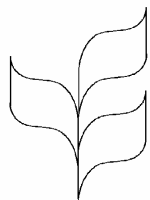




UNEP



CBD



**CONVENTION ON  
BIOLOGICAL DIVERSITY**

Distr.  
GENERAL

UNEP/CBD/GEEPA/4/INF/4  
17 October 2003

ORIGINAL: ENGLISH

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CONSULTATIVE WORKING GROUP OF  
EXPERTS ON BIOLOGICAL DIVERSITY  
EDUCATION AND PUBLIC AWARENESS  
Fourth meeting  
Paris, 27-29 October 2003

*Note by the Executive Secretary*

1. The invitation sent to potential participants to the fourth meeting of the Consultative Working Group Of Experts On Biological Diversity Education And Public Awareness requested the invited participants to prepare and submit, on a voluntary basis, a paper on the status of implementation of the Global Initiative on CEPA by their government or organization, or containing proposals for future action in this field.
2. In response to this request, IUCN has submitted the attached document for the information of participants.

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**Report - IUCN Commission on Education and Communication  
Activities undertaken for the Programme of Work for the Global Initiative on  
Communication, Education and Public Awareness for the Convention on  
Biological Diversity**

October 2003

The Programme of Work for the Global Initiative on Communication, Education and Public Awareness under the Convention on Biological Diversity is intended primarily to assist the Parties (and other actors) by providing a supporting framework for national initiatives by the Parties.

This report describes contributions to that Programme of Work by IUCN and the Commission on Education and Communication, which has taken part in the Consultative Working Group of Experts from the outset of this process.

IUCN and the Commission on Education and Communication are named as cooperating organisations in the Programme of Work.

**IUCN Commission on Education and Communication – CEC**

The Commission on Education and Communication, CEC, is one of the six Commissions on which IUCN draws expertise to fulfil its mission. CEC is a global network of experts in environmental communication and education, who work in government, international organizations, NGOs, mass media, business and academic institutions.

The CEC is a potentially valuable network to the Convention Parties providing access to know how on planning and implementing effective communication and education strategies, as well as about how to manage knowledge and learning processes.

**Role in the Consultative Working Group of Experts**

The IUCN and Commission on Education and Communication have been represented in the Consultative Working Group of Experts, established by decision V/17 to formulate advice to the Parties, which was adopted in decision VI/19. Since then, this Group was not invited to meet, nor to determine the way in which it would work to monitor and evaluate the implementation of the programme of work (4a). When a meeting was called by the Government of France in October 2003 to stimulate the work programme, there were so many changes suggested to the composition of the Consultative Group that it is a new body.

**Under the CEPA Work Programme IUCN has undertaken the following activities**

***Programme Element 1***

***Towards a global communication, education and public awareness network***

Lead agencies proposed for this action are the Secretariat in cooperation with IUCN and the Commission on Education and Communication is named as a partner amongst others.

We report on aspects of the programme where developments have taken place.

1a.) *Make visible the expertise:* The IUCN Director General sent a letter to the Executive Secretary of the CBD Secretariat offering IUCN support by way of its global network of communicators and educators in the Commission on Education and Communication. This network is both globally and regionally organised. IUCN is redeveloping its web site to be more helpful to the Parties and to the Convention.

IUCN is ready to assist the Parties to:

- access experts in its network of education and communication specialists around the world by providing contact names to the Parties on request;
- access examples, cases and resources on biodiversity communication and education;
- ask questions to the CEC network on how to go about specific CEPA activities;
- these services are available by request to [cec@iucn.org](mailto:cec@iucn.org) or by visiting the CEC web site at [www.iucn.org/cec](http://www.iucn.org/cec)
- IUCN invites the CBD Secretariat to advertise this service on the Convention's web site and to link from the CBD web site to the IUCN CEC website.

1b.) IUCN held a debate on biodiversity education and public awareness *to stimulate discussion on issues of interest to CEPA professionals* in 2000 and the comments made in the course of that debate can be seen at <http://www.iucn.org/themes/cec/biodiversity/bepadebate.htm>

1c.) *Link the portal to other networks and web sites:* IUCN will prepare a component of its new site that explains the work in the Climate, Biological Diversity and Ramsar Conventions and examples of cases, resources and planning tools to support all three Conventions.

