climate science
<http://www.howweknowclimatechange.com/>



International Climate Challenge: Calling Youth to Take Action in India

The International Climate Challenge Project encourages students aged 16 –20 to take action to mitigate climate change. It works through schools and colleges in India, Kenya and the United Kingdom. This news story is from project organizer and CEC member Subbalakshmi Kumar of India's Centre for Development Education . [Full story >>](#)

About ICC

The International Climate Challenge (ICC) is a global initiative based on educational activities for young people aged 16-20. The purpose of the programme is to build an interacting global network of young people who, in the course of their studies, formal or informal, will analyse the impact of climate change on their communities and work out practical ways of addressing the emerging problems.

ICC works with schools and other groups of young people, both directly and through partners in India, Kenya and the United Kingdom. It aims to:

1. Make them aware about the impact of climate change locally and globally
2. Help them take action locally to combat climate change through their curriculum
3. Share information and learning with the teams of young people in the other countries
4. Support them in taking those ideas forward by helping them gain access to a network of professionals, in many different fields
5. Showcase inspiring projects on the website
6. Provide further support for a number of them to take their projects further if appropriate
7. Sharing of information and ideas, via the website and an annual conference, will enable Northern and Southern perspectives to come together to highlight the challenges and develop innovative remedies that will enrich our total approach to climate change.

The Project delivers the following benefits:

For young people:

- An exciting and stimulating way of engaging with an issue of real importance to their future
- A focus on searching for solutions to the challenges of climate change, not just identifying problems
- Contact with peers from other countries and other cultures which will bring different perspectives and be good preparation for future work and co-existence in a global society
- An opportunity to get exposure for a worthwhile project for the climate change challenge

For schools and teachers:

- Support in a complex field not yet well understood by teachers
- A ready-made vehicle for cross curricular teamwork
- The chance to share and learn from teachers in other countries and other local teachers in the project
- The skills required to integrate climate change issues within the curriculum

For local communities:

- Awareness about climate change issues and the need to take action to mitigate greenhouse gas emissions and adapt to a changing climate
- Strong ties between schools and the communities they serve

In India, the project is managed by the Centre for Development Education, Pune. ICC works in Mumbai and Pune with 20 Colleges with 2000 students aged 16–20 in the process of registering for the project. Teachers are trained by the project managers Subbalakshmi Kumar (India) and Jayashree Inbaraj (Mumbai) to help students take up action projects to mitigate climate change as a part of their environment science project. Students and teachers also learn skills of reporting their actions, presenting and carrying out campaigns etc for climate change as a part of this project.

Websites are gearing up to provide support to these colleges to carry out their projects effectively. Students can register for the project and will soon be able to download supporting materials for their project from the site. The website will also provide a platform to share their projects and discuss with their counterparts in Kenya and the UK.

International Climate Challenge website >> <http://www.interclimate.org/challenge/>

Centre for Development Education website >> <http://www.cdeindia.in/icc/>

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Psychology and Global Climate Change

This 215-page report from the American Psychological Association addresses the psychology of climate change. An interesting read recommended by Frits Hesselink, CEC Special Advisor, and Wendy Goldstein, CEC Deputy Director . [Full story >>](#)

Executive Summary

Addressing climate change is arguably one of the most pressing issues facing our planet and its inhabitants. In bio and geophysical terms, climate change is defined as changes over time in the averages and variability of surface temperature, precipitation, and wind as well as associated changes in Earth's atmosphere, oceans and natural water supplies, snow and ice, land surface, ecosystems, and living organisms (Intergovernmental Panel on Climate Change [IPCC], 2007b). What is unique about current global climate change, relative to historical changes, is the causal role of human activity (also called anthropogenic forcing) and the current and projected dramatic changes in climate across the globe.

Our primary aim in our report is to engage members of the psychology community (teachers, researchers, those in practice, and students) in the issue of climate change. To this end, this American Psychological Association (APA) task force report describes the contributions of psychological research to an understanding of psychological dimensions of global climate change, provides research recommendations, and proposes policies for APA to assist psychologists' engagement with this issue.

Research review and recommendations

This APA Climate Change Task Force Report considers psychology's contribution to climate change by addressing the following six questions :

Section 1: How do people understand the risks imposed by climate change?

Long term climate is a phenomenon not easily detected by personal experience, yet one that invites personal observation and evaluation. Concern about adverse consequences of climate change (e.g., extreme weather events like droughts or floods) is low on average in places such as

the United States, in part because small probability events tend to be underestimated in decisions based on personal experience, unless they have recently occurred, in which case they are vastly overestimated. Many think of climate change risks (and thus of the benefits of mitigating them) as both considerably uncertain and also as being mostly in the future and geographically distant, all factors that lead people to discount them. The costs of mitigation, on the other hand, will be incurred with certainty in the present or near future. Emotional reactions to climate change are likely to influence perceptions of risk. Yet, emotional reactions to climate change risks are likely to be conflicted and muted because climate change can be seen as a natural process and global environmental systems perceived as beyond the control of individuals, communities, and quite possibly, science and technology. There is, however, significant variability in people's reactions to climate risks, much of which is mediated by cultural values and beliefs.

Section 2: What are the human behavioral contributions to climate change and the psychological and contextual drivers of these contributions?

Human actions that influence climate change include pressures due to population growth and region-specific types and patterns of consumption. Psychologists can help conceptualize and better understand psycho-social predictors of these driving forces. Psychologists can provide behavioral analyses of consumption by focusing on behaviors that contribute the most to climate.

Individual predictors of consumption include ability (e.g., income, skills) and motivation (e.g., connection to nature, perceptions of needs versus a luxuries, core psychological needs) to engage in consumption. Contextual predictors of consumption, often mediated by individual level predictors, include the opportunities and constraints afforded by contexts (e.g., physical infrastructure, climate driving characteristics of where one lives) and motivators of consumption primed by contexts (e.g., social and cultural norms, consumerism, cultural and societal orientation toward time and nature).

Section 3: What are the psychosocial impacts of climate change?

Although they cannot be described with certainty given current research, the cumulative and interacting psychosocial effects of climate change are likely to be profound. Heat, extreme weather events, and increased competition for scarce environmental resources, compounded by preexisting inequalities and disproportionate impacts among groups and nations, will affect interpersonal and intergroup behavior and may result in increasing stress and anxiety. Even in the absence of direct impacts, the perception and fear of climate change may threaten mental health. However, there is reason to believe that positive consequences are also possible, as people take collective responsibility for a shared problem.

Section 4: How do people adapt to and cope with the perceived threat and unfolding impacts of climate change?

Adapting to and coping with climate change is an ongoing and ever changing process that involves many intrapsychic processes that influence reactions to and preparations for a diverse impacts of climate change, including chronic events and disasters. Psychological processes include sense making, causal and responsibility attributions for adverse climate change impacts, appraisals of impacts, resources, and possible coping responses, affective responses, and motivational processes related to needs for security, stability, coherence, and control. These processes are influenced by media representations of climate change, formal and informal social discourse that involving social construction, representation, amplification and attenuation of climate change risk and its impacts. These processes reflect and motivate intrapsychic responses (e.g., denial, emotion management, problem solving) and individual and community behavioral responses. Individual and cultural variation influences all aspects of the process, providing context, world views, values, concerns, resilience, and vulnerability.

Section 5: Which psychological barriers limit climate change action?

