



Buddy Experiment



Report on experiment with Intergenerational Partnership
through pairing of different generations

IUCN Commission on Education and Communication
and
Earth Charter Youth Initiative, Global Youth Action Network,
TakingItGlobal, Peace Child International, Peace Child Peru -
Embajadores del Desarrollo, Youth Action for Change,
UNEP's South Asia Youth Environment Network

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IUCN Commission on Education and Communication

The Commission on Education and Communication, CEC, is one of the six Commissions from which IUCN draws expertise to fulfil its mission. CEC is a global network of experts in environmental communication and education, who work in government, international organisations, NGO, mass media, business and academic institutions. CEC brings to IUCN the know how on planning and implementing effective communication and education strategies, as well as managing knowledge and learning processes. Contact us at: cec@iucn.org; Website: www.iucn.org/cec.

Earth Charter

“The Earth Charter Initiative” is the collective name of the extraordinarily diverse, global network of people, organizations, and institutions that participate in promoting and implementing the values and principles of the Earth Charter. The Initiative is a broad-based, voluntary, civil society effort. Participants include leading international institutions, national governments and their agencies, university associations, NGOs and community-based groups, city governments, faith groups, schools, and business – as well as thousands of individuals. The mission of the Earth Charter Initiative is to help establish a sound ethical foundation for the emerging global society and to promote the transition to a sustainable way of life founded on: respect and care for the community of life; ecological integrity; universal human rights; respect for diversity; economic justice; democracy; and a culture of peace. Website: www.earthcharter.org.

HECT Consultancy

Since 1997, HECT Consultancy has specialized in enabling positive change where people and nature seem to be in conflict. Sustainable development is the guiding principle for all of our activities. HECT Consultancy provides policy and management advice, research and surveys, training, coaching and practical support for various forms of effective interaction. Clients are international organizations, ministries of environment, conservation organizations and NGOs. Website: www.hect.nl.

The authors wish to thank the respondents to the survey for their feedback on which this report is based. They also wish to thank Andy Alm for his advice and help on internet tools.

Cover photo: Usha Srinivasan (India) and Jana Kovandžić (Serbia) at the first workshop on Intergenerational Partnership for Sustainability at the 4th International Conference on Environment Education, Ahmedabad, India, November 2007 (photographer: Dominic Stucker).

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Buddy Experiment Evaluation Survey Respondents

The following participants contributed to this evaluation, by responding to the web survey.

Abdul Jamil	youth	Pakistan
Abdul Wahab	youth	Indonesia
Alok Kumar Mishra	CEC	India
Amira Mostafa	CEC	Egypt / Nigeria
Anantdeep Singh Dhillon	youth	India
Andrea Deri	CEC	Hungary / United Kingdom
Anguie Bragado Mendoza	youth	Mexico
Arjan Klopstra	CEC	Netherlands
Arturo Curiel	CEC	Mexico
Brahim Haddane	CEC	Morocco
Cynthia Chin	CEC	Malaysia
Cyprien Semushi	youth	Rwanda
David Chalmers	youth	United States / Costa Rica
Davidson Kaiyo	youth	Zimbabwe
Deependra Joshi	CEC	Nepal
Djamila Ousmane	youth	Niger / Canada
Dominic Stucker	youth	Germany / Costa Rica
Douglas B. Adams	CEC	United Kingdom
Douwe Jan Joustra	CEC	Netherlands
Elaine Stratford	CEC	Canada / Australia
Eva Liliana Ardila Cortés	CEC	Colombia
Frits Hesselink	CEC	Netherlands
Gillian Martin Mehers	CEC	United States / Switzerland
Hamish Low	youth	New Zealand / United Kingdom
Hannah Lee	youth	USA
Holly Shrumm	youth	Canada / Tajikistan
Ion Botnaru	youth	Moldova
Irina Pleva	youth	Latvia / Finland
Jean-Claude Kamwenubusa	youth	Burundi
Joanna Dafoe	youth	Canada
Joerg Lohmann	CEC	Germany / Montenegro
Joram Temesi Mukani	youth	Kenya
Judy Wawira Gichoya	youth	Kenya
Julia Willison	CEC	United Kingdom
Katalin Czippán	CEC	Hungary
Koratikere Chandrashekhar	CEC	India
Leba Halofaki Mataitini	CEC	Fiji Islands
Linh Do	youth	Australia
Lisa Jokivirta	youth	Canada / Finland
M.M. Sheikh	youth	India
Mamata Pandya	CEC	India
Marina Robles Garcia	CEC	Mexico
Marta Andelman	CEC	Argentina
Martha Monroe	CEC	United States
Md.Nashir Uddin Faruq	CEC	Bangladesh
Michael Nyago	youth	Uganda
Minhui Hou	youth	China
Mohammad Said Subbarini	CEC	Jordan
Mónica Acuña	youth	Costa Rica

Natalie Unterstell	youth	Brazil / Norway
Oche Sunday Okoh	youth	Nigeria
Oluwatosin Anu Olowoyeye	youth	Nigeria
Pranab J. Patar	youth	India
Rashmi Asthana	youth	India
Suzana M. Padua	CEC	Brazil
Syd Smith	CEC	Australia
Timothy Ogene	youth	Nigeria
Vikram Aditya Mallavarapu	youth	India
Yolanda 杨	youth	China
Zuhur Yassin Ibrahim	youth	Somaliland
anonymous	youth	-

Executive Summary

We started the Buddy Experiment as a joint project between members of the IUCN Commission on Education and Communication (CEC), the Earth Charter Youth Initiative, Global Youth Action Network, TakingItGlobal, Peace Child International, Peace Child Peru - *Embajadores del Desarrollo*, Youth Action for Change and UNEP's South Asia Youth Environment Network. The project paired 80 CEC members with 80 youth from around the world for a period of 5 months (May – October 2008). The purpose of the Buddy Experiment was to test one type of model for collaboration, exchange of ideas and experiences, and action between people of different generations.

