

Community Resilience

By Rebekah Green of Wes



Protected

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

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

Author details:

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

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



Computer Simulations on Climate Change: Four to Try

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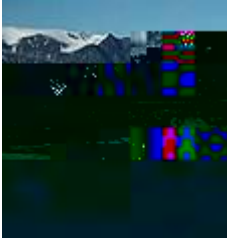
Bathtub is an animated simulation of the global carbon system that is great for helping people explore the relationship between carbon emissions and atmospheric CO₂. What happens if we cap global carbon dioxide emissions at current levels? Built with a team from Schlumberger. <http://www.seed.slb.com/flash/science/features/earth/climate/en/challenge/index.htm?wi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

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

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

Arctic Survey Education: Real-life Learning on Climate Change

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



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-use suite of materials about climate change and the
-life experiences of the three polar explorers who
-needed data about the state of the Ocean's ice during their 73-day survey

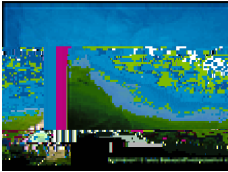
classroom learning materials.

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

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

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

Gary Braasch Photography Opens Climate Change Exhibit



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

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

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

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

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

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

Hours for this show are weekdays from 8 to 6 and other times by arrangement -- agencies, NGOs,

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

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

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



International Climate Challenge: Calling Youth to Take Action in India

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

About ICC

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

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

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

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

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

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

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

For more information, contact
Subbalakshmi Kumar, Project Manager, India
subha@cdeindia.in
icc@cdeindia.in

Jayashree Inbaraj, Project Manager, Mumbai
Jaya4864@yahoo.co.in



Psychology and Global Climate Change

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

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

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



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

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

INFLUENCING POLICY – [IUCN @ UNFCCC](#)

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

North America

Canada — Monique Trudel
USA — Brian Day

West and Central Africa

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

East Asia

Japan — Brendan Barrett

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



Making Connections: Links for CEC members

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

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

CEC LINKS

CEC Regional Vice-Chairs

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

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

CEC National Activators

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

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

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

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

CEC Steering Committee, May 2009

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

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

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

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

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

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

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

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

For more information >>

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



CEC in Europe: Autumn Update

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

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

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

Co-chairs of the Session:

Julia MARTON-LEFÈVRE, IUCN Director-General,

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

Co-coordinators and rapporteurs of the Session:

Katalin Czippán, IUCN CEC Regional Vice-Chair for Europe

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

Keynote speaker:

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

Other CEC news from the region

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

Following this event was the first meeting of the UNECE Expert Group on Competences in Education for Sustainable Development. CEC was represented by Katalin as

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

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

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

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

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

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

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

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

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

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

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

Agenda 21 Local - Agenda 21 Escolar

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

En Junio del 2005, y de acuerdo a la firma del Memorandum de Entendimiento con el País, Vasco, se desarrolló la Agenda 21 Escolar en Argentina en 12 Municipios: Ciudad de Buenos Aires, La Plata, Rosario, Colonia Benítez (Chaco) B90v2- n99 Tzd-11(l)4(-)-7t(ant)-11(ead)3(y)17(

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

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

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

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

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

Courses and Training



Course on Cross Sector Collaboration

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

CROSS SECTOR COLLABORATION

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

The Course

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

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

Course Content

1. Welcome and Startup

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

Online Newsletters



Newsletter of the International League of Conservation Photographers

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

Newsletters and Links to other IUCN Commissions

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

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

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

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

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

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

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

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

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

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

Awards

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

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

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

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

Register Here for WiLD SPEAK and WILD9!

<http://registerwild9.org/>

Media Contacts:

Susan Bruce (Boulder, CO) susan@wild9.org 1 404 593 6391

Mikael Castro (Arlington, VA) mikael@ilcp.com 1 301 538 2358

Silvia Casellas (Barcelona, Spain) silvia@wild9.org 34 934 343 715

Karin Ridgers (Essex, UK) info@mad-promotions.com 44 (0)1277 653603

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

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

iLCP (www.ilcp.com)

The WILD Foundation (www.wild.org)

Unidos para la Conservación (www.undiosparalaconservacion.org)



WILD9 – 9° Congreso Mundial de Tierras Silvestres

Fotógrafos de prestigio internacional se reunirán en Mérida, México, en el marco de WILD9, el Noveno Congreso Mundial de Tierras Silvestres, para presentar su trabajo y contribuciones a los esfuerzos de conservación. 6-13 de noviembre de 2009 en Mérida, México. IUCN CEC Regional Vice-

earthsummit2012



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

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

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