Many structural and psychological barriers stand in the way of behavioral changes that would help limit climate change. Many people are taking action in response to the risks of climate change, but many others are unaware of the problem, unsure of the facts or what to do, do not trust experts or believe their conclusions, think the problem is elsewhere, are fixed in their ways, believe that

others should act, or believe that their actions will make no difference or are unimportant compared to those of others. They may be engaged in token actions or actions they believe are helpful but objectively are not. They have other worthy goals and aspirations that draw their time, effort, and resources, or they believe that solutions outside of human control will address the problem. Some or all of the structural barriers must be removed but this is not likely to be sufficient. Psychologists and other social scientists need to work on psychological barriers.

Section 6: How can psychologists assist in limiting climate change?

Psychology can improve understanding of the behaviors that drive climate change by building better behavioral models based on empirical analysis, providing deeper understanding of individual and household behavior, and applying evaluation research methods to efforts to develop and improve interventions. One of psychology's unique contributions is to understanding behavior at the individual level. It has already broadened understanding of the interactive roles of various personal and contextual factors in shaping environmentally significant behavior and in understanding why people do and do not respond to the variety of intervention types, including the use of persuasive messages, information, economic incentives, and new technologies. It can contribute more in this area by helping to design more effective interventions. Psychology can also help by illuminating the psychological factors affecting behavioral change in organizations, as well as cultural and policy change.

Topic specific research recommendations follow from our illustrations of how psychologists can help address these questions. These recommendations come at the end of each section. In many cases, research recommendations involve testing the generalizability of information derived from related areas to the context of global climate change. In other cases, the research recommendations highlight places where more research is needed to fully understand particular topics highlighted within each section.

Download the report >> <http://www.apa.org/releases/climate-change.pdf>



Join Ning and Learning Events at Copenhagen Conference

Engage in the climate change conference via a social networking site created by the Survival Academy programme. If you are in Copenhagen, look for Learning Events that highlight how citizens can participate in change. From Lizzie Crudgington, IUCN Learning and Leadership Unit. [Full story >>](#)

"What if I were the Solution?"
8-17 Dec 2009

The world is changing rapidly. In such times we – as individuals, communities and organizations - often search for clarity and understanding of where in the big picture we fit in.

The Survival Academy is a place where participants and the general public can learn, share knowledge and create new ways of taking action on climate change. It all takes place when the United Nations Framework Convention on Climate Change holds its conference in Copenhagen in December 2009. <http://unfccc.int/2860.php>

The intention is to complement the political negotiations with a series of events that explore ways that we can share responsibility as citizens, consumers, community members, organisation members, entrepreneurs, activists, artists, and leaders. Change can start from any place and anyone, and climate change is too complex and large-scale to be addressed only by one sector or process.

The learning events at Survival Academy include:

- Sessions on visual communication, community organising, sustainability strategy, group facilitation, connecting with nature, sustainable businesses, scenario development, leadership development, sustainable living, strategies for climate adaptation, and more
- Films, exhibitions, and book launches

- Social networking site at www.survivalacademy.org
- Satellite events will happen in different parts of the world

To keep track of the emerging Survival Academy programme or to sign up to participate, see www.survivalacademy.org

Survival Academy is co-convened by Reos Partners (www.reospartners.com), Bigger Picture (www.biggerpicture.dk), Energiakademiet (www.energiakademiet.dk), Unfolding Cards (www.unfoldingcards.org), and Pioneers of Change (www.pioneersofchange.net).



IUCN: Changing the Climate Forecast

Climate change will seriously affect humans, our environment, our health and our security. Rising sea levels, wildfires, floods, droughts and storms will become more common, and up to 30 percent of the planet's plant and animal species could become extinct. Follow these links on the IUCN website to learn more . [Full story >>](#)

A serious challenge

Climate change is one of the most serious challenges of this century. It is impacting people, animals, plants and natural environments – from the deepest ocean to the highest mountain.

The current rate of greenhouse gas emissions is likely to cause average world temperatures to rise above 2°C – a change which is expected to irreversibly alter all life on Earth.

Climate change will seriously affect humans, our environment, our health and our security. Rising sea levels, wildfires, floods, droughts and storms will become more common, and up to 30 percent of the planet's plant and animal species could become extinct.

The world has a wide range of possible solutions that will help combat climate change. Protecting and better managing natural resources is not only one of the most cost-effective, it is the one piece of the puzzle that we cannot afford not to do if we are to make the transition to a sustainable low-carbon world in the coming decades.

What is IUCN doing about it?

IUCN's work puts nature at the centre of climate change solutions. Healthy natural systems are critical for absorbing carbon and helping us adapt to climate change.

Managing forests, peatlands and wetlands can store substantial amounts of carbon as well as conserve biodiversity. People depend on natural resources for food, fuel and drinking water. Managing and conserving these resources can help us adapt to the impacts of climate change we are already facing.

IUCN mobilizes research to measure the impacts climate change is having on biodiversity. IUCN supports and advises governments, organizations and the United Nations to ensure that biodiversity is taken into account for all climate solutions and policies, as well as being used as a solution itself.

IUCN's field projects around the world improve the management of natural areas such as forests, rivers, mangroves and coral reefs to reduce emissions and help us adapt to climate change.

CHANGING THE CLIMATE FORECAST – [A serious challenge](#) <http://www.iucn.org/what/climate/>

VIDEO – [Watch it on youtube](#)

http://www.youtube.com/watch?v=PnVsLt2nlsA&feature=channel_page

DEBATE – Join the debate on www.connect2earth.org <http://www.connect2earth.org/>

LEARN MORE – [The Changing Climate](#)
http://www.iucn.org/about/work/initiatives/climate_news/ini_clim_what/

INFLUENCING POLICY – [IUCN @ UNFCCC](#) <http://www.iucn.org/unfccc/>

IUCN'S WORK ON [CLIMATE CHANGE](#) http://www.iucn.org/about/work/initiatives/climate_news/

CEC National Activators



Announcing New National Activators for IUCN CEC

CEC has created a new element in our global governance structure: CEC National Activators. These movers-and-shakers will enhance Commission impact in their countries and regions. CEC members who have accepted this volunteer position as of October 2009 are listed here. Welcome! [Full story >>](#)

The Commission on Education and Communication (CEC) is one of six IUCN Commissions and is made up of a network of specialists in environmental communication, education and learning from governments, governmental institutions, NGOs, academic institutions and from the private sector. CEC seeks to make IUCN and our community more effective at reaching goals through leading edge learning, change and knowledge management processes.

In order to have more impact at the national and regional level, CEC has created a new element in our global governance structure: CEC National Activators

National focal points working with regional chairs

As national focal points, CEC National Activators will work closely with the CEC Regional Vice-Chairs. As volunteer members of CEC, they will lead, innovate and collaborate in the three broadly defined areas in our mandate:

- Facilitating the co-creation of sustainable solutions;
- Creating strategic communication platforms;
- Leveraging new learning for professional development. National Activators will contribute to CEC commitments to delivering results to the IUCN 2009 -2012 programme of work.

They also will promote longstanding CEC commitments to advancing the international Conventions through Communication, Education, Participation and Awareness (CEPA); developing the World Conservation Learning Network (WCLN); and supporting the United Nations Decade of Education for Sustainable Development (UNDESD).

As of 12 October 2009, the following CEC members have accepted the invitation by Keith Wheeler, CEC Chair, to serve as National Activators.