At the conclusion of the experiment, a web-based survey was used to explore in more detail what works and what does not work in this form of intergenerational partnership. In this short report, we have written down our experience in organizing the experiment and the findings from the web-based survey. To help other individuals or organizations to replicate our experience and set up their own buddy system, we included the various communication tools used during the experiment.

The main lessons learned in the experiment about this form of intergenerational partnerships are:

- participants themselves should be in control of choosing a partner;
- the time commitment expected from Buddies should be clear from the beginning;
- mentoring is a two way, mutual learning process that can have benefits for juniors and seniors alike;
- communication and learning increase if there is a clear focus, e.g. a career path to discuss or a joint project to realize;
- a minimum of one day a week for facilitation, monitoring, reporting and evaluation is needed; and
- up-scaling the experiment to include other Commissions or IUCN members is possible but would require an investment in infrastructure and facilitation.

There is a clear indication that the Buddy system works, as the majority of respondents indicated that they would like to take part in a next experiment and recommend this to colleagues. Time for facilitation has to be provided by participating Commissions or organizations. The partnering process can be simplified on a self organizing basis. For example, youth participants could first choose a Commission and then browse CVs from Members that are interested to partner. The most appropriate on-line procedure still has to be determined.

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Utrecht, Netherlands
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December 2008

Background

In the sustainable development discourse, the concept of intergenerational partnerships has come up a number of times.¹ We describe “Intergenerational Partnership for Sustainability” as a model for collaboration, exchange of ideas and experiences, and action between people of all ages. The focus of the partnership is on sustainability while bridging differences in values. The expected added value is:

- improved communication between different generations;
- sustaining the values in society and allowing flexibility for change;
- enhanced sustainability decision-making; and
- improved intergenerational equity.

In a series of workshops,² the Earth Charter Youth Initiative has explored the concept further. At the initial workshop during the 4th International Environmental Education Conference in Ahmedabad, India, representatives from youth organizations and representatives from more senior generations came up with the following modalities for intergenerational partnership:

- pairs of individuals from different generations in a mentor/mentee relationship;
- young people interning in NGOs or with governments;
- networks / organizations from different generations co-managing sustainable development and peace building projects;
- young people being included within NGO and/or country delegations in global governance processes on sustainability;
- supporting young people to engage in pertinent scholarship and providing a platform for disseminating and applying their research; and
- youth organizations consulting and working in collaboration with seniors on projects, programs, etc.

“Buddy Experiment”

There is little systematic experience with organizing and facilitating intergenerational partnerships. Therefore the Earth Charter Youth Initiative Coordinator and a member of the IUCN Commission on Education and Communication agreed to test one of the modalities and invest time of their own to explore - in a learning-by-doing way – what would work, for example:

- how to pair buddies;
- what infrastructure would be needed;
- how to stimulate interaction and learning;
- what would be the benefits and restraints for partners;
- what kind of learning would take place; and
- how to up-scale the experiment as a model for all IUCN Commissions and IUCN Members.

The cooperation between the various partners was easily established, especially because the budget in time and money was provided by Earth Charter and HECT Consultancy. IUCN CEC provided support with publicity through its newsletters in addition to a web platform for the initial applications and an e-mail list. The Earth Charter Youth Initiative developed a special Wiki-page on intergenerational partnerships.

¹ See, for example, Earth Charter Principle 14.a. “Provide all, especially children and youth, with the educational opportunities that empower them to contribute actively to sustainable development” at <http://www.earthcharter.org/>; the Campaign for Intergenerational Partnership for Sustainability at <http://intergenerationalpartnership.wikispaces.com/Overview>, including a 2008 IUCN Resolution on the same topic; the 2007 CIVICUS Youth Assembly “Call for Intergenerational Collaboration” at http://www.earthcharterinaction.org/youth/2007/06/youth_participation_at_civicus.html; and the Peace Child International’s 2006 publication “Co-Management – Becoming Equal Partners” at <http://www.peacechild.org/estore>.

² At the 4th International Conference on Environmental Education, Ahmedabad, India, November 2007; at the 16th Meeting of the UN Commission on Sustainable Development, New York, USA, May 2008; and at the 4th World Conservation Congress, Barcelona, Spain, October 2008.

Invitation Process

In April 2009, the Experiment was started by sending out an application to members of the CEC and a number of youth organizations.³ Over 700 CEC members and over 1,000 members of youth organizations were mailed. The web-based application process contained a very short survey that asked questions about:

- recent learning for sustainable development;
- demand for learning from one's Buddy; and
- specific information that would help in matching Buddies.

Over 300 individuals responded to the first mailing. Their answers provided some insight into learning by members of the CEC and youth organizations. The matrixes below summarize recent learning on sustainable development and the demand for learning through the Buddy Experiment. As they were open questions, we clustered the answers around the following rubrics: knowledge, attitudes and skills.

