



IUCN WORLD PARKS CONGRESS SYDNEY 2014



*Intergenerational Dialogues for Protected Areas Management
15th November 2014, 1030-1200Hrs
Venue: North Pod*

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Report by Michele Frey, Grace Mwaura and Dominic Stucker



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Introduction

This session successfully brought together 35 people from around the world to discuss the topics of intergenerational transfer of knowledge, appreciation of all generations in decision making, and intergenerational partnerships in the design and implementation of protected areas programmes. People of all ages at the Congress were invited to share their perspectives through an inclusive dialogue approach.¹

The session provided a comfortable and creative space that inspired transformative dialogue on how intergenerational exchange, mutual learning, and collaboration across generations advance conservation and leadership in protected areas management.

Session Overview

Thirty-five people attended the Intergenerational Dialogue session. The session attracted a diverse range of professionals from young emerging professionals to professionals operating at the highest levels in protected areas management. A participant list is included as appendix 1.

Following a brief welcome and introduction by Michele Frey of New Zealand (Opus International Consultants Ltd. and GENERATE), co-facilitator, Grace Mwaura of Kenya (IUCN Task Force on Intergenerational Partnerships for Sustainability (IPS) and Commission on Education and Communication) set the context of intergenerational dialogues and partnerships for conservation of nature.

Three short plenary presentations were made in order to frame and offer case studies for the discussion groups that followed. Presentations were as follows:

Mariasole Bianco, WCPA and Worldrise Constructive Intergenerational Dialogue for Effective Young Professionals Empowerment

This presentation examined the importance of constructive intergenerational dialogue in order to achieve effective young professionals' empowerment. Mariasole, member of the Young Professionals Group of the IUCN World Commission on Protected Areas, shared personal reflections and experiences in relation to the challenges behind intergenerational dialogue and effective cooperation to form future generations of conservation leaders. She reflected that, while the gap between generations can sometimes seem to be larger than ever before, many of the concerns of the older and younger generations are similar and that we have more to gain together, in a strong intergenerational partnership for sustainability that we do apart.

¹ The event also intended to engage participants that were unable to attend the Congress in person via a simultaneous online iAct Webinar. However, due to lack of Internet at the Congress facilities, this component of the session did not occur.





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Dr. Anna Kalinowska, University of Warsaw *The Seniors' Universities (The Third Age Universities) Supporting Intergenerational Dialogues for Nature*

Anna spoke about the importance of the participation of seniors in the process of their grandchildren's education on nature conservation. She shared the work she has been doing on an initiative to support seniors with current knowledge on biodiversity issues and communication skills to be more prepared as partners in dialogues with grandchildren.

Shailyn Drukis, GYBN *Connecting Youth to Biodiversity Conservation through the Global Youth Biodiversity Network*

Shailyn shared her experiences establishing a youth delegation at the Convention on Biological Diversity (CBD) and co-founding the Global Youth Biodiversity Network. An intergenerational dialogue approach has been central to the success of the network, establishing GYBN's role as the major group for youth at the Convention on Biological Diversity meetings and negotiations. She explored some of the challenges and opportunities of working with multiple generations, and identified some lessons for protected areas efforts to involve a new generation.

Each of these presentations gave a different perspective on intergenerational dialogue. Each speaker provided a unique viewpoint in terms of activity, age and approach, which served as fantastic precursors to the discussion sessions that followed.

Summary of Small Group Discussions

Participants broke into seven small, intergenerational groups and discussed a series of questions based on the three case studies above, adding further examples of intergenerational dialogue within the context of protected areas management. Session attendees were encouraged to include their own perspectives and experiences.



Following a 30 minute discussion at each table, each group was asked to share their key points with the wider audience. The questions and key responses are shown in the table in appendix one. Here is a summary:





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Question 1: What is important for initiating intergenerational learning and collaboration?

Multiple groups emphasized the importance of articulating a common goal that can inspire and guide individuals and organisations.

The majority of respondents considered that a team environment that encourages knowledge sharing across generations coupled with open-mindedness, listening skills and a willingness to try alternative approaches/innovations, is pivotal for successful intergenerational dialogue to achieve conservation outcomes.

Crucial to this is the need for a collaborative team approach that nurtures and encourages each and every generation to make their contribution openly and freely; youth especially in terms of sharing innovation and fresh perspectives and ideas, mid-career professionals through their mentoring, guidance, professional and institutional experience, and elders in terms of their mentoring, wisdom and lived experience.

Although the contributions that each generation has to offer have been identified broadly above, each type of contribution should, and does, flow across the generations. Participants pointed out that each generation has something essential to offer, but that such contributions do not come exclusively from one generation.