South America

Argentina — Marta Andelman
Bolivia — Mery Ruth Mariaca
Brazil — Suzana Padua
Chile — Gabriela Omegna
Colombia — Olga Bermudez
Ecuador — Cecilia Amaluisa
Perú — M. Sofia Brutton
Uruguay — Hernán Sorhuet
Venezuela — Alejandro Alvarez I.

Meso America

Costa Rica — Alicia Jiménez
Cuba — Martha Roque Molina

Mexico — Maria Guadalupe Garibay
Nicaragua — Maria Teresa Mariscal
Rep. Dominicana — Faustina Varela

North America

Canada — Monique Trudel
USA — Brian Day

West and Central Africa

Benin — Jos a Dossou-Bodjrenou
Cameroon — Jonas Kemajou Syapze
Congo D.R. — Naum Butoto
Gambia — Abdou Khadire Diop
Ghana — Ken Kinney
Guinea — Selly Camara
Guinea-Bissau — Nicolau Mendes
Mali — Alassane Ballo
Senegal — Abdou Khadire Diop
Sierra Leone — Joseph Rahall
Togo — Tsivanyo Mensah Todzro

East Asia

Japan — Brendan Barrett

Additional names will be announced as appointments are confirmed. A directory with contact information will be available soon on www.iucn.org/cec. Contact cec@iucn.org



Making Connections: Links for CEC members

Start your networking with the CEC National Activator in your country and the CEC Regional Vice-Chair in your region. Here are some useful links to CEC documents and to key contacts from the IUCN website. [Full story >>](#)

As a CEC member, you are invited to start your networking with the CEC National Activator in your country and the CEC Regional Vice-Chair in your region.

CEC LINKS

CEC Regional Vice-Chairs

<http://cec.wcln.org/index.php?module=pagesetter&func=viewpub&tid=1&pid=719>

Regional Vice-Chairs are points of contact for CEC members. In the structure of CEC, they play a key role in empowering members to connect with the Commission and with IUCN as a whole.

CEC National Activators

<http://www.iucn.org/about/union/commissions/cec/?4059/National-Activators-as-of-October-2009>

These CEC members are taking on a new and dynamic role as focal points for our Commission in their countries.

Stay up on CEC news on our website: www.iucn.org/cec

Wondering what's next? Read the report by the CEC Steering Committee from the recent meeting in Ecuador. Ambitious plans included online courses and a database for distance learning (capacity building); strategic use of diverse media along with "plain speak" to convey IUCN priorities with more impact (communication platforms); and start dialogues with key people and groups around climate change and security and other emerging issues (co-creating solutions). These and other activities aligned with areas in the CEC strategic plan and mandate.

CEC Steering Committee, May 2009

<http://cec.wcln.org/modules.php?name=UpDownload&req=getit&lid=288>

IUCN CEC Strategic Plan 2009-2012

<http://cec.wcln.org/modules.php?name=UpDownload&req=getit&lid=216>

IUCN CEC Mandate 2009-2012 in

English <http://cec.wcln.org/modules.php?name=UpDownload&req=getit&lid=276>

Spanish <http://cec.wcln.org/modules.php?name=UpDownload&req=getit&lid=285>

French <http://cec.wcln.org/modules.php?name=UpDownload&req=getit&lid=281>

IUCN OFFICES

IUCN has offices in more than 45 countries and runs hundreds of projects around the world. We have member organizations in more than 160 countries and a network of 10,000 voluntary scientists and experts spanning the globe. See the list of IUCN offices in regions and countries here <http://www.iucn.org/where/>

IUCN COMMITTEES

IUCN Members within a country or region often organize themselves into National and Regional Committees to facilitate cooperation and help coordinate the Union's work. IUCN Members are States, government agencies, political/economic integration organizations, national and international non-governmental organizations. As an individual, you can join IUCN through one of its six Commissions. There's some interesting data on the IUCN website that might aid in your efforts to build alliances in your country or region. Here are some links:

IUCN Regional and Sub-regional Committees

<http://www.iucn.org/about/union/members/network/regional/>

IUCN National Committees

<http://www.iucn.org/about/union/members/network/national/>

IUCN Members database

http://www.iucn.org/about/union/members/network/members_database/

Newsletter for IUCN Members – “Union Pulse” Archives

<http://www.iucn.org/about/union/members/resources/newsletters/>

CEC Member News



Building capacity for Ramsar CEPA Focal Points in West Asia

Sandra Hails, CEC member and CEPA Programme Officer from the Ramsar Convention Secretariat (in Gland) recently facilitated a CEPA workshop in Iran. She shares her report with CEC. [Full story >>](#)

Ramsar Regional Centre for Central and West Asia, Ramsar City
29th September – 1st October 2009

The first of a series of CEPA (Communication, Education, Participation and Awareness) workshops throughout the Ramsar regions took place in the Islamic Republic of Iran in the city of Ramsar, the birthplace of the Convention, from 29th September – 1st October. Bringing together CEPA Focal Points (Government and NGO), National Focal Points (NFPs), and other members of the Ramsar Administrative Authorities from seven countries, as well as representatives from two non-Contracting Parties, this workshop set out to give participants some hands-on experience in CEPA Action Planning.

Under the current CEPA Programme of the [Ramsar Convention](#), Resolution X.8, all Parties are urged to develop a CEPA Action Plan at some level – national, sub-national, catchment or local level – in order to identify priority activities that address recognised needs in the field of CEPA to support the wise use of wetlands. The CEPA Programme also clearly calls for CEPA National

Focal Point nominations and defines their role as lead implementers within their respective countries.

The workshop was jointly organized and funded by the Ramsar Regional Centre for Central and West Asia (RRC-CWA) and the Ramsar Secretariat, and was facilitated by Esther Koopmanschap (Wageningen University) and Sandra Hails (Ramsar Secretariat). Key logistics planning for the meeting were carried out by Yasaman Rajabkhah, Director of the RRC-CWA, and her team, along with other Iranian colleagues, providing participants with an excellent and memorable experience in Iran.

Our workshop began formally in the city of Ramsar on the shores of the Caspian Sea after a seven-hour bus journey from Tehran taking us over the spectacular Alburz mountains. We felt very honoured not only to have our opening ceremony take place in the same room in the Ramsar Hotel where the Convention was first signed on 2nd February 1971, but also to have the presence of the Governor of Mazandaran Province, Mr. Abdulsamad Safarnejad, the Mayor of Ramsar city, Mr. Mohsen Moradi, and the Deputy of Natural Resources, Department of Environment, Mazandaran Province, Mr Dariush Moghadas. In their opening remarks, they warmly welcomed the participants and expressed their strong commitment to the conservation of the Iranian natural environment both for biodiversity and for the well-being of all Iranians.

Following the opening, participants moved to the offices of the RRC-CWA to continue the workshop. To set the scene, Sandra Hails presented the main elements of the Convention's CEPA programme, its key goals, key implementers, specific roles for the CEPA NFPs, available CEPA tools, and some preliminary discussion on one of the key requirements of the Programme – the development of a CEPA Action Plan at an appropriate level for the country concerned (national, sub-national, catchment, local/wetland). An introduction to planning by Esther Koopmanschap followed, covering identifying target groups, setting objectives and developing a clear message for the identified target group. In practical terms the participants looked at World Wetlands Day as a CEPA planning focus. Working in small groups, participants made use of various stakeholder tools in looking at a key challenge – identifying the key stakeholders.