Recent Learning on Sustainable Development

CEC members	Youth
<p>New Knowledge: I came to realize...</p> <ul style="list-style-type: none"> •The power of internet & computer literacy, games and mobile phones •How bio-fuels drain the environment •The Importance of biodiversity •The scarcity of water •The importance of alternative energy sources •The link between consumption and environment •Ecology is the basis for society and economy •The difficult situation for the fishers at the West African coast 	<p>New Knowledge: I came to realize...</p> <ul style="list-style-type: none"> •The extent of the MDGs •The meaning of the concept of SD •The effects of climate change •The importance of effective communication •How poverty impacts SD •In my part of the world we consume more than our equal share •Good governance, human rights, environment are most important •Resource efficiency is vital •Cultural diversity and gender are key
<p>New Attitude: I came to the insights that...</p> <ul style="list-style-type: none"> •SD means deep change, including my own change •How importance it is to experience natural beauty •SD is about learning organizations •We can learn much from small islands states •Phenomena are interdependent •We should not involve only children but the wider community •We should not be reactive but proactive •How important social learning is •A positive attitude always pays back 	<p>New Attitude: I came to the insights that...</p> <ul style="list-style-type: none"> •We should see the world through the lens of 'we' not 'I' •Health of people and earth is more important than financial success •In solving problems we should not create new ones •We need consistency & dedication •We start with holistic dimension: body, mind, soul •How important 'integrity' is •Development aid can have adverse effects •We need actions at different levels •Corporate social responsibility is spin
<p>New action perspectives: I think what needs to be done is to...</p> <ul style="list-style-type: none"> •Raise awareness •Change behavior •Strengthen capacities •Change policies and laws •Restore tropical forests •Redesign neighborhoods for children to play outdoors 	<p>New action perspectives: I think what needs to be done is to...</p> <ul style="list-style-type: none"> •Sensitize communities •Involve youth (40% population) •Sensitize schoolchildren •Engage in new partnerships worldwide •Live differently •Help young people realize their dreams

The experiences of recent learning in sustainable development look at first sight a bit philosophical among some of the youth and a bit more concrete among CEC members. But there are no major differences.

³ Earth Charter Youth Initiative, Global Youth Action Network, TakingItGlobal, Peace Child International, Peace Child Peru - *Embajadores del Desarrollo*, Youth Action for Change, and UNEP's South Asia Youth Environment Network.

Learning Demand from Partnering CEC Members and Youth

CEC members	Youth
<p>Knowledge about people</p> <ul style="list-style-type: none"> ●Youth: views, ideas, motives, hopes, fears, initiatives ●Perception of sustainable development in North and South ●Difference between age groups ●What people do about SD elsewhere ●Examples what business people do for biodiversity <p>Knowledge about methods</p> <ul style="list-style-type: none"> ●Carbon sequestration techniques ●SD training programs ●Strategies that work in my region <p>Knowledge about linkages between SD and</p> <ul style="list-style-type: none"> ●Social and individual change processes ●Religion, peace, philosophy, Buddhism ●Health and environment ●Effects of the South-North brain drain 	<p>Knowledge about people</p> <ul style="list-style-type: none"> ●Young professionals in government and companies and SD ●What is a SD professional ●What are country success stories ●Roles that Youth can play ●Dealing with ignorant people <p>Knowledge about methods</p> <ul style="list-style-type: none"> ●Carbon credit & marketing ●Role of legal instruments and diplomacy ●SD approaches on small islands ●CC Compensation for poor countries <p>Knowledge about linkages between SD and</p> <ul style="list-style-type: none"> ●Developing countries ●Climate change and local communities ●Women's rights, biodiversity, audio-visual culture
<p>Skills: how to.....</p> <ul style="list-style-type: none"> ●Engage youth organizations ●Interest young people in Africa ●How to link SD to new jobs for young people ●Use schools as SD learning centers ●Orient EE towards SD ●How to apply systems thinking to SD ●Effectively communicate ●Better use new media ●Connect emotions and intellect ●Translate abstract concepts into everyday life principles ●Generate stakeholder participation and facilitate workshops ●Raise awareness among women in communities ●Influence government ●Improve life in rural areas ●Measure sustainable behavior and evaluate SD 	<p>Skills: how to.....</p> <ul style="list-style-type: none"> ●Mobilize youth through education ●Empower myself and enhance my leadership qualities ●Cooperate with others ●Engage in partnerships with the business sector on water issues ●Involve grass roots ●Link SD with lifestyle ●Use ICT for SD ●Advocate ●Create change ●Develop solar energy methods ●Integrate SD into the design of non-residential buildings ●Integrate SD into community development policies and plans ●Ensure social justice and community driven development without allowing greedy spirits to over-exploit

The learning demand of youth focuses mainly on knowledge areas such as climate change, biodiversity, energy, sustainable development, and small island developing states. Skill sets in demand are communication and social instruments; financial and economic instruments; leading change processes and innovation, and fostering partnerships. Highlights among the learning demand of CEC members are, for example, internet skills, new media, and better understanding of youth.

The good thing about these questions may have been that it framed the Buddy Experiment as a tool for mutual learning. In hindsight we can say that the demand for learning in many cases meant a high expectation of learning through partnering.

The specific information to help partnering was rather diverse and proved to be of no help in matching participants, as we had not asked questions about the supply side. Over 20% of the applicants indicated that they had no specific preference. About 15% of the CEC members wanted a Buddy with an interest in biodiversity related issues. Almost 10% of the applicants made statements about the preferred character and interests of their buddy. As we had not enough information, we could match Buddies on these preferences only in a few cases. In the end, partnering was done on the basis of gender, language, and 'first come, first serve.' Since there were about 80 CEC members who applied, we had to disappoint some 115 younger people.

