Learning to Change the Future

A bird’s-eye view of the history of the IUCN Commission on Education and Communication
by Frits Hesselink and Jan Čeřovský
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Cover photo by Jan Čeřovský: IUCN/Field Studies Council course in environmental education for teacher trainees, North Wales, UK, August 1971.
Introduction

The dynamics of a knowledge network – inspiration, new ideas, new learning – are rarely documented. Years later all that is often left are publications on a shelf, names in an archive, and myths and stories about the old days. But let us not forget that individuals initiated actions promoting programmes, projects and opportunities for many others to improve their knowledge, attitudes and skills. The authors studied various records\(^1\) and questioned eye-witnesses\(^2\) in an attempt to learn from the knowledge network developed over time by the Commission on Education and Communication of the International Union for Conservation of Nature (IUCN CEC).

We are most interested in the main shifts in paradigms, Commission goals and leading thinkers, and less in a detailed description of all past events\(^3\). We came across many strengths and weaknesses of a formal and voluntary knowledge network. We wish this short history to provide new generations in CEC, IUCN and the wider conservation community with some idea of where it all started and the metamorphosis CEC has experienced since the early days of IUCN. For us it has been an exciting learning exercise\(^4\).

CEC, the oldest Commission of IUCN

In 1948 IUCN was founded as the International Union for the Protection of Nature (IUPN), a Union of States and non-governmental organizations (NGOs). Various efforts had been undertaken since 1900 to develop international cooperation in nature conservation to protect what was later called the integrity of the world biosphere. Swiss naturalists in particular made attempts towards organized action. Both world wars hampered these attempts. Shortly after 1945, two conferences on international nature conservation were held in Switzerland (Basel 1946, Brunnen 1947). They paved the way for the Constitutive Conference of the International Union for the Protection of Nature, organized by UNESCO with the vigorous support of its Director-General, Julian Huxley. The conference took place from 30 September to 7 October 1948 in Fontainebleau (France). It was attended by representatives of 25 governments, 126 national institutions and eight international organizations\(^5\).

A small Secretariat headed by Jean-Paul Harroy (Belgium) was established in Brussels to serve IUPN. It was the time of post-war reconstruction, the beginning of the cold war and decolonization and the beginning awareness of population pressures on natural resources. According to its original statutes, IUPN had six fields of work, including one that would become central to our Commission: “To educate adults and children to realize the danger which lies in the alteration of natural resources and the necessity of action against such a danger”.

The first IUPN Commission, the Permanent Committee on Conservation Education, was established at the conference in Fontainebleau (France) that founded IUPN. William Vogt (USA, 1902-1968) was appointed to tackle this field of work as chair of the new Commission. He was one of the founders of IUPN and a well known ornithologist.

The Commission on Education, established as such in 1949 by the IUPN Council, initially had eight members. This predecessor of the current IUCN Commission on Education and Communication (CEC) was generally referred to as EduC\(^6\). In the early years, the IUCN Council appointed Commission chairs for a two-year period, eligible for re-appointment indefinitely. Chairs could be appointed again and again, and sometimes were for political reasons, until this changed in the 1980s with the introduction of elections. Today we have terms of four years, and Commission chairs are only eligible for a maximum of two terms. They are elected by IUCN members during the IUCN General Assembly.
Membership of Commissions was from the beginning rather restricted, conferred only on those who were outstanding conservation leaders and renowned scientists in their field of expertise. Even in the seventies IUCN Commissions had fewer members than today. In the mid-sixties CEC had 15 members from 14 different countries; in 1970, CEC had 29 members from 21 countries (mostly from the North). Only the chair of a regional committee was considered a member of the Commission, in part accounting for the low Commission membership numbers. Members of regional committees did not belong to Commission, although today they are automatically members. This membership structure imposed distance between the Commission and the regions, leaving the regional activities largely in the hands of individual chairs—each with different levels of mobilization and leadership. Although the first steps towards regionalization started in the sixties, regional balance in CEC was only achieved at the end of the nineties. Gender balance still has not been completely achieved in all regions.

Development of the CEC membership over the years
Regional Balance CEC Membership in 1972

Regional balance CEC membership 1992

Regional balance CEC membership in 1999
1950s: Promoting nature conservation

In the mid-fifties, the founders of IUPN largely understood nature to mean “wildlife”, with a strong focus on outstanding natural features such as species and places that were threatened by economic development and population growth. This view of nature was a point of contention between Americans and Europeans, among others. However, prevailing opinion at IUCN was that the public needed to become aware of the importance of the conservation of wildlife. To accomplish this goal, it was decided that CEC should focus on schools.

In Italy in 1950 CEC distributed 39,000 booklets for teachers and 130,000 illustrated pamphlets for students. It was our first campaign to raise awareness, with financial support from UNESCO. The idea was that the Commission would call on its experts in different countries to up-scale the Italian approach and make IUPN indispensable to UNESCO, thereby sustaining its financial support.

In 1952 the IUPN Council appointed Ira Gabrielson (USA, 1889-1977), another founder of IUPN, as CEC Chair. During his term the Commission produced the first IUPN publication: A Guide to Conservation by the American scholar Laurence Palmer.

In 1956 the General Assembly in Edinburgh, UK, changed the name from IUPN to IUCN, International Union for Conservation of Nature and Natural Resources. The intent was to overcome “a much more limited and perhaps more defensive or sentimental image”. The change of name broadened the scope of IUCN action. In the fifties CEC focused on outdoor and out-of-school nature education in accordance with the slogan “take them out” promoted by the famous conservationist Edward Max Nicholson (UK, 1904-2003), also a founder of IUCN. He served as CEC Chair from 1958 to 1960.

CEC helped to organize youth summer camps mostly in Europe and North America. In 1956 CEC helped to create the International Youth Federation for the Study and Protection of Nature (IYF) with Jacques de Smidt, a Dutch university student, as its first President. For the next two decades the IYF functioned as a “youth arm” of IUCN.
1960s: Conservation education extends over a global scene

The 1959 revision of the IUCN Statutes continues to describe education as a key area of work for IUCN. An article under Tasks of IUCN calls for: “Promotion and wide diffusion of education and information aimed at increasing public awareness of nature protection and conservation of natural resources” (Article II.c.).

The mandate of CEC at the time focused on educational policies and youth. In 1960 the IUCN General Assembly took the decision to move the Secretariat from Belgium to Switzerland. The Assembly also appointed the leading Russian conservationist Lev K. Shaposhnikov (1915-1979) as CEC Chair. He held this office from 1960 to 1978, with a series of re-appointments spanning 18 years.\(^{13}\)

In this decade the concept of ecology emerged. UNESCO started its programme Man and the Biosphere, and IUCN started its Commission on Ecology. Ecology is defined as the interconnectedness in nature and the role and impact of the human species. For CEC this meant a further broadening of its scope. Conceptually this was the start of seeing conservation education as different from the scientific and technical paradigms of conservation itself. Conservation education focused on building capacities for free and informed choices. In 1966 IUCN delegated full responsibility for the IYF to CEC.\(^{14}\)

In 1968 UNESCO convened the World Biosphere Conference of governmental experts in Paris, starting the global “first environmental wave”. The Conference was divided into three commissions, among them one on education chaired by Jan Čeřovský (former Czechoslovakia, 1930).\(^{15}\) The result was the first international elaboration of the concept of...
environmental education. It described education as a life-long process in schools of all types and levels, and also in out-of-school activities, integrated within the entire general education. It promoted a close link between the natural and social sciences. And it recognized the importance of local and regional cultural, educational, scientific and cultural patterns. CEC played an important role in the Conference, although it was still relatively small and consisted mostly of biologists from Europe and North America with an affinity for education.

The IUCN General Assembly in Poland 1960 adopted a CEC-initiated recommendation to start establishing regional committees of commissions. The first regional committee of CEC was formed in the early sixties, the North West European Committee for Environmental Education (NWEC)\(^{16}\). Following its example, the East European Committee (EEC) was established in 1967\(^{17}\). EEC has played a unique role, as it was the first and only internationally established conservation body East of the "iron curtain". Both Committees had the advantage over other regional committees that their leaders were civil servants who were allowed to carry out CEC activities during the workday time of their Ministries.

Also at the regional level, CEC held conferences in Bangkok (Thailand)\(^{18}\) and Bariloche (Argentina)\(^{19}\) in the mid-sixties. These were important events in these regions to spread the idea of conservation education and start CEC networks. Between the late sixties and early seventies, CEC established regional committees in India, North America\(^{20}\), Latin America\(^{21}\), South and Central Africa and Western (Francophone) Africa; unfortunately, they lacked Secretariat support and were short-lived.

In the late sixties Jan Čeřovský was appointed as the first education officer in the IUCN Secretariat\(^{22}\), a position he held until the early seventies. He was instrumental in launching a mimeographed CEC Newsletter published regularly during the years of his service in the Secretariat.
1970s: Developing the concepts of environmental education

The seventies saw an immense growth in environmental actions by governments and NGOs\textsuperscript{23}. Highlights of the decade included the United Nations Conference on the Human Environment in Stockholm (1972) and the Intergovernmental Conference on Environmental Education, organized by UNESCO in cooperation with UNEP in Tbilisi (1977). IUCN CEC took part in the preparation of both events and organized preceding expert meetings in Europe and North America to elaborate the concepts of environmental education.

Population and consumption were seen as the main cause of environmental degradation. The approach towards solutions was to maintain ecological processes, genetic diversity and sustainable use. The role of environmental education and participation was to achieve a change in behaviour.

Of special importance was the “International Working Meeting on Environmental Education and the School Curricula” (Carson City, Nevada, USA, 1970)\textsuperscript{24}. This IUCN and UNESCO event was attended by a considerable number of participants from the South. The meeting endorsed the definition of environmental education recognized and used for many years:

Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings. Environmental education also entails practice in decision-making and self-formulation of a code of behaviour about issues concerning environmental quality.

The meeting also worked out a chart on the integration of environmental education into the entire school curricula at different levels. A number of follow-up meetings and other activities in several home countries of the participants were inspired by the meeting.

IUCN CEC was also heavily involved in the first-ever World Youth Conference on Environment in 1971 (Hamilton, Ontario, Canada), taking an active part in its preparation and implementation. The event has been described as a “youth overture” before the United Nations Conference in Stockholm the following year, an observation confirmed by a participant in both events, Maurice Strong, chief organizer and Secretary-General of the 1972 conference.

Another major CEC event was the First European Conference on Environmental Conservation Education in Rueschlikon near Zurich, Switzerland (1971)\textsuperscript{25}. One of the recommendations of this conference urged the governments “to make it possible for individuals to give service to the community in the environmental field as an alternative to compulsory military service”.

In late sixties and early seventies, grants from the World Wildlife Fund (WWF) supported CEC. The intellectual potential gathered by CEC in the early seventies is reflected in the *Handbook of Environmental Education*\textsuperscript{26}, edited by Robert N. Saveland (USA), a CEC member and one of the leading thinkers in the 1970 meeting in Nevada, USA.
The North West European Committee for Environmental Education was now meeting yearly. Governments and conservation institutions in the host countries provided financial support. One of the persons instrumental for the success and continuity of the NWEC was Chris Maas Geesteranus (Netherlands, 1945), who served as Secretary from 1975 to 1988 and later as Chairman from 1988 to 1995. As the EEC activities in Eastern Europe were declining, the NWEC was increasingly driving the global commission, which still had a very small membership. The discourse in CEC focused very much on pedagogy, and the role of nature in personal development in various learning situations, and much less on conservation as the overarching objective.

