



Steering Committee Meeting 2010 Aviemore, Scotland



Front row, left to right: Kobus Muller, Jack Byrne, Juliane Zeidler, Sherif Kandir, Megan Camp, Susana Calvo, Suzana Padua, Brahim Haddane, Dominic Stucker. Back row, left to right: Tommy Garnett, Susan Guthridge-Gould, Marta Andelman, Cecilia Nizzola-Tabja, Konai Helu Thaman, Xiangrong Wang, Wouter Veening, Keith Wheeler, Javed Jabbar, Frits Hesselink, Wendy Price, Michael Moss, Chuck Phillips, Andy Alm, Wendy Goldstein, Nancy Colleton, Brad Smith, Gillian Martin Mehers, Arturo Curiel Ballesteros, Chris Mahon

Executive Summary

Keith Wheeler, Chair of the IUCN Commission on Education and Communication, convened the CEC Steering Committee for their second meeting of the 2009-2012 intersessional period. The group met in Aviemore, Scotland, from April 14 to 16, 2010. Facilitation was provided by Wendy Goldstein, CEC Deputy Chair, and Chuck Phillips, CEC Specialty Group Leader.



CEC's new Specialty Group Leaders joined Steering Committee members at their annual event, meeting for the first time with CEC Regional Vice-Chairs, CEC Special Advisors, IUCN staff and guests. The group of 32 participants identified strategies and outcomes related to the International Year of Biodiversity, World Conservation Congress, and how to manage conservation knowledge to achieve results for IUCN.

Meeting outcomes

The meeting aimed to engage CEC's leadership in working to contribute to the IUCN One Programme and in performing against the CEC mandate on strategic communication (CEPA) for the environmental Conventions, innovative learning for professional updating, and strategic dialogues to co-create solutions. Participants also considered knowledge management for IUCN as networking organization, with the vision of having one seamless and integrated way to share knowledge throughout the various programmes and Commissions and to share that information with a vast general audience. The meeting addressed the following objectives:

1. Plan for the World Conservation Congress in Korea;
2. Plan contributions to the International Year of Biodiversity;
3. Knowledge provision to the new CEC web presence;
4. Targets and criteria for an increase in membership including youth;
5. Work with other IUCN Commissions and programmes, especially WCPA;
6. Progressing the World Conservation Learning Network.

Some key points of the discussions

- The Steering Committee recommended that as communicating the issues of IUCN is a huge task to carry out, IUCN Global Communications requires increased support and resourcing. In particular it is suggested that IUCN staff need to embrace new social media in their work.
- CEC recommends that IUCN (Secretariat) develops an effective and seamless knowledge management system suitable for 21st century needs. By the next Congress, IUCN needs to be THE environmental knowledge institution or it will lose its global position. Presently IUCN and its six commissions are operating with 20th century knowledge management tools. The challenge is to increase the capacity of the entire organization, not only in corporate communication but also in strategic communication, learning and knowledge management. IUCN needs to be able to share its knowledge with other institutions to assist in decision making. CEC needs this structure in place to support the work of its own Commission so it can play its role as a knowledge provider on communication, learning, education and capacity building and be supported as a fully functional network around the world. The Commission must deliver its mandate, yet it is a constant challenge to pull out the capacity



of all CEC members to contribute experience and advice to the IUCN programme as there is no system to store and process the information.

- One theme that emerged from the discussion is the evolving function and structure of the CEC. Is CEC moving towards an emphasis on strategic communication, learning and knowledge management and away from its past role as an 'education' commission? This shift reflects changes in how IUCN's audiences want to acquire information. Demand-oriented learning is informal with use of social media; in contrast, school education (with which the term education is usually associated) traditionally takes a more supply-oriented approach. (Even so, the Commission is developing up a professional capacity building programme drawing on tertiary education.) Should the Commission change its name to reflect its emerging role?