On the second workshop day participants were up and off very early to the Anzali Wetlands complex, a 15,000 hectare Ramsar Site designated in 1975. A two and a half hour drive west of Ramsar city, the Ramsar site comprises a large freshwater lagoon fed by several rivers with extensive reedbeds providing excellent habitats for fish, important breeding, staging and wintering areas for a wide variety of waterbirds, important resources for local fishermen and hunters, and a beautiful area for local people to visit.

An ambitious management plan was developed some years ago with international funding but extensive implementation has not been possible due to funding limitations. Ms Delaram Golmarvi, Senior expert of Natural Resources and Biodiversity from the Department of Environment, oversees the management at the site on a daily basis and very kindly spent the day with us, beginning first at the site's wetland centre where she provided an excellent overview for participants of the wetland, its diversity, its current uses by local communities and the various management challenges the site faces. Immediately after this boats, were made available for a brief tour of the area. Back at the centre, the work began! Delaram helped immensely with practical information about the site's management challenges as participants began looking at CEPA action planning using Anzali wetlands complex as a case study. This introduced some additional CEPA tools for visioning, stakeholder analysis and setting objectives. Learning was achieved through hands-on planning within small groups and then sharing of their work with other groups. Three different groups focussed on developing a draft CEPA Action Plan (focusing on one of the threats for Anzali as identified by Delaram) in support of the implementation of the site's Wetland Management Plan. Two of the groups focussed on developing a draft plan to address the issue of overfishing while one decided to address sedimentation problems. In both cases, of course, participants recognised the need for technical as well as CEPA solutions.

The third day of the workshop continued with the draft CEPA Action Plan for Anzali, addressing in more detail a specific target group, setting clear objectives and providing a clear message per target group.

The workshop finished with a discussion and then a rapid vote on whether participants thought for their country that (a) developing a National Action Plan is feasible; and (b) whether such a plan is

desirable. While there was a strong positive vote on the desirability of such a plan, there was a largely positive vote for question (a) but with a significant number of participants expressing a qualified 'yes' ranging from 50% to 100% sure. Definitely a topic for further discussion back in home countries!

While the participants enthusiastically tackled the practical work in CEPA planning during the workshop and hopefully will be able to use these tools in their own CEP A planning, the benefits of the networking that took place during the workshop should not be underestimated. The sharing of experiences between participants and the discussion of the diverse approaches to CEPA and wetland management in use also contributed to enhanced CEPA capacity.

The workshop participants, the facilitator Esther Koopmanschap, and myself were profuse in our appreciation of the financial support from the Ramsar Regional Centre which helped bring participants to Iran and for the attention to detail in planning the logistics of the meeting which made our stay in Iran such a memorable one. The facilitators would like to thank all participants for their continued effort in the CEPA Action Planning workshop!

For more information >>

http://www.ramsar.org/cda/ramsar/display/main/main.jsp?zn=ramsar&cp=1-26-45-84%5e24113_4000_0



CEC in Europe: Autumn Update

Katalin Czippan, IUCN CEC Regional Vice-Chair for Europe, invites CEC members to contact her for an invitation to the World Science Forum in November. She also reports on the first meeting of the UNECE Expert Group on Competences in Education for Sustainable Development, attended by five CEC members . [Full story >>](#)

Katalin Czippan of Hungary is co-organizer of an invitation-only session at the World Science Forum. CEC members interested in attending are asked to contact Katalin directly to obtain an invitation at czippank@vnet.hu.

The [World Science Forum](http://www.sciforum.hu/) (http://www.sciforum.hu/) session on "Science and ecosystem services – Sustainability for Nature" will be held 5 November 2009 at the Hungarian Academy of Sciences, Budapest. The session aims to engage the scientific community in reaching out to explain to citizens and decision-makers the importance of ecosystem services; encourage new research on the connection between ecosystems and adaptation to and mitigation of climate change; identify the key messages of science for decision making.

Co-chairs of the Session:

Julia MARTON-LEFÈVRE, IUCN Director-General,

István LÁNG, member of the Hungarian Academy of Sciences, member of the Brundtland Commission

Co-coordinators and rapporteurs of the Session:

Katalin Czippan, IUCN CEC Regional Vice-Chair for Europe

Tibor Faragó, State Secretary, Ministry of Environment and Water, Hungary

Keynote speaker:

Brendan MACKAY, Member of the IUCN Council and Director, Australian National University, Wild Country Research and Policy Hub

Other CEC news from the region

Katalin attended a workshop in Sweden in September to discuss how to incorporate the goals the United Nations Economic Commission for Europe's strategy on Education for Sustainable Development into the work of the European Union. Two CEC members were featured as speakers at the event: Hans van Ginkel and Chuck Hopkins.

Following this event was the first meeting of the UNECE Expert Group on Competences in Education for Sustainable Development. CEC was represented by Katalin as well as **Daniela Tilbury, Roel van Raij, Willy Sleurs and Paul Vare**. The Expert group's task is to discuss and set a list of necessary teacher competencies for turning/channelling/facilitating the learning processes towards sustainability. Parallel to this development process they are working on forming messages for policymakers to support the reorientation of teacher education and practices.

In addition, Katalin discussed with Roele van Raij on inviting a Dutch national activator and organising a European CEC workshop next spring. She also spoke with Daniela Tilbury about a potential education event regarding the climate change conference in Copenhagen.

Related links

UNECE <http://www.unece.org/Welcome.htm>

EC Enterprise and Industry <http://ec.europa.eu/enterprise/>

EC Climate Action <http://ec.europa.eu/climateaction/>



Students in Venice Study Biodiversity

CEC member Marco Prunotto is organizing an educational project for students aged 11 to 13 in Venice, Italy. Simple classroom experiments like growing mold on bread will produce samples that teach lessons in biodiversity -- observed under microscopes, recorded in cell phone photos, connected to larger issues of sustainability in everyday life. It's called the DiscoverBioD project. [Full story >>](#)

Let students discover organism diversity!
The DiscoverBioD project in Venice

By Marco Prunotto Ph.D.
Giannina Gaslini Research Institute, Italy and Member, IUCN CEC

Next year will be the International Year of Biodiversity (2010 IYB). This will be a great chance to let students, especially those leaving in large town and suburban areas, discover the intimate connection existing between human behaviour and nature today — nicely termed 'sustainability'. IYB is a superb occasion that offers an opportunity to involve students in doing and practicing biology and sustainability.

CEC member Marco Prunotto, Ph.D, of the Giannina Gaslini Research Institute in Italy, is organizing an educational project for the Province of Venice in northern Italy. The project will be in collaboration with Carl Zeiss S.p.A. (Milan, Italy), an optical design company, and Fondazione di Venezia (Foundation Venice, Italy). Both institutions have previously dealt with science education topics and support the project respectively with instruments supply and project funding.

The project is structured upon the pedagogical approach elaborated by André Giordan in 1997 at the University of Geneva. Teachers and students of intermediate schools (K-12, age 11-13) will be asked to work on two main tasks:

- 1) create biodiversity
- 2) survey ecological biodiversity of the town and the venetian lagoon

After an initial meeting with teachers, the project will be carried out entirely and independently by students. Specimens will be collected and produced in classroom activities and then examined under microscopes in a series of laboratory exercises.

Collection and creation of biodiversity can be achieved through classical, simple biological preparations. For example, students can start with a cotton swab, a plastic bag and a few bread

slices. When they add a few drops of water and seal the bag, fungi proliferate—in a safely sealed setting that demonstrates to student what biodiversity means.