Question 2: How should intergenerational learning and collaboration take place?

There needs to be an understanding across generations that each generation has something to offer, and that each generation plays an important role in achieving successful conservation outcomes. With this in mind, an appropriate structure/leadership/facilitation can create a safe environment in which trusting relationships can be established and deepened and serious/innovative/powerful outcomes and decisions can emerge.

Learning should start early with young people surrounded by nature and encouraged to support positive conservation outcomes at an early stage.

Question 3: Once initiated, what must people across generations do in order to sustain and foster further intergenerational learning and collaboration?

Ongoing dialogue is key. Intergenerational dialogue should not happen once, it must become institutional, something that is a part of who we are and what we do. Key to building strength in intergenerational dialogue is building relationships across the spectrum of generations. This is everyone's responsibility.





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The importance of articulating a common goal that can inspire and guide individuals and organisations was re-emphasized.

Continuous reflection on what has been achieved so far (against the common goal) and what is known so far within/between organisations is crucial to ensure that knowledge increases as time goes by. There needs to be an openness to sharing and learning new information and asking questions when this is needed.



Mentoring or mutual learning between generations also plays an important role. Professionals across the spectrum of generations need to be open to listening and learning from others regardless of their age and stage. Everyone has something to offer and everyone has something to learn.

Following the completion of the group session, a short presentation was made by Generate Network members, sharing their perspectives as young professionals in the conservation industry across Australia and New Zealand. The energy and enthusiasm drawn from the Intergenerational

Dialogue session and Stream 8: Inspiring a New Generation broadly, was one of the highlights of the Congress for the Network, particularly inspiring was the evidence of great intergenerational dialogue initiatives happening across the world.

A closing remark was then given by Grace Mwaura and Roger Crofts acknowledging and highlighting the inspiring speakers followed by the highly effective group workshop sessions. Participants were all invited to follow the rest of the activities scheduled within Stream 8: Inspiring a New Generation. From observations throughout the Congress, a large number of attendees did get involved in Stream 8 activities.

Contribution to Stream 8 and Implementation of Resolution 008

The outcomes of the Intergenerational Dialogue session saw the advancement of Steam 8 and the implementation of Resolution of 008 on IPS. In this way, a contribution was also made to the closing plenary for the World Parks Congress Sydney 2014. Resolution 008 on “Increasing Youth Engagement and Intergenerational Partnership Across and Through the Union” was adopted by the IUCN Members’ Assembly at the World Conservation Congress in 2012 in Jeju, Korea. This event was both inspired by and sought to further Resolution 008.

Facilitator Perspective

As a facilitator of the event, it was encouraging to see such a broad range of professionals attend, and actively participate in the Intergenerational Dialogue event. People from all ages and stages





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were able to speak freely in an environment that encouraged the sharing of wisdom and experience as well as innovation and new ways of thinking.

Informal feedback following the session also indicated that it was a highly successful event, bringing to the forefront the importance of intergenerational dialogue and raising numerous valid points/ approaches for how this might occur to bring about effective intergenerational dialogue in protected areas programmes into the future. People went away feeling energised and inspired to make change in their own space.

Acknowledgements

Finally, a special thanks to our partnering organisations for their role in this event:

- IUCN Task Force on Intergenerational Partnership for Sustainability (IPS)
- GENERATE, New Zealand
- IUCN World Commission on Protected Areas Young Professionals Network (WCPA-YP)
- IUCN Commission on Education and Communication (CEC)
- Earth Charter International
- Sustainability Leaders Network
- Global Environment Facility (GEF)
- Parks Canada
- World Rise
- Global Youth Biodiversity Network
- University of Warsaw, Centre for Environmental Studies