CEC members comprised half of the keynote speakers at the preparatory workshop for the new UNESCO/UNEP International Environmental Education Programme in Belgrade (former Yugoslavia) in October 1975. The endorsed “Belgrade Charter” identified eight fundamental principles of environmental education:

1. to take into account the environment as a whole with all both natural and human-made aspects;
2. to be a continuous life-long process;
3. to be interdisciplinary in its approach;
4. to emphasize the participation in problem solving;
5. to act globally but with respect to regional differences;
6. to consider both present and future situations;
7. to examine the entire development and growth from the environmental perspective;
8. to promote local, national and international co-operation.

In 1977 CEC presented the key statement on environmental education and prepared draft reports on several major issues for the Intergovernmental Conference on Environmental Education in Tbilisi. At this time, Commission Chairs could speak on behalf of IUCN and undertake activities for the Union. This is why most reports of international education events refer to “IUCN” but rarely mention any specific Commission. When mentioned, CEC is referred to as the IUCN Education Commission.

From this time period until the mid-nineties, the CEC Steering Committee customarily included representatives of UNEP, UNESCO and WWF.

CEC Chair Lev Shaposhnikov resigned in 1978, having served in this position since 1960. That year there was no CEC candidate to vote for at the 14th IUCN General Assembly at Ashkabad, USSR. In its next session after the General Assembly, Council appointed Scottish environmental education expert Don Aldridge (UK, 1930-2008) as the new chair, although this met with opposition. Council then appointed Pierre Goeldlin (Switzerland, 1937) as
acting chair. Pierre, the Swiss Representative to the IUCN Council, said he found it challenging to find a new permanent chair due to “the abstract nature of educational concepts and the wide scope of the subject”.

1980s: With a focus on teaching and training, CEC seeks its role in IUCN

The next CEC Chair was Albert Baez (USA, 1913-2007). Things seemed to change a little with Al’s election. He had a background in science education, unlike the conservation or biology background of his predecessors. He focused on formal education and training and took hold of organizational and professional politics. Julia Marton-Lefèvre (Hungary, 1954) was Deputy Chair. She later held the position of Director of the International Council for Science (ICSU), and is currently Director General of IUCN.

During the eighties CEC struggled vigorously for its survival. Although education had been a high priority in the first IUCN World Conservation Strategy, the work of CEC seemed to some to lack a direct connection to the IUCN Programme. Overall, there was a ‘disconnect’ between environmental education on one hand, and conservation science and technical conservation projects on the other hand. There also was an ongoing divergence in working style as CEC sought more open and transparent communication. There were disagreements between IUCN and WWF about a range of subjects. Differences also arose between IUCN leadership and the Commission over financial support and human resources. When the time came, Al Baez did not stand for re-election.

Meanwhile, CEC engaged in conceptual work for UNESCO, UNEP and the wider environmental education community. During the decade, CEC produced a range of products. The Commission developed a multi-media pack for teachers on the IUCN World Conservation Strategy, a guide on training opportunities for protected area managers, and a guide for the formation of wildlife clubs. Wildlife clubs were seen as one of the major vehicles to raise awareness, especially in African countries. Mass media campaigns had heightened the profile of WWF, raising expectations about the role of CEC in influencing government policies.

This was a period of growth for the North West Europe Committee. Much of the conceptual environmental education discourse continued in the NWEC, which embarked more and more on its own path. It played an increasingly important role working with its Eastern European counterpart in exchanging ideas and experience across the iron curtain. In 1984 both European Regional Committees held a joint meeting in Helsinki/ Espoo, Finland. Al Baez and Julia Marton-Lefèvre chaired the event, which marked the beginning of a new East-West cooperation in IUCN. The joint meetings continued every two years combined with topical conferences.
In 1984 Gerald Lieberman (USA, 1950) was elected CEC Chair. He took the lead on the International Youth Conference on the Environment, travelling to Moscow to make arrangements directly with the Soviet government to get the initiative off the ground. It had been originally promoted by the CEC NWEC and CEEC joint meeting in 1984. The conference attended by hundreds of students was a great success. Dr. Lieberman resigned in favor of his deputy chair, M.A. Partha Sarathy (India, 1923), in 1986.

The new CEC Chair kept the Commission’s network going with voluntary assistance from CEC member Dart Thalman (USA). The Commission could not operate without any support, however. During this time period, CEC lacked financial or secretariat support from IUCN. Partha moved the CEC secretariat to Bangalore, India, where he used his own resources to set up an office with staff.

In 1988 the Commission’s name was changed at the 17th IUCN General Assembly (San Jose, Costa Rica). It was now the Commission on Education and Training.

CEC had almost 80 members by the end of the eighties. They were predominantly from the North and included academics, biologists, science educators, pedagogical researchers and teacher trainers. CEC was looking beyond the classical environmental education. Most importantly the challenge was to connect with the fast-growing IUCN programme.

1990s: Championing strategic planning for education and communication

In 1990, the Commission’s name changed to its present form—the Commission on Education and Communication, to widen the focus of the Commission for new approaches. This name was approved at the 18th IUCN General Assembly in Perth, Australia.
In 1992 IUCN introduced its second World Conservation Strategy, known as “Caring for the Earth”, with UNEP and WWF. Also in 1992, the Earth Summit produced Agenda 21 as a global agenda for transition to sustainability in the 21st century. The concept of sustainable development emerged in the early nineties. Caring for the Earth attributes the cause of environmental degradation to human development exceeding the carrying capacity of the Earth. The strategy suggests that the approach towards solutions is to change attitudes and practices. The role of education is to provide knowledge and training, while advertising and entertainment should influence public opinion. Agenda 21 is based on the view that environmental degradation is caused by unsustainable lifestyles and values as well as patterns of consumption and production. Approaches to solutions can be found in national awareness programmes towards sustainability. The role of education is to disseminate ecological, technical, scientific and legal knowledge.

Partha Sarathy continued as Chair until 1994. He widened the focus of the Commission for new approaches, with film as one of his main fields of interest. As a personal initiative, he instituted the IUCN CEC Tree of Learning Award for outstanding contributions to environmental education and awarded it to Professor John Smyth, Al Gore and Kartikeya Sarabhai, among others. He also secured funds from the Dutch Ministry of Agriculture, Nature and Fisheries that enabled CEC to return to IUCN headquarters in Gland, Switzerland. Thanks to him CEC again had a future.

Dutch funding made it possible for CEC once again to have secretariat and operational support at IUCN headquarters. For over 14 years Wendy Goldstein (Australia, 1945) managed the CEC network with the help of Cecilia Nizzola-Tabja (Peru). Part of the ‘deal’ on the funding in 1990 between IUCN, the CEC leadership and the Dutch Government was the appointment of Frits Hesselink (Netherlands, 1945) as CEC Deputy Chair, a position he held from 1990 to 1994. He focused on the organizational management of the CEC network, regionalization into the South, and relationships with regional offices. The aim was to link education and communication with the emerging goals of sustainable development and interactive policy-making.
Regionalization was increasing. In 1993 CEC welcomed the creation of a new regional network in Asia. The network, called SASANEE\(^\text{42}\), was established with secretariat support from the Centre for Environment Education in Ahmedabad, India. SASEANEE conducted a number of regional training programmes in education and communication for environment and development. About 90 professionals from over 18 countries were trained under this initiative, which ran from 1993 to 2005. In another region, Latin America, another vibrant new network emerged. It received support from the IUCN Regional Office for South America. In 1992 three European committees met in Kranjska Gora, Slovenia, and held a travelling Conference on Education for Sustainable Tourism. They included a Southern European Committee. In 1994 the three European CEC Committees merged under new leadership\(^\text{43}\) and brought the European network in line with the global CEC programme.

Despite Dutch support and the Commission’s emerging regional networks, the added value of CEC to the IUCN programme was unclear\(^\text{44}\). In 1993, the Secretariat commissioned a small expert committee\(^\text{45}\) to come up with a proposal about the Commission’s future. Looking for reasons to abolish CEC, research by committee members yielded unexpected results. Some saw for the first time that education and communication could be more than academics talking about pedagogical concepts; it could be strategic and relevant to society. One visit to a CEC activity, for example, proved the Commission’s current work was a far cry from the expected focus on children and conceptual education jargon. Instead, a committee member witnessed two dozen consultants working with curriculum developers, schoolbook publishers and suppliers, a National Examination Board and six Ministries to bring about change towards sustainability in the formal education system\(^\text{46}\). The committee discovered that CEC was developing a new approach known as strategic change, which was of direct interest to the IUCN conservation strategies.

The review committee recommended that CEC not be disbanded but continue as an advisory body. This recommendation was not followed by the IUCN General Assembly, which approved the CEC mandate for a full Commission, as proposed by the CEC Steering Committee.

<table>
<thead>
<tr>
<th>Strategy Element</th>
<th>Stage 1 Reactive</th>
<th>Stage 2 Receptive</th>
<th>Stage 3 Constructive</th>
<th>Stage 4 Pro-active</th>
</tr>
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<tbody>
<tr>
<td>Integrate</td>
<td>Extra curricular EE tools and activities in school programs</td>
<td>EE in curriculum of relevant subjects and in teacher training</td>
<td>School curriculum oriented towards sustainability</td>
<td>Culture of the autonomous school</td>
</tr>
<tr>
<td>Cooperate</td>
<td>EE and Biodiversity specialists</td>
<td>Curriculum developers and teacher trainers</td>
<td>Education authorities and suppliers of schools</td>
<td>Neighbourhood, private sector, NGO, parents</td>
</tr>
<tr>
<td>Generate</td>
<td>Ecological information</td>
<td>Environmental knowledge and attitudes</td>
<td>Conditions for change towards sustainability</td>
<td>Responsible citizens in a sustainable society</td>
</tr>
</tbody>
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Images that lead to the advice of the reviewers not to abolish CEC

Frits Hesselink, Publications Strategic Planning of Education and Communication, IUCN UNESCO Meeting on Strategic Planning for Education and Communication: Victor Kotchekov (UNESCO), Liz Hopkins (IUCN) Frits Hesselink, Peter Bos (Netherlands); Marc Wilke (European Commission) – photo by Wendy Goldstein
In the nineties components of IUCN focused increasingly on policy and capacity support for the Convention on Biological Diversity (CBD), Ramsar Convention on Wetlands, Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), and the ecosystem approach (a strategy for the integrated management of land, water and living resources). This created tension with the traditional programmes such as forests, species and wetlands.

In 1994 Frits Hesselink was elected CEC Chair. He made an effort to bring CEC into the mainstream of IUCN, working closely with the Secretariat so that the functioning of the Programme and the Commission would be inseparable. He focused the CEC programme on support to the work of IUCN in national conservation strategies, believing that CEC could bring “added value” to IUCN. The Commission aimed to increase the impact of conservation policies and practices by integrating learning and communication. Frits looked to the environmental conventions, where governments commit themselves to invest in communication, education and public awareness—and where CEC expertise would be in demand.

CEC organized three regional conferences on strategic planning for environmental education and communication in Europe (1994), Latin America (1995) and Asia (1996). Much was learned about the role of education and communication in governmental conservation strategies. Governments used education and communication as part of the instrument mix to achieve environmental objectives. At this time, new and vibrant regional networks emerged. CEC actively engaged in capacity building to support this approach, not only within the context of the IUCN Programme, but also in the context of the Earth Summit and the environmental conventions. In Europe CEC started to play a major role in building communication capacity in countries engaged in accession to the European Union, in support of the Pan-European Biological and Landscape Diversity Strategy (PEBLDS) and the Natura 2000 networking programme.