Students can use readily available technologies such as digital cameras or the cameras on their cell phones to record scientific data. They can, for example, take photos over time of growing fungi over time, in order to evaluate their growth potential, recognize the presence of different organisms, and measure colonized areas—all part of establishing a biodiversity index.

Experiments are designed to explore the concept of sustainability in a way that is meaningful to students. Simple experiments will use common, everyday substances such as shampoo, disinfectant and toothpaste. This will help students to create links between how we perceive biodiversity and how we can make an impact on biodiversity through our everyday actions. Results coming from experiments will fuel critical reflection about the consequences of individual or social behaviours.

Students will be organized into groups that explore biodiversity from different perspectives. Some groups will collect specific subclasses of organisms (e.g., green organisms) or those living in a specific environment (e.g., wall organisms). All projects will be easily run in the classroom. At the conclusion of the project, students will come to the Fondazione di Venezia headquarters, where they will look at organisms through microscopes.

This project is organized to take into account the knowledge that students have previously acquired. Students assigned to look for green organisms, for example, will be asked what green is and be prepared through training to study and inquire what green is, what green is in nature, how you can measure green and so on. DiscoverBioD project is designed to arouse curiosity and to increase learner involvement, so often absent in school programmes mainly based on deductive method. When students visit the Fondazione di Venezia headquarters, they will enjoy group discussion on scientific topics hidden in their classroom work, such as the species concept, Darwinian evolution, ecological succession and cell-based life.

For more information on the project, contact marco.prunotto@gmail.com



Se forma en Argentina el Grupo de Acción Educativo “Tierra 21”

CEC member Graciela Satóstegui of Argentina reports on her work with Earth Charter International. Redes Educativas de Agenda 21, Biodiversidad, Carta de la Tierra y Desarrollo Sustentable en Acción. [Full story >>](#)

Septiembre de 2009, Buenos Aires, creación de grupo articulador “Tierra 21”:

Este Grupo de Acción de la Carta de la Tierra en Educación, surge después de un encuentro de una delegada de la Secretaría Internacional con Graciela Satóstegui, Afiliada de la Carta de la Tierra Internacional, y representantes de más de 21 escuelas del país, el 19 de setiembre de este año en Buenos Aires, Argentina. Las escuelas representadas en esta reunión y que ahora forman parte de este grupo de acción son de Buenos Aires, Luján, Laprida, La Plata, Rosario, Chaco, San Salvador de Jujuy, Posadas, Bahía Blanca, Comodoro Rivadavia, Coronel Pringles y Mercedes. Es importante mencionar que estas mismas escuelas formaron parte de un largo proceso de Agenda 21 Escolar y Agenda 21 Local (municipios), llevado a cabo del 2005 al 2007.

A partir de la asistencia de la Afiliada de la Carta de la Tierra al Encuentro Latinoamericano “Construyendo una Educación para el Desarrollo Sostenible en América Latina y el Caribe”, celebrado en Costa Rica en el 2006, se ingresó el concepto de la Carta de la Tierra en el proceso y se adhirió a la Iniciativa de la Carta de la Tierra los municipios de San Salvador de Jujuy, Rosario, Resistencia, Luján, Laprida, Comodoro Rivadavia y Bahía Blanca, que a la vez fueron sensibilizados en los principios de desarrollo sustentable por sus escuelas de Agenda 21.

El Grupo de Acción Tierra 21 ya empezó a trabajar en la diseminación de la Carta de la Tierra en su país contactando a las universidades y al Ministerio de Ambiente del país con el propósito de lograr su aval a la Carta de la Tierra, así como la integración de la misma en sus respectivas áreas de trabajo, entre otras acciones.

Redes Educativas de Agenda 21, Biodiversidad, Carta de la Tierra y Desarrollo Sustentable en Acción

El Grupo de Agenda 21 Escolar de Argentina partir del Encuentro “Construyendo la Educación para el Desarrollo Sostenible en América Latina”. 2006, sensibilizó y adhirió a Carta de la Tierra a los Municipios: San Salvador de Jujuy, Rosario, Resistencia, Luján, Laprida, Comodoro Rivadavia y Bahía Blanca, Y a la Universidad de San Salvador de Jujuy, por resolución del Rectorado. Posteriormente suma acciones a la Biodiversidad y Ciudades referidas a la “Declaración de Curitiba”.

Agenda 21 Escolar, su inserción en los municipios, ONGs y la Carta de la Tierra: Experiencia Piloto en Argentina desde el año 2005 al 2007 y su continuación: Lic. Graciela Satóstegui

De la misma manera en que las ciudades deben de asumir el compromiso para hacer posibles las soluciones planetarias, así mismo las entidades, las instituciones, las asociaciones ciudadanas, las empresas, los profesionales y cada una de las personas han de asumir la parte de responsabilidad que les corresponde en el desarrollo del proyecto de sostenibilidad a escala local.

En este marco se suman los principios de la Carta de la Tierra a adherirse y desarrollarse junto a los planteados en las Agendas 21 Escolares y Municipales.

Agenda 21 Local - Agenda 21 Escolar

Las Escuelas son un caso de especial relevancia. Su función educativa les permite tener un papel fundamental para el análisis y la comprensión de la realidad compleja; por otro lado es un pequeño modelo de ciudad en el cual es posible alcanzar procesos y soluciones a escala reducida.

En Junio del 2005, y de acuerdo a la firma del Memorandum de Entendimiento con el País, Vasco, se desarrolló la Agenda 21 Escolar en Argentina en 12 Municipios: Ciudad de Buenos Aires, La Plata, Rosario, Colonia Benítez (Chaco), Posadas, Laprida, Luján, Mercedes, Coronel Pringles, San Salvador de Jujuy, Comodoro Rivadavia y Bahía Blanca.

El país Vasco, proporcionó el entrenamiento en el método para aplicar esto en las escuelas, enviando su profesores. Cuya modalidad es la siguiente:

Ejes Temáticos: Gestión Sostenible del Entorno Escolar, Innovación Curricular y Participación Comunitaria

Situación Institucional:

En los municipios dónde se desarrolló, han declarado de Interés Municipal el Programa Piloto. Y en algunos casos de Interés Provincial, tanto como lo han hecho sus Concejos Deliberantes y algunas Cámaras de Diputados Provinciales. También ya se han firmado las primeras Actas de Compromiso, ratificando localmente las acciones.

Carta de la Tierra:

A partir de la Reunión Encuentro Latinoamericano “Construyendo la Educación para el Desarrollo Sostenible en América Latina”. San José de Costa Rica, Noviembre 2006, se ingresan los conceptos de Carta de la Tierra y se adhieren a ella los Municipios: San Salvador de Jujuy, Rosario, Resistencia, Luján, Laprida, Comodoro Rivadavia y Bahía Blanca, que fueron sensibilizados en los principios de Desarrollo Sustentable por sus escuelas de Agenda 21. A tal punto que en San Salvador de Jujuy se abre la conexión a esta red de la Universidad de San Salvador de Jujuy, que también adhiere por resolución del Rectorado.