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Annex 1: Participant List

Name	Organization	Country
Paul Ali Chee Ngala	Alice Spring Desert Park	Australia
Mariasole Bianco	WorldRise and WCPA	Italy
Mike Carmody	Central Land Council	Australia
Jessica Chen	Golden Gate National Parks and Crissy Field Center	United States
Susan Crocetti	NSW National Park	Australia
Roger Crofts	Sibthorp Trust	United Kingdom
Leisa Dowling	Gladstone Regional Council	Australia
Shailyn Drukis	Global Youth Biodiversity Network	Canada
Penelope Figgis	IUCN Australia Committee	Australia
Judy Fisher	IUCN CEM (Ecosystems and Invasive Species)	Australia
Josephine Grant		
Frits Hesselink	IUCN CEC	Netherlands
Megan Ivey Law	Trust for Nature (Victoria)	Australia
Sudeep Jana Thing	IUCN WCPA	Nepal
Muchemi Julius	ERMIS Africa	Kenya
Anna Kalinowska	University of Warsaw	Poland
Jade Kinghazel Connelly	Department of Conservation	New Zealand
Rebecca Koss	IUCN Task Force on Intergenerational Partnership for Sustainability	Australia
Tony Magor	Department of Environment, Water and National Resources (National Parks)	Australia
Shael Martin	Territory Wildlife Park	Australia
Mila Mezei	IUCN Canadian Committee	Canada
Johanna Mustelin	Griffith University	Australia
Grace Mwaura	IUCN Task Force on Intergenerational Partnership for Sustainability	Kenya
Guilder Ramirez	Golden Gate National Parks and Crissy Field Center	United States
Javine Rodigiousle	Warsaw University	Poland
Roksama Rrupik	Krikonosse National Park	Poland
Sally Sheedy	Hamilton City Council	New Zealand
Scott Slocombe	Wilfrid Leuview University	Canada
Christopher Smith	Independent	Canada
Aditi Verma	Macquire University	Australia
Anne Walters	Northern Territories	Australia





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Matt Whitting	Environment Department	Australia
Henare Winterburn	Department of Conservation	New Zealand
Melanie Zurba	IUCN Task Force on Intergenerational Partnership for Sustainability and IUCN CEESP	Canada
Jude	New Zealand Recreation Association	New Zealand



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Annex 2: Group Responses

Topic:	Question:	Responses:
1. Initiation	<p>What is important for initiating intergenerational learning and collaboration?</p> <p>Discuss some of the key qualities of intergenerational engagement that have worked in the past, or suggest qualities that you think would contribute to initiating intergenerational learning and collaboration.</p>	<p><i>Mutual respect</i></p> <p><i>Sense of compassion</i></p> <p><i>Knowledge sharing</i></p> <p><i>Inspiration & opportunities</i></p> <p><i>Common purpose</i></p> <p><i>Interconnection</i></p> <p><i>Recognition that you learn everyday</i></p> <p><i>Willingness to adapt to new environment</i></p> <p><i>Example – buddy experiences from different countries</i></p> <p><i>Openness, great listening and communication skills</i></p> <p><i>Creating opportunities to contribute</i></p> <p><i>Engaging and understanding community</i></p> <p><i>Connecting on the same level, not young and old</i></p> <p><i>Development</i></p> <p><i>Linking early engagement</i></p> <p><i>Utilising technology to engage a variety of groups</i></p> <p><i>Utilising the wild environment to engage a variety of groups to talk the language of and have an understanding of what motivates the target group</i></p> <p><i>Having a plan but being adaptable to change (starting early – environmental influences). Not being stuck in your ways with that plan. Accept changes</i></p> <p><i>Being careful of assumptions. Not assuming that youth are</i></p>





Topic:	Question:	Responses:
<p>2. Function</p>	<p>How should intergenerational learning and collaboration take place?</p> <p>Discuss some of the attributes of the shared spaces that would bring about positive learning moments for people across generations (i.e., describe settings, places, processes).</p>	<p><i>good at technology and seniors aren't, and vice versa. Not putting people into a category</i></p> <p><i>Understanding different ages on an individual level</i></p> <p><i>Giving licence to the conversation so that people can contribute</i></p> <p><i>Youth have idealism freshness</i></p> <p><i>Buddy Experiences – young professionals partnering up with senior professionals located in different organisations and also countries</i></p> <p><i>Concept of mentoring broken down to a structure that works as two way stream rather than senior down approach</i></p> <p><i>Mutual Learning – partnering</i></p> <p><i>Joint Initiatives</i></p> <p><i>Commonality and common ground</i></p> <p><i>Rather than complain, offers solutions once again needs to work as two way stream</i></p> <p><i>Mentoring – realistic but optimistic</i></p> <p><i>Online presence, accessible, face to face, social media</i></p> <p><i>Informal and formal structures for mentoring</i></p> <p><i>Multiple mechanisms so that all can access (relates to communication)</i></p> <p><i>Funding to support involvement of youth in meetings and conferences</i></p> <p><i>Starting in schools early – at a young age</i></p> <p><i>Starting early so that it's natural for children – part of the routine of their life. Then later on when older it will be natural</i></p>