It was suggested a less hierarchical structure could facilitate learning and knowledge management, supporting the Commission's new functionality and role. The role of Regional Vice-Chairs was thought to potentially create a blockage as regional members defer to the Regional Vice-Chair for advice. In a way we are moving towards a networked structure with the speciality groups overlaying the regional structure with national activators. Should the Commission change its structure to reflect a more networked organization? This could be revised in the next mandate, starting 2013, though experimented with in the interim.

- CEC may need to do things differently at the regional level. Participants from Africa said that it is difficult to find entry points to engage CEC in IUCN'S work in the region and link to the IUCN programme. This is difficult as the programme planning process did not include CEC in its planning process.
- CEC needs to (re)-develop its communication strategy. Communication is lacking in the region and between regions. Such as strategy could emphasize CEC's role in facilitating linkages of experiences South-South. It would also focus on how to engage CEC members in all regions so they feel they are part of something that is meaningful.
- CEC's next meeting could address a refreshing or review of its own vision and strategic plan. CEC needs to make explicit the metrics by which we measure our own success (how will we know we made a difference) and why we prioritise certain aspects such as knowledge management.
- In terms of process, CEC used a new tool (for us) called Posterous in this meeting — making the event virtually paper-free, helping with simultaneous reporting, and providing practically instant feedback on group work and planning. By the end of the meeting, all of our work plans were completed and posted on the web, accessible to all. The site formats the reports in a form that is easily uploaded to our official website pages for all CEC members and others to read. Posterous was introduced by the CEC Specialty Group Leader on Knowledge Management.

Chairs, Regional
a network of
resources with
framework/process
change?

1. Plan for the IUCN World Conservation Congress 2012

The IUCN World Conservation Congress 2012 is an opportunity to showcase CEC work, share innovative learning experiences, initiate new partnerships and provide learning services. Participants proposed a number of activities.



Planning for the IUCN Congress:

- Identify and start relations with new partners for strategic dialogues to draw new sectors to the Congress (e.g. the private sector for greening the economy, or food and agriculture);
- Apply to the IUCN Secretariat for CEC to host the Learning Opportunities programme and marshal expertise from the network to run these capacity building workshops;
- Renew the 'Buddy' experiment partnering young people with mentors in Intergenerational Partnerships for Sustainability,

leading up to and including Congress as its theme, this time with the participation of all Commissions;

- Plan an incentive to support young people to attend, through a subsidy on fees, e.g. 'Blog It Earn It' to sponsor bloggers to participate in and document Congress;
- Work with IUCN Members to prepare motions to support the CEC agenda to present at the Congress;
- Develop South Korea networks to organize local CEPA events during the Congress.



During the IUCN Congress:

- Hold strategic dialogue sessions at the IUCN Forum on new emerging themes such as agriculture, food, soil and population;
- Develop scenarios on war/peace games about climate change and security with the project 'Climate Change and the Military' and NGOs looking at disaster relief;
- Launch/unveil the IUCN World Conservation Institute;
- Hold dialogues with journalists to expose them to the thinking such as Futerra's findings on climate change communication;
- Ask CEC members to hold a Knowledge Café, a social media forum event;
- Ask young professionals to help with CEC stand;
- Award CEC prizes during the CEC meeting as incentives for action in the regions and in specialty groups, and perhaps to recognize journalism reporting;
- Profile CEC work on Sustainability Centres and greening campuses.

Next steps:

- Create a group of people to start concentrating on Congress planning;
- Adapt existing Congress manual into a small CEC manual to provide guidance on how to prepare for Commission engagement at Congress.

2. Contribute to the International Year of Biodiversity

Guest speaker Laurie Bennet of [Futerra Sustainability Communications](#) gave a compelling presentation on communicating biodiversity to inspire people to care and take action. He shared some of the lessons that Futerra has learned about messaging: keep it simple; don't use guilt; don't talk about sacrifice or fear; don't be boring.