Esto significó la adopción y concreción de la visión y los propósitos de la Década de la Educación para el Desarrollo Sostenible en América Latina y el Caribe se proponen las siguientes líneas estratégicas:

1. Integración y Armonización de la Política Educativa
2. Articulación de Esfuerzos Convergentes

3. Formulación y Fortalecimiento de Marcos Normativos y Políticas Públicas
4. Comunicación e Información para el Desarrollo Sostenible
5. Fortalecimiento de la Cooperación y Asociación Estratégica
6. Monitoreo y Evaluación de Resultados

Cabe destacar que estos tres actores: Municipio, Escuela y Centros Vascos cumplieron y recrearon ampliamente el Programa en todas las ciudades.

El 5 de Junio de 2006, día del Medio Ambiente, a las 10.00hs en forma conjunta y coordinada con los municipios de Rosari, Bahía Blanca y Resistencia, dentro que las acciones propuestas en la Agenda 21 Escolar, el Sr. Intendente y sus pares de las mencionadas ciudades, firmaron la Adhesión formal a la Carta de la Tierra.

En el año 2007, la Convención Internacional de Biodiversidad Biológica, convoca a ciudades y Estados, desde Curitiba Brasil, a dar apertura al espacio de Biodiversidad y ciudades, dentro de esta Convención Internacional. La Secretaría de Ambiente y Desarrollo de la Nación, adhiere a la "Declaración de Curitiba" de Marzo del 2006 y este año en la reunión pertinente de los estados y ciudades internacionales en Bonn Alemania se ofreció llevar como modelo a las acciones llevadas a cabo en estos últimos años por el Plan Maestro de la ciudad de Rosario.

For more information, contact CEC member Graciela Satóstegui
 gsatostegui@ambiente.gob.ar
 haschirsat@gmail.com

Courses and Training



Course on Cross Sector Collaboration

Do you need to know how to get Industry, Government and Community Leaders to work together on a politically difficult problem? A new course offered by CEC member Peter Adler addresses cross sector collaboration. [Full story >>](#)

CROSS SECTOR COLLABORATION

How to Get Industry, Government and Community Leaders To Work together on the Politically Difficult Problem

The Course

The most demanding public problems we face cannot be solved using only our conventional methods of decision-making. The problems we face are too complex, too tangled and too fast moving. Some of these problems – managing natural resources, creating sustainable agriculture, developing a stronger economic base, delivering health care, ensuring the safety of communities, or improving public education, to name just a few – require more adaptive, disciplined and productive cooperation processes. Solving them has to be a team sport.

This fast-paced and highly interactive training course is designed for organizations, experts, and leaders from community, government and business who want to organize specific collaborative efforts that avoid unproductive decision-making. The course requires advance preparation and can be tailored to specific issues and challenges.

Course Content

1. Welcome and Startup

Lessons from The Cuba Missile Crisis
 Story - the Power of Narratives and Accounts
 Some Contrarian Ideas about Cooperation
 "Let the Forum Fit the Fuss" - A New Model

2. Cross-Sector Collaboration

The Nature of “Public” and “Private” Problems

Different Strategies for Different Problems

The Alchemy of Agreement Making

What the Research Says

Directive vs. Elicitive Approaches

Tensions, Tugs and Pulls

Applying the 80-20 Principle - The Real “Politique” of Organizing Agreement-Seeking Processes for Stubborn Issues

3. Building and Integrating Competencies

Tacit Knowledge and the Bell Curve

Pathways to Mastery

Eight Skill Sets

4. A Template for Mediation

Conceive the Process, Clarify Its Purpose

Assess Its Viability

Design the Process

Set It in Motion

Define the Problem and Gather a Rich Mix of Information

Reach Conclusions

Bring Closure

Ensure Implementation

5. Applying the Model

Landscape Scanning

Finding a Politically “Savvy” Approach

Building Political Momentum

The Instructor

Peter S. Adler, Ph.D. is President of The Keystone Center (www.keystone.org) which applies consensus-building and cutting-edge scientific information to energy, environment, and health-related policy problems. Adler's specialty is multi-party negotiation and problem solving. He has worked extensively on business and public policy problems and mediates, writes, trains, and teaches in diverse areas of conflict management. Prior to his appointment at Keystone, Adler held executive positions with the Hawaii Justice Foundation, the Hawaii Supreme Court, and Mediation Centers of the Pacific. He served as a President of the Society of Professionals in Dispute Resolution and was a Roberston-Cunninghame Scholar in Residence at the University of New England, New South Wales, Australia. Adler has written extensively in the field of mediation and conflict resolution. He is the author of *Eye of the Storm Politics* (RIS Inc, 2008) and numerous other publications on the art, craft and practice of conflict management.

For more information, contact

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Newsletter of the International League of Conservation Photographers

The October 2009 issue of the International League of Conservation Photographers features news of WiLD9 and WiLD SPEAK, action by conservation photographers, the latest "rave", books, competitions and awards. Cristina Mittermeier, iCLP Executive Director, is a member of the IUCN CEC Steering Committee . [Full story >>](#)

International League of Conservation Photographers
October 2009 Newsletter

For conservation to be effective it is imperative to be able to scale up efforts and in the current economic climate, the best way to achieve this is by creating partnerships.

Now, for many organizations the word "partnership" is little more than a buzz word. Not for us. We absolutely embrace the principles of quid pro quo - you contribute something, we contribute something, and we all win. Our partners range from large, multinational corporations like CEMEX and Sony Electronics, to small, local conservation organizations, like Amigos de Sian Ka'an and Pronatura in Mexico, or Wildsight in British Columbia. From media giants like National Geographic, to small dive shops like Caradonna Dive Adventures in Cozumel. Working closely with all of them we are able to deliver high quality, relevant images that help further conservation campaigns and bring important messages to life. Partnerships are not just about money, they are about intangible benefits, like gaining access, recognizing opportunity, obtaining recognition and building community.

Partnerships are the very fabric that holds the work of the iLCP together and we work hard to maintain a close relationship with all our partners. In the course of our jobs it has become very clear that all the organizations we work with, large and small, are made of people who, like us, care deeply about maintaining the full range of life and cultural wealth of our planet. Our partners are our community and without them we cannot get our jobs done.

As we fast approach the opening date of WILD9, which will take place in Merida, Yucatan from November 6-13, we want to let all our partners know how much we appreciate working with them and how much we look forward to all our future collaborations.

To see a list of all our partners please visit our website; you will be surprised at how many caring individuals and organizations are stepping up to take care of our planet!

Cristina Mittermeier
Executive Director, iLCP

CONTENTS

WILD9 and WILD SPEAK
Photographer of the Month - Nick Nichols
Conservation Photographers in ACTION
iLCP RAVES
Upcoming Events & Exhibits
Books!
Photo Competitions & Awards

[Click here to view this issue >>](#)

http://campaign.constantcontact.com/render?v=001WTKlhLPvQLLpJahXkJDnKq6loa_oqAaTShxCgFImqgW0zQaSvKWtD42AckK5-mqrXy33tpb5p8jpR9fOFvNkGsj2AclhBu7LBUXd6X1Y4h6U%3D



List of Latest IUCN Publications

The latest information on IUCN publications is featured in *Off the Shelf*, an e-newsletter available by subscription. See what's come out in the September 2009 issue . [Full story >>](#)

Conservation for a New Era

Conservation for a New Era outlines the critical issues facing us in the 21st century. The landmark publication takes on the pressing issues of today and highlights the solutions to be found through investing in nature. The book is essential reading for governments, businesses and decision makers. It provides a snapshot of the current situation, split into 21 easy -to-read sections, as well as a roadmap for the future.