In the last week of April, the applicants were informed who their Buddy was and the pilot started. In one or two cases, applicants wrote us that their Buddy had not responded immediately to their e-mails. Some applicants copied us on their first exchange. They came across issues such as how to address each other (formal or informal), the meaning of their name, details of personal interests from their CVs, their families, the place where they were living, differences between their cultures, how they became involved in sustainable development, the possibility of meeting in Second Life (a

virtual social networking platform), or communicating through Skype. At this stage the Experiment seemed to stimulate rich encounters between generations.

Monitoring and Stimulating the Experiment

Between May and October, the facilitators sent a number of mailings to participants to remind them of the Experiment, to encourage them to communicate about specific topics, and to get some feedback on how the Experiment was evolving.

The first mailing in early May 2008 (see Annex for all e-mail correspondence) asked participants just one short question: "Did you already introduce yourself to each other?" It resulted in over 70 positive responses, equally divided over CEC members and youth, indicating that 45 Buddy pairs were in active communication. It also triggered quite a few reactions from people who had encountered problems in connecting with their Buddy, where renewed matching was requested. Indeed, 9 CEC members and 12 youth requested new Buddies in June and July and were then re-matched in August.

The results of the initial survey were posted on Frits Hesselink's blog "The Art of Positive Change" and communicated to participants in late May.

In July, a mailing was sent to participants encouraging them to discuss the draft IUCN Motion on Intergenerational Partnership for Sustainability (IPS) and to begin preparing for the IUCN Congress, to be held in Barcelona, Spain that October.

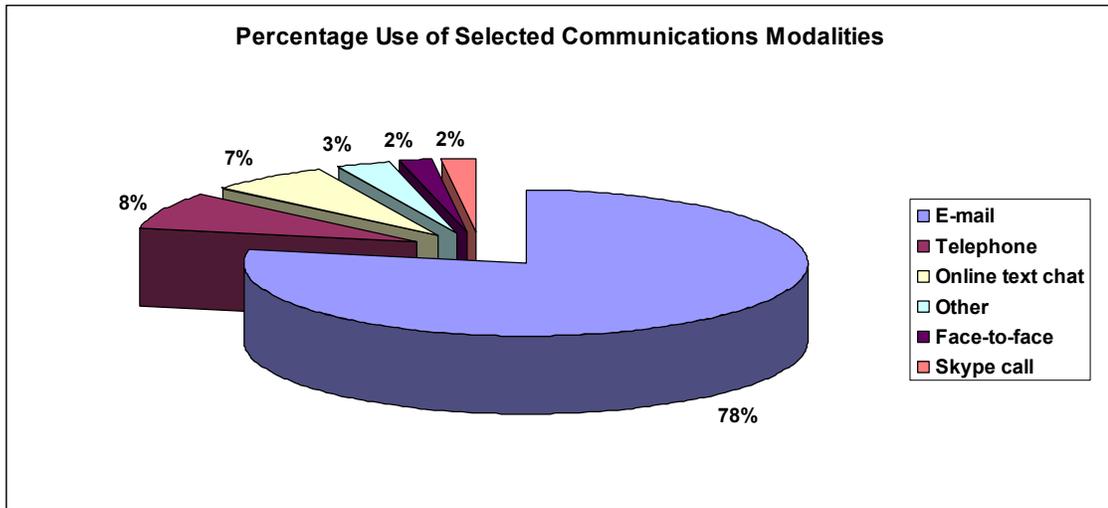
In September, another mailing was sent to stimulate discussion on the Earth Charter and to make further preparations for the IUCN Congress.

While the first application/survey was conducted in April using CEC's web tools (with support from Andy Alm), the final evaluation survey was conducted in September using SurveyMonkey.com, sponsored by HECT Consultancy.

