

# APPENDIX A

## The Survey

### IUCN CEC

#### Survey of CEC members to inform the IUCN CEC Component Program

IUCN is preparing a new programme for 2013 – 2016 and CEC is preparing its component program in support.

Your responses to this questionnaire will assist us to frame the directions of the CEC component program; they are anonymous and voluntary.

Please note that not all questions are compulsory, those that are will be indicated as you progress through the survey.

We will provide a summary of the information collected on the CEC website.

**1. To support the work of IUCN the Commission on Education and Communication provides expertise about how to bring about change in policy and practice. Bearing in mind that IUCN's principal stakeholders are government (environment) agencies, and NGOs, Convention Parties, Aid agencies and communities (projects), CEC has defined the expertise that it brings as:**

- **learning;**
- **strategic communication;**
- **change management; and**
- **knowledge management.**

**Please indicate how important you think these four areas of focus are for the application of CEC's expertise.**

	Extremely important	Very important	Quite important	Not at all important
Learning - Processes to support the assimilation of new information and apply knowledge to enable adaptation and transformational change. Learning occurs in both formal and non formal education and for all ages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Communication - Learning and expertise on how to make science relevant for decision makers and other audiences to support behaviour change of people and organisations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change management - Learning and expertise for planning, leading and implementing change in organisations and people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge management - The constructive application of accessible knowledge to achieve organisational objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the appropriateness of these areas for your area of work

## 2. The next IUCN programme for 2013 - 2016 will work in two core areas (A and B) and three themes (C, D and E).

Please indicate how important you think each of these are for where CEC should apply its attention and contribute its expertise.

	Extremely important	Very important	Quite important	Not at all important
CORE AREA A. Valuing and Conserving Biodiversity - generating knowledge and tools, using the knowledge gained to influence policy options for the full range of policies that have influence over biodiversity, conservation planning and action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CORE AREA B. Sharing Nature's Benefits Fairly and Equitably - generating principles, knowledge and tools for governance, equity and rights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THEME C: Nature Based Solutions to Climate Change - combining policy influence with action on the ground for both climate change mitigation and adaptation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THEME D: Manage Ecosystems to Improve Food Security - beyond growing and catching food and take into account the wider livelihood and ecosystem considerations necessary to provide long term resilience, security and development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THEME E: Greening the Economy - influence relevant policy and develop knowledge and tools to enable transformative change in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the importance of any of these

## Situation analysis in relation to community engagement

IUCN has prepared a situation report on the state of the environment and in particular biodiversity and livelihoods. The report describes an overall decline in biodiversity, things are not getting better.

The next questions aim to supplement this environmental situation analysis with regard to the level of expertise in learning, communication, change management and knowledge management within your organisation and the community in which you work - with an emphasis on national activities and perspectives.

### 3. Surveys of community knowledge, attitudes, behaviour and skills around environmental and sustainability issues.

To the best of your knowledge are surveys undertaken of people's knowledge, attitudes, behaviour and skills around environmental and sustainability issues?

	Regularly	Once	Never	I do not know
By National Government authorities (such as an Environmental Protection Agency or Parks and Wildlife Service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By State / Provincial Government authorities (such as an Environmental Protection Agency or Parks and Wildlife Service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By Local Government authorities (such as Municipal Councils or Shires)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By International Non-Government Organisations (such as World Wildlife Fund or Oxfam)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By private philanthropic organisations or foundations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide references for any such surveys that you know about.

**4. The situation in the work that you do and the people you work with.**

**The following statements describe some aspects of people's capacity around environmental and sustainability issues. For each one please indicate - compared to, say, two years ago - whether you would estimate there has been an improvement, a decline or there has been no change for the people in the community you are working with.**

	Improved	Unchanged	Declined	I do not know
Knowledge of environmental quality / sustainability issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated willingness to support conservation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability (capacity) to engage in action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to reduce consumption or change lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust in environmental / sustainability information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to environmental / sustainability information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in decision making on environmental / sustainability issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement in partnerships to find solutions to environmental / sustainability issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to education or training in environmental / sustainability fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accuracy of the media's coverage of environmental / sustainability issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments on the any of the above aspects

**5. There are many factors that present either opportunities for, or threats to improving action for biodiversity conservation of the people in the community in which you are working - some relate to governmental support, others to your own team, and others to the community in which you are working.**

**Please indicate which of the following best describes the current situation in relation to each of the following factors:**

**OPPORTUNITY = the situation is such that people's action for biodiversity conservation will IMPROVE in the coming years**

**NEUTRAL = the situation is such that people's action for biodiversity conservation is most likely to REMAIN MUCH THE SAME in the coming years**

**THREAT = the situation is such that people's action for biodiversity conservation is most likely to DECLINE in the coming years**

	OPPORTUNITY	NEUTRAL	THREAT
Funding for communication and education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of government communication and education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective government policy on communication and education for the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of specialist expertise in change management in projects and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear political will for change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective approaches to engagement of the community for change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poverty in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capacity of our team to plan and implement change programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A demonstrated willingness to engage people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting the ways we communicate so as to be more effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of funding for short term projects or 'one-off' projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
people's awareness of the environment and / or sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable and fast Internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The emergence of a compelling social narrative for sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity development in communication, learning and change management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate any other factors which you think present a significant opportunity or threat to improving people's action for biodiversity conservation

## Recommendations for the CEC Program

### 6. The IUCN Programme suggests the following activities are important in programme delivery.

Please indicate how important you think it is for CEC to provide expertise in each of the following activities over the next five years

	Extremely important	Very important	Quite important	Not at all important
Producing new 'science knowledge' products for decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Producing new 'decision-making' tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building people's capacity to use 'science knowledge' products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building people's capacity to use 'decision-making' tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving stakeholders in decision-making processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building the capacity of stakeholders to participate in decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing policy needs at different levels; e.g. creating national policy frameworks for implementing international agreements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building the capacity of stakeholders for policy influence and implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining standards which can influence policy and practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building the capacity of stakeholders for implementing standards related to conservation, particularly the equity and rights dimensions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. The Convention on Biological Diversity has a strategic plan for the next 10 years and the first strategic goal is to address the underlying causes of biodiversity loss by mainstreaming biodiversity across government and society. Under this goal the first target is that:**

**"by 2020, at the latest, people are aware of the values of biodiversity and the steps they can take to conserve and use it sustainably".**

**Please indicate how important you think each of the following actions is for CEC to undertake in relation to this target.**

	Extremely important	Very important	Quite important	Not at all important
Organise national coalitions of communicators and others to plan a strategy for increasing people's awareness of biodiversity issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate the targets for 2020 to your network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organise national workshops to share expertise on building awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate to national policy makers the need for developing a community awareness strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organise or contribute to training in communication planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organise cross-disciplinary dialogues to bring about learning about biodiversity conservation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve communication or knowledge management about the activities already being undertaken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a series of on-line courses to train people in communication / learning or change management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a knowledge system to share information about existing courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on traditional approaches and seek new ways of working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continue doing what we are doing without any major change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use more social media (e.g. Facebook, Twitter etc.) to get the message out to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate any other actions that you think are important and / or comment on the above

**8. In keeping with the IUCN programme themes what action would you most like to see CEC undertake in 2013-2016?**

**9. A proposed (updated) CEC 'mission statement' for the period 2013 - 2016 is:**

**“Driving change through our expertise in learning, communication and knowledge management for \_\_\_\_\_.”**

**Please indicate which of the following phrases you prefer to complete this mission statement.**

- "people and nature"
- "a resilient planet"
- "resilience"
- "the conservation of nature"

Other (please specify)

**10. “Create the climate for change” has been suggested as a possible tag line for CEC .**

**Please indicate whether you think this is appropriate; if you do not think so, suggest another tag line.**

- YES
- NO

Other (please specify)

**11. As a current member of the CEC, please comment on what you have found to be most beneficial for you as a result of being a CEC member.**

**Please provide suggestions for how the CEC could improve for the next programme period 2013-2016.**

## About you and your work

The last four questions relate to you and your work; they will help CEC plan for the next three years.

### 12. Please indicate your age

- 35 years or younger  36 years or older

### 13. Please indicate your gender

- Female  Male

### 14. In which of the following regions are you living and working?

- Africa  
 Meso and South America  
 North America and the Caribbean  
 South and East Asia  
 West Asia  
 Oceania  
 East Europe, North and Central Asia  
 West Europe

### 15. Which of the following best describes your main area of 'education' work? You may choose more than one if this is necessary to describe your area of work.

- United Nations organisation  
 National Government  
 State / Provincial Government  
 Local Government  
 Private Sector Industry  
 Private Sector Commerce  
 University / Tertiary Institution  
 Secondary School  
 Primary / Infants School  
 International Non-Government Organisation  
 National Non-Government Organisation  
 Local community based organisation  
 Media  
 Military  
 Religious organisation  
 Youth organisation  
 Zoological / Botanical Gardens, National Park

Other (please specify)

# APPENDIX B

## Demographics of CEC members who completed the survey in each of the three language groupings

### Age and gender

Percentages of females and males in each of the two age groups, 35 years or under and 36 years or older, for each of the three language groupings

<b>ENGLISH</b>	<b>Female</b>	<b>Male</b>	<b>ALL</b>
35 years or younger	8%	6%	<b>13%</b>
36 years or older	34%	53%	<b>87%</b>
<b>ALL</b>	<b>42%</b>	<b>58%</b>	<b>100%</b>

<b>FRENCH</b>	<b>Female</b>	<b>Male</b>	<b>ALL</b>
35 years or younger	6%	0%	<b>6%</b>
36 years or older	38%	56%	<b>94%</b>
<b>ALL</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>

<b>SPANISH</b>	<b>Female</b>	<b>Male</b>	<b>ALL</b>
35 years or younger	21%	9%	<b>29%</b>
36 years or older	53%	18%	<b>71%</b>
<b>ALL</b>	<b>74%</b>	<b>26%</b>	<b>100%</b>

### Regions of work

Numbers of CEC members working in the eight regions for each of the three language groupings

<b>Region in which CEC members live and work</b>	<b>ENGLISH</b>	<b>FRENCH</b>	<b>SPANISH</b>	<b>ALL LANGUAGES</b>
Africa	22	6	0	<b>28</b>
Meso and South America	4	0	26	<b>30</b>
North America and Caribbean	34	1	4	<b>39</b>
South and East Asia	37	0	0	<b>37</b>
West Asia	2	0	0	<b>2</b>
Oceania	21	1	0	<b>22</b>
East Europe, North and Central Asia	8	0	0	<b>8</b>
West Europe	31	8	4	<b>43</b>
<b>ALL REGIONS</b>	<b>159</b>	<b>16</b>	<b>34</b>	<b>209</b>



# APPENDIX C

## Comments in Question 4 about people's capacity around environmental and sustainability issues

I think media and education played very important role in everyday life.

It is difficult to answer to that questions because there are different situations within different focus group - e.g. young people, "middle" class X "rich" people, people living in towns, in the countryside ...

Access to education or training in environmental / sustainability issues is still very poor in the Czech republic although there are excellent ecocentres here; but in the schools it depends on concrete people, it is still not an obligatory subject!!!

I have international network of researchers and ordinary citizens. Mostly, we used Facebook and email. NatureGate is a tool of great prospects: <http://www.iucn.org/about/union/commissions/cec/?2614/>

In my environment the situation has not changed much and I would like to say that it is even getting worse.

There is still much to do in this field. The environmental commitment is all but strong.

There has been a trend in Canada towards VERY conservative governments who are cutting environmental programs and removing information from Government agencies and staff cannot speak out or report on environmental issues!!!

Other agencies are trying to connect with the public and provide information; e.g. David Suzuki Foundation.

My scores above refer to the island communities in Lakshadweep, India, I work with.

Internet access has greatly improved the access to information on environmental and sustainability issues. Young people established an environmental / research NGO to facilitate and coordinate local biodiversity conservation activities. This new NGO and some existing NGOs offered opportunity for increased participation in environmental education projects, e.g. socio-economic monitoring of the island community, capacity building.

There is, however, still an enormous knowledge-action gap which indicates room for institutional development, leadership and new partnerships.

When there is an environmental disaster in a particular area/country, the populace immediately become conscious of the changes that need to be made in their particular environment. This leads to definite and meaningful action being taken.

The capacity building in term of training is highly needed for the national and media to enable them participate effectively.

These ticks may seem contradictory but whilst I think people's awareness has gone up I think that the financial constraints have seriously dented people's willingness and ability to support conservation.

With the coming of COP17, there have being an increase of the awareness around environment issues

Sometimes they improve, and sometimes decline

Formal media is creating a bottleneck in terms of community/local resilience as it does not give appropriate feedback about mistakes so that people can do effective, quick course corrections.

None of this is a result of my efforts but of the people in Grand Bahama.,

There has been an increase in activism driven by changing Government and its policies (e.g. the great groundswell of reaction to the proposed privatisation of the state forest assets and the current resistance to change in planning law). This has been facilitated through the use of 'new media'.

However, cuts to public services and funding for NGOs are producing notable stress in infrastructure and capacity. The 'climategate' data issue still reverberates in the press and the level of scepticism has undoubtedly increased; this has affected confidence in all areas of environment information. Environment as an issue has slipped down the political agenda.

Bureaucracies are adept at providing forums for participation, etc. but their net impact on decision-making is questionable. Pro-forma still dominates.

Economic recession has negatively affected the ability of individuals and organizations to engage in learning about and affecting conservation, environment and sustainability, and to participate in decision making. At the same time, people's ability to access information about these issues has improved, with expanded access to and availability of online resources. Media coverage has declined with the economic downturn and the rapid shrinking/consolidation of mass media outlets.

It is very difficult to gain the trust of communities when it comes to environmental or sustainability issues.

I think the sagging economy promotes changes in consumption, not the environment. We should capitalize on this.

Increasing internet access makes LOTS of information available.

Most decision making processes do not encourage participation, and people are fed up with politics.

Trust in science is a huge issue.

I do not see any intrinsic change in the practical action on sustainable management though some policies might be available. I do not know when those issues have taken place.

The forest department is our sole propriety org for our wilderness areas. They are not keen to taking on working with people in the real realm of conservation! People who live n engage with Protected areas are still the outsiders, unwanted, and a sad lot. Community conservation and engagement with communities in more a lip service than oriented in conservation.

Unless the forest managers feel the need to engage with the local communities for conserving wilderness and PA's everything is only a sham.

Despite considerable increased awareness and availability of information on sustainability issues, we've witnessed a decline in national support for a carbon tax (in Australia). Unfortunately information and awareness raising alone doesn't contribute necessarily to shift in values, attitudes and behaviours.

I have seen mainly the school sector take action in sustainability issues relating to the use of water and energy. In training workshops on energy efficiency education many have indicated that they are already putting into practice simple lifestyle changes that conserve energy.

Media need to show greater respect/ appreciation for scientific evidence. Media should be more accountable for misleading the public (in the name of selling more papers/ viewer numbers) and held responsible.

The changes seem to occur mainly at the higher "bureaucratic" & "elite" level due to the "lobbying & pressure" by the international organizations. No significant "popular" movement involving important segments of the population who affected environment sustainability and/or BD conservation have been noted or observed.

Since we have more natural disasters in recent years, people are more aware of environmental issues and more willing to learn and to support.

Who are "people"? Different between educated minority, politicians, greater public and NGO community.

When we added some of the local reporters in the Wild Life Reporting programme, the enthusiastic reporters filed lots of stories in the subsequent months. But later on, the motivation level declined and no follow-up work was done. So the reporters took the back seat.

In spite of the numerous awareness programmes, little change is observed in behaviour

Interest, understanding and the willingness to consider major environmental/sustainability issues in the United States is on the decline.

Have a look at [www.whatifwechange.org](http://www.whatifwechange.org), an interactive platform promoting understanding and communication about the restoration of nature and humankind.

Our on the spot video reporters, in all corners of the globe, document local restoration practices and its impact on people and their livelihoods.

I have only been in this position for less than a year; I have not conducted any such surveys. Nevertheless, there is a general willingness to engage in action once the opportunity is provided, there is trust in environmental information (but not necessarily a critical appraisal) and keepers generally tend to have access to and an interest in environmental information, as well as through the Education Center. This situation has already been a vast improvement since the recent changes in the Education Center and it is due to improve as the Education Center becomes more active in staff training and updating. Currently there is no partnership (e.g. locally) for solutions to issues outside of the work-place but this is due to also change.

Partnerships with traditional communities are most necessary.

There are more courses and institutes on sustainability leadership in Canada, which presents opportunities for sharing best practice in teaching / training more widely. Universities are increasingly interested in (and involved in) working with mid-career professionals either to improve their skills and knowledge related to sustainability or to help them transition / incorporate more sustainability elements (or outlook) to their work. There is increased interest in systems thinking literacy.

We have to go a long way.

Although there has been a significant improvement there is still lack of commitment to decisions made. Media coverage of environmental issues is still a challenge as media houses claim that environmental news does not sell well. However efforts had been made in Botswana where workshops for media houses were conducted to arouse their interest and assist them to make environmental news interesting to sell like any other important news.