Wider regional representation was deliberately sought for the CEC Steering Committee. Its membership was changing, as was that of the entire Commission. Frits opened up membership practices in CEC during the nineties, with the chair delegating approval of individual members to the regional chairs and the secretariat. Field experience became a more desired qualification than ‘academics’. No longer did CEC aspire to be the global network for conceptual discussion on environmental education. New members were recruited among communication and learning experts from IUCN state and NGO members.
By the end of the nineties, the Internet became a major driver for change in the management of the CEC network. The printed newsletter “Nature Herald” made way for electronic versions. CEC developed its first website and regional list serves, and experimented with the first online debates, such as the 1999 ESDebate, the International Debate for Education on Sustainable Development. CEC introduced the concept of knowledge management into IUCN. The 1999 external review recommended CEC to take the lead in IUCN in the field of knowledge management and organizational learning and start a virtual IUCN university.

By 2000 CEC had more than 600 members, up from 120 members in 1994. The Commission had achieved fair gender and regional balance. Yet, despite many changes, there was still no real functional connection between the CEC knowledge network and the IUCN Programme. Clearly, at least to CEC, our expertise was needed. Learning and communication expertise is needed to get conservation results. Generating and disseminating information does not lead to change in people’s behaviour. However, entering into IUCN processes was continuing to prove difficult. When CEC was asked for input, for example, too often it was at the end of a project or in effect a request to volunteer public relations services, not strategic advice.

2000s: Powering change for a more sustainable future

In 2000 the vision of “One Programme” was introduced throughout IUCN, meaning that Commission activities had to be part of the IUCN Programme. A much more coherent IUCN Programme focused on a small number of key result areas. New and innovative approaches were stimulated leading to IUCN initiatives on water, sustainable livelihoods and poverty.

From 2000 to 2005, the CEC Chair was Denise Hamú (Brazil, 1959), the first female Commission chair in IUCN. She was assisted by Susana Calvo (Spain) as Deputy Chair. The focus was on impacting the policy environment. CEC became an important actor in the interpretation and realization of the Programme of Work on Communication, Education, and Public Awareness (CEPA) in the Convention on Biological Diversity (CBD).

Denise Hamú; Susana Calvo; Sylvi Ofstad; CEC brochures to lobby the Environmental Conventions: Mainstreaming Biodiversity & Conservation Results by Managing Change.

CEC became recognized as the major CEPA knowledge network for the Secretariats of the Conventions and national governments. The Commission increased its profile in the intergovernmental sphere through active participation in the Conference of the Parties (COP) processes, on advisory committees and other major events to support the CBD and other environmental conventions. One of the events that illustrated the changing paradigms in CEC was a conference in Valsain in 2002, sponsored by the Spanish Government, and initiated by Susana Calvo. Its theme was “Communicating the Environmental Conventions”. This meeting positioned communication and education activities as change management instruments to realize conservation results. For this meeting a case-study format was introduced as means to capture learning on the added value of communication in change processes.
It was also during this time that CEC demonstrated leadership in the area of Education for Sustainable Development (ESD). CEC established a Thematic Chair for ESD and coordinated a range of initiatives that built international momentum in this area. The Commission featured in major international dialogues leading to the World Summit on Sustainable Development (WSSD) in Johannesburg in 2002. CEC members mobilized support for the proposal to establish a United Nations Decade of Education for Sustainable Development (UNDESD). This energy resulted in UNESCO and other international organizations recognizing CEC as one of the most important ‘portals’ to the worldwide community of experts in ESD, environmental education and communication.

The United Nations General Assembly endorsed the UNDESD in 2003, which was to run 2005 to 2014. Early on, CEC members engaged in activities to help practitioners make sense of ESD in practice, and to develop processes to support the Decade. CEC successfully extended the ESD discourse beyond schooling to embrace informal learning, advocacy and communication activities. This was significant because most conservation and environmental decisions are made by adults who need support and opportunities to learn about sustainable development.

Through its higher profile, CEC was invited to sit at the table with other intergovernmental actors as they worked to affect policy at different levels. For example, CEC members were invited to shape the Tbilisi+30 conference, the 4th International Conference on Environmental Education (Ahmedabad, India, 2007). CEC worked through its Steering Committee and played an active role in a variety of workshops. CEC also provided input into the final declaration, the Ahmedabad Declaration.

In the Ahmedabad Declaration, human production and consumption are seen as the drivers of environmental degradation; quality of life for some means deprivation and conflict for others. Approaches towards solutions are seen prevention and resolution of conflicts, respect for cultural diversity, the creation of a caring society and respect for the earth and its life support systems. The role of education is seen as a lifelong holistic and inclusive process of partnerships, sharing and ‘living the change’.

In Latin America, CEC members took leadership roles in the Global Environmental Citizenship Project, a project with UNEP and UNESCO and other partners. The project promotes understanding of the global environmental conventions.
CEC decided to capitalize on new technology and the second generation of interactive web utility, moving past static information-based web pages. Working through existing members, the Commission developed an initiative to build a new sub-constituency of CEC members who are educators based in higher education institutions and universities. The World Conservation Learning Network (WCLN) was launched through this growing internal group, using new interactive online learning opportunities available globally for learning and professional updating. In 2006 IUCN and the United Nations University agreed to create a new Institute within the WCLN. The WCLN Institute will develop and deliver a series of certificate courses structured to meet the career-development requirements of conservation and sustainability practitioners worldwide.

Beyond a website, CEC created an interactive portal tailored to the needs of users and equipped with tools for online surveys and other knowledge management features. These successful efforts were soon replicated by other parts of IUCN. In the same way, tools and techniques showcased by CEC in areas of expertise such as training, demand articulation, surveys, and facilitation have increasingly made their way into IUCN programmes. More and more, IUCN programmes are starting to use CEC expertise.

Since the middle of the decade, IUCN attention has returned again to communication and learning, valuing the contributions of these disciplines as in its first World Conservation Strategy. This time, the focus is on their role in creating behaviour change; such change is needed if people are actually to use the information and knowledge available and take action for a more sustainable future.

Keith Wheeler, who stepped up from CEC Deputy Chair to Chair in 2006, is taking the development of CEC to the next level. He is focusing on change processes and the realization that facilitating partnerships is vital to cope with change. Since mid-2005 the Commission has been supported by a Secretariat headed by Gillian Martin-Mehers (USA, 1963).
In today’s fast-paced, dynamic environment, CEC positions itself as the knowledge network for creating strategic communication platforms, leveraging new learning for professional development and facilitating the co-creation of sustainable solutions.

The current CEC strategic plan sees unsustainable practices, conflicts, disasters and inequity as the cause of environmental degradation. Approaches towards solutions are based on the creation of a climate for change by overcoming silo-thinking, facilitating participation processes and addressing inadequate access to relevant professional knowledge. The role of education and communication is to facilitate the co-creation of sustainable solutions; to create strategic communication platforms; and to leverage new learning for professional development.

The focus is on new interactive technologies, the next phase and operation of the World Conservation Learning Network, and on dialogue and consensus-building processes that help stakeholders move past knowledge to action. CEC continues to evolve responding to the changing world and the strengths that its chairs, governance committees and members bring to the Commission. CEC seeks to contribute to the work of IUCN as it works towards achieving its vision: “A just world that values and conserves nature”.

Epilogue

CEC is a global network powering change for a more sustainable future through learning, strategic communication and knowledge management. Since 1948, CEC has strengthened efforts by the IUCN Global Programme, members, commissions and partners to build public support for positive change in conservation and sustainable development. CEC brings to the conservation community tools and approaches that are facilitated, participatory, culturally responsive and targeted.

In our 60-year history, CEC has developed in three distinct phases. First we were a formal advisory body to the IUCN Council on conservation awareness. Later we became a scientific and Northern-dominated network focused on developing and elaborating conceptual frameworks for environmental education. Most recently, CEC functions as a global knowledge network on social instruments for change: learning, strategic communication and knowledge management. Writing this history three questions arise. What is the value of a Commission? What is the value of CEC in particular? What are lessons for the future?

A Commission network enables the IUCN Programme to have a direct impact on the daily professional activities of thousands of committed individual experts in a range of disciplines all over the world. In doing so it multiplies the IUCN vision, mission and programmatic messages far beyond the reach of the IUCN formal communication to its organizational members and the public. In return, the IUCN Programme gains access to relevant peer-reviewed knowledge, at a level impossible to achieve through online networking or informal professional knowledge networks. For Commission members, there are opportunities to gain
inspiration from others, new ideas and new learning. Knowledge products and activities of a Commission benefit IUCN and the wider conservation community.

CEC brings vital knowledge to IUCN. Technical and scientific information alone does not lead to change, and transformational change is needed at many levels in society to contribute to the conservation and sustainable use of biodiversity. To be relevant for IUCN, CEC is increasingly exploring the ‘chemistry’ of such change: how to frame the discourse; how to facilitate partnerships; and how to manage individual, organizational and social learning processes.

Strategic planning of a Commission’s mandate prevents a Commission from becoming an ‘old boys network’ and a bureaucracy in itself. Strategic planning works best when the Commission’s leadership carries out the appropriate changes in Commission membership and programmatic focus. Much can be gained when knowledge can stream directly between CEC, component programmes, other Commissions and IUCN members. Such knowledge can stream optimally only with sufficient support to the Commission, through engaging CEC early in strategic planning processes and by providing sufficient resources. In this way the IUCN Programme can benefit and can increase its impact. CEC has demonstrated that it is best-placed to experiment with new approaches to building social capital and new knowledge management modalities for conservation.

Utrecht – Prague, August 2008

Note from the editor: Your comments on this draft are appreciated. This detailed document has been through many rounds of revision. Some names and footnotes were omitted during editing that will be returned. A final version will be developed later this year following the IUCN World Conservation Congress. Kindly copy all comments to the editor at susan@sggwrites.com and to the authors at hesselink@hect.nl

1 Sir Martin Holdgate, The Green Web, Earthscan, 1999, ISBN 1 85383 595 1; Jan Čeřovský, Notes on the history of CEC (IUCN CEC Archives), IUCN Bulletin, various issues, particularly the 1988 Special 40th Anniversary Edition (IUCN Library), IUCN Newsletter Central and Eastern Europe, vol. 1998 in particular, IUCN Yearbook 1966-1968, 1970 and WWF Yearbooks 968-1971/72, 1977/78, IUCN CEC Archives (IUCN Basement, approximately 6.5 meters of bookshelves with documentation, starting from 1960 unto today), IUCN EduC Archive of Johannes Goudswaard (4.5 meters of documentation from the late fifties until the late seventies in the International Institute for Social History, Amsterdam); Wendy Goldstein, Departing Notes, CEC Archives. We have tried to credit the sources of the photographs used. Not always we could trace them. Those who have knowledge of missing sources are requested to contact the authors.

2 The authors wish to thank Andy Alm (USA), Bostjan Anko (Slovenia), Peter Bos (The Netherlands), Wolfgang Burhenne (Germany), Susana Calvo (Spain), Ricardo Carvalho (Brazil), Juanita Castaño (Colombia), Vladimir Galushin (Russia), Wendy Goldstein (Australia), Denise Hamú (Brazil), Branka Hiad (Slovenia), Shivani Jain (India), Chris Maas Geesteranus (The Netherlands), Anna Kalinowska (Poland), Gerald Liebermann (USA), Julia Marton-Lefèvre (Switzerland), Jeff McNeely (Switzerland), Gillian Martin Mehers (Switzerland), Cecilia Nizzola-Tabja (Switzerland), Mamata Pandya (India), M.A. Partha Sarathy (India), Franco Pedrotti (Italy), Ana Puyol (Ecuador), Kartikeya Sarabhai (India), Daniella Tilbury (UK), Peter Townsend (UK), and Keith Wheeler (USA) for their advice, input, corrections and suggestions.