Download PDF <http://data.iucn.org/dbtw-wpd/edocs/2009-026.pdf>

An integrated wetland assessment toolkit : a guide to good practice

For billions of people throughout the world – especially the poorest – wetlands are critical for livelihoods. Developed through case studies in Cambodia and Tanzania, this publication presents a process for integrated wetland assessment, bridging for the first time the disciplinary divides between the development, economic and conservation sectors. The Toolkit provides a set of practical and policy-relevant methods for information collection which can be used by those involved in wetland conservation and development planning.

Download PDF <http://data.iucn.org/dbtw-wpd/edocs/2009-015.pdf>

And many more! Go to Off the Shelf

http://webe.emv3.com/iucn/publications/newsletter_September_09.html

Subscribe http://www.iucn.org/emailnewsletter.cfm?OPTIN_OFF_THE_SHELF_FIELD



Recent News from Fundación Futuro Latinoamericano

Fundación Futuro Latinoamericano (FFLA), con el apoyo de Conservación Internacional, Ecosystem Grants Programme y Darwin Initiative contribuye al desarrollo de procesos de buena gobernanza para la creación y consolidación de áreas marinas protegidas en la costa del Ecuador. News from the September newsletter, shared with CEC by María Fernanda Albuja. [Full story >>](#)

Fortaleciendo la Gobernanza en Áreas Marinas Protegidas de la costa del Ecuador

"Fundación Futuro Latinoamericano (FFLA), con el apoyo de Conservación Internacional, Ecosystem Grants Programme, Darwin Initiative y Fauna y Flora Internacional, contribuye al desarrollo de procesos de buena gobernanza para la creación y consolidación de áreas marinas protegidas en la costa del Ecuador."

IV Foro Regional sobre Conflictos Socioambientales en América Latina

El 5 y 6 de noviembre de 2009 se llevará a cabo el IV Foro Regional cuyo tema principal será "Interculturalidad y Transformación de Conflictos".

Read more recent news from FFLA

http://www.ffla.net/index.php?option=com_content&task=blogcat&egory&id=1&Itemid

FFLA website <http://www.ffla.net/>

Newsletters and Links to other IUCN Commissions

[Species Survival Commission](http://www.iucn.org/about/work/programmes/species/)

<http://www.iucn.org/about/work/programmes/species/>

[Commission on Environmental, Economic and Social Policy](http://www.iucn.org/about/union/commissions/ceesp/ceesp_publications/ceesp_newsletter/)

http://www.iucn.org/about/union/commissions/ceesp/ceesp_publications/ceesp_newsletter/

[World Commission on Protected Areas](http://www.iucn.org/about/union/commissions/wcpa/wcpa_focus/wcpa_update/)

http://www.iucn.org/about/union/commissions/wcpa/wcpa_focus/wcpa_update/

[Commission on Ecosystems Management](http://www.iucn.org/about/union/commissions/cem/cem_resources/cem_newsletters/)

http://www.iucn.org/about/union/commissions/cem/cem_resources/cem_newsletters/

[Commission on Environmental Law](http://www.iucn.org/about/union/commissions/cel/)

<http://www.iucn.org/about/union/commissions/cel/>

Awards



October 31 is Closing Deadline for St Andrews Prize for the Environment

The deadline for entries is 31 October 2009. The winner will receive \$75,000 USD and two runners-up will each receive \$25,000 USD. Aimed at helping ordinary people find solutions to environmental problems, the Prize was launched 11 years ago. The focus is on environmental initiatives, but of course the most innovative and important usually come with gains to people in their locality. [Full story >> http://www.thestandrewsprize.com/](http://www.thestandrewsprize.com/)

Coming Events



World Congress of Environmental Journalists in Sri Lanka October 19 -22

CEC member Dharman Wickremaratne of Sri Lanka is an organizer of the World Congress of Environmental Journalists, October 19-22 in Colombo. CEC member Jinie Dela (also from Sri Lanka) will be participating and giving a presentation on "Implementing the Convention on Biological Diversity and impacts of climate change". [Full story >>](#)

My name is Dharman Wickremaratne and I am the World Environmental Journalists Egroup moderator since 6th February 2000. World Environmental Journalists Egroup reaches 4231 EJ professionals over 174 countries. I am also the Director of the Asia-Pacific Forum of Environmental Journalists (APFEJ) and Sri Lanka Environmental Journalists Forum (SLEJF).

The reason I write to you is that APFEJ will hold its 18th World Congress of Environmental Journalists in Sri Lanka from October 19-22, 2009 at Cinnamon Grand Colombo.

You can support APFEJ World Environmental Journalists Egroup while delivering your message to around 100 journalists from nearly 30 countries at the congress through our congress Kit Bag. It cost only US\$ 200.

The theme of this year's congress is "Educate to end Climate Poverty". APFEJ Congresses were held in Thailand, Japan, Korea, Nepal, Bangladesh, Fiji, Philippines, China and Malaysia. The 2010 congress will be in Cook Islands and the 2011 congress is in Kazakhstan.

The Asia-Pacific Forum of Environmental Journalists (APFEJ) is a network and regional association founded in 1988, dedicated to promoting education understanding and awareness of the environment through the honest and accurate reporting of local, regional and international environmental and development issues. It acted as the head of national environmental journalist forums or media organizations of 42 countries in the Asia-Pacific region.

The APFEJ ad hoc committee was formed in 1985 at a regional conference on media and environment in Delhi organized by UN-ESCAP in collaboration with the UNEP. Today, APFEJ, is the oldest and largest organization of professional environmental journalists, contacts over 12,000 members around the world.

The mission of APFEJ is to build into a strong, independent and committed to promote excellence in environmental journalism worldwide by supporting environmental journalists specially Asia Pacific through Professionalism, Freedom of expression, Social responsibility, environmental justice, Networking and training.

The 18th World Conference of Environmental Journalists will bring established and aspiring reporters, writers and environmental communicators from around the world to debate, network, develop their professional skills and report on the latest advances in environment and climate change. Environmental journalists have a vital role to play in informing millions of people around the world about the latest advances and controversies in environmental and Climate Change.

Organizers welcome journalists, editors and environmental communicators, NGO activists, Government and UN officials and media professionals such as educationists, film makers, authors and scientists in education and research across the globe from both developed and emerging countries to enjoy exciting programme of events, share experiences, develop new contacts and report great stories.

18th APFEJ World Congress of Environmental Journalists will bring together environmental policy makers and activists from every point of view for more than four days of face-to-face meetings with the world's most experienced and energetic environmental journalists.

For more information, contact Dharman Wickremaratne
ejournalists@sltnet.lk
ejournalists@gmail.com
<http://www.environmentaljournalists.org>



WILD9 Launches WiLD SPEAK

WILD SPEAK, the inaugural global environmental communications symposium at WILD9, will draw the largest gathering of conservation photographers. CEC Regional Vice Chair Cristina Mittermeier is promoting the 9th World Wilderness Congress, November 6 –13, 2009 in Mérida, Mexico. [Full story >>](#)

World-class photographers will gather in Merida, Mexico, during the 9th World Wilderness Congress (WILD9) to present and discuss their work and its contribution to conservation efforts. They will join writers, filmmakers and conservation experts at the inaugural WiLD SPEAK, a Conservation Communications Symposium Nov. 9-12 organized by the International League of Conservation Photographers (iLCP). WiLD SPEAK provides a forum for media professionals to discuss environmental issues and themes, share strategies and technologies, and explore how their work can raise awareness and realize conservation objectives.