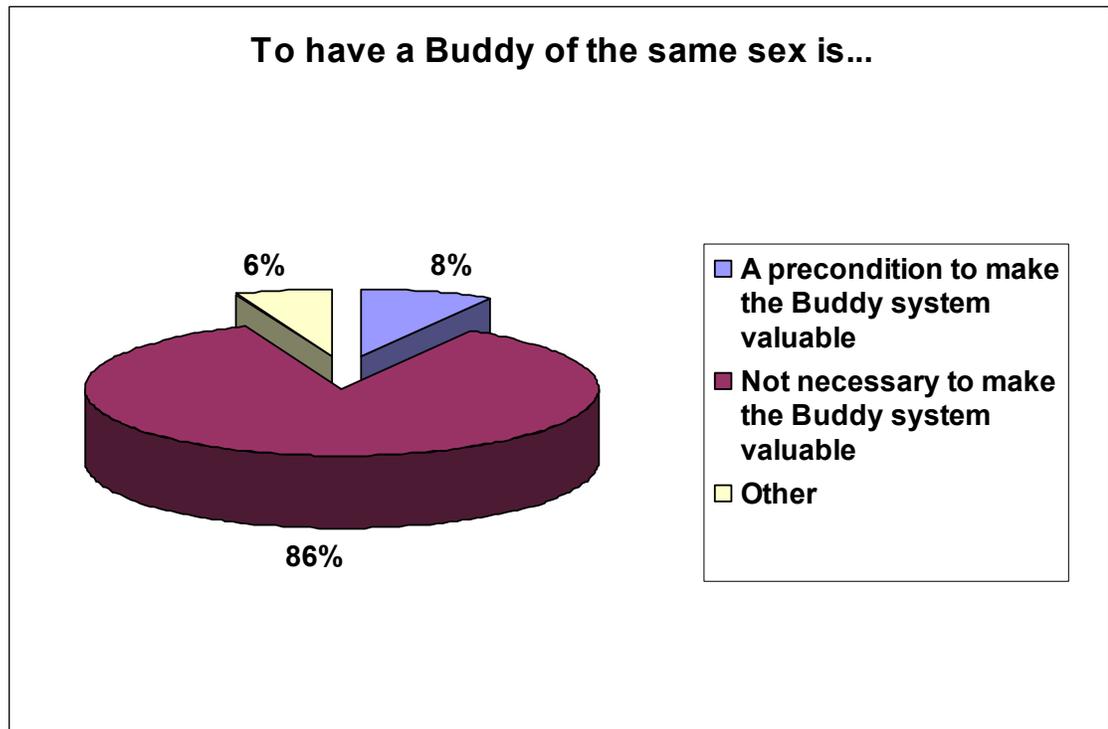
Evaluation

Out of 160 participants, 61 gave their opinions of this Experiment (34 youth and 27 CEC members) through a web-based survey organized in September. The results showed a gender, age and regional balance among respondents. The average age of respondents was 36 with extremes of 17 and 72. On average, respondents had contacted each other 7.3 times, or more than once each month.

E-mail was, overwhelmingly, the favorite mode of communication (see pie graph, below). Some Buddies had had over 40 e-mail contacts. A few had had face to face contact. Over twenty respondents had used Skype and online chats. A few had had no contact at all.



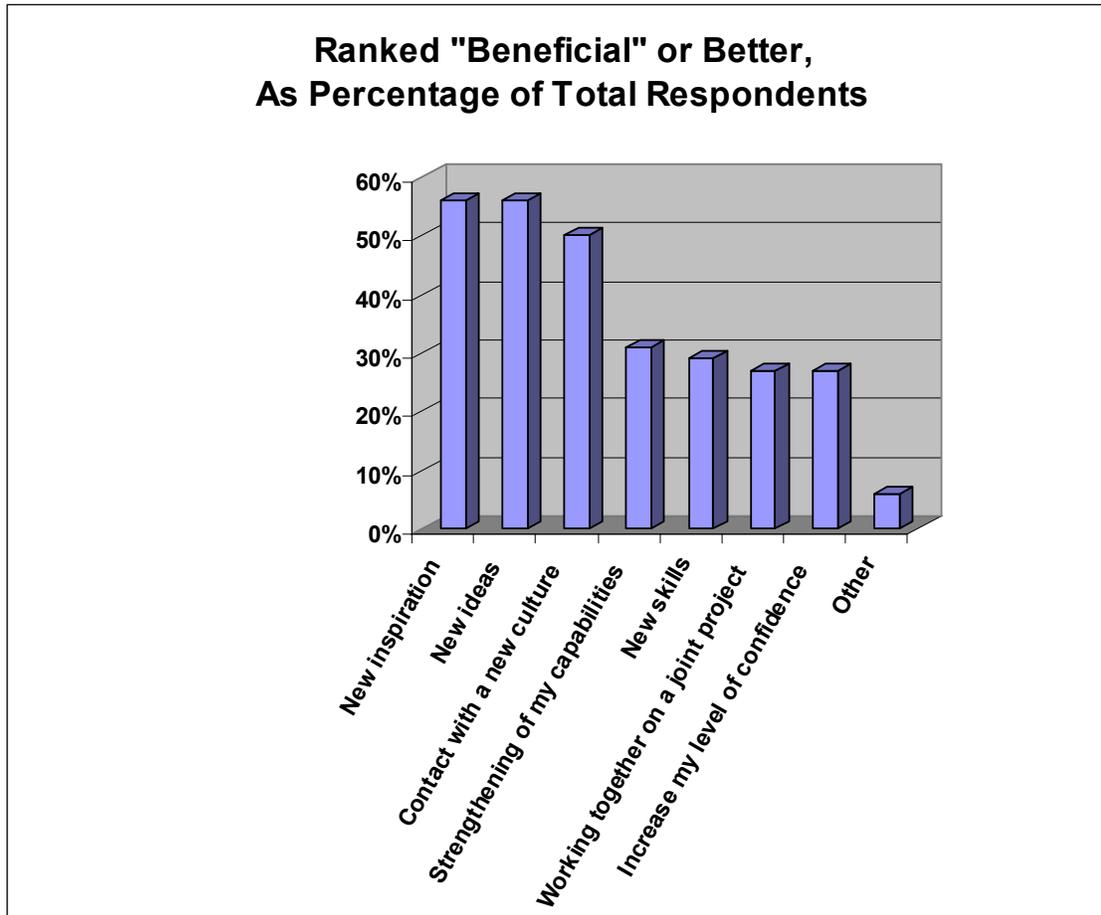
The majority of respondents thought that having a Buddy of the same sex was not a precondition for success. Two male and 2 female respondents were of a different opinion. From the comments and suggestions, it is clear that many Buddies want to choose their own partner, based on a clear understanding of what the other party brings - and expects - from the exchange.



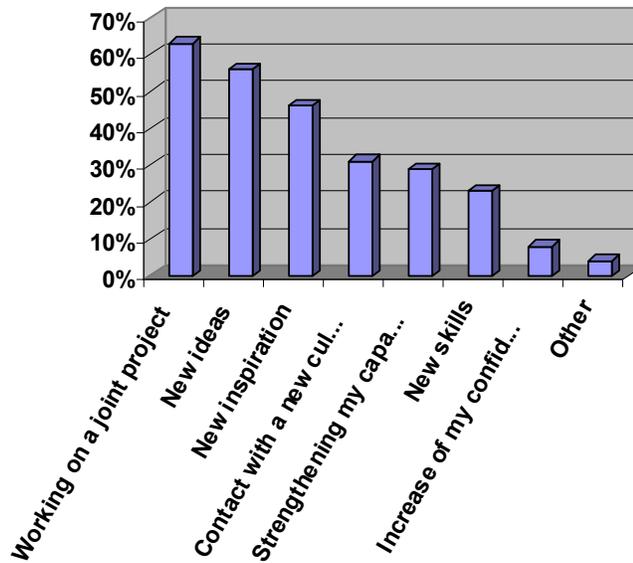
Thirty eight respondents, out of 61, had discussed their professional work and career. Over 20 had communicated about professional skills or sustainable development. IUCN and Earth Charter were only a topic for 6 respondents. Most respondents see the added value of these contacts in new ideas, new inspiration, and working together on a joint project. They answered in this way based on their experience in the Experiment, as well as on their expectations of the next Buddy Experiment.