3 For those interested in this type of information: on the CEC website we have – with the help of CEC member Andy Alm – made timelines with all CEC publications, events and other data that we have collected: [http://cec.wcln.org/index.php?module=pagesetter&func=viewpub&tid=11&pid=129](http://cec.wcln.org/index.php?module=pagesetter&func=viewpub&tid=11&pid=129)

4 For those readers who are not much acquainted with the worlds of conservation and education, we have provided in a short glossary and list of acronyms in Annex 1.
The history of IUCN is in much detail described by Sir Martin Holdgate in his work *The Green Web, A Union for World Conservation*, Earthscan, London, UK 1999.

In 1990 the General Assembly in Perth changed the Name of the Commission on Education into Commission on Education and Communication (CEC). To avoid unnecessary confusion for the reader the authors use the name CEC throughout the article, also for the period the Commission was called EduC.

For comparison: SSC the largest of the IUCN Commissions, that time called the Survival Service Commission, established in 1949 had initially 40 members. In 1970 SSC numbered 80 members from 25 countries, also in majority from Europe and North America. Today it has over 7000 members worldwide.

The population threat as main cause of environmental degradation, especially advocated by North Americans, was debated right from the start.

Holdgate 1999, p. 50

Although the Caracas General Assembly in 1952 adopted the Manifesto for Nature Protection, that called for an international awareness campaign, CEC never realized the up-scaling of the Italian pilot. UNESCO also was reluctant to continue financing IUPN activities and was of the opinion that IUPN should raise its own funds.

In the words of Lee M. Talbot, Director General of IUCN (1980-1982), quoted in Holdgate 1999, p. 64

From 1952 and throughout the decade, camps oriented at nature study and conservation were held in Austria, Belgium, Federal Republic of Germany, Italy, Netherlands, Sweden and UK.

Most other chairs were from North America or Western Europe. It seemed politically correct at that time to have a representative from the former USSR as CEC Chair. The long period that Shaposhnikov held office has only been equaled by Wolfgang Burhenne (Germany, 1928), Chair of the IUCN Law Commission.

With support from CEC the IFY now also organized for the first time Youth events in East Europe and in Africa (Kenya). Of a special interest was the International Youth Conference in Oxford, UK, attended by 150 participants. CEC members acted as keynote speakers.

He was provided with secretarial assistance by the Venezuelan Gerardo Budowski (then programme specialist in the UNESCO Secretariat, later Director General of IUCN, 1970-1976 and today a long time CEC member).

One of the leading thinkers on education of the time was the Norwegian Professor Ove Arbo Heeg. He became the first NWEC Chairman.

Professor Tadeusz Szczecny of Poland as the first Chair of CEEC and Mária Lexová from the former Czechoslovakia its Secretary.

Conference on Conservation of Nature and Natural Resources in Tropical South-East Asia (Bangkok, Thailand (1965)

Latin American Conference on the Conservation of Renewable Natural Resources (1968)

The North American Regional Committee of the IUCN EduC was inaugurated during a conference at The Conservation Foundation, Washington DC. in March 1968. Its first formal meeting was at the National Academy of Sciences with James L. Aldrich as first Chair and Martha T. Henderson as Secretary.

The Chair of the Latin American Committee was Arturo Eichled from Venezuela, author of the first university conservation textbook in Spanish.

Before this time - from the mid fifties and throughout most of the sixties - Johannes Goudswaard (Netherlands) served CEC as Honorary Secretary, in a voluntary capacity.

See also Holdgate 1999, p. 158

The meeting was hosted by the Foresta Institute for Ocean and Mountain Studies, and chaired by its Director Richard G. Miller, member of CEC.

The conference was attended by 109 representatives of 21 European countries and 9 international organizations, and 13 observers from countries outside Europe – a large event for the time.


In an interview with one of the authors, Chris Maas Geesteranus recalled: "We actually did not want to have anything to do with just conservation but with people's critical view on society. We were against an instrumental use of education (for policy-making objectives); for us that was too close to propaganda and indoctrination."

Their contributions were coordinated by James L. Aldrich, Chair, CEC North American Regional Committee.
29 See Holdgate, page 143. Don Aldridge's many publications included a Guide to Interpretation and an entertaining illustrated Monster Book of Environmental Education for the Council of Europe.

30 See Holdgate, page 143.

31 Naseeb Dajani (Jordan) supported the Commission in the Secretariat until 1984. He was the first Commission support staff in IUCN from the South. For some contested reasons, Naseeb Dajani was fired in 1984. This awoke a wave of protests against the IUCN leadership, not only among the CEC membership, see Holdgate, page 184. CEC was supported briefly by Salvano Briceño (Venezuela) and Dart Thalman (USA). CEC worked without support from the central IUCN Secretariat from the mid-1980s until 1991.

32 Chris Maas Geesteranus remembers: “He once quoted a (former) rector of Harvard University before a company of government officials, saying: 'If you think education is expensive, try ignorance'. In 1983 he invited the Prime Minister of India Mrs. Indira Ghandi to be Honorary Chairperson of the CEC which she has accepted.”


34 See Holdgate page 171 and 184.

35 The declining East Europe Committee enjoyed a vigorous revival in 1982. During the remaining years of the cold war the CEEC served as an IUCN stronghold in this part of the world, and together with the CLP’s (Commission for Landscape Planning) Committee on Ecological Development of Cultural Landscapes (CECL) based in Central and Eastern Europe, played a vital role in the new IUCN East Europe Programme (EEP).

36 Chris Maas Geesteranus remembers the atmosphere of the last years of the cold war: “The country was seen by both parties as neutral. The meeting was friendly and professionally useful. Our Eastern counterparts wanted to have a formal final declaration of the meeting that referred to progress and world peace.”


38 In one of his reports Naseeb Dajani, Education Officer in the Secretariat in 1983, mentions CEC National Committees in Australia, Argentina, Canada, Ireland, India, Nepal, China, Oman and Costa-Rica. In the beginning of the nineties substantial CEC activities could be found in North America, East and South Africa and Europe. The North American Committee was led by Nancy Anderson. This Committee provided support to set up an East African Environmental Network, providing funds for a regional meeting each year. Nathaniel Arap Chumo was one of the key leaders in this network.

39 Partha writes about this: “At a meeting of the IUCN Board, when Partha Sarathy reported the progress made in CEC, Dr. Jaap Pieters from the Netherlands, a senior member of the Board appeared impressed and offered to fund the CEC, if Partha immediately could produce a programme for the triennium with funding needs. This was done and approved by the Dutch Ministry of Agriculture, Nature and Fisheries. And shortly thereafter the CEC Secretariat was moved back to Gland.”

40 Joanna Boddens Hosang (Netherlands, 1958), assistant at the IUCN communication division, functioned initially as part time CEC coordinator at IUCN Headquarters from June 1991 until June 1992. She remembers that it was during this time that the CEC Newsletter Nature Herald was launched.

41 Key support from the Netherlands was offered by Jaap Pieters in the Ministry Agriculture, Nature and Fisheries and his staff member Chris Maas Geesteranus. Today Peter Bos continues the Ministry’s interest in education and communication for conservation.

42 SASEANEE was launched in 1993 through a workshop attended by over 200 professionals from 16 countries. It was set up as a network of agencies involved in or interested in networking, initiating or supporting environmental education programmes. Major activities included Information Servicing, Capacity Building and Material Development. A biannual newsletter of SASEANEE was published with an aim to facilitate information sharing on significant EE events in the region. During 1993-2003, nine volumes, with over 18 editions of the newsletter were published.

43 Ueli Nagel, Monica Lieschke, Susana Calvo and Libby Grundy lead the transition in Europe to the new paradigms of the knowledge areas of strategic communication and education for sustainable development (ESD).

44 In the first years of funding the majority of the Dutch funds were used to fund activities that had little to do with the education program, e.g. the IUCN library, part of the salary of the director overseeing the education program, and the total budget of the Commission Operation Funds (for all Commissions). This was one of the reasons for the Dutch government to seek for changes in CEC funding.
45 The Committee consisted of former IUCN Director General David Munroe, former CEC Deputy Chair Julia Marton-Lefèvre and outgoing CEC Chair M.A. Partha Sarathy.

46 One of the authors remembers how surprised David Munroe was, when he visited the author’s Institute. He had expected to witness activities for children and listen to conceptual education jargon. Instead he met with more than two dozen consultants working with curriculum developers, schoolbook publishers and suppliers, the National Examination Board and six Ministries to bring about change towards sustainability in the formal education system. He was particularly impressed with the change management strategy behind the program (“Sustainability as a Second Nature”). This strategy was i.e. summarized in some slides used at a CEC workshop during UNCED in Rio in 1992 and published as an article (“Strategic planning of environmental education and communication”) in the CEC newsletter Nature Herald, 1993-II, page 6-7.

47 Rio Declaration, Article 13 CBD, Article 6 UNFCC etc.), where governments commit themselves to invest in communication, education and public awareness. CEC Steering Committee Member Jean Perrras (Canada, 1946) formulated the mission of CEC with the words: Championing the strategic use of education and communication.

48 In practice this cultural change meant that for six years the CEC Steering Committee did not include any native speaker of English. From North America there was only one French speaking member (Jean Perrras, Canada, 1945). Europe was represented by the Chair and one member from Spain (Susana Calvo).

49 In fact already in the eighties this role was more or less taken over by the NAAEE and the International Conferences on Environmental Education in Moscow, Thessaloniki and Ahmedabad or more recently initiatives such as the World Environmental Education Conferences.

50 One of the authors remembers how revolutionary this was compared to the traditional ways of communicating in earlier decades. “In a meeting in Nevada 1970 we desperately needed to contact a missing delegate from Pakistan. The secretariat of the meeting had to ask NASA [National Aeronautics and Space Administration] to facilitate a ‘phone talk over their satellite! It took two days, but the delegate did arrive!”

51 CEC offered a workshop on knowledge management during the Second World Conservation Congress, Amman 2000. The 1999 CEC review recommended CEC to take the lead in IUCN in the field of knowledge management and organizational learning and start a virtual IUCN university. This idea was later elaborated by Keith Wheeler (USA, 1952) and Brad Smith (USA, 1945) into the World Conservation Learning Network (WCLN).

52 Bart Romijn, AidEnvironment, Amsterdam 1999

53 The CEC network was managed for over 14 years by Wendy Goldstein (Australia, 1945), until her return to Australia, and with the help of Cecilia Nizzola-Tabja (Peru), who continues to support CEC today in Gland. Both were (and are) excellent network managers, tirelessly supporting the emerging voluntary networks and the CEC Steering Committee on its new course of regionalization and strategic planning for education and communication.

54 Susana Calvo has been a CEC Steering Committee Member since 1991 and is Chair of the Spanish National Committee for CEC, which has existed since the late eighties. She was a Vice Chair for the Southern European Committee for CEC, which functioned between 1991 and 1993. Her Ministry has sponsored many CEC activities for Spanish-speaking countries.

55 Special mention is made of a small group of CEC members who worked tirelessly to negotiate (in a series of meetings from the end of the nineties) with SCBD and UNESCO on the formulation of a work programme for Communication, Education and Public Awareness (CEPA): Peter Bos, Susana Calvo, Kein Elsley, Wendy Goldstein, Frits Hesselink, Sylvi Ofstad. Especially Peter Bos, Susana Calvo and Sylvi Ofstad played an important role, as they could speak on behalf of their governments on CEPA during official meetings and were able to influence decisions of COPs.