Topic:	Question:	Responses:
<p>3. Maintenance</p>	<p>Once initiated, what must people across generations do in order to sustain and foster further intergenerational learning and collaboration?</p> <p>Discuss the promotion of initiatives, norms that support future learning and collaboration, and how to bring others into existing networks.</p>	<p><i>for them too</i></p> <p><i>Facilitating a shared space for all to participate</i></p> <p><i>Needs to be intergenerational – get away from labels of age groups (recognise that we need experiences from seniors)</i></p> <p><i>Intergenerational Dialogue is fundamental to everything we do – not segregated</i></p> <p><i>Shared spaces</i></p> <p><i>Comfortable spaces and relationship, open to share opinions</i></p> <p><i>Utilising schools or areas children are familiar with. Libraries etc Mutual areas, not the bosses office etc.</i></p> <p><i>Re-visit partnerships between intergenerational connections. Evaluate success of partnerships</i></p> <p><i>Tell stories, ask for help and support when need be both generations</i></p> <p><i>Being inspired by other young and senior professionals</i></p> <p><i>Informal meetings to keep dialogue and connections strong</i></p> <p><i>Understand the benefits of young and senior generations</i></p> <p><i>Cherish that as young generations we are beginners</i></p> <p><i>Continual support</i></p> <p><i>Informal and formal mentoring</i></p> <p><i>Creating relationships rather than formal contracts</i></p> <p><i>Possibility for one mentee and multiple mentors for a desired skill</i></p>





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Topic:	Question:	Responses:
		<p><i>Mutual agreements for mentoring and or development. Finding a connection to build relationships</i></p> <p><i>Two-way relationship, learning both ways, young, old and older alike. Creating inspiration. Both for the younger and older generation to continue being passionate about conservation, relationships and the development of the industry</i></p> <p><i>Intergenerational dialogue is key</i></p> <p><i>Relationships</i></p> <p><i>Less complaining and more action</i></p> <p><i>Create the norm</i></p> <p><i>Early engagement to link to support later in life</i></p> <p><i>Reaching out to all demographics</i></p> <p><i>Monitoring progress and ensuring original goal is being worked towards</i></p> <p><i>Ongoing dialogue, continuing relationships</i></p> <p><i>Feedback and results – seeing work being integrated into the process. Don't just take one path necessarily. Things will change. Bound to change</i></p> <p><i>Feeling involved</i></p> <p><i>Listening and giving licence. Monitor against original goal</i></p> <p><i>Providing opportunities to others</i></p> <p><i>Mentoring role</i></p> <p><i>Organic process permitted</i></p> <p><i>Two way learning</i></p> <p><i>Lobby the WCPA Commission Chair about mentorship programme. Specifically ask for assistance.</i></p>



Annex 3: Facilitator Bios



Grace Mwaura

Co-convenor, IUCN Task Force on Intergenerational Partnerships for Sustainability (IPS)

Steering Committee member, Commission on Education & Communication (IUCN-CEC)

Ms. Mwaura is a co-convenor of the IUCN-wide Task Force on Intergenerational Partnerships for Sustainability (IPS) and a member of the Steering Committee of the IUCN Commission on Education and Communication (CEC). She has previously served as a member of the IUCN Council presenting global youth concerns in the Union.

She has been involved in establishing youth movements in Africa, including the African Youth Initiative on Climate Change (AYICC) where she currently serves as the Policy & Communications Advisor. She is passionate about youth, education, environmental policy, and intergenerational equity. She is currently a non-residential research fellow at the African Studies Centre (ACTS) and pursuing her doctorate in Geography at the University of Oxford, UK.
Email: mwauragrace0@gmail.com



Michele Frey

Senior Consultant (Natural Environment & Recreation) & Work Group Manager (Environmental Services) - Opus International Consultants Ltd.

GENERATE Chair

Michele Frey is the Chair of the Generate Network, a network of young professionals in the parks/ conservation industry across Australia and New Zealand. She is also employed as a senior parks and recreation professional with Opus International Consultants based in Christchurch, New Zealand. Part of Michele's role at Opus is to manage a team of archaeologists, landscape architects and ecologists/ rural services consultants. She has been with the company for over 7 years and is enjoying the opportunity to make a positive contribution to the rebuild of Christchurch, New Zealand following the devastating 2011 earthquakes.



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Michele has a Bachelor of Resource Studies (major Environmental Management) and a Master of Applied Science (major Environmental Management) through Lincoln University. She also holds a landscape design qualification through Massey University. Michele is an Accredited Recreation Professional with the NZ Recreation Association and through this organisation was awarded Emerging Recreation Leader of the Year in 2012. Michele is also a Certified Environmental Practitioner with the Environmental Institute of Australia and New Zealand. In Michele's spare time she has also published three books; two in the field of New Zealand native plants, and one in the social history context. She is currently working toward her fourth publication. Email: michele.frey@opus.co.nz



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WCPA
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IUCN-WCPA
YOUNG PROFESSIONALS



CEC
Centre for Education
and Commercialism



Intergenerational
Partnership
for Sustainability



NSW
Office of
Environment
& Heritage