Though the picture is gloomy, it is the reality. With the best of our efforts the results are very little and minimal towards sustainability. But I am optimistic and confident that a day will come when everyone will come together, support, cooperate and participate in the sustainable living.

No comments please. Unless I am given a chance to make plans and policies, contribute to plan on use of funds honestly it's just waste of time.

Re "demonstrated willingness: this is a difficult one, as there is generally a desire to support conservation but monetary inducements tend to change this. There are also examples of willingness (eg. PNG communities wanting to stop a mining venture that will pollute their waters) but where govt decisions rule...which leads to the issue of "participation in decision making" - people can participate but it is often superficial. (This is mainly with reference to the larger Melanesian and Polynesian countries. Micronesia is very different - there is more interest and willingness from both communities and govt and the concept of participation seems to be more democratic and honest).

Bangladesh Climate Change Strategic Action Plan (BCCSAP) fails to uphold the priority of education as it says no project is required for education and awareness

<http://www.greentnt.org/content/cleaning-mess-series>

This is quite tricky (*sic*): there could be a lot going on but is not shared properly. I saw on TV the documentary on biodiversity twice but I cannot figure out whether people were interested to listen and learn something from that slot.

I am not sure how to answer this question from the perspective of a University department that focuses on environmental management!

Some media coverage of climate change - carbon pricing issues has been appalling. Some professionals are feeling dispirited by this.

Not to be pessimistic, but living in Alberta, Canada can be a difficult place to see change in, for a number of reasons.

A reasonable set of responses for this question set - bravo

The impact of global warming and climate change (tangible evidence) has heightened the awareness and importance of greening the economy. The impact of the global recession on all sectors has contributed to a better understanding and appreciation of sustainable economic development. There is a much stronger public reaction towards any developments that threaten sustainability i.e. short term gains with long term negative impacts on the environment.

These are difficult questions to answer. They are all highly contextual. But I am pleased that the CEC is asking the questions!

Capacity (ability) to engage in action has not improved because of lack of relevant training.

The use of vernacular and local languages to communicate with people & communities is a MUST if any change or improvement is to occur. Most of the mass media in my region work in either French or English - which effectively rule out the majority of the population that organisations want to reach - with very few exceptions

Important to improve media support

If necessary to have indicators to have a certain responses about this issues.

Informal education should be developed through the shrine, mosque or other site of praying

Weekly markets and through theatre play by young pupils in schools.

From my perspective in Oaxaca, Mexico and Las Vegas, Nevada, I see quite the improvement in knowledge and willingness to make changes. That said, unchanged or declining are collaborative efforts and access to meaningful education and training.

Hard to judge. The community I used for comparison (I work in different areas) is comprised of fairly environmentally aware/literate people, so I wouldn't expect much room for improvement in knowledge, etc.

In my work surrounding, mostly in Africa, there still seems an upward trend in terms of generally getting more exposure to environment and sustainability issues and greater engagement on various levels. This probably has to do with the fact that these issues are still quite high on the international donor cooperation priorities - and they must stay there.

In general, there is a will for change and involvement of all social and political components. But there are problems of financial and policy makers who always sets the rules of the game

Despite all the actions and programmes initiated by the major International organisations, local project and people are still stagnant in their position.

Learning and practices are somehow seems improvement and same time there are negative results in the country on environment.

I feel that there is a demonstrated willingness for change, but that it has not yet materialized in action. In my country (Belgium), more and more people are aware of environmental problems and there is a probable (slight) increase of awareness of biodiversity (we don't have figures to prove it yet). Teachers are now integrating biodiversity issues in school programmes. On the other hand, I have the impression that people are getting more and more disconnected from nature/biodiversity through increasingly urban lifestyles. So awareness & willingness seems to be increasing, but action seems to remain unchanged.

I feel that although there is much more accurate environmental information 'out there' for the media to utilise, their coverage will always be influenced by the story they are telling rather than the facts within it.

# APPENDIX D

## Comments in Question 5 about whether people's action for biodiversity conservation will improve, stay the same, or decline in the coming years

People do not have appropriate information about importance of environmental / sustainable issue.

Due to our political representatives who underestimate these issue the perceiving the issue by public in the Czech Republic is getting worse and worse.

NatureGate at <http://www.iucn.org/about/union/commissions/cec/?2614/> is a leading edge of example integrating great opportunities to conserve and to promote sustainable use of biodiversity.

Political will of the ruling parties in the Government/local bodies plays an important role.

I am not sure I understand knowledge management. It sounds corporate.

It is highly likely that some services will be much improved; while others will decline.

There is a kind of an opening, but still I am not too hopeful of the success.

Reduction in Environmental funding, reduction in staff in Canada-Environmental , City cutting Green programs and environmental units will hurt this area.

A new Administrator has been appointed. He is very keen to work with and improve the quality of life of islanders, and engage in community-based biodiversity issues.

I assume, however, that given the current trend, poverty would still increase, due to unemployment and population growth.

Business partnerships also social movements such as 'transition'.

Social networking should be used much more effectively to mobilise public opinion and action around a variety of biodiversity issues.

Government action remains "top-down" and largely out-of-touch with its citizens.

The issue indigenous conservation knowledge should be incorporated at all level.

I think these results give a muddled picture. Government here have just produced a new natural environment white paper but at the same time slashed funding for public bodies to implement positive change. Funding for projects is also being slashed.

Our own organisation designs and facilitates stakeholder dialogue about the natural environment so of course we have answered questions relevant to that as an opportunity!

There is the beginnings of a realisation that unsustainable growth is the not the best means of achieving happiness. In times of economic austerity, innovative approaches may emerge - people are already thinking in new ways capitalising on improving social networks supported by mobile technologies.

Again, as mentioned above, why this obsession with biodiversity? CEC is not homogeneously green. Among us there must surely be those working on green, brown, black and other issues (metaphorically speaking). Reducing all of us to biodiversity -- even if it's broadly defined -- is too simplistic and counterproductive. We are all not dreaming of birds and bees and Noah's Arks all the time! Some of us work on tough questions of consumption, human population, energy, etc.

The combined effects of corporate greed, politics and corruption at the expense of community rights to natural resources is a major threat to peoples conservation efforts in Africa.

I am involved in conservation education training in Africa including information on knowledge and behaviours. The biggest challenge is to ensure the delivery of simple actions people can take to help wildlife and the environment. These need to be identified and shared for specific regions.

I still believe the sustainability narrative is the answer, but some county and city commissioners are afraid of the word and link it to One World Government take over conspiracy... We actually elect people like that to public office and they have influence. So we can't always use that word, but we might be able to talk about "efficiency" or "performance" ...

There is not real change in the conduct of decision makers who need money immediately to be seen fulfilling political promises. Community members who are the primary stakeholders are quick to change knowing implication of the environment to their livelihoods. Also tools for communication, knowledge through capacity building are the means for my team to achieve biodiversity communication success.

There is a trend that most/many IEC specialists and experts are entering more lucrative private-sector fields of work in CSR, Online/cyber-media, advertising, marketing, PR, or even "cloud-computing" and "tacit" knowledge sharing monetizing enterprises such as corporate universities/training centers, management or strategic communication consultancies, etc. Furthermore, most policy/decision makers do not see IEC as an important "policy" tool or strategic area to facilitate changes in SD programs and/or BD conservation programs. Linking & brokering ideas & programs for having a convergence and common ground among policy/decision makers, implementation/operations bureaucrats, opinion/community leaders, private sector, as well as grass-roots organizations are very much needed.

In our current operating context, the most significant threat to improving actions for biodiversity conservation is political and economic instability, which together contribute to exacerbating poverty, social injustice and a general disempowerment of the local people.

The main opportunity is the demonstrated willingness of various conservation organisations to engage people at all levels, in light of the growing severity of climate - related disasters and weak governances of natural resource and the associated problems of inequity of benefit sharing

Because of the current economic situation, government agents are pulling out their support & funding.

Threat – deteriorating economic environment threatening people's personal security and jobs across the world. This will distract people from longer-term solutions as they struggle to survive.

Threat – increase of growth of world population.

Opportunity – to address world population as pressures become more apparent and people struggle to find solutions.

Currently living in Greece with a huge economic crisis affecting people's choices, creates a basis for a generally threatening situation with regard to biodiversity conservation. If I am not mistaken, a decrease in the financial aspects of a country generally correlates with environmental degradation of that country... there may be careless exploitation of our natural resources... BUT I am hoping that as part of the EU, as a country of immense touristic potential and adhering to EU regulations, there may just be an improvement in environmental quality.

Population growth in the developing countries is the most worrying threat because it means that many targets are moving and generally becoming more difficult to attain. Poverty is also serving to divert people away from worthwhile community responses.

From all corners, we are hearing about the need for a compelling social narrative for sustainability.

Opportunity – focusing on emotionally connecting people with nature

Lack of commitment and sufficient funding is a threat.

In Botswana the CBNRM policy provides an opportunity for improvement in biodiversity conservation.

The global recession = no funding for initiatives, changed focus to survival issues instead of 'philanthropic issues'

Until and unless governments and NGOs realise the importance of education and communication and ensure that IEC as an important component things are not going to change for better. The unfortunate reality is that most of the governments and NGOs are cutting costs for IEC activities in their programmes. It has to change immediately and reasonable funding is required to compete with anti development and corporate funded consumerism campaigns/promotions.

Funding to people who want to do something on small scale is better than large scale study and survey projects. Mostly these are fraudulent and nothing practical is achieved. Best is direct funding to the source of problem in order to improve and funding should be returnable and re-usable with profits. This kind of planning will not only improve the financial status of donor, but will grow in time with increasing impact and productivity.

#### Convenience

The main threat to effective education and communications utilizing a bottom up approach and a top down approach is implementation capacity. There is very little stability and continuity in government structures which means that the effective implementation of education and communications programs are subject to frequent changes in political appointments. There are agents and consultants who could play a more meaningful role but they need to be equipped with effective tools and have access to funding to cover the costs of implementation e.g. biodiversity education and awareness training programs.

Cold winters decrease the population's trust in experts' views on global warning ... mainly a treat.

Nuclear accidents damage people's optimism that we can find solutions ... but should be an opportunity.

Excessive bureaucracy removes incentives for low cost, self help initiatives (such as solar heating) ... a threat, but should be an opportunity. The CEC could have a big impact if it helped governments to do something this practical.

Our inability to protect shared resources (fisheries for example) reinforces our cynicism ... but should be an opportunity ...

Our inability to protect even highly visible threatened species (e.g. dolphins); but should be an opportunity

Youth increasing unemployment will constitute a threat for biodiversity conservation

Poverty' needs to be re-conceptualised in some areas since it just does not involve money. In parts of Oceania, poverty has to do more with strained inter-personal relationships rather than not having \$US1 a day. Many people who do not have much money live dignified and sustainable lives compare to those with money but who are high consumers & contributing to the destruction of the environment

With economic downturn and fluctuating low investment vehicles many of these parameters are often frozen. For example, the biodiversity booklet "Biodiversity, Our Living World: Your Life Depends" (20pp) for the public was published 2001 and had third printing (Penn State Extension) is out of print but no funds for additional printing or revision. After all this success, the current government leadership at state and federal levels does not even understand what biodiversity is and what it stands for in terms of sustainability.

I am a optimist person, I would like to see all these factors increase in the future. Again I think the core factor is the sense of community and the methodology around biodiversity conservation, people is the key.

Short term projects are not the most effective way to influence change in most cases.

Information overload--too much available information--weakens the focus and the message.

Acclimatization to the problem--we have been living with it for years and we continue to live with it.

Getting 'on the ground' expertise and mentorship in change management and attitudinal change is critical

Opportunities are the great willingness and enthusiasm of stakeholders, especially young people, people depending on natural resources for their livelihoods, some private sector players.

Threats are the declining resources available, as not much can and will potentially happen based on locally generated or national budgets.

Changing Canadian National and Provincial political scene

In the Arab and Muslim countries, religious sermons in Friday prayers are a very effective way to communicate and raise awareness of biodiversity conservation

Lack of funding and capacity are threats to improving action for biodiversity conservation. Lots of opportunities too though

Environment education and communication were very much highlighted in late 80's and in the beginning of 90's now it is totally sideline so it an opportunity to update or height the issue. The threat is somehow overshadowed by other development terms.

In the present economic context, funding will likely not follow even if willingness is present.



# APPENDIX E

## Comments by one respondent on the IUCN CEC Survey

One respondent commented on a perceived bias and flaw in the first survey question; the question, the comment and a brief discussion are set out below.

**Question 1:** *To support the work of IUCN the Commission on Education and Communication provides expertise about how to bring about change in policy and practice. Bearing in mind that IUCN's principal stakeholders are government (environment) agencies, and NGOs, Convention Parties, Aid agencies and communities (projects), CEC has defined the expertise that it brings as:*

- *learning;*
- *strategic communication;*
- *change management; and*
- *knowledge management.*

*Please indicate how important you think these four areas of focus are for the application of CEC's expertise.*

### **The respondent's comment was:**

"I must say that this appears to be a very or quite biased and flawed survey. There is no opportunity for a neutral response or a slightly important response. What is the difference between very important and quite important in the mind of the respondent? Think about it. It is not the usual verbage (*sic*) for these sorts of questions. I wonder if this survey was piloted ... I must encourage you to consider rewriting this survey to provide a better set of potential responses ... and a more meaningful outcome ..."

### **Some observations on this comment:**

- To make the statement after just one question that the survey "appears to be ... very or quite biased and flawed" seems itself to be a rather too hasty judgement; of another sixty respondents (at 29<sup>th</sup> August 2011) none made any complaint but addressed the expertise issues.
- Concerning there being "no opportunity for a neutral response or a slightly important response" and then "What is the difference between very important and quite important in the mind of the respondent?"

Addressing first the second comment on differences "in the mind of the respondent": in this question respondents were asked to indicate their view on the importance of particular expertise using an asymmetrical set of four responses: 'extremely important', 'very important', 'quite important' and 'not at all important' (there were three other similarly framed questions: Question 2 the importance of 'core areas' and 'themes' for CEC activities; and in Questions 6 and 7, the importance of specific activities or actions for CEC).

The intent of all these questions was to gauge in some measure the level of importance that CEC members attach to issues, activities and actions, from 'extremely' to 'not at all'. Such an assessment is of course subjective in as much as some hypothetical 'objective' criteria by which one person judges an issue to be 'very important', may well be applied by another person to adjudge the issue as 'extremely important'. It seems strange that the respondent apparently finds it hard to distinguish 'quite' from 'very' – it would seem more understandable if the distinction was between 'extremely' and 'very'. Whatever the case, and acknowledging the inherent subjectivity, the respondents are essentially given a choice between two extremes using a four point scale.

- The last observation above leads to the former comment on there being "no opportunity for a neutral response or a slightly important response". The 'classical' Likert scale is symmetrical in which respondents are asked to indicate their level of agreement with some statement on a five-point scale from 'strongly agree', 'agree', 'neutral', 'disagree' and 'strongly disagree'.

Using this symmetrical scale in trying to assess the relative importance respondents attach to an issue Question 1 might have been framed as follows:

**Question 1:** *To support the work of IUCN the Commission on Education and Communication provides expertise about how to bring about change in policy and practice. Bearing in mind that IUCN's principal stakeholders are government (environment) agencies, and NGOs, Convention Parties, Aid agencies and communities (projects), CEC has defined the expertise that it brings as:*

- **Learning** – processes to support the assimilation of new information and apply knowledge to enable adaptation and transformational change. Learning occurs in both formal and non formal education and for all ages;
- **Strategic communication** – learning and expertise on how to make science relevant for decision makers and other audiences to support behaviour change of people and organisations.;
- **Change management** – learning and expertise for planning, leading and implementing change in organisations and people; and
- **Knowledge management** – the constructive application of accessible knowledge to achieve organisational objectives.

Please indicate how important you think these four areas of focus are for the application of CEC's expertise by indicating your level of agreement with each of the following statements:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
The <b>learning</b> focus area is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <b>strategic communication</b> focus area is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <b>change management</b> focus area is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <b>knowledge management</b> focus area is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

There are, I think, several difficulties with this formulation:

- Should each statement read: "The ... focus area is VERY important" or "... is QUITE important" or ...?" Each alternative would imply a different level of agreement for one response such as 'agree'; that is, 'agree' with 'very important' is quite different from 'agree' with 'important'.
- It is consequently hard to know what a 'neutral' response means: if the statement were "The ... focus area is VERY important", does 'neutral' indicate that the respondent thinks it is 'not important' or merely 'important', or even only 'quite important'.
- The last difficulty might be ameliorated by framing the statement simply as "The ... focus area is IMPORTANT" so that 'strongly agree' would arguably mean 'very important', 'agree' mean 'important' and 'neutral' mean neither 'important' nor 'unimportant'. However what do both 'disagree' and 'strongly disagree' mean in this context: 'unimportant' and 'extremely unimportant'?
- The aim of the question was simply to gauge respondents' subjective judgements on the relative importance of each expertise focus area; I think the asymmetrical four point scale does this more effectively than would a symmetrical five point scale where arguably the two 'disagree' responses are hard to distinguish and may in fact be equivalent to the 'neutral' response.