56 With the input of over 100 members, CEC developed for the CBD Secretariat a CEPA Toolkit in 2007.

57 In a special brochure Conservation Results by Managing Change, the role of communication, education and public awareness, CEC tried to spread this vision.

58 It was introduced by CEC members Dr. Miro Kline (Slovenia, 1946) and Frits Hesselink, and was based on their experience with communicating Natura 2000 in Slovenia and other accession countries. This format was used in the CEC publication Achieving Environmental Objectives and is still one of the most visited postings on the blog “The Art of Positive Change” (http://cepatoolkit.blogspot.com). The format has since been used in other CEC publications and training workshops.

59 Shortly afterwards IUCN CEC became partner in the UBUNTO Alliance through an MoU with the United Nations University. Daniella Tilbury (UK, 1967) was the first Thematic Chair for ESD.

60 In 2003, CEC released ‘Engaging People in Sustainability’ (Tilbury and Wortman), which became CEC’s most popular and sought-after IUCN publication to date. The text is considered a core text in Education for Sustainable Development and features in wikipedia as a defining publication. Independent data shows that this is one of the most downloaded published texts on ESD and most cited in governmental policies as well as academic papers.
CEC members engaged in ESD were focused on making a difference through ESD practice. In the mid 90s, CEC members took part in developing frameworks for tracking progress at the regional level. A joint UNESCO IUCN publication was realized in 2007 which helped government stakeholders take steps to advance sustainability in policy and practice and assess whether their efforts where actually making a difference. This document which offered indicators for monitoring and evaluating progress during the Decade was translated into Spanish and Japanese.

CEC introduced IUCN to the concept of e-learning through a course on environmental flow (WANI). In 2005 Keith Wheeler, Frits Hesselink and Corli Pretorius, CEC focal point at the time, wrote a white paper for the Secretariat ‘Redefining Capacity Building for the 21st century, as the guiding vision for IUCN on capacity building and learning for greater impact and change.

At the 2004 Bangkok WCC CEC members helped structure and facilitate workshops and meetings of other Commissions and programmes. Other IUCN component programmes, e.g. forest, water, ecosystems, business asked CEC members and support staff to advise on the learning or communication aspects of their projects. As the capacity building approach of CEC always has been one of ‘learning by doing’, the immediate credits of this support to projects and publications never went to CEC. The CEC influence undoubtedly has been a success factor for these IUCN programmes. At the same time the absence of such credits often puts CEC in the position that it constantly has to prove its added value.

Gillian Martin-Mehers is currently supported by Elisabeth Crudgington, Nicole Thonnard-Voillat and Cecilia Nizzola-Tabja. Gillian was previously a CEC Vice Chair for Europe and has been a CEC member since the early nineties. Since 1996 she has played an important role in helping to facilitate CEC strategic planning meetings.
Learning to Change the Future

A bird’s-eye view of the history of the IUCN Commission on Education and Communication
by Frits Hesselink and Jan Čeřovský
Annex 1. Glossary and acronyms

CBD – Convention on Biological Diversity

CEC – IUCN Commission on Education and Communication

CEESP – IUCN Commission on Environmental Economics and Social Policy

CEL – IUCN Commission on Environmental Law

CEM – IUCN Commission on Ecosystem Management

CEPA – Communication, Education and Public Awareness, acronym used in the environmental conventions for the range of social instruments that can be used to support their implementation at the national and local level.

CITES – Convention on the International Trade in Endangered Species

Communication – Communication is an activity in which a sender transmits a message, with or without the aid of media and vehicles, to one or more receivers, and vice versa. The way in which communication takes place is referred to as the communication process. The ideal form of communication is a two way process aimed at mutual understanding, sharing of values and action. For governments the two-way exchange of information is a means to gain cooperation of groups in society by listening to them first and clarifying why and how decisions are made. In an instrumental approach, governments use communication with other instruments to support biodiversity conservation to address economic constraints and to motivate action. Governments also use one-way communication to inform audiences about policies and legislation¹.

COP – Conference of the Parties to a Convention

ECEE – European Committee for Environmental Education, established in 1994 by merging of the three existing European (sub) regional committees of CEC

EduC – Acronym for IUCN Commission on Education, the first name of CEC

Education – Education is the guiding of learning processes in the form of instruction, experiencing or setting examples. Formal education is the hierarchically structured, chronologically graded educational system running from primary through the tertiary institutions. Non formal education activities are organized educational activities outside the established formal system, intended to serve an identifiable learning clientele with identifiable objectives. Informal education is the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as family, friends, peers and media. Education is a set of processes that can inform, motivate and empower people to support biodiversity conservation, not only by making lifestyle changes, but also through promoting change in the way that institutions, business, and governments operate².

EE - Environmental Education refers to the overall field of education which engages learners with their environments, be they natural, built or social. The range of practices and approaches to Environmental Education have evolved significantly since the term was first used in the late 1960s. Initially in the 1970s educators perceived Environmental Education as 'education about the environment' which focuses on developing knowledge and
Annex: A bird’s-eye view of CEC history

understanding. Environmental Education then progressed to favour the approach of ‘education for the environment’ with its focus on participation and action to improve the environment. Currently within Environment Education one can still find examples of all these approaches in practice. The most recent development in Environmental Education theory and practice is ‘education for sustainability’. This approach challenges current practice in several ways to achieve more systemic change towards sustainability.

EEC – East Europe Committee, established 1967, the second regional committee of CEC

EEP – East Europe Programme of the IUCN, launched at the IUCN General Assembly in San José, Costa Rica, with the aim to strengthen the development of nature conservation in Central and Eastern Europe through support from IUCN.

ESD – Education for Sustainable Development has crystallized as a result of international agreements and the global call to actively pursue sustainable development. It provides a new orientation for current practice in Environmental Education. This new orientation attempts to move beyond education approaches in and about the environment to focus on equipping learners with the necessary skills to be able to take positive action to address a range of sustainability issues. Education for sustainability motivates, equips and involves individuals and social groups in reflecting on how we currently live and work, in making informed decisions and creating ways to work towards a more sustainable world. Underpinned by the principles of critical theory, education for sustainability aims to go beyond individual behaviour change and seeks to engage and empower people to implement systemic changes.

IEEP – International Environmental Education Programme, a ten year program of activities of UNESCO and UNEP Has [LOWER CASE h] been prepared by meetings in Belgrade 1975 and Helsinki in 1976 and endorsed by the UNESCO/UNEP Intergovermental Conference on Environmental Education, a high international event held in Tbilisi (Georgia, former USSR)[CHECK DAILY HEADLINES FOR ACTUAL PRESENT LOCATION OF TBILISI] in October 1977. The outcomes have been reviewed and further perspectives outlined by the International Congress on Environmental Education and Training (“Tbilisi plus 10”) in Moscow in 1987.

IUCN – International Union for the Conservation of Nature and Natural Resources

IUCN Council – Governing Body of IUCN in between two World Conservation Congresses/General Assemblies

IUCN GA – IUCN General Assembly

IUCN WCC – IUCN World Conservation Congress

IUPN – International Union for the Protection of Nature, original name of IUCN as it was founded in 1948 in Fontainebleau, France

IYF – International Youth Federation for Environmental Study and Conservation, founded in 1956 in West Europe, gradually spreading globally, until 1984 the junior arm of IUCN. At present, a project concerning the compilation of a book on the history of IYF is being launched.

NAAEE – North American Association for Environmental Education

Natura 2000 - Natura 2000 is an ecological network in the territory of the European Union. In May 1992, governments of the European Union adopted legislation designed to protect the
most seriously threatened habitats and species across Europe. This legislation is called the Habitats Directive and complements the Birds Directive adopted in 1979. These two Directives are the basis of the creation of the Natura 2000 network.


NWEC – North West European Committee, oldest regional committee of CEC

PEBLDS – Pan European Biological and Landscape Diversity Strategy

Public Awareness – Public Awareness brings the issues relating to biodiversity to the attention of key groups who have the power to influence outcomes. Awareness is an agenda setting and marketing exercise helping people to know what and why this is an important issue, the aspirations for the targets, and what is and can be done to achieve them.

Public participation – Public participation is an approach for governments, organizations and communities around the world to improve their decisions by involving those people who are affected by those decisions.

Ramsar – Convention for the conservation of wetlands

SASEANEE – South Asian and South East Asian Network for Environmental Education

Social Instruments - Social instruments for the implementation of policy for sustainable development include those related to issues such as partnerships, self-regulation (e.g. environmental auditing and ISO 14000), information related measures (e.g. eco-labelling), and awareness raising (e.g. publicity and environmental education). These instruments are intended to alter behaviour patterns, as well as to build capacity for sustainable development, through the establishment of social relationships or networking (or social pressure and social commitments). Awareness raising and information produce individual incentive and the ability to take appropriate decisions. Participation and partnerships create organisational ability with the view to sustainable development. Civil society that incorporates these instruments would be a driving force behind changes in consumption and production patterns, and would involve bodies that affect government decision making. Thus, the role of these instruments is increasing in importance, while the causes of environmental problems become even more complex and expand worldwide.

SSC – IUCN Species Survival Commission


UNDESDE – In December 2002, resolution 57/254 was adopted by the United Nations General Assembly establishing the United Nations Decade of Education for Sustainable Development (2005-2014). The Decade is a culmination of the momentum towards sustainability generated by the Earth Summit, ‘Agenda 21’ and the WSSD and presents an opportunity to focus world attention on education for sustainability across the globe. The United Nations Decade of Education for Sustainable Development aims to:

- promote education as a prerequisite for the movement to sustainable human societies;
- integrate sustainable development into education systems at all levels; and
- strengthen international cooperation towards the development and sharing of innovative education for sustainable development theory, practice and policy.
The Decade also offers opportunities for researchers, practitioners and education policy-makers, who are often isolated from each other, to join in partnerships and to contribute to a collective and international imperative.

UNESCO – United Nations Educational, Scientific and Cultural Organization; founded in November 1945, is the United Nations organization for the promotion of international cooperation in education, science, culture and communication in 193 Member States and 6 Associate Members. It has always paid a great attention to nature, environment and conservation. In 1948 UNESCO was instrumental in constituting the IUCN with which it has permanent close cooperation. It started a global action by the Biosphere Conference in Paris 1968 which started the intergovernmental international Man and Biosphere Programme. The seat of UNESCO is in Paris, France.

UNEP – United Nations Environment Program, established as an outcome from the United Nations Stockholm Conference in 1972 is a specialized United Nations agency to provide world leadership and encourage international partnership in caring for the environment, thus urging and encouraging nations and peoples to improve their quality of life. UNEP has its seat – as the first big UN agency in the South, in Nairobi, Kenya. The present UNEP Executive Director is the UN Under-Secretary Achim Steiner (Germany), a former IUCN Director General.

UNFCC – United Nations Framework Agreement on Climate Change

WCC – IUCN World Conservation Congress

WCLN – World Conservation Learning Network

WCPA – IUCN World Commission on Protected Areas

WCS – World Conservation Strategy; IUCN has published two global strategies regarded as the top achievements of its activities during the whole of its history. The first one, entitled "World Conservation Strategy, Living Resource Conservation for Sustainable Development" was prepared during late 1970s, launched and published 1980. The more detailed second one "Caring for the Earth, A Strategy for Sustainable Living" is from 1991. Both documents have been prepared and published in partnership with UNEP and WWF.