1d.) *Provide access to relevant projects and publications* The IUCN Commission is currently updating its website to provide more practical tools to the Parties, improved access to resources, case studies, useful web sites and networks. The web site will have easy means to give feedback and to request help. Links and content from the Climate Change and Ramsar wetland education and communication work will also be posted. The site will have a section on biodiversity communication and education. The web site will be on line November 2003.

1g.) *Create access to standards of good practice:* The new CEC web site lists “dos” and “don'ts” of communication and access to manuals to guide communication. It provides steps to planning communication.

1h.) *Ensure that the service is demand oriented:* Before redeveloping the web site IUCN undertook some research into the services that would be useful. By providing a feedback mechanism on the site we hope to hear how to make the assistance more useful. Unfortunately resource limitations limit the language to English and the comprehensiveness of the services offered.

## ***Programme Element 2***

### ***Exchange of knowledge and expertise***

Lead organisation is the Secretariat in cooperation with UNESCO and IUCN

In this element the results desired are to provide education and communication solutions to Parties, practitioners and stakeholders and to facilitate professional exchange of expertise.

2.3 In the redevelopment of the web site IUCN is organising access to case material, handbooks, publications and advice on undertaking communication and education programmes. This will include examples from various fields enabling learning across Conventions and from other sectors.

Some examples of access to learning and exchange are highlighted below:

- IUCN Commission on Education and Communication undertook a Latin American workshop (2003) supported by Spain, to exchange learning on CEPA in relation to protected areas. The cases presented include national strategies by protected area agencies, and programmes by protected areas. A report of the discussion is available from [cec@iucn.org](mailto:cec@iucn.org) in Spanish. A publication will be produced in Spanish presenting the cases and findings.
- At the World Parks Congress in Durban (2003) the Commission on Education and Communication held a workshop on “Communication Impact” at which international, national and park level communication and education cases were presented. A publication presenting these cases is being prepared and will be available in print and on the web. It is intended to work toward some guidelines on protected areas communication and education.
- A series of workshops was undertaken at the Parks Congress by various organisations related to “Building Support for Protected Areas”. A publication is planned for mid 2004 to report on the main issues and lessons from this workshop stream. It will include the findings in relation to building support for protected areas through sacred natural sites; working with neighbours of protected areas; indigenous peoples; development assistance agencies; humanitarian aid agencies; the military; city dwellers; the extractive industries; the tourism industry; hunters; health sector and on building political support.
- A publication, *Mainstreaming Biodiversity the role of communication, education and public awareness*, edited by Elin Kelsey, presents the lessons from a Global Biodiversity Forum workshop supported by GEF and Norway in 2000. It is available on the CEC web site and by contacting [cec@iucn.org](mailto:cec@iucn.org). Many cases are available on the Global Biodiversity Forum web site [www.gbf.ch](http://www.gbf.ch)
- *Enabling EcoAction* by L. Robinson and A. Glanznig is a handbook about how to engage people in biodiversity conservation produced by WWF, the Humane Society International and IUCN CEC. It is available in a pdf file from [cec@iucn.org](mailto:cec@iucn.org) or from the CEC website.
- IUCN is a partner in a UNEP GEF Environmental Citizenship project in 7 countries in Latin America. This interesting approach works with several regional and national networks to integrate biodiversity and climate change their programmes. The networks being worked with include local government, parliamentarians’ associations, local broadcasters, consumer associations and educators. This may prove to be an interesting

demonstration project for the Convention about ways to mobilise networks to incorporate biodiversity into their work.