**Another way of formulating such a question** – with the same aim of gauging respondents' subjective judgements on the relative importance of each expertise focus area – would have been to ask them to indicate a level of importance for each focus area on a numerical scale from 1 (meaning 'not at all') to 10 (meaning 'extremely') – or indeed any number at all for 'extremely'.

	<b>Not at all</b>									<b>Extremely</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
The <b>learning</b> focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This may have the appearance of objectivity (by using numbers) but this is only apparent as any respondent's choice on the scale is still determined by their subjective assessment of a 'level of importance'.

# APPENDIX F

## Open-ended responses to Question 1 about expertise that CEC can provide to support the work of IUCN

I think that these four points are very, very important.

They are relevant to our on documentation and dissemination of Indigenous knowledge and innovations from grassroots.

It is important that these areas be prioritize, particularly because the complexity of the issues below. Shouldn't that be done before five more huge matters appear in item 2???

As for me, all of these are important and relevant. Of them, I think strategic communication is the most important because decision makers often do things that set the parameters within which organizations can operate.

To enhance decision-making by senior policy makers is a very important aspect of our work. Most of the scientific information on ecosystem management, biodiversity management and climate change needs to be transformed into chewable (i.e. understandable) pieces to enable policy makers to take appropriate decisions including to motivate for sufficient budgetary provisions.

Humans are part of biosphere and totally dependent of sustainable use of the rest of biosphere. This requires learning to identify local and regional species and ecosystems. *NatureGate* is rapid and easy-to-use tool for all citizens: <http://www.iucn.org/about/union/commissions/cec/?2614/>

LEARNING underpins all sustainable human actions, including knowledge management etc, even learning itself as meta-learning. I use concept maps created by *CmapTools* for knowledge management, to promote shared understanding, in companion with *NatureGate*. It allows cumulative collaborative knowledge building.

It is necessary to link the Strategic Communication and Learning functions and to put more emphasis on transferring knowledge about nature and sustainability to decision makers and other social players, using their language and capacities to understand it and apply.

The areas indicated above are most appropriate to my field of activity.

I think learning is much more in practice. That part should be emphasized. Learning is belonging in a community of practice. It is not only an acquisition of concrete ideas. Our areas of work encourage both learning through practice and acquisition.

I think that there will great improvement in the management of Ecosystem; Climate change is affecting developing countries more than any other part of the world; if we have an improved and well managed ecosystem then a majority of the population will greatly benefit and their well-being will be much improved.

Change management is the issue that is most close to my work (research) at this moment.

I do not like the words "support behaviour change" – this belongs to the past – education today is not about turning others around. This is a topic I have written about in my book *"Nature and sustainability: An educational study with Rousseau and Foucault*.

We are in a large zoo with a 710 acre site and in the middle of Rouge park the largest urban Park in North America to soon become a National Park.

We offer education both informal and formal from small children to adults with opportunities for all including many University programs. We need to connect people to Nature and the Environment by direct and indirect methods.

I think learning has been defined rather narrowly. There is, for example, the learning that occurs through multi-stakeholder engagement (often referred as social learning and different from non-formal education) which can challenge frameworks and viewpoints rather than knowledge or information.

Organisations and people need a great deal of mentoring / support about "how" to make change happen. Learning, strategic communication, change- and knowledge management constitute non-reducible interlinked components of CEC's strategy.

All four components play a central role in my work. Building on my previous projects, I am conducting participatory research (PhD) on the role of local (traditional) ecological knowledge creation in the resilience of social-ecological systems of coral reefs in Lakshadweep, India. Understanding change perception and its relationship to change – and trans-generational knowledge management is critical for the co-management of social-ecological systems and building their resilience. Collaborative, participatory design of adaptive learning and adaptive management practices will only work, however, if creative, credible strategic communication engages the stakeholders.

Although my primary field studies are carried out in the Lakshadweep Archipelago, India and I hope to continue my research in other atolls and coral reef communities in the Indian Ocean, and the Pacific, and I wish to explore collaborative project opportunities with IUCN CEC.

The learning is more significant enabling the common people to grasp the concept and incorporating traditional knowledge it will provide broader understanding among the indigenous people.

All these are important but also we have increasingly come across situations where science trained conservationists use science selectively to force their view and dis-empower other stakeholders; so something I think is very important is a shift in understanding that science is not the only way of knowing and understanding about the natural environment and that if stakeholders are to be involved and respected, conservationists are going to have to lose their primacy-of-science paradigm and insistence on only science based 'evidence' determining outcomes.

All the areas are important especially in making science work for decision and policy makers across the globe.

I would question the frame that is defined by the term 'learning' above. Transformational learning is far more than knowledge and information. Skills, attitudes and values are all important aspects of learning and are probably included in the 'Change Management' area.

Working at both local community and ministerial levels the need for strategic communications at a time of major environmental backlash (in the light of economic crises in the west) has never been greater.

These four areas are equally relevant and appropriate for my area of work. I would like to highlight the importance of non-formal over formal education. In Strategic Communication I miss the social component within what to communicate to decision makers and other audiences to support behaviour change.

I work 100% in learning, which is how I define it. It includes elements of the other areas – change management, KM and strategic communication.

Learning is always bidirectional. The learning happens the way we communicate with the people. The language we use in parting knowledge, the examples we give, the narrations, the variation in the voice etc. are very important in communicating people therefore, a strategy is extremely important. A change in organisation or planning does help but not to a great extent. Application of the skills learned is the ultimate objective of education.

Learning is key. Change management is difficult in the best of circumstances unless one is concerned with linear incremental change; and most change needs to be somewhat revolutionary even of evolutionary. Strategic considerations are even more difficult if one is not engaged in the core discussions on national defence, competitiveness and development.

Although the provision of knowledge is an important aspect ... what I find most important is how this knowledge can be translated in policies, actions and change in behaviour.

In my area of work (knowledge management and learning systems), change management and strategic communication are drivers, influencing how we develop systems for learning and knowledge management. In turn, learning and knowledge management are essential to change management and strategic communication, so these all are intertwined and dependent on one another.

Learning occurs in both formal and informal contexts – leading by example and resonance – appropriate in training and development.

Strategic communication is an important tool in our organisation. We are currently in the process of implementing a rural based biogas programme to reduce deforestation, thereby combating climate change. The use of animal waste to produce biogas is a highly scientific and technical process, especially for rural communities. Therefore, we try as much as possible to use relevant communication tools in order for the communities to understand the benefits of the project.

One of the key issues in Trinidad and Tobago is the lack of initiatives that promote transformational learning. This is an area that needs to focus as the country continues to strive for models of development that are holistically sustainable.

In the area of adaptation to environmental change, there still needs to be greater effort to document and understand the ways that people have coped with and in that sense made adaptations to environmental change. Global experience shows that many of these past adaptations/ coping mechanisms will be relevant for the future.

I don't know enough about the expertise across all of CEC. I know that I have some questions about how to promote science once a conflict has begun and there is an "anti-science" sentiment (at least this happens in the U.S.). I think it is essential that we figure out how to deal with that, but I don't know if that expertise is within CEC.

Regarding your category titles -- is there an equivalent distance between extremely, very, quite and not? I was looking for a "somewhat important" or something in between "quite" and "not".

But I think I mostly don't know what you mean by "constructive application of accessible knowledge".

Ongoingly manage and dissemination of information thru the teaching faculty thru a mechanism of building capacity in training programmes.

Work with the bureaucracy n engage governments for policy changes at the national n state levels as education is a state subject in India.

Environmental educators are a few n far behind in understanding the value of EE in school curriculum they need hand holding and transfer of technology in these areas. IUCN in India is only in name and is not seen as an encompassing body to provide any value for change management. This needs to change. Educational resources are a matter of concern as they are not available in local languages and not validated for its accuracy for learning. Engagements with State governments will bear fruit to provide these needful resources.

These areas are very relevant to my work; especially strategic communication which is need to change paradigm of decision makers who exclude all forms of value of the environment and nature but economic. This go for change management and knowledge management as well.

All are highly valuable to my area of work (tertiary education and education for sustainability) however the first (learning) and second (strategic communication) are the most critical.

New information and change management are VIP

The emphasis of the above, however, should be on the "tacit" knowledge area, and not on the "explicit" knowledge. Furthermore, more needs to be done in the area of "knowledge brokering" within the concept of knowledge networking & sharing, in order to facilitate appropriate knowledge utilization.

Our target audiences are the urban Chinese. Most of the conservation information and knowledge are new to them. In order to make a change to their behaviour, the only way is through education & learning.

All of them are appropriate

As a communication and conservation NGO, these are critical to our work, and deeper leadership from CEC in all four categories would be wonderful and helpful.

Management should be made based on regions.

Getting IUCN message to non-engaged decision makers seems most critical need.

EFA's current activities and strategic direction for the next decade are guided by a Programme document, which describes its operational goals and objectives in line with national, regional and global efforts to achieve Environmental Sustainability ( MDG 7).

The Programme focuses primarily on EFA's core thematic areas – Environmental Education; Protected Area Management /Biodiversity Conservation and Community Livelihoods; Landscape Restoration; and Renewable Energy. These themes are defined by a set of interconnected activities and initiatives which together address the underlying causes of poverty and environmental degradation, with a clearly defined focus on Environmental Protection, Social Justice and Sustainable Natural Resource Management in the Upper Guinea Forest Region of West Africa - A Biodiversity Hotspot.

The programme is rooted in community realities, national, regional and international development priorities. It is informed by the global conservation priorities, as defined by the IUCN, the UN MDGs and the related regional and national executing agencies.

Key aspects of EFA's programme strategy are:

- Making the transition from project-oriented planning to a coherent natural resources management programme which uses a rights-based approach to empowering local people and institutions to advocate for good governance in NRM and take active steps to protect the environment.
- Working within a broad spectrum of partnerships with national, regional and international institutions - National Forum for Environmental Action in Sierra Leone and Green Actors of West Africa networks, IUCN, UNEP, GEP, the European Union, USAID, and World Bank.
- Strengthening technical and institutional capacities of civil society organisations for evidence-based advocacy and exemplary environmental activities and conservation outcomes.
- Accommodating the realities of civil strife and political instability in the West Africa sub-region through developing model approaches for environmental management in conflict affected areas, including IDP and refugee camps.

Learning Processes, Strategic Communication, Change and Knowledge Management are therefore critical aspects of EFA's work, given the high levels of illiteracy, economic hardships, social and political challenges, information-communication technology constraints in the operating environment, and the need to engage with a wide range of stakeholders in the local, national, regional and international contexts.

Learning is an important and unavoidable one. We have an avenue for formal and informal learning for all ages. As a part of strategic communication, we offered lots of opportunity to work with us.

I work internationally to advise on education and communication programmes run by NGOs and local and regional governments. There needs to be more emphasis on these to achieve conservation success.

Environmental education/sustainable living should be an integral component of the curriculum in the formal educational system (primary, secondary and tertiary)

My area of work is in education for the conservation of species. All the above is extremely important as our long-term goal is to instigate behavioural change in our visitors ... a challenging but nevertheless essential task for the improvement of our quality of life on this planet. How we go about doing this requires an inter-disciplinary approach combining different disciplines. With all the work we, zoo educators, have, I am grateful that IUCN CEC may help us achieve some progress.

Learning – this is such a key area and must start in the home and be reinforced through the educational curriculum. Processes must take account of cultural differences in indigenous communities.

Strategic communication – many policy-makers still consider the environment a fringe activity that is best left to the NGOs and 'greenies'. This mindset must be changed and a major challenge as well as an opportunity exists here.

Knowledge management – there is so much information available that it can be overpowering at times. It is important to also instil approaches which can assist with ensuring that focus is directed at the best 'fit' of relevant information to the particular needs and circumstances.

I teach and conduct research, hence 'learning' is highly important.

All areas are important for our work to move forward education for sustainability therefore appropriate for my work.

Since I am in the process of teaching High School and College students I will concentrate on Learning Processes and Strategic Communication for more efficiency.

All these areas are incredibly appropriate for learning in zoos. Zoos and aquariums have massively diverse audiences that we need to communicate lots of different ideas and messages (some of which can be complex and controversial). The challenge is for zoos to deliver learning programmes that become the catalyst for raising awareness and changing key behaviours to produce positive local and global actions.

As an academic I found all areas relevant to my work, both for students and to me as a researcher and lecturer.

I am working the Knowledge management to promote sustainable rural management. Village Knowledge Centres and Village Resource Centres are providing dynamic and demand-driven information in local languages. Steps were taken to achieve convergence and synergy among various government programmes in the fields of education, employment, health care, sanitation, drinking water, rural industries and small-scale enterprises. Entitlements Passbooks are being issued to every household in the areas surrounding the VKCs and VRCs. Last mile and last person connectivity is being achieved through synergy between the internet and the mobile phone. ICT has opened up uncommon opportunities for bridging not only the digital divide between urban and rural areas, but also the gender divide in villages. These programmes have accorded high priority to training and capacity building. To cite an example, Panchayat Raj leaders have been trained in the provisions contained in both the Biodiversity Act and the Plant Variety Protection and Farmers' Rights Act. The training has empowered local communities in the conservation and sustainable and equitable use of biodiversity management.

Priority is to transform the learning process followed by designing a robust strategic communication system which will enable the change management process a result oriented approach. Knowledge management is vital and anyway an integral part of any knowledge society.

We deal with evidence and extract concepts from the evidence. This in turn is provided to colleagues working in ecosystem restoration, policy makers and the public. The more transparent the evidence the better the collaborative interpretation. The clearer the concepts the more readily they are accepted and applied by colleagues, policy makers and the public. We now have collected an enormous visual database that is helping inform on ecosystem function, dysfunction and best practices worldwide. The better we understand and manage the information the more effective we are.

Strategic communication and change management remain the difficult-to-reach objectives. If we want real change, it will be important for CEE to focus its strengths in these areas.

Learning and KM are important but there is already great emphasis on these.

I am in education and also a technology management consultant (renewable energy). I have learned from my experience that learning about an idea or technology is first step towards a positive change. Since communication is backbone of learning its equally important. Management change is most delicate but still quite important in light of redefined goals and objectives we do need new qualifications.

Knowledge management or information management is key to any programs success.

At CEE India we are engaged in education and communication for environment and sustainable development. While knowledge management and its application and also learning could also be well handled by academic and research institutions, a practice-based Institution like the CEE shall focus more on designing strategic communication tools, models and policies.

Such institutions due to their strength in both practice and academics are also critical to researching, studying and facilitating change management at organizational levels

Very related with my area of work.

These are all important areas. In particular, 'learning' and 'change management' resonate most closely with the capacity and leadership development work that I do with sustainability professionals.

Along with the change of environment both formal and non-formal education is required to change; hence adaptation learning, strategic communication and knowledge management is prerequisite.

We at CCEC Bangladesh is working on environmental education in non formal education through training of Primary School teachers by producing ee education package (teacher's manual, student's booklet and poster) towards transmitting among the students and integrating additional environmental information into the existing curriculum.

Learning is the foundation for all people to receive accurate and factual information about wildlife species and conservation issues.

Strategic Communication is how information is delivered to legislators, other policy makers and agencies to aid in the development of a common sense approach to wildlife management based on science not public opinion.

Change management may take generations, for example you may not change the current attitude towards the role of predators in an ecosystem and the risk to livestock in those that are currently in the agriculture industry. However, a focus on those currently in school as members of FFA will prepare future land owners and those planning a career in the agriculture industry a balanced education in regards to predator, prey and people relationships and the impact of wildlife on agriculture.

Knowledge management helps to keep government and non government organizations accurate and factual in our development of programs about wildlife species and conservation issues for the general public at all levels

Regarding my area of my work they are all relevant because learning is an ongoing process which needs more interactions with other, due to global issues there is a need for strategic communication in any environment. Change management is also crucial in the sense that planning, leading and implementation of any intervention it has to do with what is happening or likely to happen in future. Knowledge management is also vital in a sense that one can only able to achieve desirable goals and objectives of any developmental program if apply the knowledge and skills required that will help the implementation of such interventions.

Once people are convinced of need for change, the learning etc will be so much easier... trying to teach when people are not convinced of need is all but impossible, no matter how flashy etc the materials.

All four areas have been fundamental to my objectives and my organisation's objectives in whatever role I have had. My mantra has always been that educators and communicators, by necessity, tackle the hard questions head-on since changing our present unsustainable course requires more than just raising awareness and providing information, it requires effective educational strategies to change values and actions.

These are all areas that I must consider on any project I lead or participate in for my work.

I must say that this appears to be a very or quite biased and flawed survey. There is no opportunity for a neutral response or a slightly important response. What is the difference between very important and quite important in the mind of the respondent? Think about it. It is not the usual verbage (*sic*) for these sorts of questions. I wonder if this survey was piloted ... I must encourage you to consider rewriting this survey to provide a better set of potential responses ... and a more meaningful outcome,,,

The Eastern Cape is one of the poorest provinces in South Africa with a high level of unemployment especially in rural areas but the richest province in South Africa in terms of biodiversity e.g. seven national biomes and four global biomes. Therefore biodiversity conservation and management is extremely important. In this regard agriculture, forestry and ecotourism have been identified as lead sectors contributing to local economic development. However, there are conflicts of interest that threaten biodiversity conservation namely mining and industrial development in pristine or relatively unspoilt environments. Education and communications is therefore a critical success factor in biodiversity management.