WSSD – World Summit on Sustainable Development (Johannesburg, South Africa, 2002)

WWF – World Wide Fund for Nature is a large international conservation organization with a mission to preserve the diversity and abundance of life on Earth and the health of ecological systems. It is active in more than 100 countries of the whole world, currently implementing over 1,300 projects, many of them in the field of education and communication. The organization was founded as the fund raising arm of IUCN by the “Morges Manifesto” in 1961 in Morges, the first Swiss seat of IUCN. Both IUCN and WWF have been living and working closely together until 1992 even sharing common buildings in Gland, the second Swiss home town of IUCN, where both organizations still have their headquarters.
Annex 2. CEC Publications

The following are publications of the Commission on Education and Communication published by IUCN, or publications published by or in partnership with others, in which Commission members had a major input, as part of their Commission work.

1950-1559
A guide to teaching happy living through conservation, A guide to Conservation, Palmer, E. Laurence, IUPN 1953

Protégez aujourd'hui le monde de demain, Protect tomorrow's world today (multimedia package including a film ‘Cherish the hand that feeds us’, about population growth and nature conservation), IUPN/UNESCO 1955

1960-1969


1970-1979
IUCN Education Newsletter. IUCN Commission on Education, Jan Čeřovský ed. – 8 issues, IUCN Morges, 1969-1972


Environmental conservation education among populations of rural and woodland areas, Čeřovský Jan, ed. ; Pritchard, Peter C.H., ed. - IUCN Commission on Education ; Unesco - Morges : IUCN, 1971.


The impact of an industrial area in a natural setting: proceedings, Johnson, Carol, ed. - IUCN Commission on Education ; Council for Environmental Education - Reading, UK: Published by the Council for Environmental Education [for IUCN], 1975.

Multilingual Dictionary of Conservation Terms. Compiled by a group lead by Lev K. Shaposhnikov, Chair of the IUCN Commission on Education. – IUCN Morges, 1976


Le grand livre de la montagne et de la forêt: pour une éducation écologique, Thomas, Guy, ed. - IUCN - Bâle: Editions Académiques, 1979

1980-1989
IUCN Commission on Education: annual reports of members 1980, IUCN Commission on Education - [Gland: IUCN], 1980


IUCN Commission on Education, East Europe Committee - Pec Pod Snezkou, CS: Report from the meeting of the East-Europe Committee of the IUCN Commission on Education, East Europe Committee of the IUCN Commission on Education, 1982

Tallin Declaration on „Fine Arts and Photography as Tools in Nature Conservation“. Conclusion from international meeting of the EEC, IUCN Commission on Education, Tallin, Estonian Republic, 1983

Environmental education about the rain forest, Berkmüller, Klaus ; Torres, Hernán, translator - IUCN ; WWF - Ann Arbor, MI: Wildland Management Center, School of Natural Resources, University of Michigan, 1984

A guide to environmental administration in-service training, IUCN Commission on Education; UNEP - Gland: IUCN, 1984

Introducción a la Estrategia Mundial para la Conservación, IUCN Commission on Education; UNEP; Instituto Mexicano de Recursos Naturales Renovables - Gland: UICN, 1984

An introduction to the World Conservation Strategy, IUCN Commission on Education; UNEP - Gland: IUCN, 1984
Annex: A bird’s-eye view of CEC history

Annotated list of Environmental Education Centers in Europe, by Enikő Szalay-Marzsó, a joint project of the NWEC and EEC of the IUCN Commission on Education, Budapest, Hungary 1985

Nature conservation in the socialist countries of East Europe, Čeřovský, Jan - IUCN Commission on Education, East Europe Committee - Vrchlabí: Published by the Administration of the Krkonose (Giant Mountains) National Park, 1986

World Conservation Strategy: a programme for youth: manual for youth environmental programmes, Berkmüller, Klaus; Monroe, Martha C. - IUCN Commission on Education; UNEP; International Youth Federation - Gland: IUCN, 1986

Youth in environmental action: an international survey, Voordouw, Jan J., ed. - UNEP; IUCN; International Youth Federation - Gland: IUCN, 1987

Nature conservation in the socialist countries of East Europe, Čerovsky, Jan - IUCN Commission on Education, East Europe Committee - Praha: Ministry of Culture, 1988

New ideas in environmental education, Briceño, Sálvano; Pitt, David - European Communities, Commission; IUCN - London: Croom Helm, 1988

1990-1999


Environmental education about the rain forest, Berkmüller, Klaus - IUCN, Forest Conservation Programme - Gland: IUCN, 1992


Planning Environmental Education in Europe, Reports of two meetings: Bergen (1993) and Jurmala (1994), European Committee for Environmental Education, IUCN Commission on
Annex: A bird’s-eye view of CEC history

Education and Communication, Edited by John Baines and Stephen Sterling, Gland, Switzerland, 1995


Educando para la conservación de la vida silvestre. Morales, Nydia E. - IUCN, Regional Office for Meso-America; Norway, NORAD - San Jose: IUCN ORMA, 1995

Rekindling the Embers, video by members of the East African Committee of CEC, IUCN Commission on Education and Communication, Nairobi, Kenya, 1995


Reviving links: NGO experiences in environmental education and peoples’ participation in environmental policies. Hemert, Mieke van; Wiertsema, Wiert; Yperen, Michiel van - Both ENDS; IUCN Commission on Education and Communication; SME MilieuAdviseurs - Amsterdam, 1995


Communication, an instrument of environmental policy, Agnes Gomis and Frits Hesselink, IUCN Commission on Education and Communication, Gland 1996 (also translated into French and Spanish)

Reunión sobre gestión de programas nacionales de educación y comunicación para el ambiente y el desarrollo en América Latina: memorias. Puyol, Ana; Cuvi Sánchez, María, ed. - IUCN Commission on Education and Communication; IUCN, Regional Office for South America; Unesco – Quito, 1996


Expert meeting to structure information and communication for the Pan European Biological and Landscape Diversity Strategy, Scheveningen, Netherlands, Edited by Wendy Goldstein, IUCN Commission on Education and Communication, Gland, Switzerland, 1997


Training Manual for Effective Communication for Biodiversity Conservation, 20 modules, by Frits Hesselink, Rutger Jan Schoen, and Wendy Goldstein, IUCN CEC, Utrecht Netherlands, 1998


Public Education and Awareness Case Studies, brochures edited by Wendy Goldstein, IUCN CEC Gland, 2002:
- Checklist on Education Projects for the Parties to the Convention on Biological Diversity;
- Teachers in Charge: Environmentalising the School Curriculum;
- Community Involvement in Marine and Coastal Management: Australia’s Marine and Coastal Community Network;
- Communication between farmers and government about nature De Peel region, the Netherlands: a new approach to policy development.


Effective Communication for Biodiversity Conservation, Trainer Guide, SPAN Consultants, HECT Consultancy, IUCN Commission on Education and Communication 1998


Comunicacion Efectiva para Involucrar Actores Claves en las Estrategias de Biodiversidad, IUCN SUR, Report of training for Latin American Biodiversity Coordinators, 1999


Steps to Success, Working with residents and neighbours to develop and implement plans for protected areas, David Elcombe and John Baines, European Committee for Environmental Education, IUCN Commission on Education and Communication, Gland, 1999


2000 - 2008

The evolving role of communication as a policy tool of governments by Cees van Woerkom, Frits Hesselink, Agnes Gomis and Wendy Goldstein in: Communicating the Environment. Environmental Communication for Sustainable Development, by Manfred Oepen and Winifred Hamacher (editors), Frankfurt am Main; Berlin 2000


ESDebate : international debate on education for sustainable development, Hesselink, Frits, ed. ; Kempen, Peter Paul van, ed. ; Wals, Arjen, ed. - IUCN Commission on Education and Communication ; IUCN ; Denmark, Danida - Gland : IUCN, 2000


Communicating the Environment, Environmental Education, Communication and Sustainability, Manfred Oepen and Winfried Hamacher, Peter Lang, Frankfurt, 2000

Communication training for ASIAN Biodiversity Co-ordinators: a needs assessment, Frits Hesselink, Peter Paul van Kempen, HECT Consultancy, IUCN Commission on Education and Communication, 2000


Workshop Knowledge Management, video report of the main highlights of the Congress workshop, video by Ricardo Carvalho used by CEC to report back to the plenary session and demonstrate other ways of communicating to participants, Amman Jordan 2000

WCC Closing Video, capturing the main events and spirit of conservation by participants in Amman, giving an overview of IUCN in action and providing a good take home feeling, video by Ricardo Carvalho, Amman Jordan 2000

Comunicación efectiva para involucrar actores clave en las estrategias de biodiversidad, Puyol, Ana ; Cuvi Sánchez, María, ed. - IUCN Commission on Education and Communication ; IUCN, Regional Office for South America - Quito : UICN SUR, 2001

Expert meeting on Biodiversity Education and Public Awareness towards Global communities of practice – conference report Egmond aan Zee, Netherlands, Edited by Robin Pistorius (AidEnvironment) and Frits Hesselink (HECT Consultancy), Amsterdam 2001


"EE in action in Zimbabwe" : a series of case studies, Heberden, Roz, ed. ; Nyandoro, Claire, ed.; Stiles, Kathy, ed. ; Shava, Soul, ed. ; McLoughlin, Joan, ed. - IUCN, Regional Office for Southern Africa ; IUCN Commission on Education and Communication ; United States, AID - Harare : IUCN ROSA, 2001

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Ambiente y Desarrollo Sostenible, Herraminertas de capacitacion, IUCN SUR, IUCN Commission on Education and Communication, Quito, Ecuador, 2001

Mainstreaming Biological Diversity: the role of communication, education and public awareness, Gwen van Boven and Frits Hesselink, IUCN Commission on Education and Communication, Gland 2002 (also translated into French and Spanish)


Mainstreaming Biodiversity, CEC video for the Convention on Biological Diversity COP6 shown during plenary session The Hague to argue the importance of communication and show the importance of impacting on feeling, video by Ricardo Carvalho

Report of the IUCN Workshop on Strategic Communication for the Brazilian Ministry of Environment, Ecom, HECT Consultancy, IUCN Commission on Education and Communication, Rio de Janeiro, 2002

Em busca de uma estrategia de educacao e difusao da Agenda Marrom, Ministeria do Meio Ambiente, Secretaria de Qualidade Ambiental nos Assentamentos Humanos, Ecom, HECT Consultancy, IUCN Commission on Education and Communication, Edited by Ricardo Carvalho and Frits Hesselink, Brasilia, 2002


Workshop Manual for training in public participation for Asian Biodiversity Planners, by Frits Hesselink and Dunmai Cowasjee, Bangkok, Thailand, 2002

Diversidad Biologica y Participacion, Andelman, M, IUCN SUR, Quito Ecuador, 2002


Education and sustainability: responding to the global challenge, Tilbury, Daniella, ed. ; Stevenson, Robert B., ed. ; Fien, John, ed. ; Schreuder, Danie, ed. - IUCN Commission on Education and Communication - Gland : IUCN, 2002

Workshop Manual for training in strategic communication for IUCN Asia staffs, by Dunmai Cowasjee and Frits Hesselink, Karachi, Pakistan, 2002


Conservation Results by Managing Change, the role of communication, education and public awareness, Gwen van Boven and Frits Hesselink, IUCN Commission on Education and Communication, Gland 2003 (also translated into French and Spanish)

A promise to new Generations, CEC video shown for Environment Ministers of the Americas commissioned by Environment Canada, video by Ricardo Carvalho, 2003


Workshop Manual ITTO Guidelines for the Restoration, Management and Rehabilitation of Degraded and Secondary Tropical Forest, IUCN Forest Program in collaboration with InterCooperation, CIFOR, WWF, IUCN Commission on Education and Communication, Gland – Switzerland, 2003