The Buddy system was perceived by most respondents as a learning tool for young professionals, though a majority of CEC respondents reported that it is a learning tool for seniors, as well.

Significantly, 37% of CEC respondents consider “working together on a joint project” to be a beneficial result of the Buddy Experiment, in addition to 63% for “contact with a new culture.” Both these percentages are greater than the overall percentage and, thus, greater than the overall youth response. (see bar graph, below).

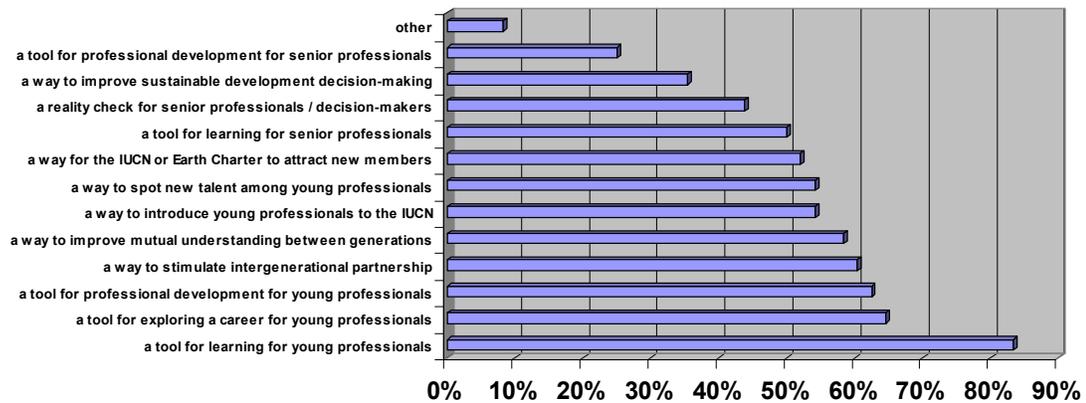


What Respondents Want from Next Buddy Experiment, As Percentage of Total Respondents

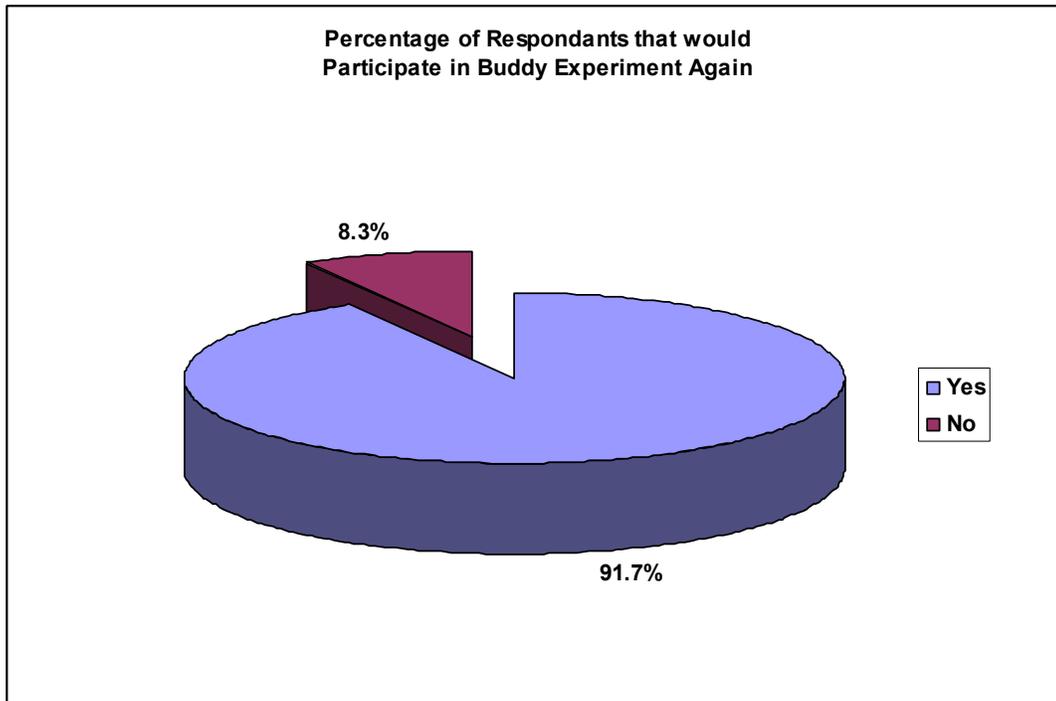


When disaggregated, 58% of CEC respondents reported that the Buddy Experiment can be useful as “a tool for learning for senior professionals” and 53% as “a reality check for senior professionals / decision-makers.” When compared to perceptions from youth, a greater percentage of CEC members considered these to be valuable uses of the Buddy Experiment.

Percentage of Total Respondents: The Buddy Experiment can be useful as...