He encouraged CEC to promote messages that:

- Make connections between people and nature;
- Tell visionary stories, putting emotion into scientific data;
- Focus on the opportunities of biodiversity conservation;
- Use humour and enthusiasm to catalyze action; and
- Thank those who act.

Futerra worked with the Secretariate for the Convention on Biological Diversity (CBD) to develop a series of messages to be disseminated widely during the International Year for Biodiversity (IYB). These messages were developed in extensive consultation with CEC members: see <http://www.cbd.int/2010/messages/>. The messages are generic, but deliberately so. CEC Regional Vice-Chairs and National Activators are encouraged to adapt these for local use and our own contexts. A suggestion was made to develop a CEC 'message box' where members could provide examples of how they shared the IYB messages and the resulting impact.



CEC members are encouraged to use the IYB logo whenever communicating CEC work, to disseminate it as widely as possible. Find the logo at <http://www.cbd.int/2010/logo/>. When using the logo, inform CBD by email to iyb2010@cbd.int or to david.ainsworth@cbd.int

To gain leverage for biodiversity messages and promote the International Year of Biodiversity CEC members are encouraged to link biodiversity messages to other topical issues in the media such as climate change, livelihoods, or the economy. For example forest conservation is an important means of limiting carbon emissions and releasing carbon into the atmosphere.

3. Enhance knowledge management and CEC's web presence

Participants at the meeting explored a new tool in the IUCN content management system – Constituency Relationship Management (CRM), which is to be unveiled later this year. After a brief training, they used their new passwords to enter the CRM, update their profiles and view the calendar function. This tool is intended to serve Commissions, IUCN Members and Secretariat staff.

The Knowledge Management group will:

- Gather audience information through a survey and provide feedback to IUCN about gaps such as membership application needs;
- Identify communication channels to meet needs of diverse IUCN and CEC audiences;
- Implement a clearinghouse for educational resources to be used by the World Conservation Institute and the World Conservation Learning Network.

Andy Alm, Specialty Group Leader for Knowledge Management, proposed that the Steering Committee continue to make active use of [Posterous](#) during and after the Aviemore meeting, in the absence of a suitable IUCN system. Posterous will serve as an alternative solution to ensure that the CEC Steering Committee is able to communicate and exchange information. CEC and IUCN as a whole need a more robust content management system.



4. Increase CEC membership

The aim is to increase the number of CEC members as well as the engagement of members by working through the regional and specialty groups, with an emphasis on youth. All Specialty Group Leaders and Regional Vice-Chairs prepared questions to receive advice in relation to running their groups. Everyone then prepared a plan of work aimed at engaging the membership.

Next steps by Speciality Groups

- **Learning and Leadership:** Run a second recruitment drive now that more information is available on the group and its activities. Add content to the group's web page, including a list of members and their links. Identify great events around the world linked to learning, leadership and social media and produce a calendar encouraging CEC Members to participate, asking people to Twitter and blog them with a set tag (#iucncec). Post more ideas on the group's web page.
- **Knowledge Management:** Communicate with CEC members who have identified themselves as having personal expertise or interest in knowledge management, soliciting input, advice and volunteer time. Via existing CEC membership, identify conservation-focused knowledge management experts who are not yet members of CEC and invite them to join the Commission, with a goal of representation across all regions.



- **CEPA:** Create and sustain a community of practice for CEPA that engages new and existing members in an ongoing dialogue within and across regions to share experiences in communicating sustainable development. Encourage the use of CEPA tools amongst all IUCN members.
- **Organization Development and Change Management:** Recruit highly-skilled organization development, change management and conflict intervention experts from existing CEC membership or from an expanded new membership. Obtain their commitment and organize them into a network to provide applicable support by region. Announce the formation of the Specialty Group network and solicit interest in membership among existing CEC members using the CEC listserv, newsletter articles and web page content. Create an OD & CM webpage as a space for specialty group interaction, learning and knowledge-sharing.
- **Environmental Security:** Facilitate the development of dialogues and partnerships on environmental security between the environmental and security communities in order to develop effective responses to the challenges of the 21st century. Network with key change

agents and leaders in the security community that are actively engaged in climate change, biodiversity and environment. Create platforms to bring leaders of both communities together to start creating scenarios for climate change. Create a group of interested existing and new CEC members to realize the objectives. Link with interested individuals and groupings from other IUCN Commissions and explore modalities of collaboration. Support regional or national CEC initiatives that bring together leaders from both communities. Include young professionals in the planning and implementation of activities.