Communication Glossary, edited by Frits Hesselink, CEC Corporate Communication Product Group, Gland, Switzerland 2003


Voices Beyond Boundaries, CEC video by Ricardo Carvalho, shown during the plenary of the World Parks Congress WPC Durban to emphasize the need to use communication as a tool for PA management, 2003

Water to Drink – CEC video record of a performance on the role of communication in protected area management developed by CEC members and actors from Southern Africa filmed by Ricardo Carvalho at the exhibition centre at the Parks Congress, 2003

Perception is the only reality - Report of a quick scan among major CEC external stakeholders by Frits Hesselink, Gland Switzerland, 2003


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Voces para un diálogo de futuro : el debate sobre desarrollo sostenible en América Latina, Guerrero, Eduardo, ed. ; Velasco, Ana Maria, ed. ; Maldonado, Gabriela, ed. - IUCN, Regional Office for South America ; Fundación Ecológica Universal, EC - Quito : UICN SUR, 2003

Achieving environmental objectives: the role and value of communication, education, participation and awareness (CEPA) in conventions and agreements in Europe, Martin-Mehers, Gillian, ed. ; Calvo, Susana, ed. ; Auchincloss, Elisabeth, ed. ; Goldstein, Wendy, ed. - IUCN Commission on Education and Communication - Gland : IUCN, 2004

Communicating biodiversity conservation to forest owners in East-Central Europe: major issues and model communication strategies, Tyszko, Piotr, ed. - IUCN, Programme Office for Central Europe - Warszawa : IUCN Programme Office for Central Europe, 2004

Communicating protected areas, Hamú, Denise, ed. ; Auchincloss, Elisabeth, ed. ; Goldstein, Wendy, ed. - IUCN Commission on Education and Communication - Gland : IUCN, 2004

Engaging people in sustainability, by D. Tilbury and D. Wortam, IUCN Commission on Education and Communication, Gland, Switzerland, 2004

Tribute to Yolanda Kakabadse IUCN President, CEC video prepared by Ricardo Carvalho for the IUCN WCC in Bangkok, Thailand, 2004

CEC Chairs report to the IUCN Congress, video report by Ricardo Carvalho, IUCN WCC in Bangkok, Thailand, 2004

La Ciudadanía Ambiental Global. Manual para docentes de educación básica de América Latina y el Caribe, PNUMA/UICN-CEC, Eloiza Trellez, Regional manual for teachers on environmental conventions and how to involve the education community in local actions, IUCN Commission on Education and Communication, IUCN, Regional Office for South America – Quito, 2005


La ciudadanía ambiental global. Folletos nacionales de Ecuador, Perú, Chile, Argentina, Costa Rica, México y Cuba, IUCN-CEC y PNUMA, National information on environmental conventions for the educational community, IUCN Commission on Education and Communication, IUCN, Regional Office for South America – Quito, 2006

Guía metodológica para aplicación en el aula de la propuesta “Ciudadanía Ambiental Global”, IUCN-CEC y PNUMA, Carlos Crespo, Betty Araujo, Cecilia Amaluisa, IUCN Commission on Education and Communication, IUCN, Regional Office for South America – Quito, 2006


Agua y Desarrollo Local: Políticas y Prácticas para el Desarrollo Sostenible en la Región Andina. UTPL/IUCN/GDLN. On line course on Water and Local Development, for local governments in the Andean Region. The course content and approach was developed by IUCN-Sur/WANI and CEC, IUCN Commission on Education and Communication, IUCN, Regional Office for South America – Quito, 2007
Communication, Education and Public Awareness (CEPA), A toolkit for National Focal Points and NBSAP Coordinators, Hesselink, F.J. e.a., IUCN Commission on Education and Communication, Secretariat for the Convention on Biological Diversity, Montreal, 2008

Asia-Pacific guidelines for the development of national ESD Indicators


Seguimiento y evaluación de los avances durante el DEDS en la región de Asia-Pacífico: Guía rápida para el desarrollo de indicadores nacionales relativos a la EDS, IUCN Commission on Education and Communication ; Unesco ; Japanese Funds in Trust - Bangkok, TH : UNESCO Asia and Pacific Regional Bureau for Education, 2007.

Island voices - island choices : developing strategies for living with rapid ecosystem change in small islands, Rietbergen, Simon ; Hammond, Tom ; Sayegh, Chucri ; Hesselink, Frits ; Mooney, Kieran - IUCN Commission on Ecosystem Management - Gland : IUCN, 2008
Annex 3. CEC Events

The following are meetings and events organized by the IUCN Commission on Education and Communication, or organized by or in partnership with others, in which Commission members had a major input, as part of their Commission work.

1950-1959 To be further researched.

1960-1969

**Workshop on Conservation Education** held at Nairobi, Kenya, on 12-13 September 1963, IUCN Commission on Education

**Symposium on Conservation education at the university level** at Lucerne, Switzerland, 23-24 June, 1966, IUCN Commission on Education; Unesco

**Conference on Conservation of Nature and Natural Resources in Tropical South-East Asia**, Bangkok, Thailand, 29 November - 4 December 1965, IUCN Commission on Education

**First International Youth Nature Conservation Camp** jointly with IYF under the auspices of the IUCN Commission on Education. Slovenský ráj (Slovak Paradise) PLA, Czechoslovakia, August 1966

**International Meeting on Conservation Education with the Establishment of the East-Europe Committee of the IUCN Commission on Education.** Praha/Krkonoše (Giant Mountains) National Park, 25.-30.9.1967.

**Conference on Conservation of Renewable Natural Resources**, Bariloche, Argentina, 27 March - 2 April 1968, IUCN Commission on Education

**Annual Meeting of the NWEC, IUCN Commission on Education, followed by Conference on Conservation Education for Finnish Teachers.** Kevo Nature Park/Helsinki, August 1968.

**Second International Youth Conservation Camp** in cooperation with the EEC, IUCN Commission on Education, Krkonoše (Giant Mountains) National Park, Czechoslovakia, August 1968.

**Second Conference of the East-Europe Committee, IUCN Commission on Education.** Berlin/Müritzhof, German Democratic Republic, 11.-15. 11. 1968.

**Environmental Conservation Education Problems in India** organized by the IUCN Commission on Education, together with the Commission’s meeting. Dehra Dun, India, 21.-22.11.1969.

**The Problems of Environmental Conservation Education among the Population of Rural Areas.** Morning session of the 11th Technical Meeting of IUCN on 28 November 1969, New Delhi, India.

**Third International Youth Conservation Camp**, coorganized by the EEC of the IUCN Commission on Education, Tatra National Park, Czechoslovakia, August 1969
1970 - 1979


Third Conference of the East-Europe Committee, jointly with the meeting of the IUCN Commission on Education. Sofia, Bulgaria, 29 September – 3 October 1970.


International Course for Teacher Training in Environmental Conservation, organized by IUCN Commission on Education jointly with the UK Field Studies Council, Betsy-Y-Coed, North Wales, UK, August 1972.


Meeting of IUCN Commission on Education, IUCN General Assembly, Banff, Canada, September 1972.


International Meeting of Young Conservationists from East European Countries, organized by the EEC of IUCN Commission on Education, Sofia/Varna/Nesebar, Bulgaria, June 1974.

1980-1989

Meeting of the East-Europe Committee of the IUCN Commission on Education, Pec Pod Snezkou – Czechoslovakia, 1982

International Conference on “Fine Arts and Photography as Tools of Nature Conservation at the occasion of the annual meeting of the EEC, IUCN Commission on Education, Tallinn, Estonia, 30 May – 3 June 1983


Establishment and Use of Ecopedagogical Areas in Environmental Education, international seminar organized by the EEC, IUCN Commission on Education, Volary, Czechoslovakia, May 1987


1990-1999

International Conference on Environmental Communication, IUCN Commission on Education and Communication, Bangalore – India, 1990

Fourth Joint Meeting of NWEC/EEC, IUCN Commission on Education and Communication, Møn, Denmark, September 1990.

CEC Members Meeting, IUCN General Assembly Perth, Australia, 1990

World Congress on Protected Areas Workshop on Planning of Education and Communication in Protected Areas, IUCN Commission on Education and Communication, Caracas – Venezuela, 1991

UNCED NGO Forum Workshop on Strategic Planning of Education for Sustainable Development, IUCN Commission on Education and Communication, Rio de Janeiro – Brazil, 1992

ECO-ED Workshop on Strategic Planning of Education for Sustainable Development, IUCN Commission on Education and Communication, Toronto- Canada, 1992

Educating for Sustainable Tourism, international conference held by all three European Regional Committees, IUCN Commission on Education and Communication jointly with the University of Ljubljana, travelling conference from Kranjska Gora to Koper, Slovenia, 17-24 September 1992.

Conference on Planning Environmental Education in Europe, European Committee for Environmental Education, IUCN Commission on Education and Communication Bergen – Netherlands, 1993

Planning of Education and Communication for Sustainable Development, CEC Workshop at IUCN South American Members meeting in Parati, Brazil, 1993

Conference to establish the South and South East Asian Network on Environmental Education (SASEANEE), Centre for Environment Education India and IUCN Commission on Education and Communication, Ahmedabad – India, 1993

CEC members Meeting, IUCN General Assembly, Buenos Aires, Argentina, 1994

IUCN General Assembly Workshop on Planning Education to care for the Earth, IUCN Commission on Education and Communication, Buenos Aires – Argentina, 1994
IUCN-UNESCO Expert Meeting on National Strategies for Environmental and Development Education Europe, IUCN Commission on Education and Communication, Gland - Switzerland, 1995


International Training Course on Environmental Education, SASEANEE, UNESCO, Centre for Environment Education India and IUCN Commission on Education and Communication, Ahmedabad – India, 1995


Conference on Education and Communication for Biodiversity, key concepts, strategies and case studies in Europe, European Committee for Environmental Education, IUCN Commission on Education and Communication, Valsain 1996

IUCN-UNESCO Expert Meeting on National Strategies for Education and Communication in Asia, IUCN Asia Program, Center for Environment Education, IUCN Commission on Education and Communication, Bangkok - Thailand, 1996

World Conservation Congress 2-day CEC Members Meeting: Open Steering Committee meeting; Regional meetings; Informal network exchange; Working groups on internet, formal education, non formal education, national strategies; Special training sessions on project management for educators, IUCN Commission on Education and Communication, Montreal – Canada, 1996

World Conservation Congress Workshop Implementing Strategies for Sustainability: Communication – key to successful strategies, IUCN Commission on Education and Communication, Montreal – Canada, 1996

World Conservation Congress Workshop Implementing Strategies for Sustainability: Reaching target audiences and changing behaviour: effective communication in strategies, IUCN Commission on Education and Communication, Montreal – Canada, 1996

World Conservation Congress Special Session on Developments concerning Awareness and Education for Sustainable Development, IUCN, UNESCO, UNEP, IUCN Commission on Education and Communication, Montreal – Canada, 1996

World Conservation Congress Special Working Group on IUCN Corporate Communication, IUCN DG, Ammirati Puris Lintas and IUCN Commission on Education and Communication, Montreal – Canada, 1996

Conference on Education and Communication for Biodiversity, key concepts, strategies and case studies in Europe, European Committee for Environmental Education, IUCN Commission on Education and Communication, Gland, Switzerland 1996
Expert meeting to structure information and communication for the Pan European Biological and Landscape Diversity Strategy, IUCN Commission on Education and Communication, Scheveningen – Netherlands, 1997