Participants see Intergenerational Partnerships in the form of Buddy partnering as a useful tool and would invest their time again in another such opportunity.



The average satisfaction level was neutral. This may have been due to the fact that youth, in particular, had high expectations and CEC members may have been too busy to invest enough time.

Quite a few respondents expressed the need for more facilitation, more reminders by the organizers, more joint projects, and joint follow-up.

Lessons Learned

The learning-by-doing in the Experiment provided insight in what works with regard to partnering, time commitment, mutual learning, focus, infrastructure and up-scaling.

Partnering

It is clear from the experience with this Experiment and the survey that Buddies would like to be – as much as possible - in control of the partnering process. This could take on a number of different forms. For example, it would mean a database for youth to search for mentors e.g. an IUCN Commission Member. This can be done through existing internet modalities such as LinkedIn or Facebook. It would require a special grouping to be set up and Commission Members – who are willing to invest time in mentoring - to fill in a special profile that provides guidance to the learning demand from youth: knowledge areas indicated are climate change, biodiversity, energy, sustainable development, small island developing states. Skill sets in demand are communication and social instruments; financial and economic instruments; leading change processes and innovation, and fostering partnerships. See the next section for additional partnering ideas.

Time Commitment

Although time-investment was not explicitly monitored and evaluated, it became clear from the survey that time restraints were a major issue in many cases. In most cases where the partnering did not really work well, the respondents of the survey indicated time as the most important reason. It is fair to say that one hour per week would be a minimum investment for engaging with a young professional. It is important that Commission members realize this right from the start. The time frame of half a year may be short; it is probably better to think in one-year terms for partnering with an option to continue or change.

Mentoring and Reverse Mentoring – Mutual Learning

For the senior partners, the mentoring of youth seems to be an important driver for successful partnering. The senior may also see benefits in the Buddy system of reverse mentoring by the youth, e.g. internet skills, new media, better understanding of youth, and, in general, a “reality check.” Analysis of the open questions from the initial survey give the impression that the senior needs to have sufficient internal motivation to invest in mentoring a young professional by sharing knowledge and experience. The final evaluation survey also showed that youth provide stimulating new ideas and new inspiration to the senior Buddy, in addition to the opportunities to be exposed to a new culture and to work on joint projects.

Focus for Partnering

From the experience with this first experiment, it is clear that ‘mutual learning for sustainable development in a mentoring and reverse mentoring system’ is too vague and may result in expectations that cannot be met. The survey showed that in most cases in which Buddies were very positive about their learning experience, they had been working on a joint project or focused on a clear discussion of personal career paths.

Facilitation

Quite a number of respondents indicate in the evaluation survey that more facilitation, feedback and stimulation would be helpful. Even though reminders were sent in the course of the Experiment, a small number of participants had – to their regret – not heard from their partner. Or had not heard enough. To make the system work better, more investment in facilitation is needed, e.g. in the form of reminders, small surveys, a helpdesk etc. The total time invested by the organizers since January 2008 for the six months of the Experiment comes to a total of about 240 hours. That equals an average of a little more than 1 day a week for organization and facilitation of a group of the size of 160 Buddies. The web tools used were adequate.

Up-scaling

The experiment proves that, in principle, the Buddy-system provides an effective form of intergenerational partnership and mutual learning. Participants both from CEC and youth would participate in a next Buddy Experiment. When in other IUCN Commissions – and among IUCN members – enough senior professionals can be identified who are willing to invest time in mentoring a young professional, a start can be made with up-scaling. The benefits for Commissions and Members can be to identify new talent and invest in the next generations of sustainability leaders. The Buddy system could also complement training activities for young conservation leaders, as envisaged by IUCN, WWF, LEAD and IISD. A precondition for any form of up-scaling though is to have the right facilitation and online infrastructure in place. On a year basis this could be done in the form of free lance support of about 30.000 US dollars or by one organization integrating these tasks in the Terms of Reference of existing staff.

Recommendations for Next Steps

CEC and the Earth Charter Youth Initiative are well placed to be involved in the next Buddy Experiment. It is necessary to explore where coordination can be placed. This might be done in the form of a 3IC project⁴ between IUCN Commissions. Time could be found in the framework of the Memorandum of Understanding on capacity building for the next generation of sustainability leaders between IISD, LEAD, WWF, and IUCN, if all organizations contribute to fund a position. A third possibility is to ask all Commission Chairs to set aside a few thousand Swiss Francs from their Commission Operations Fund.⁵

⁴ A 3IC project is funded by an internal IUCN innovation fund.

⁵ The Commission Operation Fund is an internal IUCN Fund to cover basic financial needs of commissions. It is allocated to each Commission Chair for his or her discretionary power.

The partnering could be done using a platform such as Drupal. Participants would be asked to create a simple profile, indicating their gender, preferred language and thematic and/or regional interests. Groups based on the prioritized regional and/or thematic interests of participants would be automatically generated, followed by an open group forum, through which Buddies could match themselves. Buddies would be encouraged to agree on their objectives for mutual learning and time commitment for communication before partnering. Each Buddy pair would have its own webpage to facilitate communication, exchange, and joint projects. Furthermore, it is possible to have a common graph or world map of all Buddy pairs, indicating the frequency of communication between them.