My areas of interest are in environmental communication specifically heritage interpretation, environmental education and social marketing. I am interested in how we can change people's environmental attitudes and behaviour.

The focused areas are very significant from the point of view of Environmental Conservation but Change is also required in areas other than Environment, General Science or say, The Scientific Aptitude need to be enhanced through exchange of information and sharing of ideas between education communities of different regions.

The knowledge management will not be possible to be accomplished without involving the student community and getting their feedback in the proposed changes. Policies framed at the higher level sometimes do not achieve the desired goals due to ignorance of the student community in the framing process.

The information flow of last three decades has possibly been more than what preceding three centuries would have had. The physical boundaries of each nation are gradually evaporating from lifestyle. Therefore I consider knowledge management followed by change management as current prime movers to the evolution process & technology ingress. In my professional capacity, I did my engineering graduation in 1972, post graduation in environmental law in 2002 and these areas of change and knowledge management are important in pursuing the reform process and technology ingress in which I am involved.

Knowledge management help Communication and education to find the core campaign for institution

Knowledge mgmt and learning are very closely linked and could be brought together

I think that they underplay the value of teaching and teachers. It may be fashionable to focus on learners and learning, but teachers provide focus, motivation and guidance. All four facets involve teachers (however defined). Ignoring them will alienate them (and me).

Somewhere in here we should also focus on research. If we think that we already know how to achieve these things, we are deluding ourselves! Sure we provide expertise, but we are, or should also be, a learning community ourselves. We need to research our practice and share it better than we do at present within our own community. We need to become collectively more knowledgeable than we are at present about the research that underpins our communication and education. Above all we need to research our impact and learn from this research.

Working in an environmental organisation, I have had to move from one schedule to another. I find 'change management' very challenging with respect to making desired impacts in the organisation. Learning, strategic communication and knowledge management feature in daily routine activities of the organisation.

Very appropriate.

The ultimate social change requires strong and effective communication that would be able to handle highly complicated human behaviour.

Higher the expertise level, more the number of chances to lead the social change for sustainable development.

I have been working in the field of Health and environment communication field for last 10 years. The practical problems I faced by me could only be resolved on having appropriate level of knowledge, skill, scientific based evidence in support of my communication objective.

All four points are key and inter-connected, especially when applied to education for sustainable development.

Learning is most important to me as a zoo professional – we educate individuals and groups face to face. Strategic communication also vital for obvious reasons.

Information is important but it is most important the communication centre in the person/people. Knowledge is a huge area but is extremely important the networking, community knowledge not individual.

The success of all these plans and strategies should be carefully applied and ultimately resulted in adaptation and transformation (A and T) at the grassroots level. However, there often is a disconnect between policy/CEC experts and implementation level at the grassroots where A and T fails after all those efforts and funds were invested. We have tried many anthropocentric approaches to resolve the problems resulted from biodiversity loss, for example, similarly all the hooplas about solution to global warming and its climate change. Honest summation of all our efforts is the failure of substantive outcome to slow or reverse biodiversity loss through two decades of CBD movements -- it's because the problem is far more complex that we can usually manage, the impacts of humans and what we do daily that caused the problem to begin with but is often missed in the CBD and policy-implementation levels.

Since I teach and hold workshops for policymakers, I believe they need to have information on which to base decisions and to convince others of the validity of their decisions.

Anything beyond that, they will be more skilled than scientists or activists, so the need very little inputs from me on change or knowledge management.

Management of Change in Education, Knowledge, Skill and Attitude through Training are relevant.

I'd like to focus more on developing web literacy within institutions AND develop more innovative work at the grassroots that share lessons learned at the local and global level.

I work in a conservation organization, and we are process of implementing environmental management system, this will be possible by learning from other organizations and other experts.

I work a lot in social marketing and behaviour change and think that the critical elements of conservation are short term enough that we need to focus on short term behaviour change. Secondly we need to do culture change – or environmental education – that will keep us in the long term from having to do "fire fighting" all the time.

All very important – to my own organisation and the clients we interface within conservation, environmental management and development work in Africa.

Very often, especially within organisations, strategic communications are severely lacking. Because of this, a conservation organisation suffers from inefficiency. Something needs to be done to improve communication not just between different stakeholders but within an organisation itself.

It is critically important for CEC member to have a sound knowledge and mastery facilitation, teaching techniques as well as strategic communication in particular for change and knowledge management. Their mission is above all getting people engaged, and without these tools it would be very difficult for them to face their challenges.

It is important to review the program content and to establish a new communication strategy : simple and at the same time aggressive relative to each geographic areas and to each culture.

I look to IUCN to provide conservation-related data and CEC in particular to highlight effective practice in learning and communication. I rarely have the opportunity to contribute to this myself although I am ready to respond to any relevant calls.

I think it is very well chosen in the context CEC. All expertise must and must be able to give to CEC members.

Learning and change management are the two areas most relevant for our work, as we are in charge of providing training on biodiversity to policy makers and civil servants not working in environmental fields. Learning from IUCN's experience and exchanging information would be most beneficial in this regard.

Extremely important as the areas help me to communicate and share the knowledge and findings of the research concern to environmental conservation.

# APPENDIX G

## Open-ended responses to Question 2 about the Core Areas and Themes for the IUCN programme for 2013 – 2016

Not clear to me how the core areas and themes interact. Also not clear whether I am stating the importance of each area in general or whether I think CEC has a core competency to address these areas.

Involving communities is vital in all planning process which affects their lifestyle and their plant / animal genetic resources.

It all starts with values. If the primary goal for decision makers is to get maintain power and for the wealthy to preserve and expand their personal wealth, then discussions of fairness and equity are both moot and academic.

All of them equally as communications and education are across the board.

All five are critical at different levels; however B and C are particularly important in the coming years as ABS (access benefit sharing) Nagoya Protocol will be finalized. E is in line (it is one pillar) with the upcoming Rio Plus 20, as such it is expected that it will be a key area of focus by the international community and thus makes sense to prioritise it in the IUCN work.

*NatureGate* <http://www.iucn.org/about/union/commissions/cec/?2614/> is a tool to promote all these areas. There is no focused valuing and conservation of biodiversity without knowing main species and ecosystems to conserve and value. Sharing biodiversity's benefits fairly requires also identification of species. Nature based solutions to climate change is promoted by identification of proper species and ecosystems to be used. Theme D also requires identification of local and regional species. There are plenty of wild herbs to be used as food. Greening of economy is promoted by increased knowledge of local and regional species and ecosystems, and their identification using *NatureGate* approach.

Valuing Biodiversity is a task quite often misunderstood as an effort to put monetary values to the intangible services of ecosystems. Ecosystem services fall outside the sphere of markets and tend to be invisible in economic analysis. Therefore deep knowledge and understanding is required in this respect. This is the importance of Theme A.

I wish you have included the concept of bio-cultural diversity as a thematic area here. For us in the South, Biodiversity is not separate from the culture of our people.

Equity and justice are the most important issues, since this area has been neglected so long.

We must have society take on the need for Climate change control and green programming.

Society must re-engage and connect to nature so that we have environmentally interested people in society.

Otherwise we are doomed!!!

I am pleased to see that the core areas reflect the three CBD objectives. The three themes - climate, food, economy - are interlinked, they cover priority activities. Having resilience (and related theoretical and practical themes e.g. transformation) included in the IUCN CEC strategy highlights the progressive thinking of CEC and demonstrates a responsible, committed attitude that expects the unexpected, prepares for perturbation and perceives change as inherent characteristic of both the human and non-human world.

All are equally relevant / important in addressing sustainable development. All require learning and communication as a means of achieving their goals, hence all are important.

In-depth knowledge and understanding of the term "greening the economy" is lacking across a broad spectrum of society. More accessible information and inspiration is needed.

Theme D is much significant in essence of promoting biodiversity without sharing of knowledge base approach on the issue of conservation agriculture and provision of payment of ecosystem services (PES); which will enable the protection of biodiversity and at the same time improve food security and other social services to the forest dependents.

Re Core Area A: I have serious concerns over the goods and services way of understanding the natural world with its econocentric / neo liberal values and some very questionable outcomes for nature conservation. I have written an article and presented at various conferences and so can provide more info on this if wanted.

We need to investigated how to support the creation of Green jobs.

Be specific to regions.

Although philosophically anathema, the tactics of communication needs to shift toward a greater emphasis on valuation and commoditisation of services to make the fundamental changes that we would wish to bring about in economics and society.

Biodiversity has been the core focus of CEC for years, but my cumulative impression is that the focus has often been too narrow and tight, almost a case of missing the forest for the trees. Birds and bees don't stand a chance if the larger ecosystems and climatic equilibrium are threatened. CEC is only now recognising this micro-macro nexus. Better late than never!

If we don't value the nature and work towards the conservation of resources, it will be disastrous. Even though, everyone knows the importance of conservation, the implementation is at a very low scale. The policies are made at country level and when it comes to lower levels, the seriousness gets diluted. So we need to target the people first. The educated should be made aware and responsible. All our environmental education is targeted at school level and once they enter college, hardly 10% think about environment protection. The policies meant for environmental protection should be strictly implemented, until then there can't be any major change.

All these are important but more development-led than conservation or sustainability-led. It is difficult to value biodiversity in the best of times unless one deciphers a linear relationship, and most natural processes are non-linear. Fairness in benefit sharing has yet to be defined in reasonable terms when materials benefits exceed 1:100 at the salary levels. Themes C & E overlap considerably especially in economies that are driven by primary industries.

Re Theme E: we need to translate what we value into arguments that make sense to people who see what we value as expendables for greater profits.

CEC's expertise can best be applied to the communication, learning and knowledge processes and structures that support the core areas of the IUCN programme, rather than to the scientific, technical and policy details of the programme work.

Our biogas programme is a practical example of policy combining with action on the ground for climate change mitigation and adaptation. It is extremely important for environmental organisations to implement nature based solutions in support of various policies on climate change mitigation and adaptation.

Well, they are all Extremely Important, but if you are trying to prioritize, I'll knock a few down a notch. My sense is there is already a lot of work in biodiversity and a fairly big gap in equity - so why not devote more energy to filling the hole. Climate, on the other hand, affects everything - biodiversity, food security, green economy - so it seems to be important to use as a core platform.

These are important as the new way for the world to view nature and sustainable development. I do not however see how nature based solutions would lead to reducing the effects of climate change. I think industrial solution which in effect is the major cause for climate change should be agenda of the world. I arrive at this due to my limited knowledge and I hope I can be convinced.

Given the close inter relationship between each of these areas; I could hardly argue that any is of lesser importance and therefore less of a priority for IUCN. However there is more necessity to focus on C - E and perhaps this is where IUCN should also be considering placing itself strategically.

Theme D and E are extremely important as they focus on human primary needs which are dependent on the environment. Both go hand in hand as economy is not something that is going to be easily replaced by any kind of charitable system, However, economy has to be practiced in a way that takes environmental sustainability in account as the priority rather than on profit based on greed.

Strategic approaches to influencing changes should be done simultaneously at policy level, public/beneficiary level as well as opinion leaders level (i.e. journalists, editors, educators, community leaders, chambers of commerce, media commentators, bloggers, unions, political party leaders, etc.). In addition, more initiatives and concrete programs should be developed to promote and generate public-private partnerships, both in the form or context of mutual benefits/win-win type of business model, as well as part of "corporate social responsibility" activities.

I actually think that Managing Ecosystems to improve food security needs to be reworded as at the moment it could be used to totally mismanage the ecosystem and still be within this theme...

All of the above CORE AREAS and THEMES are highly relevant for Environmental Management and Biodiversity Conservation in the context of Africa.

Themes C and D are especially critical themes for our current operating context, where there are already many visible adverse impacts of climate change amid growing populations, high unemployment, resource scarcity, misappropriation and misuse of agricultural land, endemic poverty, political instability and a deepening economic crises in many traditional donor countries / regions.

The world's economy is still not in good shape. Most governments will think of economic developments instead of protecting our planet. So, if we can influence relevant policy & enable transformation in this area, should be very helpful in protecting our environment.

Theme D is important but shouldn't be one of CEC responsibilities.

All critical global issues. Further, the "communication" perspective on each is often hugely neglected.

NOTE: Themes are in the process of consultation....if really does not reassure people that they are being consulted when every communication indicates the themes are already being planned for, when the results of RCFs are not in yet. I know two RCFs where Theme D was seen as too narrow and open to manipulation.

Theme B - subject to interpretation...this is very important. Could be the basis for addressing bad governance and corruption which fuels inequity.

Theme E - again ... could be very effective if not too narrow and not just Greening of BAU.

Bio Diversity should be always given an importance in thrust area because of the living condition of many species including human beings.

Nature based solution is another inspiring one that should be disseminated between the stakeholders. The World really should work for the green economy in the next five years.

The whole concept of the economy based on the level of consumption, GDP, capital formation etc should be balanced with HDI, resources conservation, biodiversity conservation etc.

Both core areas and themes are interrelated. Therefore of equal importance to me and my work.

My rating of importance is based on my belief that effort should be placed where there can be maximal effect, where we can have the most influence. For example, placing effort in trying to green the economy is important but I believe that instigating change in the industry is difficult due to the controlling companies' personal interests. I feel that 'greening the economy' is political spin and the only way to really effectively 'green the economy' is to somehow remove ourselves from the current economic system by making personal choices to green our lives and our homes. By becoming self-sufficient and supporting green technologies, the economy would, by the will of the mass population, become green. We need action based on the knowledge and tools we already have. Am I wrong to believe that consumer choice eventually drives policy change?

Valuing and conserving biodiversity is of prime importance because it has been under-estimated whenever faced by development pressure. Managing ecosystems to improve food security is something that all people can relate to.

All extremely important!!!! Can't separate them since they go into each other.

Adaptation to climate change and food security are vital for sustainable development.

All are important because some people prefer Core areas and some may prefer Theme areas.

Currently I am researching how women are coping with climate change impacts in the face of poverty especially those dependent on subsistence agriculture and wild products/produce. Climate change and variability seem to be threatening rural communities' sources of livelihoods.

Issues of enabling policies and food security in a challenging economic environment is a matter of focus in the next plan period.

Food Security through Capacity Building and Promoting Nutrition and Livelihood Security

Vision : "A society where everyone has access to food and nutrition security"

Mission: "Ensuring food and nutrition security of vulnerable sections by empowering them, by promotion of focused interventions, by capacity building of various stakeholders, and by research and advocacy"

No doubt that all of them are extremely important. But for CEC A and B are very vital tasks.

The core areas and themes represent what is constantly on my mind on a daily basis. I would however add that the economic questions are still somewhat unresolved for many. There are assumptions in the existing economy that make it difficult for many people to see the way through to fairly and fundamentally evaluating nature in an economic sense. There is still a lot of work to do.

For A and B I don't think one is really possible without the other, if we are talking in terms of long term sustainability.

Themes - all the themes are valid. Theme E - I am not confident that this is really any different to what we have been trying to do since Rio and am personally not supportive of the connotations of the phrase.

Nature-based solutions will enable stake holders to easily adopt new policies and plans. Core areas A and B are equally important as both go side by side.

Drawing on the expertise in question 1, CEC should be working across all these areas in collaboration with other Commissions (for example in Core Area A: WCPA, SSC, and CEM; Core Area B: CEESP and CEL; Theme C: WCPA, CEM, CEL; Theme D: CEM; Theme E: CEESP).

Core area A is very important.

While the entire range of thematic area is important, there is a dilemma between poverty and conservation education. There is a need to do these exercises repeatedly both by government and environmental NGOs. Financial and strategic communication support from the global level to the NGOs is needed.

Biodiversity is the key to all wildlife management plans. The interdependence of all species, the need to educate, and wherever possible to re-establish biodiversity will secure the future for some species of plants and animals.

They are all important in the sense that policies should be grafted and implemented in line with what is or likely to be on the ground. It is good to know what other benefits are available regarding climate change in relation to supportive policies so that not only the negative impacts are out spoken. Such adaptive measure which available could be of advantageous if shared and made use by others in reducing the negative impacts of climate change. Livelihoods can only be realised if the ecosystem is managed in such a way that resilience, security and development is conducted in a way whereby the ecosystem is also taken into consideration without ignoring any aspect of nature.

I know it may be impossible to prioritise them all, but one without the others will not be enough unfortunately.

I have marked these as important but I believe the language used here waters down the transformational change that is necessary and that should come across from Q1. Only the last theme E clearly states this. I am also a bit unclear about the words "knowledge and tools" which is OK but leads the focus away from the necessary "process".

We need to be careful about how 'greening the economy' is presented. This is a major theme for Rio+20, and it has already been commented on (Stakeholders Forum) that people from developing countries are suspicious of the idea, and some see it as a way of moving away from 'sustainable development'. I belong to the Green Economics Institute, so, obviously, am not against the concept - but we do need to discuss it with care.