WiLD SPEAK will feature some 40 distinguished conservation photographers including exhibits and presentations by luminaries Art Wolfe (Window to Himalayas), Nick Nichols (Window to Africa), Tom Mangelsen (Window to North America), David Doubilet (Window to the Sea) and Jim Balog (Extreme Ice Expedition). WILD9 Expo, in the Yucatan Convention Center, will feature curated photography exhibits open to the public, and the YourSpace gallery, sponsored by Fujifilm, where attendees can print their photos and display them in a communal gallery.

“WiLD SPEAK will be the largest gathering of conservation photographers in history. They are coming because the World Wilderness Congress recognizes the unique role and impact of visual media to document, stimulate and motivate -- all fundamental to conservation efforts,” said iLCP Executive Director Cristina Mittermeier.

WiLD SPEAK will include plenary sessions and discussions on strategies and issues relevant to

conservation communications including trends in photojournalism, building partnerships with non-governmental organizations and leveraging new social media platforms.

WiLD SPEAK will also mark the iLCP's fourth anniversary. Kathy Moran, National Geographic Magazine senior editor for natural history, said, "Since the founding of iLCP in 2005, National Geographic has published 55 stories related to conservation that were photographed by an iLCP member –an extraordinary number that shows the commitment of the magazine to conservation, and the high-caliber of iLCP photographers. National Geographic strongly believes in the mission and effectiveness of the World Wilderness Congress and will be participating in WILD SPEAK and other aspects of WILD9."

Other components of WiLD SPEAK include a writers' workshop and Wildscreen, a nature/environmental film festival, which will tour through Mexico ending in Merida with screenings and a closing finale.

"Photographers, filmmakers, journalists and other conservation media professionals will find WiLD SPEAK and WILD9 to be extremely compelling and informative, not to mention entertaining," said Justin Black, iLCP director and chief of staff. "It is a forum of diverse and expert perspectives on critical wilderness conservation issues, and an opportunity for media professionals to articulate what our contribution to conservation has been and can be," he added.

Register Here for WiLD SPEAK and WILD9!

<http://registerwild9.org/>

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WILD9 is a partnership between The WILD Foundation and Unidos para la Conservación and relies on the support and participation of many partner organizations.

iLCP (www.ilcp.com)

The WILD Foundation (www.wild.org)

Unidos para la Conservación (www.undiosparalaconservacion.org)



WILD9 – 9° Congreso Mundial de Tierras Silvestres

Fotógrafos de prestigio internacional se reunirán en Mérida, México, en el marco de WILD9, el Noveno Congreso Mundial de Tierras Silvestres, para presentar su trabajo y contribuciones a los esfuerzos de conservación. 6-13 de noviembre de 2009 en Mérida, México. IUCN CEC Regional Vice-Chair Cristina Mittermeier is an organizer of WILD SPEAK, el Simposio de Comunicación y Conservación WiLD SPEAK, organizado por la Liga Internacional de Fotógrafos de Conservación (iLCP). [Full story >>](#)

6-13 de noviembre de 2009 en Mérida, México

presenta WiLD SPEAK

Simposio Internacional de Comunicación Medioambiental

que logra atraer la mayor reunión de fotógrafos de conservación de la historia

Fotógrafos de prestigio internacional se reunirán en Mérida, México, en el marco de WILD9, el Noveno Congreso Mundial de Tierras Silvestres, para presentar su trabajo y contribuciones a los esfuerzos de conservación. Los fotógrafos participantes se unirán a escritores, realizadores de video y expertos en conservación en el Simposio de Comunicación y Conservación WiLD SPEAK, organizado por la Liga Internacional de Fotógrafos de Conservación (iLCP). WILD SPEAK ofrece un foro para los profesionales de los medios de comunicación para debatir temas y cuestiones ambientales, compartir estrategias y tecnologías y explorar de qué forma su trabajo puede generar un mayor conocimiento y ayudar a alcanzar los objetivos de conservación.

WILD SPEAK contará con la participación de 40 distinguidos fotógrafos de conservación e incluirá exhibiciones y presentaciones de iconos de esta disciplina, como Art Wolfe (Window to Himalayas), Nick Nichols (Window to Africa), Tom Mangelsen (Window to North America), David Doubilet (Window to the Sea) y Jim Balog (Extreme Ice Survey). Se espera la participación en el simposio de muchos otros fotógrafos de diferentes partes del mundo.

“WILD SPEAK será la mayor reunión de fotógrafos de conservación de la historia. Asistirán porque el Congreso Mundial de Tierras Silvestres reconoce la importancia de los medios visuales en documentar, estimular y motivar, todos ellos aspectos fundamentales en los esfuerzos de conservación,” comentó Cristina Mittermeier, Directora Ejecutiva de iLCP.

WILD SPEAK incluirá sesiones plenarias e intercambios de perspectivas sobre estrategias y temas relevantes para la comunicación de la conservación, incluyendo nuevas tendencias en fotoperiodismo, la formación de asociaciones con organizaciones no-gubernamentales y la promoción de nuevas plataformas de medios sociales.

WILD SPEAK también será el marco del cuarto aniversario de iLCP desde su creación en Alaska, en WILD8. Kathy Moran, editora senior de historia natural de National Geographic Magazine, mencionó: “Desde la fundación de iLCP en 2005, National Geographic ha publicado 55 historias vinculadas con la conservación que fueron fotografiadas por algún miembro iLCP – un número extraordinario que pone de manifiesto el compromiso de la revista con la conservación, así como el alto nivel de los fotógrafos de iLCP. National Geographic cree firmemente en la misión y eficacia del Congreso Mundial de Tierras Silvestres, por lo que participará en WILD SPEAK y en otros elementos del programa de WILD9.”

Otros aspectos de WILD SPEAK incluirán un taller de escritores y el festival de cine de la naturaleza Wildscreen, que realizará una gira por México y culminará en Mérida con proyecciones y clausura final.

“Los fotógrafos, realizadores, periodistas y otros profesionales de los medios de conservación disfrutará con WILD SPEAK y WILD9, eventos irresistibles y llenos de información, pero sobre todo, muy entretenidos” mencionó Justin Black, director y gerente de la iLCP. “Se trata de un foro con perspectivas diversas de expertos sobre temas críticos de la conservación de las tierras silvestres y una oportunidad para los profesionales de los medios de articular lo que ha sido y puede ser nuestra aportación a la conservación,” agregó.

Inscríbete en WILD SPEAK y WILD9 <http://registerwild9.org/>

Las imágenes que pertenecen a fotógrafos del iLCP están disponibles para usos periodísticos referentes a este anuncio de prensa solamente. Por favor envíe un pedido a los contactos de medios que se indican abajo.

WILD9 es un proyecto de colaboración entre The WILD Foundation y Unidos para la Conservación y cuenta con el apoyo y participación de muchas organizaciones asociadas.
iLCP – Liga Internacional de Fotógrafos de Conservación (www.ilcp.com)
THE WILD FOUNDATION (www.wild.org)
UNIDOS PARA LA CONSERVACION (www.unidosparalaconservacion.org)

Contacto con los medios:

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Daniela Palma (Mexico City) daniela@wild9.org 52 55 5615 9650



Earth Summit 2012: Sustainable Development – The Peace of the Future

A new website aims to kick-start discussion about an Earth Summit in 2012, twenty years on from the Rio Earth Summit in 1992. [Full story >>](#)

All news items are posted on the CEC website www.iucn.org/cec