Workshop for Asian Biodiversity Strategy and Action Plan Co-ordinators, Bangkok 1998, IUCN Asia Program, IUCN Commission on Education and Communication


ESDebate: international debate on education for sustainable development, Moderated Internet Debate in three rounds, IUCN Commission on Education and Communication, Dutch Program Learning for Sustainable Development 1998-1999


ESDebate: international debate on education for sustainable development, Moderated Internet Debate in three rounds, IUCN Commission on Education and Communication, Dutch Program Learning for Sustainable Development 1998-1999


Training Program for biodiversity managers in five EU Accession Countries on strategic communication for PEBLDS and Natura 2000, SPAN Consultants, HECT Consultancy, IUCN Commission on Education and Communication, Czech Republic, Hungary, Poland, Slovakia, Slovenia 2000 - 2004

Workshop for Latin American Biodiversity Strategy and Action Plan Co-ordinators, IUCN SUR Program, IUCN Commission on Education and Communication, Galapagos 1999,


European Expert Meeting on Sustainable Development and Environmental Education, IUCN Commission on Education and Communication; Dutch Program Learning for Sustainable Development, Soesterberg - Netherlands, 1999
International Training Course on Environmental Education, SASEANEE, UNESCO, Centre for Environment Education India and UICN Commission on Education and Communication, Ahmedabad – India, 1999

2000 - 2008

**CEC members Meeting**, World Conservation Congress, Amman Jordan, 2000

**World Conservation Congress Workshop** Mobilising Knowledge for Biodiversity, IUCN Commission on Education and Communication in partnership with CIDA, Species Survival Commission, World Bank, World Parks Commission, WWF, Amman Jordan, 2000


**World Parks Congress Workshop Communicating Protected Areas**, IUCN Commission on Education and Communication, Durban – South Africa 2003

**World Parks Congress CEC training course on strategic communication**, IUCN Commission on Education and Communication, Durban – South Africa 2003

**World Parks Congress Community Theater on the role of education and communication in protected area management**, IUCN Commission on Education and Communication, Durban – South Africa 2003

**World Parks Congress Closing Video**, ECOM, IUCN Commission on Education and Communication, Durban – South Africa 2003

**CEC Members Meeting**, World Conservation Congress, Bangkok, Thailand, 2004
CEC Workshop to launch the World Conservation Learning Network, IUCN World Conservation Congress, Commission on Education and Communication, Bangkok, Thailand 2004

CEC Workshop to launch the IUCN – UNESCO Indicators for ESD Partnership, IUCN World Conservation Congress, Commission on Education and Communication, UNESCO, Bangkok, Thailand 2004

Reunión Regional de Expertos y Expertas en Aprendizaje a Distancia para la Sustentabilidad, Universidad de Guadalajara, México, Expert meeting on Distance Learning and Sustainability, organized by the IUCN World Conservation Learning network (WCLN), IUCN Commission on Education and Communication and the University of Guadalajara, Mexico 2005

Innovative Learning for Conservation, Poverty Eradication and Sustainable Development, organized by the IUCN World Conservation Learning network (WCLN), IUCN Commission on Education and Communication and the University of Stellenbosch. South Africa, 2006


On line course on Water and Local Development: Policies and practices for sustainable development in the Andean Regional, UTPL/IUCN/GDLN. Developed by the Water and Nature Initiative the IUCN World Conservation Learning network (WCLN) and the IUCN Commission on Education and Communication, Quito 2007

New Learning for Sustainability in the Arab region, organized by the IUCN World Conservation Learning network (WCLN), IUCN Commission on Education and Communication and the Bibliotheca Alexandria, Egypt 2007

Intergenerational Partnerships On-line experiment to learn about sustainable development through ‘buddy-partnering’, IUCN Commission on Education and Communication, Earth Charter Youth Initiative, 2008
Annex 4. IUCN Presidents, Director Generals, General Assemblies

IUCN Presidents
Charles Bernard, Switzerland, 1948 -1954
Roger Heim, France, 1954 – 1958
Jean Baer, Switzerland, 1958 – 1963
Francois Bourliere, France, 1963 – 1966
Harold J. Coolidge, USA, 1966 – 1972
Donald Kuenen, Netherlands,1972 – 1978
Mohamed Kassas, Egypt, 1978 – 1984
Monkombu Swaminathan, India, 1984 – 1990
Sridath Ramphal, Guyana, 1990 – 1994
Jay Hair, USA, 1994 – 1996
Yolanda Kakabadse, Ecuador, 1996 – 2004
Valli Moosa, South Africa, 2004 - 2008

IUCN Director Generals
Jean Paul Harroy, 1948 – 1955
M.C. Bloemers, 1959 – 1960
Gerald Watterson, 1962 – 1962
Hugh Elliott, 1963 – 1966
Joe Berwick, 1966 – 1970
Gerardo Budowski, 1970 – 1976
David Munro, 1977 – 1980
Lee Talbot, 1980 – 1982
Kenton Miller, 1983 – 1988
Martin Holdgate, 1988 – 1994
David McDowell, 1994 – 1999
Marita Koch-Weser, 1999 – 2001
Achim Steiner, 2001 – 2006
Julia Marton – Lefevre, 2006 –

IUCN GENERAL ASSEMBLIES
1 Fontainebleau, France – October 1948
2 Brussels, Belgium – October 1950
3 Caracas, Venezuela – September 1952
4 Copenhagen, Denmark – August/September 1954
5 Edinburgh, UK – June 1956
6 Athens/ Delphi, Greece – September 1958
7 Warsaw/Cracow, Poland – June/July 1960
8 Nairobi, Kenya – September 1963
9 Lucerne, Switzerland – June/July 1966
10 New Delhi, India – November 1969
11 Banff, Canada – September 1972
12 Kinshasa, Zaire – September 1975
13 Geneva, Switzerland – April 1977 Extraordinary GA
14 Askhabad, USSR (Turkmenistan) – October 1978
15 Christchurch, New Zealand – October 1981
16 Madrid, Spain – November 1984
17 San Jose, Costa Rica – February 1988
18 Perth (Western)Australia – December 1990
19 Buenos Aires, Argentina – January 1994
20 in the framework of the 1st World Conservation Congress
23 in the framework of the 2nd WCC, Amman, Jordan – October 2000
24 in the framework of the 3rd WCC, Bangkok, Thailand
Annex 5. CEC Secretariat Staff

Alain Gilles, Secretary Education Commission in the fifties (no further data available)
Hans Goudswaard, Honorary Secretary Education Commission in the fifties and sixties (no further data available)

Jan Čeřovský, Education Officer, 1969 - 1973

Alfred Hofmann, Education Officer, 1973 - … (no further data available)
Naseeb Dajani, Education Officer, 1982 -1984 (no further data available)
Salvano Briceño, Education Officer, 1984 (no further data available)

Joanna Boddens Hosang, Acting CEC Programme Coordinator, 1990 – 1992


Cecila Nizzola-Tabja, CEC Membership Liaison Officer, 1992 – present
Ana Puyol, IUCN-SUR, Coordinator Environmental Education and Communication Programme - 1993-2000; Assistant to the CEC Chair 2001-2005

Corli Pretorius, Head, Global Communications, CEC Focal Point, 2004-2006

Elisabeth Crudgington (née Auchincloss), Learning & Leadership Officer, 2003 – present

Gillian Martin Mehers, Head, Learning & Leadership, CEC Focal Point, 2006 – present

Caroline Twigg (née Redrup), Learning & Leadership Officer, 2007-2008

Nicole Thonnard-Voillat, Learning & Leadership Officer, 2008 – present
Annex 6. CEC Chairs

William Vogt (USA, 1902 -1968), Chair Education Committee from 1948 -1952

Ira Gabrielson (USA, 1889 - 1977), Chair Education Committee from 1952 -1958

Max Nicholson (UK, 1904 - 2003), Chair Education Commission from 1958-1960

L.K.Shaposhnikov (USSR, 1915 - 1979), Chair Education Commission from 1960 -1978

Don Aldridge (UK, 1930 – 2008), Education Commission Chair 1978

Pierre Goeldin (Switzerland, 1937), Acting Chair Education Commission from 1978 -1979
Al Baez (USA, 1913 - 2007), Chair Education Commission 1979-1984

Gerald Lieberman (USA, 1950), Chair Education Commission from 1984 – 1986

M.A. Partha Sarathy (India, 1923), Chair Commission on Education and Training and Commission on Education and Communication from 1986 -1994

Frits Hesselink (1945), Chair Commission on Education and Communication from 1994 - 2000

Denise Hamú (Brazil, 1959), Chair Commission on Education and Communication from 2000 - 2006

Keith Wheeler, (USA, 1952), Chair Commission on Education and Communication from 2006 – present
Annex 7. CEC Wall of Fame

The names listed here have been - to the knowledge of the authors - key leaders and thinkers in the CEC network during the past decades.

1948 – 1960
Jean Baer
Harold Coolidge
Frank Fraser-Darling
Ira Gabrielson
Alain Gille
Richard Gordon Miller
Hans Goudswaard
Henry Makowski
Edward Max Nicholson
Jacques de Smidt
William Vogt
Harry Wals

1960 – 1970
James Aldridge
Gerardo Budowski
Maria Buchinger
Jan Cerovsky
Jan-Piet Doets
Arturo Eichler
Lars-Eric Esping
Vladimir M. Galushin
Richard Gordon Miller
Hans Goudswaard
Marta Henderson
Anna van Hofsten
Jonathan Holliman
Edgar Kesteloot,
Fred Lauritzen
Michel Maldague
Philip H. Oswald
Mario Pavan
Tom Pritchard
Franco Pedrotti
L.K. Shapiro
Tadeusz Sczcesny
Harry Wals

1970 – 1980
Hein van Bohemen
Jan Cerovsky
Wolfgang Erz
Pierre Goeldin
Hans Goudswaard
Ricardo Lutti
Robert Lundt
Enikő Szalay-Marzsó
Marin Toshkov
Fred van der Vegte
David Withrington

1980 – 1990
Don Aldridge
Nancy Anderson
Boštjan Anko
Nathaniel Arap Chumo
Al Baez
John Baines
Abraham Blum
Mark Boulton
Salvano Briceno
Gerardo Budowski
Jan Cerovsky
Naseeb Dajani
Jaan Eilart
Wolfgang Erz
Lars-Eric Esping,
Matti Helminen,
Yolanda Kakabadse
Julia Marton Lefevre
Chris MaasGeesteranus
Rosalyn Osborn
Ján Pagáč
M.A. Partha Sarathy
John Smyth
Stephen Sterling
Kathy Stiles
Jiří Svoboda
Enikő Szalay-Marzsó
Peter Townsend
Josef Velek

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1990 – 2000
Marta Andelman
Boštjan Anko
John Baines
Alicia Barcena
Peter Bos
Susana Calvo
Jan Cerovsky
Juliana Chileshe
Maurillio Cipparone
Marco Encalada
Jia Feng
Wendy Goldstein
Edgar Gonzalez
Denise Hamu
Frits Hesselink
Branka Hlad
Anna Kalinowska
Mary Karanja
Monica Lieschke
Chris MaasGeesteranus
Gillian Martin Mehers
Marta Monroe
Ueli Nagel
Manfred Oepen
Sylvi Ofstad
Rosalyn Osborn
Joy Palmer
Badir Pande
M.A.Partha Sarathy
Jean Perras
Ana Puyol
Kartikeya Sarabhai
John Smyth
Stephen Sterling
Kathy Stiles
Wazha Tema
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Peter Bos
Rafael Bosque
Gwen van Boven
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