I specifically work in Core Area A at present, where I am lead the sub team on valuing the socio-cultural ES. Fair and equitable sharing of nature's benefits is, for me, bundled into Core Area A. C through to E will come with A being accomplished BUT we must keep in mind that valuing ES is NOT just an economic endeavour (even in the non-monetary sense). Sociology can offer a great way to value benefits from a human perspective.

The core areas and themes are extremely important at two critical levels i.e. at government level (all tiers of government) and at the community level especially in all areas relating to sustainable economic development. Agencies and NGOs can play an important role but need tools for education and communications including best practice models and case studies e.g. success stories for benchmarking purposes.

Nature's benefits and solutions to nature based problems has utmost importance but nature also contain things other than Biodiversity; like, physical and chemical constituents and the issues related to other constituents are equally important to address the nature based problems / issues.

Bridging the gap between digital divide, pace of penetration of technologies, linkages of rural and urban worlds and climate change mitigation and national appropriate adaptation, I believe are important. For example, some of the industrialized countries are planning to free dependence on fossil fuel by 2030 and some other countries have plans to go to peak by the same time horizon. Technologies impact should find space in biodiversity conservation moves as well. We may look at the linkages.

Here we need to integrate communication and policy better than we do at present. Core Area B is highly controversial, probably even for some CEC members. Before the CEC can contribute its expertise in these areas, to these ends, we need processes to allow members to explore their values, and their differences. Education related to IUCN objectives is not value-free.

Greening the economy is a whole process of integrated management of all resources for the mutual benefit of man and the environment. Invariably greening the economy is understood to ensure good environmental governance that will value and conserve biodiversity appropriately, enhance nature based solutions to climate change, promote sustainable land management and improve security especially for the developing countries.

Bio diversity, Food Security and Food Safety are interrelated areas for an ultimate Hunger free Poverty Free Discrimination free world.

These are important provided that the understanding of diverse cultural contexts are also emphasised since the success or failure of all improvement efforts depend on the responses of people whose lives are being improved, whether it is externally or internally driven

The inter-connectivity of these initiatives will generate many common links. But weighting and implementation of action by government, industry and NGOs may be both productive and counter-productive. Seeking consensus agreement on plans will be vital rather than a series of well meaning but unconnected actions by all parties.

All these core areas and themes are extremely important but difficult to implement because our knowledge base is weak and highly impractical. To be successful we have to make every effort to build biodiversity database for each definable local community or ecosystem that should present a best approached to local conservation, sustainable development, and sustainability to the local life system.

All themes are core tasks, I think. But is extremely important to improve the human community construction because it is impossible make a difference ways if the people does not working together and changes the perception of the climate changes through the new vision of the sustainability planet and living heritage.

The two-pronged approach (Core areas A and B) is timely and invaluable to ensure IUCN retains relevance both in the scientific community and in the development sphere. I am less impressed with the choice of themes, however. Though these are all important, and other institutions deal with biodiversity etc., we should keep a strong focus on human-centred conservation programs and related science. I am not sure IUCN has the expertise and reputation to deal effectively with "Greening the Economy" broadly put. Food security is an obvious concern but must work with FAO etc. on this.

CEC could focus on the extreme importance of helping environmental identities develop credibility and trust with constituencies who fear and distrust the movement.

Core area B is important, however still has long way to go for a massive CEC involvement. It seems CEC is better allied to Core area A. Theme C and D are of great relevance and much work is ongoing - CEC expertise is well applied. Discussions on Theme E are - especially in developing countries - only just starting. It is not quite clear how Theme E will be positioned after Rio +20, and in terms of prioritising from an African point of view may be of slightly lesser importance.

Basically there are many initiatives to conserve biodiversity the world over. However, BD continues to be eroded. Despite often having the correct polices and laws, education programmes for schools and civil society, species continue to be increasingly threatened, ecosystems degraded or lost. This is due to the huge gap between all conservation needs/initiatives and the vision of top policy makers who are under immense pressure to deliver economic benefits to their voters in the short term. Conservationists have not fully succeeded in convincing these policy makers (and implementers) that biodiversity conservation can actually help drive economies. I feel that CEC has a key role to play in bridging this gap. It's important to target top policy makers and government bureaucrats effectively; but we don't know how to in local situations. If this can be done, lots of other things will fall into place. Like for other stakeholders this target group also needs incentives to listen to what we have to say. The need for BDC in terms of climate change is very important, but we need skills to convince hard headed policy makers that this will really happen, If we can really convince them that BDC and ecosystem management will help to manage food security and that greening the economy will actually benefit economies (and demonstrate how) they may listen and get others to listen and think green as well.

In fact, biodiversity conservation through tools and shared knowledge is essentially the basics to achieve or cover all the other identified themes: namely i): governance, equity and rights, ii) solutions to climate change impacts, iii) ecosystem's management and iv) Eco-greening.

I think we should focus on the overall theme of biodiversity to support the decline of Biodiversity.

CEC involves generic processes of learning and sharing knowledge - it is not 'unimportant' to any area even if the list was twice as long.

Theme C is not really (Nature Based) Solutions but rather Responses, I think and therefore is not is the same level of importance for CEC/IUCN.

In the present context the issues addressed must be implemented and addressed in policies very strongly

All core areas and themes are very important. The basis of all work should probably be core area A, while focusing on the most important concerns of developing countries.

# APPENDIX H

## Open-ended responses to Question 3 about community surveys conducted by different organisations

Survey include documentation of customary practices and recognition of rights for continuous access to resources.

Rather than surveys I would prefer permanent enlightenment, increasing public awareness and training decision makers in eco themes, especially ecosystems and the links within environment

The European Union has a survey.

Many organizations are no longer capturing the KABS surveys on environmental and sustainability issues; however I strongly feel that these areas of work should be reignited to help contribute to practical knowledge generation.

For example in the area of climate change adaptation, there is a need to capture, document and share practices to help contribute to peer learning, community exchanges and academia and practitioner's knowledge.

KABS will help to strengthen the claims of successful CBA practices and/or validate the results of many pilot initiatives which are (undertaken) as a result of heightened global debate on climate change issues. CBNRM field practitioners are/seem to still do KABS but generally it is lacking in current practices.

As a University level researcher I have used surveys myself, taught them as one of the research methods. Nowadays, I trust more on interviews. :)

David Suzuki Foundation in Canada does some of this work.

Related to my research project in India, I know of, and hope to support a unique legislation of the Indian government, a mandated survey of local biodiversity knowledge, called 'People Biodiversity Registers'. The biodiversity registers aim at collecting, storing and preserving and ensuring equal benefit sharing of indigenous and local ecological / biodiversity knowledge in India. The creation of local biodiversity registers is legally mandated by The Biological Diversity Rules (2004) published by the Government of India based on The Biological Diversity Act, 2002.

The Biological Diversity Rules mandates (section 22) that 'every local body shall constitute a Biodiversity Management Committee (BMC's) within its area of jurisdiction', and this community-based committee prepares a People's Biodiversity Register (Section 22. Paragraph 6.)

The National Biodiversity Authority in India issued guidelines to develop the biodiversity registers: National Biodiversity Authority. 2008. People's Biodiversity Registers. Simplified Methodology.2008.

Available online at [http://www.nbaindia.org/docs/simplified\\_methodology\\_onpbr.pdf](http://www.nbaindia.org/docs/simplified_methodology_onpbr.pdf)

These surveys can produce invaluable data for monitoring knowledge, attitude and skills related to local biodiversity and its management.

I am not sure I see relevance between this and CEC's mandate.

The results/outcomes of surveys by government departments are often circulated within their structures and are not made available to the general public. If the results are released, they are often inaccessible to many people.

The Conservation International conducted similar training for local NGOs in Liberia which i participated..

Defra (English Department of Environment, Food and Rural Affairs) have done an number of these kind of studies as have Natural England, the Wildlife Trusts and RSPB



In England Defra (Department of Environment, Food and Rural Affairs) carries out regular monitoring of attitudes and links these to a behaviour change programme. The agency Natural England recently published its latest MENE study (monitoring of engagement in the Natural Environment) study. Similar studies are carried out in Scotland, Wales and Northern Ireland. A number of NGOs (and agencies) are increasingly using values mode analysis in their planning and ongoing delivery.

My experience in south-central Chile:

- International NGO: WWF
- Lanalhue Sustentable project in Arauco Province ([www.lanalhuesustentable.cl](http://www.lanalhuesustentable.cl))
- RED Contulmo in Arauco Province

"Community" is a highly romanticised and overused term. Linguistically, community means any group that shares one or more common factors. But environmental educators seem to define it more narrowly to mean poor, grassroots based people. In a world that is more than half urban, and with rising affluence, these old-fashioned definitions needs to be revisited and revised. In my view, CEC needs to move on from its excessive preoccupation with biodiversity (green issues) and communities (defined as grassroots focus). The real problems and threats lie elsewhere, and opportunities for making change through education and communication are therefore elsewhere.

Universities, national NGOs and consulting companies seem to be doing the most research that I hear about.

Most surveys of this nature are confidential and not in the public domain. They form the basis of training programmes. Look at GEF-UNDP Capacity Development reports.

I have seen quite a few from WWF, and more often from the IUCN.

You need to add an "occasionally" category. If you run a lit review for journals on environmental education you will find that evaluations around knowledge, attitudes and behaviours are being done in the field. We have just completed one for a Kenyan elephant program and we also completed a longitudinal evaluation study at the Kalinzu Forest Reserve in Uganda. Others are working in this arena as well.

National Env Ed Foundation (formerly NEEFT) did national surveys in the US and may still do them, I'm not sure. Grant funds allow for universities and organizations to do surveys and assessments. Yale and George Mason Univ have a center that has done national studies on climate change perceptions. They make their questions and analysis protocol available to anyone. (Six Americas data). The surveys I know of usually carve a more specific target, rather than broad environmental and sustainability K, A, B and S. In general, a state only does such a survey if they have a state EE organization. I think Kentucky did a few years back. Maybe Wisconsin has done it. Most states don't have the authority or resources to run their own survey. But they might partner with some other group -- universities, etc.

I have no idea that these had taken place.

We do not have a mechanism where in NGO's who work in these sustainability issues consolidate their work. The Ministry of Environment and Forests most often is only a repository of reports which is not available for access to interested groups. Even if some private groups were to do this, it is not adequately disseminated.

National Centre for Sustainability, Swinburne University of Technology

Sustainability Victoria

NSW EFS Hub

City of Melbourne / Shire of Yarra Ranges / City of Moreland

AWAKE

Dept of Employment, Education and Workforce Relations

As far as I am aware of, while surveys on environment issues have been conducted, the real and explicit "KAP" type of survey may be rarely done. However, as I have not been directly involved and worked in these areas since my retirement I may be mistaken.

Universities definitely do surveys about environmental attitudes of the general public and I know that federally there have been surveys in the past by government departments.

I had helped to do the survey on people's behaviour, knowledge about waste reduction & recycle. The survey was for the Local Government authority (Auckland Council).

Some survey's are done by RSCN with school students and teachers based on projects , and PAP project prepared a survey on the national level

We do extensive KAP surveys. We also work with WCS, USFWS and national counterparts (in Caribbean for example) to undertake and prepare KAP surveys.

Would require digging through past...current government so conservative such surveys more common 5 years ago than now.

Incidentally there should be a slot between 'regularly' and 'once'. Read once as 'several'

Initiatives by the Coral Reef Alliance to increase awareness about shark preservation in the South Pacific and also by WWF in relation to preservation and protection of the Great Sea Reef in Fiji. The University of the South Pacific [through the Institute of Applied Science] has also undertaken a recent major survey of small islands in Fiji's maritime region which have generated much awareness and interest amongst traditional communities.

The Government of Manitoba, together with the International Institute for Sustainable Development, surveyed high school students' knowledge.

I wrote a report with the International Institute for Sustainable Development, surveying the skill sets, values and aptitudes of sustainability professionals: *Becoming a Sustainability Leader: Exploring IISD's role in shaping the next generation of sustainable development leadership*, Dagmar Timmer, Heather Creech, Carolee Buckler, 2007

If we do this regularly we can find the objectivity and the effectiveness of the various programmes.

Central and local government conduct surveys after long periods of time and often is for planning and policies directions than of the variable listed above. However academic institutes normally fill up the gap and some authorities uses their data.

At least in the country where I live, that is India, there was no such exercise conducted by governments at any levels. But I have heard and participated in some of the surveys conducted by NGOs/INGOs.

Infinity Expeditions (a private research vessel) has been doing perceptions and awareness surveys on CC in the Pacific islands. Not aware of the information being published.

Live and Learn Environmental Organisation carries out rapid KAP analysis prior to activating new projects in communities - I am not aware of whether the information has been made public.

From Pakistan's perspective are my answers because here I live and belong. Apart from making money the relevant NGOs and Govt bodies are least bothered about practical steps. Only educated citizens can take the steps. The international fundings (*sic*) are usually given to corrupt govt authorities and kick back based NGOs. Most NGOs are only made to get funds and disappear. Presently all seems dark. Some good work is being done but that is too small to compare to damage being caused.

An important questions and probably significant that I don't know of any such initiatives in Maine, USA.

<http://www.niherst.gov.tt/st-statistics/survey-highlights/survey-of-environmental-awareness-and-practices-2008.htm>

The federal government regularly has public comment times attached to most of their environmental issues and potential legislation.

Iowa DNR has regular surveys being developed in regards to wildlife issues

What about media? Where do they fit? Or universities?

NSW surveys public attitudes once every 3 years - and releases the results (see website - [www.environment.nsw.gov.au](http://www.environment.nsw.gov.au))

New South Wales Department of Environment and Climate Change - does a state wide survey every 3 years. The state of Victoria is now also doing a similar regular survey. Contact Parks Victoria?

"Sometimes" or "ad hoc" would have been a good answer option here.

The categories provided did not include 'infrequently'. I would have opted for that in the case of NGOs and private organisations such as the WBCSD.

I lead a survey that attempts to understand knowledge, attitudes and behaviours (though I am aiming to enhance it...) and I think that we can do a better job of conducting research on attitudes and behaviours (e.g. by combining surveys with focus group sessions, or other methodologies).

Again, the set of responses do not reflect real life. I wonder while 'occasionally' or on an 'ad hoc' basis was left out of the potential responses as this is the case in the majority of situations... Unfortunately, must now conclude that is an extremely biased and flawed survey instrument.

The South African National Biodiversity Institute (SANBI) and South African Institute for Aquatic Biodiversity (SAIAB) would have a comprehensive database of surveys, scientific studies and other relevant reports.

The surveys mostly limit the outlook to data collection and enhancing awareness. There are no proper tools available to measure the changes in people's and related institutions knowledge, attitude, behaviour and skills around environmental and sustainability issues. The related institutions simply attempt to control by polluter pay principle and try to govern the restrictions on pollution. Not much contribution in mitigation and adaptation.

I am currently doing an inventory or Landscape Assessments in Oregon and Washington states. I'm struck with the proliferation of these LAs which out much integrative knowledge mining.

This is my research area, see for example; Shephard, K (2010) *Higher education's role in 'education for sustainability'* Australian Universities' Review 52(1) 13-22. My research does survey some of our own university students. In New Zealand I know of one local authority that has surveyed its population. But it would be naive to think that we fully understand what these surveys achieve or that we know what we are measuring when we use surveys.

The state of Cross River, one of Nigeria's 36 states that has the largest tropical rain forest in the country, held an environment summit 3 years ago to assess the potentials of the state at addressing her environmental potentials

Situational analysis is a MUST - but it must be done in a culturally inclusive way & involve talking to people IN THEIR OWN LANGUAGES and not just depending on one or two English/French etc speaking locals talking to officials and/or consultants

There should be a distinction here--another option. That is often such studies are done occasionally, rather than regularly or only once.

1. Green Manitoba
2. Manitoba Hydro

I put once for trusts and foundations - some do surveys occasionally. Zoos, universities and museums do surveys of knowledge

I do not know. My general impression is that there is no site-specific knowledge that is systematically gathered and synthesized for application and no practical and useful guide or tools provided for local technical leadership who can teach and lead local enterprises for biodiversity related to local economy and environmental sustainability.

The effort to collect data is important but most important is the action, everyone have a responsibility for our Planet.

Surveys are always undertaken by an autonomous entity ( University or High Schools, media newspapers,

This question should have had rarely rather than once. Some surveys are done within projects - but they are project species or ecosystem specific.

I can't provide specific references. However, we regularly refer to such studies while evaluating what is of concern to our clientele.

Answered in reference to the US

I can't recall having filled out any such survey, although that doesn't prove they don't exist. In fact, I am sure they do exist, but it is not at all clear to me how regularly they are administered, or how/if the results are used to shape policy.

The National Capacity Self Assessment (NCSA) for Environmental Management, a GEF funded global activity, has facilitated a dedicated assessment of relevant and related issues around 2004/2005. In some countries extremely useful information was gathered.

In other countries Participatory Poverty Assessments have a strong environmental component which has partially generated very interesting information.

Most other surveys I know of are project specific and very localised.