- **Intergenerational Partnership for Sustainability:**

Continue CEC's leading role in IUCN to engage in intergenerational partnership for sustainability (IPS), a form of collaboration that encourages the exchange of ideas and experiences; mutual learning; and meaningful action across generations, geographies and genders in support of the Union's mission of biodiversity conservation. Focus on increasing the number and engagement of young people in CEC and in other IUCN Commissions.



- **WCLN:** Revitalize and strategically grow the World Conservation Learning Network in Southern Africa to facilitate sharing and learning through the World Conservation Institute, using appropriate technologies taking into account the specific context of the end users. Complete a programme and course mapping exercise and make all information available on IUCN and/or local websites. Identify and recruit CEC members in institutions of higher learning and other providers of learning in a variety of areas and countries, with specific emphasis on the recruitment of young professionals. Market the first World Conservation Institute certificate programmes to potential end users. Try to link up with Online Education Africa, etc.
- **Greening Campuses:** Create and animate an informal network of people sharing and learning about the integration of sustainability principles and practices into the cultures of their institutions of higher education. Provide this network with tools that they can use to build an 'on demand' source of case stories and resources that support further learning and action for sustainability integration. Create incentives for participants to become members of CEC and create opportunities for youth participation. Populate the group's web page with some initial resources and examples of how it can work. Develop and send an invitation to participate.
- **Private Sector Engagement:** Promote partnerships between CEC and the private sector. Develop a case statement for supporting CEC and invite to meeting. Identify participants and convene meeting of key private sector leaders to explore potential linkages with CEC.



- **Sustainability Centres:** Advance and support the practice of education for sustainable development by creating an informal network of place-based centres from around the world sharing and learning about of sustainability principles, practices and programmes. Provide access to resources including inspiring case studies and stories that support capacity building and innovation. Create incentives and opportunities for youth participation and encourage them to become CEC members.

Next steps by Regional Groups

- **Oceania Region:** Provide synergy to the mission and programme of IUCN, especially in relation to the International Year of Biodiversity. Become part of the Greening Campuses Speciality Group. Position CEC as a cross-cutting Commission in the region, showing others how to educate on biodiversity. Develop an innovative mechanism to encourage people to approach CEC for advice.
- **Meso America:** Continue to build on that fact that CEC is well-incorporated into the IUCN Regional Office Planning Programme. Support their three priorities but mainly the one related to new possibilities for training for professional development, through collaboration between universities and government institutions. Provide online education, courses, diploma courses and conferences for various professional profiles. Engage CEC members in a workshop at the October 2010 congress called 'Healthy Environment, Healthy People', which is being organized by the CEC Regional Vice-Chair.