### ***Programme Element 3***

#### ***Capacity building for communication, education and public awareness***

Lead organisation is the Secretariat of the Convention with the co-operation of UNEP, UNESCO, UNDP, UNITAR, IUCN and WWF

3.1 IUCN has undertaken a communication capacity development project in Slovenia, Poland, Hungary, Czech and Slovak Republics 2002-2003. The project is funded by the Netherlands Ministry of Agriculture, Nature Management and Food Quality and Ministry of Foreign Affairs – Pin Matra (Euros 340,000). The beneficiaries included Ministries of Environment, government agencies, environmental institutes, protected area staff and NGOs. This project marked the fourth phase of a capacity development process and included coaching staff and organisations on their biodiversity projects to learn by doing.

Issues raised in this project relate to the capacity development process itself and to the nature of communication.

*On capacity development:* To introduce new concepts, new ideas and new and more successful practices into nature conservation organisations, much more is needed than training workshops where knowledge is transferred in a one-way process. Training may provide people with new knowledge, but if the institution and the management systems in which the individual is working are not also changing, it can be very difficult to apply the learning. The value of training becomes dependent on the ability of the institution, as well as individuals, to learn and benefit. The most important lesson learned was that the strategic use of communication, and the capacity development required to support it, must also address the capacity for organizations to manage themselves well. Capacity development and the strategic use of communication cannot solely focus on the operational level.

*On the role of communication in biodiversity conservation:* Present-day thinking points in the direction of a wider landscape approach to biodiversity conservation where protected areas have a rather different role than has been the case historically. In the landscape approach people are at the core of the management issues, so managing biodiversity and landscapes becomes an issue of managing people. This suggests that co-management and public participation using communication as a management tool will become more and more important. Many managers continue to think of communication as a series of press releases, brochures, websites and publications in a one-way form of communication. The changes needed to deal with new trends are far more fundamental than appointing someone with a responsibility for dealing with the press and media. Rather, organisations need a more strategic approach to communication, in which the audience, objectives and messages are considered before the media is chosen (and not the other way around, as often is the case). Strategic communication contributes to the management objectives and mission of protected areas. It is targeted and designed to deliver specific outcomes through increase in awareness, support from new constituencies and partnerships, participation of key stakeholders, policy support, development of local capacity for co-management, and investment in social change. A successful protected area manager or biodiversity manager uses communication for his management objectives in all phases of the protected area

management plan (problem identification, management objectives, plan design, implementation, management & financial control).

Reports and cases from this project will be on the CEC web site. An external evaluation will be undertaken. A brochure (8p) was prepared to summarise some of the learning points from the project called *Conservation Results by Managing Change*. It points to the changes needed by organisations in the way that they interact with the public, if the reputation of the organisations and of biodiversity conservation itself are to be enhanced.

IUCN has produced a capacity development manual for trainers working in the development field on biodiversity and sustainable development. The manual is in Spanish (*Ambiente y Desarrollo Sostenible*) and has been translated into English for adaptation to other contexts and cultures. IUCN is exploring how to adapt the material in the manual for the African context.

### *3.4 Develop a distance learning programme on CEPA*

The CEC web site has a distance learning programme on environmental communication. It needs testing, and adaptation according to the Parties' needs.

## **Suggestions for next steps in the CEPA work programme**

1. Set up the terms of reference for the Consultative Group of Experts to guide and support the CEPA work programme as requested in the decision.
2. Secretariat of the Convention to proceed with a portal to facilitate linkages between the work being done in various networks and organisations on CEPA
3. Develop a project proposal to be able to explore with the Parties and biodiversity practitioners in different regions how best to support their CEPA work in their context;
4. Develop project proposals to undertake that work according to regional and national needs.
5. From research already undertaken in Asia, and a regional communication workshop/training session, there is a need for continued capacity development in communication oriented to the national level with the possibility of sub regional exchange. This could be modelled on lessons from the IUCN central European experience.
6. Projects developed to adapt the IUCN communication distance learning course, and trainers manual.
7. Include in the paper to the COP a strong recommendation to GEF to support regional and international projects to enable sharing to occur between projects and national efforts on CEPA.
8. Explore ways to develop synergy and sharing of expertise between the three Conventions (Biological Diversity, Climate, and Ramsar) on their work programmes in the area of CEPA and the forthcoming Decade of Education for Sustainable Development, and to encourage Parties to network these undertakings at the national level..