Surveys should follow a single model for each geographic area

Except IUCN, NGO undertake such surveys only if there is a possibility to submit a proposal.

TRAFFIC does regular surveys of people's attitudes towards wildlife trade and wildlife consumption in Asia and Latin America. I know of several other NGOs in Asia, such as IFAW and ENV who have done similar surveys

There is a huge gap in this response between 'regular' and 'once'!

I never heard about survey on such issue ever besides, some workshops

I do not like the distinction between "regularly" and "once"; there should be a category "occasionally" as many authorities or NGOs/IGOs/Foundations have occasionally undertaken surveys but this is generally erratic and not coordinated in an adequate way. There are surveys to be consulted, but what is lacking is a broad picture, with several layers of information (e.g. "global" surveys, in which are nested regional and national surveys).

Surveys I know about are those of the European Commission (barometer), UEBT Biodiversity Barometer, Airbus-CBD survey, Biodiversity Project surveys (in the US) as well as a number of national studies (sometimes on quite narrow themes)

At least for Bhutan I know regular surveys are undertaken by the government and concern NGOs.

I work for a NGO and we regularly survey our members and stakeholders about their knowledge on these issues.

Who cares NSW

[http://www.umweltbildung.ch/jugend\\_nachhaltigkeit/](http://www.umweltbildung.ch/jugend_nachhaltigkeit/) (German, French)

[http://www.bertelsmann-stiftung.de/bst/de/media/xcms\\_bst\\_dms\\_29232\\_29233\\_2.pdf](http://www.bertelsmann-stiftung.de/bst/de/media/xcms_bst_dms_29232_29233_2.pdf) (German)

<http://www.unige.ch/fapse/didactsciencsoc/recherche/projetencours/EDD/publications/FreudigerN.pdf> (French)

<http://www.oecd.org/dataoecd/52/12/42467312.pdf> (English)

[http://www.soziotrends.ch/pub/Sorgenbarometer\\_2009.pdf](http://www.soziotrends.ch/pub/Sorgenbarometer_2009.pdf) (German, French: Switzerland)

[http://www.oeij.at/site/article\\_detail.siteswift?SWS=8b5e91d1fe3a13f6f5ee88b04e7a14eb&so=all&do=all&c=download&d=article%3A109%3A1](http://www.oeij.at/site/article_detail.siteswift?SWS=8b5e91d1fe3a13f6f5ee88b04e7a14eb&so=all&do=all&c=download&d=article%3A109%3A1) (german, Austrian NGO)

<http://www.sony.ch/lang/de/pressrelease/id/1237476978462> (report by Sony)

<http://bigtrends.blog.de/2009/12/11/spickmich-umfrage-wichtig-umweltpolitik-7552585/> (German)

<http://diepresse.com/home/politik/neuwahlen/411108/print.do> (German, Austria)

# APPENDIX I

## Open-ended responses to Question 7 about possible actions by CEC in relation to the Convention on Biological Diversity target for 2020

Build robust national teams to support the realization of the strategy at country level. Engage with youth groups and school environmental clubs as change agents.

We need integrating platforms such as NatureGate to promote all the themes listed above <http://www.iucn.org/about/union/commissions/cec/?2614/>

If only that People can do what they are suppose to do, then we will have a much improved biodiversity system.

Make the target measurable and realistic or create a more measurable version of the target for CEC. Vague, non-measurable 'targets' compromise the credibility of the initiative which is counter-productive.

Make Lots of good reports and summaries available. Provide teaching materials for various ages and curricula.

Work on gathering data supported by case studies to demonstrate the value and impact of education and communication to biodiversity...there are enough out there.

Interaction with educators/schools on curriculum-related issues is essential

I have been a little hesitant about this because of the language in the quote about people being aware of "the values of biodiversity". As I said earlier I have grave concerns about what is happening around 'ecosystem services' in this country and how this is being used to maintain the status quo in decision making, turn decision making into a number crunching exercise through the quantification of values (usually monetised). There are very real risks and concerns with these approaches and they way they are being used. I shall send the article I mentioned earlier, separately.

Conducting training on communication is important.

Social media and Web 2.0 tools are critical to promote sustainability learning among local communities. CEC should pay great attention to this.

Again, why this excessive focus on CBD? Why not other conventions and MEAs? Are we the Commission on Biodiversity Communication? Environment is a bit more than biodiversity!

The conservation movement is non-governmental and hence needs to be modest of what is doable and achievable. Illusions of being partners in the development game can be serious constraints, since the conservation interest is not at the table where strategic decisions are taken.

The questions are skewed, emphasizing the traditional "delivery" models of education and communication, whereas the world has changed and continues to change. Education and communication are flattening, with much more opportunity for individually-directed education and communication to meet specific needs. Thus we see shrinking of traditional mass media, one-size-fits-all education models and even use of websites, while social networks and just-in-time learning are ascending.

The International Zoo Educators Association is already having dialogue about this initiative and how we can support evaluation measurement in the field of conservation education. Training manuals are posted on the IZE website and available for worldwide usage.

Has there been any evaluation on the efficacy of messages delivered via Facebook and Twitter? I know the messages move through a community – but are people in a mode to "learn" or "act" when they receive it?

I think the use of current social media such as Facebook is an extremely important action in this modern era.

These are strategic communication strategy and are needed to strengthen capacity but if these are really going to move people to action another thing. Is there any other way to move people to action? I think the bottom line is livelihoods, equity, trade relations etc for the southern countries which need to be targeted in addition to capacity building.

Start another network with an environmental social network and for junk communication.

India is a repository of the one half of the world's biodiversity richness. When resource materials in communication strategy are designed it is requested that IUCN takes cognisance of our work on the ground and effectively design these to reflect the ground reality.

India contains a great wealth of biological diversity in its forests, its wetlands and in its marine areas. This richness is shown in absolute numbers of species and the proportion they represent of the world total (see Table 1).

<b>Table 1. Comparison Between the Number of Species in India and the World. Group</b>	<b>Number of species in India (SI)</b>	<b>Number of species in the world (SW)</b>	<b>SI/SW (%)</b>
Mammals	350(1)	4,629(7)	7.6
Birds	1224(2)	9,702(8)	12.6
Reptiles	408(3)	6,550(9)	6.2
Amphibians	197(4)	4,522(10)	4.4
Fishes	2546(5)	21,730(11)	11.7
Flowering Plants	15,000(6)	250,000(12)	6.0

See my previous comments, esp. in regards to the need to focus on "TACIT" knowledge (i.e., contextual & shared experiences, best/poor practices, adaptation/reinvention strategies/approaches, business/organizational learning approaches, etc.) rather than "explicit" or even "science" knowledge, and also re. The need for knowledge brokering among the policy/decision makers, opinion/community leaders, private sector and grass-roots beneficiaries, and also of course, the international community.

In my operating context, facilitating regular / period face to face encounters of actors for strategic action planning process can yield more positive outcomes with respect increasing people's awareness of biodiversity issues.

It is important that we share our experience to find out the best approach to deliver our messages.

Need to address policy makers in a special focus as well as the general public. The huge gap is in communicating to members of existing members....the contact people in organisations especially Government departments and government agencies and universities that are members of IUCN or Commissions are or should be well informed - but below them is often almost of ignorance that their organisation belongs to IUCN, of what IUCN or the Commissions are about, and what the resources are that they can use.

Work on programs to eradicate poverty knowledge management based on active & participative pedagogy.

Some exchange programmes between children & youth from different nations with sufficient resources.

Most people in rural setting do not have access to electronic media therefore print media and radio would still be appropriate.

I urge CEC to provide some resources for initiating national level efforts in India.

Design projects to replace existing practices in industry and business to become eco and bio friendly. If you need a comprehensive essay on this please write to me.

Marketing of Biodiversity. We live a world that is very visual and marketing anything I believe is key. I don't think that biodiversity and conservation efforts have been marketed in the way that like Climate change has for example. The Use of Billboards, commercials and even a spokesperson would be great. Climate Change got the notice it needed as soon as Al Gore did the Inconvenient Truth

I think a major rethink on approaches might be necessary. The old 'we provide scientific knowledge and disseminate it'-model simply does not work. So it is not enough to think about better information / dissemination because that is clearly not the problem. The problem is that despite all the science and all the information overload things that ought to happen don't happen. This has nothing to do with bad communication but simply with power structures and the economy (non-sustainable as it is) in the driving seat. So it is a political question, not a marketing question.

As I said before I think the language and intention of the target itself needs strengthening overall. "Raising awareness" does not result in changing practice and the literature supports this. People can be aware of the values of biodiversity and also of the steps they need to take but may still not take action to do anything about it.

In the case of high biodiversity nations, it would be most beneficial or important to "Organise regional workshops to share expertise on building awareness"

I think we need to do more and be a voice at the table. In my world, education is often overlooked as "fluffy stuff" and this irks me. We need to be strong, come together, and work for change.

All of the actions are extremely important and time is not on our side. There has to be a major shift in mindsets and a substantial change in lifestyles. Generally people are more likely to change when they fully understand and appreciate the importance of biodiversity conservation and management. The planet has reached a point of no return and this means that in many cases biodiversity loss cannot be restored. The best that we can do is to effectively conserve and manage the environment i.e. that which we can still save and maintain in good condition. The worst form of pollution and environmental degradation is generally a result of poverty i.e. communities living in a survival mode will do anything that they need to do in order to survive e.g. plundering the oceans for food and chopping down trees for firewood.

No. 6 would benefit from a box for comment. In my view there is plenty of info out there that is used poorly. Let's work with what we have.

Using social media to reach more young people to aware with biodiversity

I worry about too much direct focus on biodiversity. Most people do not know what it is, and would not support it if they did. But they are concerned about the cost of fuel, and electricity. They may become concerned about their Carbon Footprints. I am not saying that we should not address biodiversity, but we should be involved in working on things that people are concerned about.

More solar collectors, for example, would yield less need for electricity, and fewer dams on our rivers.

Involvement of the network of members of the CEC in occasional dialogues with views to planning activities at all levels (international, regional, national level, communal).

Contribute to effective research about peoples' traditional knowledge (TK) of their environments as a pre-condition to efforts to educate, change and/or engage communities in environment related activities

Strategy for biodiversity conservation should include every level of our society. For example, political leaders like President or Governor could kill all advancement of any environmental movement or biodiversity issues by ignorance and cunning electoral strategy, even if promotional program was relatively effective in the previous administration. For example, despite scientific and public acceptance of human-made global warming and its climate changes the impacts of political candidates position that he or she does not believe it is far greater than necessary which slow the movement for many years or even a decade.

Use the Mass Media channels. Influence public policy. Political lobby. Public demonstration.

TV show or radio sketch on the importance of target 2020 set by the CBD: *Déssins animés sur la les 20 Goals de la CBD à l'horizon de 2020.*

The real key is connecting with constituencies that distrust the government, international bodies, and the conservation movement in general. The idea should not necessarily be to "convert" these people, but to build relationships in which common ground can be recognized and the fear of the other can diminish.

Identify and test innovative means for successful communication to promote biodiversity conservation with high level policy makers.

Build capacity for communication planning to support species conservation on a case by case basis.

Build capacity among biodiversity managers at field level for communication planning for biodiversity conservation (e.g. Protected area managers, foresters).

I like this quote that I used in a recent presentation:

To transition from business as usual is a matter of will. With the right vision, planning and collaboration around ideas that provide genuine win-win-win outcomes, we all benefit. Tom Walter

<http://www.flickr.com/photos/planeta/5765071990/in/set-72157602231302712>

Using the least expensive most efficient means possible--social media and radio. Should national workshops be on the agenda, the challenge is to ensure that youth are well-represented and that there is follow-up activity. To train people in communication, learning and change management, one would want to choose an effective medium that allows for face-to-face feedback if possible.

Awareness does not protect biodiversity - action does and we need to steer our effort more toward behaviour change. We have limited time and resources and awareness is good - but not good enough

Important is capacity support to the action level - national activists (from a wide range of stakeholders) e.g. through regional interventions (if national too costly).

Each region IUCN CEC member must have an approved annual action plan & funding for its program.

Campaign launched in the national press with a "drive to web" portal of the most visited sites including the communication set up by professionals

On-line course would be quite useful, but it should be noted that there should be as many courses as there are situations for the courses to be effective. So, general guidelines on how to provide training would be useful. We would be ready to contribute in this way (growing experience in the domain).



# APPENDIX J

## Open-ended responses to Question 8 about what actions CEC should undertake in keeping with the IUCN programme themes

Use more social media (e.g. Facebook, Twitter, print, TV, etc.) to get the message out to people.

Involve communities in decision making

Support to increase public awareness about environment / sustainability issues - through acceptable communication channels, not expert language.

Build robust national teams to support the realization of the strategy at country level. Engage with youth groups and school environmental clubs as change agents.

IUCN will clearly promote creation of local and regional NatureGate online services and platforms for species identification and cumulative collaborative knowledge building to promote conservation of biodiversity and sustainable use of it.

Strengthening regional networks, working with members on developing tools and applying them (through train the trainers courses, for example) so that it is disseminated further on

At least people are aware of the value of biodiversity and the steps they can take to conserve biodiversity  
Capacity Building programs would be an important area including Knowledge management and good governance.

Building the capacity of stakeholders to participate in decision making.

Core and Thematic areas cover this very well; as outlined in the program.

Also resurrect its advocacy for Education and Communications at Rio plus 20 and at COPs

School-based and/or teacher-training based programmes on biodiversity/sustainability, using the curriculum as the guide.

Organize regional periodic meeting for CEC- IUCN and training base approach

Much greater emphasis on participation which works more effectively than communication to this end we build capacity in good practice stakeholder dialogue based on principle negotiation and consensus building - and have trained about 850 people so far - but there needs to be many, many more people in the conservation world who understand this approach and work this way. At a recent conference on conservation conflicts it was obvious how desperate the need is for conservationists to change their own behaviour towards other people and make decisions WITH them not FOR them.

Raise awareness and caution about the ecosystem services approach and its values/methods which prioritise numbers over every other way of knowing and caring about the environment and empower those who are most comfortable with numbers (scientists and economists) over those who hold their knowledge in other ways.

Promote the integrated and equitable management approach of the CBD ecosystem approach with all of its 12 principles (not just principle 5).

Continue with CEPA; advocate more of regional projects & programme; strengthen Regional CEC structures

Conduct on line training on biodiversity, communication, and climate change.

In-depth communicational campaign to give local communities a more important position as a conservation key stakeholder; strong commitment to promote and achieve behaviour change at the policy-government level; and work towards making monetary funds available at all levels (diversity of funding for conservation and sustainable living projects).

Collect, publicise, and communicate best practices for change management.

Open your eyes wider, listen better to discordant minority voices and resist the herd mentality that seems to dominate.

Help IUCN internally with organizational development and change (not quite in line with programme themes, but an important enabling activity).

Communicating to young generation (urban especially),

- 1) Try to demystify the science underlying conservation and sustainability.
- 2) Try to stimulate approaches to better communicating science and knowledge for sustainability.
- 3) Try to promote various approaches to strengthening capacity where it really matters, since too many educated people in the developing world migrate out.
- 4) Explore media approaches and tools to better communication and understanding, since there are cultural differences in perceiving and understanding science and knowledge.

Make use of social media to advocate its goals.

Addressing grassroots with community based initiatives.

Flatten communication; engage all staff & commission members in active communication & education activities in the social sphere. Provide support (systems and capacity-building resources) for this shift.

Increase the use of social media in getting the programme themes out.

I would like to see at least in the top five priorities a strong emphasis on conservation education in the areas of capacity building, training the trainers, implementation and evaluation of knowledge, attitudes and behaviours.

National coalitions to organize a strategy -- this will by definition build on what is already happening and make the leadership more aware of these things. But they might need a push to take it to the next level.

CAN THERE BE EDUCATION AND COMMUNICATION ON EFFECTS OF TRADE ISSUES BIODIVERSITY FOR THE SOUTH AND NORTHERN GOVERNMENTS AND BUSINESSES?

Ongoingly engage with EE professionals, biodiversity experts and community workers to come out with meaningful communication -education strategy for India and other areas.

Greening the Economy - influence relevant policy and develop knowledge and tools to enable transformative change in this area.

A holistic approach which includes spirituality. Clear suggestions of practical lifestyle changes and not high flown policy.

Informed discussions with experts on national TV.

See my previous comments and suggestions

Engaging a cross-discipline network so that we can bridge the obvious disconnect that is currently in place between commissions and various United Nations organisations.

Involving CEC members in IUCN activities in the countries.

Making sure that CEC members in the countries link up with other members in the region and plan together  
Organise national coalitions of communicators and others to plan a strategy for increasing people's awareness of biodiversity issues

I hope that IUCN can organize more workshops so that the ground workers can have chances to exchange ideas & methods & aids to deliver what we want to deliver.

Strategies to educate existing members of IUCN or commissions.

Greening the economy where "the economy and economics is redefined and reassessed to recognise that current systems do not work, resources are finite, environmental degradation and biodiversity loss undermines the current economies and costs should be internalised....we need other ways of measuring prosperity and economic wealth than GNP and new ways of taxation..