- **South America:** Evaluate the results of a survey recently conducted by the CEC Regional Vice-Chair to find out more about CEC members in the region. Attempt to make links between the region's many experts and very knowledgeable people, in particular those who are interested in uploading e-learning courses and sharing knowledge. Build on current contact with IUCN Commission on Environmental Law to link military issues, law and climate change in Brazil. Continue to contribute to the new IUCN office in Brazil.
- **Eastern and Southern Africa:** Link people by themes instead of only by regions, as otherwise it is difficult to communicate and accomplish real work with CEC members in the region. Continue to pursue work with the IUCN Eastern and Southern Africa Regional Office. Evaluate and post the finding of a survey conducted in Eastern and Southern Africa for a stakeholder needs assessment.
- **West and Central Africa:** Catalyse human resources and share knowledge South-South, e.g. Brazil is leading the process of REDD whereas in Africa the process is just beginning. Increase number of CEC members to at least one per country; at present, in this region of 24 countries, CEC has 11 National Activators. Create awareness of CEC, noting that materials such as short videos and brochures would be needed.
- **North Africa and the Mediterranean:** Combine the resources of two Regional Vice-Chairs for collaboration on CEC activities over the next three years. Work together to produce a CEPA workshop in Morocco, and arrange to invite the CEC National Activators in the region. Seek funds to translate the CEPA Toolkit into Arabic.
- **West Asia:** Increase opportunities to meet face-to-face with CEC members in the region in order to go forward. Take advantage of opportunities presented by key events in 2012 such as the Climate Change CoP, Ramsar CoP, Rio plus 20, WCC in Korea with the theme of the green economy. Use these events as entry points for communication and as opportunities to use social media to spread the conservation message.

5. Collaborate with other commissions and programmes



How can CEC members support the IUCN Global Communications programme and vice versa? John Kidd, IUCN Head - Global Communications, encouraged CEC to work more closely with the communications staff at headquarters and internationally. He said that CEC could play an important role in the IUCN family in education and communication and help bring people in the broader world to IUCN. CEC could have a strategic advisory role and be used as a sounding board. IUCN still has a focus on the web but mobiles, face-to-face are still more widely used as communication means. There needs to be 'upskilling' on social media. CEC could take action on the following suggestions arising from the participant's discussion:

- Conduct a survey to identify what CEC expects from the IUCN Secretariat (including regional communicators) and vice-versa;
- Include the Secretariat's Communications Officers in CEC communication and invite them to be CEC members to keep them informed;
- Coordinate with the development of IUCN tools such as the website, photo library, etc.;
- Link CEC with IUCN networkers;
- Clarify the role of CEC, and promote the role of CEC in IUCN Connect (IUCN newsletter for staff only);
- Explore a corporate endowed internship negotiated by CEC for a secondment to the IUCN Global Communications department.

6. Build the World Conservation Learning Network

Mike Moss, CEC Special Advisor for WCLN, reported on progress regarding the World Conservation Learning Network. A number of programmes for e-learning in English have been gathered from Australia, South Africa and the UK to provide resources for the World Conservation Learning Network – making it easier for professionals to find them. Units or courses that are on line have also been gathered and are to be reviewed to select the best ones for the curricula of what will be called the IUCN World Conservation Institute. Royal Rhodes University, Canada, will award Post Graduate Certificates, Post Graduate Diplomas and master's degrees drawing on this international pool of courses. Royal Rhodes University will provide a compulsory core of 2, 3 and 4 courses respectively and network universities will provide the other courses to satisfy requirements for a degree. It is hoped to enrol students in 2011.



The meeting ended at midday of Friday, April 16. Most of the group then participated in a field trip organized by The Cairngorms National Park and attended a dinner graciously hosted by the Royal Zoological Society of Scotland, an IUCN Member organization.



List of Participants

CEC Steering Committee Meeting
Scotland, April 14-16, 2010

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Photos

Page 1, Keith Wheeler

Page 2, Cairngorms National Park, flip chart

Page 3, flip chart

Page 4, community forest near Aviemore

Page 5, Megan Camp / Wouter Veening, Frits Hesselink, David Ainsworth

Page 6, Dominic Stucker / Interpretation at Insh Marshes

Page 7, Keith Wheeler, Wendy Goldstein / Suzana Padua

Page 8, Group with Sherif Kandil at front / John Kidd

Page 9, from top left: Nancy Colleton, Chris Mahon, Javed Jabbar, Chuck Phillips and Keith Wheeler, Konai Helu Thaman, Juliane Zeidler, Dominic Stucker and Marta Andelman, group with Frits Hesselink and Gillian Martin Mehers, Arturo Ballestros, Wouter Veening, group with Suzana Padua and Tommy Garnett, Sherif Kandil

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