Focus on the identification of "best practice" approaches to communication, and ensure a robust knowledge management system to allow easy and effective access. This should be on-line, and not in "book" format.

Move away from a self-enclosing focus on awareness as a supposed precursor to change; instead, develop an outcomes-based approach that takes advantage of much learning in other disciplines, and apply these to the outcomes we are looking to achieve.

Sensitization programmes for grassroots journalists. Bringing good works in the local language including glossary and other items. M.Phil and PhD Research intervening on Nature / Environment and Sustainable Development.

Develop a stronger knowledge system and training in communication

Tangible programs to involve active stakeholders particularly related to capacity development related to the IUCN themes

New curriculum for environmental issues for schools; interactive textbooks for schools

Organise national coalitions of communicators and others to plan strategy for increasing people's awareness of biodiversity issues.

Facilitating exchange and learning possibilities amongst members of the network. To be inspired by peers and being able to synergize with other initiatives.

Key Theme 2 - Underlying causes of biodiversity loss: assessing the impacts of economic policies and trends on natural resource use.

Develop the tools necessary to effectively communicate the causes of biodiversity loss, direct impacts and mitigation actions. Knowledge, understanding and solutions should empower people toward lifestyle modifications.

Embed evaluative practice throughout proposed actions to be able to ascertain the measureable impact of each action. The delivery of programs associated with biodiversity loss is only half the story; we need to be able to quantify how well we have communicated these messages. Only then can we adapt these programs to give the optimum change in attitudes, beliefs and behaviours.

Concrete resolutions from the Governments and making them committed.

Finance and promote universities and colleges adopting environmental protection as a primary motive.

Funding permitting, regional and national forums should be created to empower implementers. A monitoring mechanism should follow so that each member feel supported.

Everything that question no 7 addressed.

On the ground work at national level that goes beyond strategies.

In relation to Theme C, climate change, it is essential to recognize that the road to sustainability is going to be rocky. While maintaining efforts to mitigate climate change, I think that CEC should also help build institutional capacity for adaptation to climate change impacts. This might be an extension of our environmental security efforts. Specifically, I see that climate change impacts are mediated through water: changes in precipitation patterns, droughts, flash floods, sea level rise, etc. Therefore, a logical place to start, in my mind, is building resilience to natural disasters among water basin and coastal institutions, especially those that have high or rapidly growing populations and are transboundary.

Advocate to national policy makers the need for developing a community awareness strategy.

Strong monitoring mechanism to get the results and align the programme accordingly.

Education and Awareness.

More regional meetings to better communicate and learn from each other.

The ecojustice issue is the key: fair and sustainable usage of resources within the means of nature.

Working across all themes - Capacity building of IUCN members and other commission members to develop skills to communicate and educate to a range of audiences. As opposed to just capacity building to manage ecosystems or raise awareness of biodiversity values. In other words internal capacity building - as we keep saying we don't do it very well.

Help bring back the leadership and learning unit at IUCN and include the following elements:

Training IUCN staff in important communication skills (presentation skills, negotiation skills, etc.)

Valuing the importance of leadership and learning (both organization wide and externally)

Utilise effective social marketing tools to help progress pro-environmental attitudes, knowledge and behaviours.

Partner with zoos, aquariums, shopping centres etc. that have huge reach and public interface rather than traditional NGO's and utilise these mediums to reach a mainstream audience.

Target some key messages and actions and go for it - back it with funding and don't try to do it all.

Climate change and sustainability.

More hand on with local communities.

Increase the need for and value of communication and education in all of the IUCN work. It seems that education and communication are not being integrated explicitly into the work of the IUCN.

Collation of international best practice case studies and communicate these widely.

I would like to see a higher profile for the work of CEC. It tends to be the 'converted' that are aware of CEC's work.

HOW TO MOTIVATE PEOPLE TO TAKE ACTIONS FOR ENVIRONMENT, SUSTAINING BIODIVERSITY

Promoting participative democracy. Fight against political corruption and crime. Global disarmament.

Consumer self-restraint

Find ways to manage knowledge that is currently available - there's much too much information, but time-consuming to wade through...

Spread knowledge as broadly as possible and equip those agents of change who are willing to participate in biodiversity conservation and management programs with effective tools and funds for implementation.

Taking current documents and reworking them into a more palatable form for various stakeholders.

1. Organise national coalitions of communicators and others to plan a strategy for increasing people's awareness of biodiversity issues.

2. Organise national workshops to share expertise on building awareness.

3. Advocate to national policy makers the need for developing a community awareness strategy.

4. Organise cross-disciplinary dialogues to bring about learning about biodiversity conservation.

5. Develop a series of on-line courses to train people in communication / learning or change management

Change and knowledge management

Define more clearly what is real value added is particularly in highly industrialised regions with tremendous capacity beyond IUCN like North America

Greater research into the impacts of IUCN/CEC communication on how populations behave.

Greater focus on what actually interests most members of the population where there are biodiversity gains to be had.

Greater focus on supporting teachers.

CEC to continue with improving its awareness creation on the issues of biodiversity.

Translating the scientific knowledge into clear action messages associated to major issues i.e. climate change adaptation, biodiversity conservation. Need support on changing from scientific speak to community actions.

1. Encourage and contribute to more effective situational analyses, involving appropriate research tools, so as to get a better idea on 'what is' before deciding 'what should be'.

2. Create partnerships with organisations that are already working in the area, IF they share similar values, e.g. serious involvement of stakeholders; cultural competence (includes language competence); appropriate ethical behaviour; importance of local capacity building; valuing of alternative ways of looking at issues at hand; etc.

Better opportunities for members to actively participate.

Follow the SSC model and establish specialist in broad disciplines/audiences, e.g. film based communication, face to face communication, political and other KDM specialists

I cannot give you my answer without making special effort to analyse the proposed details on the IUCN programme themes and implementation.

Political actions. More presences in the national or international agenda. Use all media system, a very strong campaign, voice to voice, jingles, spots, children and youth demonstration, more creative actions.

Promote the 20 targets of CBD to be achieved by 2020

Worldwide linkages for protecting Biodiversity, Protection of Locally relevant resilient Livelihood Initiatives focused on Sustainability and Environmental Enrichment with the theme of "Food for All Space for All n Life for All".

The central message that needs relaying to stakeholders, policy communities, students, etc.: that conservation can be human-centred without compromising but rather attenuating its positive impact on wildlife and communities; and that there is opportunity in moving forward with conservation planning and further scientific research as well as awareness programs. CEC should be involved with capacity building at the national and multilateral levels to integrate transdisciplinary work toward conservation planning and to act as ambassadors to the multilateral environmental agreements as well as the WTO and other organizations of relevance.

Enhancing capacity to involve stakeholders in decision-making processes.

Enhance capacity of stakeholders to participate in decision making

Building the capacity of stakeholders for policy influence and implementation, negotiation and advocacy .

Building capacity to communicate to address climate change issues among varied audiences

I see the way that communication - both grassroots and digital literacy - are key in making advances in the core areas and themes. I have a keen interest in working toward biodiversity conservation, climate change solutions and food security. What would I most like to see: integration. Far too often the discussions are isolated in silos. That practice must change ASAP.

A 'what can one person do' approach, showing how each and every decision and action has a consequence; we can each play an important role.

More direct training in using behaviour change tools.

capacity building in environmental education and policy development leaders.

Improving action in regional networks and creating of action opportunities.

Organise or contribute to training in communication planning.

Organise national workshops to share expertise on building awareness

A closer and more formal collaboration between CEC member and IUCN employees.

Capacity building country organisation members, commission members and participatory involvement of all and access to all information and decision making

Relevant presence in mass media.

Communicate targets and ideas of how to meet them to the network.

Promotion of Citizen Science approach in developing countries

An effective strategy for once and for all putting the question of human contribution to climate change to rest -- that there is no doubt!!

Develop a web site of resources to help conservation practitioners use communication and better work with change management approaches.

# APPENDIX K

## Other preferences for completing the CEC 'Mission Statement' in Question 9

sustainability.

driving transformation through learning, communication and knowledge management for a resilient planet conservation and sustainable use of biodiversity. (Rationale: humans are totally dependent on the rest of biosphere for living, food and other ecosystem services.)

ethical perspectives

sustainable development

I would like the words 'effective participation' in the phrase. It is no use just telling people about something and expecting behaviour change - we need to have equitable dialogue to help people shape the future and integrate conservation with other agendas to find win/wins

"ecological sustainability"

Advocate change...instead of Driving change

people and the planet

"people, nature and economy"

our common environment sustainability & survival

nature and humankind

resilient people and planet

"The Conservation of Nature and Natural Resources"

biodiversity of this planet.

a harmonious well-being.

Driving positive change through our member's expertise in learning, communication and knowledge management for the benefit of people and nature

"SUSTAINABILITY OF THE NATURE"

liveable one world maintaining intergenerational equity

living wisely and sustainably

a sustainable future

Biodiversity, Our Living World: Stop its Decline

a resilient and friendly planet

perhaps, communities and nature?

a resilient planet with people and nature

I don't like the verb 'drive' so I'd propose 'Facilitating Change a Healthy Planet through Collaboration, Communication and Conservation'

all for nature conservation

a sustainable world.

Driving change through our expertise in learning, communication and knowledge management to aid people in the conservation of nature

# APPENDIX L

## Other preferences for a CEC 'Tag Line' in Question 10

Promoting change for sustainability.

Create educational climate 4 change (CEC-4C)

To promote learning to conserve and use biodiversity sustainably

It might need improvement - I do not really like the word change here either. "Mind the climate!" or something like that could be better.

The play on words could be misunderstood

"Create the climate for action"

Change to create a better climate

I think that it is too linked with 'climate change' which has a negative connotation and creating climates sounds worrying! I realise this is not what is intended but I think it could be understood that way. What about CEC - bringing about positive change.

Change for the sake of climate

On balance I'd go along with this, but linking to climate change (even cleverly like this) might backfire in the UK... but who's going to see it apart from members of the C&E community?

"Acting for change"

Communicate and educate for sustainability

But I like to have the word 'people' in the tag line: Engaging People to Save Species and the Environment

Something that connotes "building engagement" and working together

Sharing & brokering "tacit" knowledge for environmental change

Inspiring change through communication and education.

No suggestion but "create the climate for change" can lead to confusion among local communities who may relate it to climate change.

Creating solutions for change

Changing minds is changing lives!

people for nature for people (circular)

I would need time to think up another tag line but I think this is too confusing given the dialogue on climate change.

This seems to be mixing the message – is it climate change?

This implies the focus is on climate change and not valuing nature as the goal indicates.

That is awful and does not sufficiently differentiate the CEC from the pack. Just off the cuff, How about something along the lines of Communicating nature for the benefit of the planet

"Support the Nature for sustainability"

Create ambiance for excellence in lifestyle evolution in synergy with nature

Promote the climate for change but begs the question to what/

Saving our world by conserving nature

So far a waste of space, but we can do better.

Create the climate for positive change

Innovate and implement how to change for biodiversity and sustainability

Too confusing re: play on words. I would prefer "community change for conservation"

Could be misconstrued as just climate related activities

Connecting people to each other to explore our common future

Create the climate for change can suggest that we are advocating adverse change too. Create the Climate for Positive Change

Together for Change

Creating a Change for Climate.

Create the capacity for change

Create the change



# APPENDIX M

## Comments on benefits from being a CEC member and suggestions for how CEC could improve for the next programme period 2013 – 2016; Question 11

Networking with members. CEC should focus on training people in communication and learning skills and using those skills around IUCN projects. CEC needs to partner with IUCN projects to give value added. All projects should call on CEC for advice and help and CEC should be at the table when new projects are formulated. CEC should not be doing PR or image building for IUCN (IUCN PR department should do that). CEC should also have own communications and projects to documents and discuss ways of learning, success stories etc.

NOTE ON QUESTION 9: I DO NOT AGREE WITH ANY OF THE PROPOSALS BUT THERE IS NO POSSIBILITY TO CHOOSE "OTHER".

knowledge, information, action orientated works so people can trust,

Networking support to learn from each other

To push central government in our republic to consider environmental / sustainability issues as an important!

To provide experiences with increasing public awareness.

To produce some art tools to people realise the links between them and nature.

CEC web resources and the CEPA tool kit

So far I find the platform to be useful, being in constant contact and communication with the director for our region, using different platforms to interact and being able to know the work of the community was simply the best benefit I enjoyed so far.

The meetings for members ought to provide possibilities of members to present and discuss their programmes and projects with other CEC members. There are great possibilities on using modern platforms allowing cumulative, collaborative knowledge building that ought to be utilized in future.

NatureGate <http://www.iucn.org/about/union/commissions/cec/?2614/> and <http://www.luontoportti.com/suomi/en/> can be developed into that kind of focused arena for cumulative collaborative dialogues and knowledge building.

Regional network meetings (European annual conferences) of CEC members and interested parties (other commission's members, PA people etc.) were the most beneficial for me.

CEC should "come down to the field" through its members and experts, stimulating small projects tailored to the area; it should help members in the regions networking around some projects, promoting their work to potential donors.

Concentrate more on issues of the third world.

I was a member for only a short a while. I think CEC sounds more Northern. CEC should strive to bring activists, environmental educators and social workers from the South and create an environment for the fertilization of ideas and approaches.

I think knowledge resources has been quite beneficial and I would wish that between 2013-2016 a lot more will be available.

Networking, knowledge sharing, etc.

Publicise more tangible ways to get involved regularly.

Good information on Education programs and activities around the world.

CEC has been a fantastic source of inspiration and resource for me. I am grateful and proud of being a member of such a prestigious community of practice. Many thanks for all the great work!!!

Keith Wheeler and his leadership of CEC serves as a model on how to engage and encourage people, how to strive for professional excellence and integrity in a volunteer community.

The CEC Newsletters are amazingly informative, providing salient and credible news, well designed, and consistently high quality. I appreciated the opportunity to publish a few papers in the Newsletter, and I hope to continue writing.

It would be great if CEC members were more active.

CEC members we could find and create opportunities to collaborate on projects. Activities like joint online course development or regular (monthly) online presentations by and for CEC members on 'Go 2 Meetings' or other conferencing platforms could contribute to sharing experience and strengthen the network.

CEC members had the opportunity of developing joint publications with IUCN support.

Networking- news sharing CEC publications and guidelines.

In the past CEC advocacy for Education and Communication which has had a great impact on investment and belief in the value of education and communication.

The CEC activity in the ESARO region is non-existent - more effort is needed by all parties in this regard.

Capacity building for CEC - IUCN Members; Organize regional programs.

The best benefit I got from CEC is its newsletters and updated information about all the environmental endeavours around the world.

CEC must start/enhance funding for small projects and also should focus on grass root level working organizations and people.

The CEC communications are the most useful element. I would like to see this maintained in the next programme period.

I felt that I could most contribute (and benefit) when the European part of CEC was more active and there was a meeting in Spain back in 2004 - that created a network and action. It is much harder to feel part of something and contribute effectively without the occasional get together.

The current regional structures are not effective and need support.

Support issues around climate change.

Develop Regional programme that member could support

Access to CEC resources and networking. We need to improve networking in the West Asia - North Africa region during the next programme period.

I have found that being a member of CEC has given me knowledge of different approaches regarding the working and implementation of E.E. from all over the world. through these stories in the CEC newsletters our CEEPAL member school teachers and students have realized that, even though Pakistan is a developing country,

Most of the environmental problems and their solutions are similar! The lesson is that we all need to work truly diligently locally to be able to make a beneficial visible Global change.

Being the only one, so far nothing.

Due to changing circumstances, I have hardly engaged with the CEC and IUCN recently; however, the regular mailings and updates are invaluable in keeping my fingers on the pulse of international thinking. So keep the flow of information and opportunity coming!

From a UK perspective, we need to become more focussed on national and sub-national level programmes rather than international. Regional structures are useful for exchange, but there is a need for developing mechanisms for spatially intelligent delivery that are informed by relevant experiences derived from the wide world of IUCN. That said, it's vital that CEC continues to influence the global agenda; the delivery of the 2020 CBD targets on 'underlying causes' need constant monitoring and scrutiny by CEC.

CEC's membership benefits:

- Meeting other experiences across the planet.
- Keeping in touch about what's happening.
- Having a voice in CEC decisions.
- Being part of a learning community.
- Being part of and experts' community.

Being able to understand the trend on sustainable learning and change management.

Being to share at local and national levels of the processes/approaches of IUCN CEC.

See my comments to several questions above. In summary: CEC seems to be held captive by people with biodiversity (green) focus and interests. To be relevant and effective in this decade, CEC needs to take a wider perspective where flora, fauna and ecosystems are only part of that consideration, not most / all of it!

Beneficial: Links to IUCN, newsletter, opportunities to get involved with other network members.

Even more engagement of members for substantive group exercises.

Resource material.

As a researcher & educationist, I have kept abreast of CEC news & provided inputs whenever the opportunity arises.

I found the most beneficial for me as a result of being a CEC member is in a global network of communication and education experts. However, this network has to be improved so that we better work together.

Being made aware of worldwide initiatives

Networking with members of other commissions and other sectors (environment and security, conservation and poverty alleviation) are where I see the most progress and opportunity. Continue to open avenues for CEC to engage with other commissions and with different parts of the IUCN programme, and identify measures for assessing and elevating continual improvement in communication and education.

I have benefited the most through the sharing of information on biodiversity conservation. The IUCN should focus more on climate change mitigation and adaptation strategies, especially in the worst impacted countries such as Somalia. Other areas of focus include; the impacts of climate change on food security, especially in sub-Saharan Africa.

Just keeping abreast of what's going on in the field of conservation on a global, big picture level.

Exposure to other initiatives.

Using the framework of the CEC to guide how we engage in communication, knowledge-building, and raising awareness.

Not so sure; I haven't been involved enough.

Networking with others with similar views on biodiversity and for action to be back our knowledge there is the need for some level of funding for national facilitators to organize education programs all year round in country. I think this will also enhance the visibility of IUCN/CEC globally.

I have the privileged of access to the vast knowledge base of IUCN. My engagements with communities stems from this background.

However, I feel IUCN is out there & I am an EE professional is out here and the twain shall never meet!!!

IUCN engagements in India and for India are not present for EE.

I have been working with communities around Protected areas from 1996 and have a vast knowledge and training experience both in engaging with communities and bureaucracy. I am willing to contribute towards IUCN's strategy for biodiversity conservation in any which way! Let's make it engaging, assertive, with specific measurable results in real time, so that we are much richer in our work of conserving our world natural heritage.

Unfortunately I haven't been very engaged of late so can't comment what I've found beneficial recently.

Keep CEC members on the ground involved. Share programmes for implementation with CEC members on the ground. Create positive links with CEC members through an exclusive site for CEC members.

To be part of an international network - working towards common goals.

to learn more insights and approaches for sharing & brokering "tacit" (experiential) knowledge for SD program improvements and BD conservation as part of organizational learning strategies/methods of any learning organization's program.

Network connection; greater opportunities for regional networking and engagement.

Finding out what others are doing.

It has been excellent to get to know the various CEC members and I am very hopeful that we can work together to communicate the obvious need for more communication between the commissions and from the IUCN to policy and the greater public!

I am concerned that IUCN hasn't allocated enough resources to the actual implementation of policies into change on the ground - but will be working to change this in the next 4 years...

Little involvement so can't answer.

Promote more training opportunities, seminars, workshop also online.

It's sad that CEC members on national level never meet up and IUCN does not involve them in national activities, this should change.

Most beneficial for me has been: the opportunity to learn from and share knowledge with a wide network of highly experienced and committed professionals in the field of communication and environmental education.

My main suggestion is in line with 8 above. A visit by the CEC Chair to the Sub-Saharan Africa regions, while emphasising the important role of CEC, could also prove inspiring for national activators and their overall effectiveness in communicating for change.

As a current member of the CEC, I have the chance to attend international conference and learn what is going on internationally about the "climate change" issue. I also have the chance to network with like minded people from other part of the world.

I suggest that CEC provide time & opportunities for CEC members to exchange idea, experiences & aids (like DVDs).

*Benefits:*

- I am aware what's going on in the world in this field.
- Connections and links
- I consider it as a training for me participating in such questionnaires.
- Gives me encouragement when I find that we are doing the same work & have the same interest.

*Suggestions:*

- Keep following with the CEC members.
- Help the national activators do their tasks, as there are so interested.
- Held meetings with the members.
- Give them priority to participate in workshops and conferences.
- Accept their contribution for the Newsletter.

Good resources.

The newsletter is terrific.

Need to go beyond learning techniques for those who do not understand the value of nature to raise the level to learning/teaching techniques to reach crucial policy makers and implementers.

The CEC sometimes discuss with personally about their contribution and make a short visit about activities based on their interest and CV.

More opportunities to meet and talk among members.

Most beneficial is being able to see, through various communications, the current collective thinking of peers around the world.

Improvements to the next program - though difficult to achieve - might focus on finding a way to regionalise the discussion. I often feel as though the principles espoused and needs identified in various communication pieces are either specific to other parts of the world (because I cannot see how they would be useful in the situations in which we work) or are an amalgam of all issues and thus deliver the same level of utility as above (i.e., low) due to their non-specificity to any situation.

As a member I confidently take steps for research intervening in the conservation of Nature. And as a University teacher I am at the learning and the teaching process. It has created an opportunity to advise, regulate, research and act with society.

Commission gatherings.

Keep abreast of others work has been helpful. Figuring out ways to build on that knowledge has been a challenge.

Focus on products-less on ideas.

Knowledge of what's happening around the Globe and opportunity to reflect on the learning.

The possibility to contribute to issues I value, at an international level.

I think it would be useful to have more conferences/workshops for educators and communicators in the CEPA network.

Not much benefit derived for my organisation so far.

Need more communication on the state of the planet and the foreseeable changes (statistics, case studies, success stories, research outcomes etc.)

Possibility for professional development/capacity building.

Access to up to day knowledge.

Opportunities for sharing ideas.

Improvement of personal training skill on CEPA issues.

Attending (and exchanging about our work!) CEC meetings at the WCC in Barcelona made me strongly feel part of a larger network for the first time. It was inspiring and wonderful.

If needed, I know lines are short with the CEC secretariat, who have helped me with finding peers in the network several times.

For me the most important reason to be part of the network is to be able to exchange and learn from other members working on social change for conservation (or the other way round :). And to be inspired by peers and being able to synergize with other initiatives.

The more opportunities, the better.

Information sharing from the network and a group of expertise that I can turn to when help is needed.

I've only been a member of IUCN CEC for a few months or more... I am already benefiting by joining in the wave of change and making sure I focus my own work efforts to reflect the IUCN CEC efforts.

I have not been fully involved and not able to provide a response.

I have just joined CEC and am looking forward to contributing to its programme as we move forward.

Network and a chance to organize things in my region.

*Beneficial:* Access to educational tools, availability of DB on knowledge, case studies.

*Suggestions for improvement:* institutional capacity

Networking and information sharing. Improve capacities of members and build more regional and sub regional networks.

More in country and CEC events, conferences and opportunities for discussion.

More dissemination of CEC goals to non-CEC members through country/organisation representatives.

I had gained firsthand knowledge and I had opportunities in discussion sessions and newsletters.

I was updated on various global environmental issues.

SHARING AND EXCHANGE OF VIEWS IS EXTREMELY IMPORTANT. CONTINUATION TO THIS DIRECTION WOULD PROMOTE A TRUE COMMUNITY OF PRACTITIONERS.

Let us do something under the banner of CEC in India. Though there are individual and institutional efforts to promote IEC on environment, biodiversity and sustainability issues there are no efforts undertaken under the banner of CEC. So I request the CEC Chair and the Secretariat to provide some funding to carry out meeting of members in 2012 when Biodiversity COP proposed to be held in India.

The CEC publications and the newsletter highlights. The latter serves to encourage and keep me motivated.

I got awareness, felt to be a part of a great community of people who care about this world. At the same time I felt under used and underutilized. I am more than eager to work in area of planning and implementation but till now I am just a spectator. Over all I am very positive about CEC.

Inspiration, guidance, and collaboration through a diverse, global network of talented and motivated sustainability practitioners and professionals.

By becoming the member of CEC it has been easy for me to get the updated information of IUCN plan for increasing awareness about environmental conservation through Education and Communication.

Involve more people from regional level (from member countries) to implement the programs of CEC during 2013-2016.

CEC is a very good platform to share conservation knowledge among members which surely benefits members in their works.

I think that there are many opportunities for me to benefit more from my involvement in CEC. First, I could share my knowledge of science and environmental education. Second, I could benefit by being more aware of the "products" produced by CEC to help me educate my university students and the general public.

Learning from other members on their communication strategies.

The CEC network and member resources have been informative and helpful.

- a) Being part of a community of knowledge building and collaboration for issues I find important and that are related to my work.
- b) Being more open towards new technologies and opportunities for collaborative knowledge building and sharing information, such as various means of social media (not exclusively Facebook)

Since becoming a member I have learnt so much more about conservation efforts globally and I would like the opportunity to become more active as a member in the future and I hope that I will be called upon to do more.

Horizontal communication with other members around the globe.

sustainable development, equity accessible resource for all sections of society, natural resource based income generation for local community, education, improve the quality of local environment

The communication through the CEC newsletter has been a good source of information and a way to get information out.

Promote mental change within the youth and the business sector

Improve networking.

CEC allows participation by engaging them in surveys such as this and involving them in the decision making processes.

There should be more face to face networking and capacity building activities in future.

Being a member I have access to information and therefore e information on what is happening globally is power.

Supporting CEC mission & vision; would like to be more involved (e.g. hear of research, communication opportunities).

The direct communication with the secretariat.

Networking and legitimisation of ideas, programs and strategies.

Improvements for CEC would be advocacy and lobbying for a serious focus on the knowledge process within IUCN. Currently the focus seems to be on knowledge products and tools and we need to force the next step to educating within about what education and communication really means to effect change.

Newsletters; Contacts; Exchanging ideas

We need to use the 'aspirational' targets to generate some tangible objectives, identify strategic stakeholders, secure funding and identify some times to work together and apart etc.

Networking, small conferencing.

Sharing experiences, knowledge and work with other members has been very important...

Working at the local level and supporting members on their daily work will be nice and useful; we need to keep gathering good experiences and lessons learned.

We need to increase the profile of education and communication in the work of the IUCN - neither is mentioned in the draft IUCN programme 2013-2016 nor the Oceania IUCN Regional Programme 2013-2016. Education and communication need to be fully integrated into the work of the IUCN and its programmes.

Collation of international best practice case studies and communicate these widely.

Belonging to CEC keeps me in touch with the goals and activities of environmentalists world-wide.

I would like to see more 'case studies' of other people's work and a more 'critical' approach to the work of CEC and the IUCN.

TO GET TO KNOW THE LATEST RESEARCH FINDINGS.

**SUGGESTIONS: A PROJECT HOW TO MOTIVATE PEOPLE TO MAKE A CHANGE**

Prestige and recognition.

I would like to bring CEC work into my career with the provincial government AND my PhD work at the University of Alberta in Edmonton, Canada. I will strive to do this and will seek support in doing so.

Access to information.

I am a new member and find that knowledge received via the CEC is interesting, informative and beneficial. Successful models and case studies shared between members means that money can be more cost effectively utilized especially when there is no need to reinvent the wheel. A program that is successful in one region of the globe can just as easily work in another region of the globe especially when conditions are similar i.e. people and nature.

Make sure some products are designed for audiences with low English reading skills. Make sure examples are appropriate to the region where products will be distributed. Integrate with other groups to make sure they include education/communications appropriate to different audiences on an ongoing basis.

Work on improving how to construct more accurate and less inherently biased member surveys! :-))

Being a member of CEC, the conceptual ideas for better contribution in Environmental Education have enhanced.

Country level or regional level workshops for sharing ideas and results; Promoting/influencing/intervening the ongoing functions at government is still highly required. Many regions are there where Environmental Education has not gained the desired level. Lack of school and College Faculties is a very, very big problem. Even state and national Public Service Commissions do not have any provision for recruiting.

Faculties in Environmental Education/Environmental Science at school or college level. That needs to be focused in countries like INDIA, Pakistan, Afghanistan etc.

Find some ways for more interactive sessions among the members, events through internet based tools like Skype, Facebook or any other method like open web based school by allocating the passwords to the members for availing / sharing the knowledge.

Scientific news

Develop a clear North American strategy: focus, focus, focus and identify niche in a crowded field

Information sharing and strategic communication efforts.

Having access to the amazing work that is going on within IUCN and via other CEC members.

I have found no benefits from joining CEC, but most worrying, I have found no ways to contribute. The web site has been useless and communication abysmal.

I suspect that there are many others like me (I met some at a conference once). Such a waste of talent and enthusiasm.

The benefit I have derived as CEC member is the receipt of electronic updates of the events within the commission.

Within the next programme period (2013-2016), it is suggested that CEC should include occasional dialogues on selected thematic issues amongst its members as a way of improving the capacity of the members.

Connection with Communications practitioners.

*Benefits:*

1. Improved knowledge of what people in other parts of the earth are doing to improve the health of the earth & consequently of people.
2. Opportunity to integrate IUCN ideals into existing work in teaching, research & advocacy & hoping that this would make a difference to the lives of young people especially in my region.
3. Opportunity to work with committed and passionate people.

*Improvements:*

1. The approval process for membership is a little tedious for many people in my region many of who do not have easy access to ICTs.
2. Perhaps a bit more focus on indigenous and traditional knowledge systems and integrating some of this knowledge into the global discourse on environment-related education & communication

Thought leadership and dedication to vital issues worldwide.

Regular update on important CEC events, environmental issues.

Opportunity to interact with other CEC members.

Arrange quarterly or biannual meetings of the CEC members at the region level, Develop subgroups of CEC members comprising of one Senior Member and one junior member.

Funding opportunities for the members to learn communication project in their areas of expertise and reach.

Monitoring of CEC member activities by the senior members.

Fellowship programs and training programs.

Most Benefit: Access to Sharing information.

Least Benefit: Lack of involvement / interaction with CEC members.

A relatively new member – getting the newsletter and an understanding of how this works. I'd like to see zoos and museums much more actively aligned with IUCN strategic priorities

Sense of community, but we need more creative and new vision and interaction. We have poor communication and interaction in Mesoamerica region.

I would like to use the media power to produce messages and resources for edu-communication.



I already stated my thoughts in this survey that is excellent. Thanks.

Choose schools in developing countries to create the climate for changing the vision of conservation of the Nature with people in it and to better their livelihood.

Knowledge on importance of attempts for change of Attitudes without boundaries. for a viable vibrant Eco system for the next generation.

I have only recently joined as a member and as such will refrain from offering a detailed assessment at this time. However I do believe that generating as much discussion/debate about the next programme period will be beneficial, and draw attention to the IUCN's overall work.

sharing of information on other members activities and the online resources.

Specific calls for knowledge would be great -- if members could provide very brief nuggets about what they know (including sources to articles or other evidence), it would be great to make summaries for circulation.

Most scientists do not know the art of communicating effectively with different audiences. As a scientist and communicator, I have personally benefited immensely by learning to plan communication strategically in my conservation related work by being part of the CEC. I have learnt to view things from the perspective of a non-conservationist and non-scientist when communicating about the importance of biodiversity or species. For example, my participation in the preparation of the toolkit for CEPA was a much valued learning exercise.

While CEC is an excellent network, I would like to see more opportunity for CEC members to be involved in work of the CEC. I would also like to see CEC join in efforts for species conservation and protected area management - by helping to develop communication initiatives at the ground level. While developing high level policy interventions for E&C are both necessary and important, supporting on-the-ground initiatives is also vital as this is where the real work happens. I have personally requested help regarding effective communication for a species I am researching but have had no response in this regard from CEC. As a network I feel that CEC should be geared to help out in such initiatives - not to do the actual work but to get going small advisory groups that can provide suggestions and general backup, and to share expertise within and across regions as relevant. CEC could also engage this way in field products for biodiversity conservation around the world.

A toolkit or training manual for planning communication for species conservation with SSC would also be a good idea supported by pilot projects.

Knowledge shared.

In the past, it was the opportunity for dialogue, sharing ideas and effective problem-solving then being able to bring ideas back into my workplace and community to try and effect change.

Sharing and learning tools techniques and processes - which work and that don't.

I have not engaged very well with CEC, I'm afraid, but hope to do better in future. In that regard, the most important thing for me is to be kept aware of what CEC is doing/planning so I can see where I might best contribute.

More tangible actions such as the national capacity building events described above. This can also help elevate the regional networks.

The network.

for me to be a member of the CEC commission is to be the 'ambassador of IUCN in my country and my region to get the message of the CEC programs of IUCN.

I think that everyone should have an annual plan program in its region or country in coordination with other CEC members and have the financial means to execute its program.

Members need to exchange meetings and continuing education of methodological approaches.

Encouraging National CEC Clubs could help the national animator better do their job.

Updates on effective practice from around the world.

Network updates (I'm a relatively new member, just getting to grips with the breadth and scope of the CEC work).

As being CEC member, I am hoping to improve knowledge on current issues and upgrade information on CEC.

I suggest making CEC national program with national committee of IUCN members for better access of information.

Improving strategic thinking in terms of communication.

Learning from others.

Improving knowledge of IUCN functioning.

CEC should generate a heavy pool of people for behaviour change communication to save the nature as well as humans.

Sharing of ideas and actions undertaken by others - acts as inspiration for our own developments

Knowledge sharing.

I have received information about climate change and environmental issues from time to time which would not have been so easily available to me otherwise.

clear-cut roles of the CEC members needs to be defined for the next programme period.

Besides the newsletter I did not find any other ways of engaging your readers. I have subscribed for the expert in education and communication but I have been never approached. You need think of ways to utilize the experts on your database.

Regular info about what is going on across CEC and IUCN.

Involvement in developing strategies and action plans for real change.

Include 2-3 slots at every steering committee meeting for representative members to participate and then communicate to other members.

Meeting with other experts from around the world in steering committee meetings and the networks that have developed from that.