Annexes

1. Participants in the Buddy Experiment, May – September 2008
2. Original Planning
3. Invitation Letter to CEC Members, April
4. Matching Letter to Applicants, April
5. Rejection Letter to Unmatched Youth, April
6. Mailing: Checking in Mailing, May
7. Mailing: Sharing Results of Sustainability Learning Questions, May
8. Mailing: Request a New Buddy, June
9. Mailing: New Buddy Matches, Discussion of draft IUCN Motion on IPS, and Preparation for IUCN Congress, July
10. Mailing: Discussion on the Earth Charter and Preparation for IUCN Congress, September
11. Survey Mailing, September
12. Survey Questions, September

1. Participants in the Buddy Experiment, May – September 2008

Abdul Jamil	youth	Pakistan
Abdul Wahab	youth	Indonesia
Adel Gana	youth	
Aiden Abram	youth	Canada
Alain Dobou	youth	
Aleksandra Povarich	CEC	Uzbekistan
Alice Akinyi Kaudia	CEC	
Allee-Mosaheb	CEC	
Alok Kumar Mishra	CEC	India
Amal Ahmed Mohamed Mousa	youth	
Amira Mostafa	youth	Egypt / Nigeria
Anantdeep Singh Dhillon	youth	India
Andrea Deri	CEC	United Kingdom / Hungary
Angela M. Wambua	youth	Kenya
Anguie Bragado Mendoza	youth	Mexico
Arjan Klopstra	CEC	Netherlands
Arturo Curiel	CEC	Mexico
Arturo Limon	CEC	Mexico
Assouan Gbesso	youth	Togo
Aya El Ayouby	CEC	
Brahim Haddane	CEC	Morocco
Bremley W.B. Lyngdoh	youth	India / United Kingdom
Bridgette B. Barrett	CEC	Jamaica / United States
Cangé Patrick	youth	
Ceyda Karadas	youth	
Charles Gahire	CEC	
Cheryl Charles	CEC	United States
Chris Maas Geesteranus	CEC	Netherlands
Cynthia Chin	CEC	Malaysia
Cyprien Semushi	youth	Rwanda
David Chalmers	youth	United States / Costa Rica
David Enomah	youth	
Davison Kaiyo	youth	Zimbabwe
Deependra Joshi	CEC	Nepal
Didier Gleyzes	youth	France
Djamila Ousmane	youth	Niger / Canada
Dominic Stucker	youth	Costa Rica / Germany / United States
Douglas B. Adams	CEC	United Kingdom
Douwe Jan Joustra	CEC	Netherlands
Edelyne Nazaire	youth	
Efraim Batista de Souza Neto	youth	
Elaine Stratford	CEC	Canada / Australia
Ella Antonio	CEC	Philippines
Eva Liliana Ardila Cortés	CEC	Colombia
Eve Mogridge	youth	
Fecih Younes	CEC	
Francisco Ingouville	CEC	
Frits Hesselink	CEC	Netherlands
Gabriel Aniabi	youth	
Gesa Mike Munabi	youth	Uganda
Gillian Martin Mehers	CEC	United States / Switzerland

Govind Lohia	youth	
Gulalai Ismail	youth	
Hamish Low	youth	New Zealand / United Kingdom
Hannah Lee	youth	Colombia
Henry Ekwuruke	youth	
Holly Shrumm	youth	Canada / Tajikistan
Ion Botnaru	youth	Moldova
Irina Pleva	youth	Latvia / Finland
Jacinta Opara	CEC	
Jagdish S. Joshi	youth	
Jan Cerovsky	CEC	Czech Republic
Jana Kovandzic	youth	Serbia
Jane Booty	CEC	United Kingdom
Javed Mosaheb	CEC	
Javier Benayas	CEC	Spain
Jean Perras	CEC	Canada
Jean-Claude Kamwenubusa	youth	Burundi
Jesus Armando Zambrano	youth	Venezuela
Jia Feng	CEC	China
Jingjing Lin	youth	China
Jinie Dela	CEC	Sri Lanka
Joanna Dafoe	youth	Canada
Joao Felipe Scarpelini	youth	Brazil / United Kingdom
Joerg Lohmann	CEC	Germany / Montenegro
Johanna Garay	CEC	Mexico
John Uka	youth	
Joram Temesi Mukani	youth	Kenya
Joshua Onyeke	youth	
Judy Wawira Gichoya	youth	Kenya
Julia Willison	CEC	United Kingdom
Karamcheti Swathi	youth	
Katalin Czippán	CEC	Hungary
Katelyn Margerm	youth	
Kedar G. Gore	CEC	
Koratikere Chandrashekhar	CEC	India
Lars Rydén	CEC	Sweden
Leba Halofaki Mataitini	CEC	Fiji Islands
Linh Do	youth	Australia
Lisa Jokivirta	youth	Finland / Canada
Lister Chaka	CEC	
Lottie Miller	CEC	
M.A. Khan	CEC	
M.M. Sheikh	CEC	India
Maggie Knight	youth	
Makasso Davy Ludewic	youth	
Mamata Pandya	CEC	India
Marina Robles Garcia	CEC	Mexico
Mark McGinley	CEC	
Marta Andelman	CEC	Argentina
Martha Monroe	CEC	United States
Maxwell E. Ogaga	youth	Nigeria
Mayyada Abu-Jaber	CEC	Jordan
Md. Nashir Uddin Faruq	CEC	Bangladesh

Michael Soukup	CEC	
Minhui Hou	youth	China
Mirian Vilela	CEC	Costa Rica / Brazil
Mohammad Said Subbarini	CEC	Jordan
Mónica Acuña	youth	Costa Rica
Mourad Ahmim	CEC	Algeria
Muhamad Iman Usman	youth	Indonesia
Muhammad Tahir Siddiqui	CEC	
Nagappan Parasuraman	CEC	India
Natalie Unterstell	youth	Brazil / Norway
Nidhi Agrawal	youth	India
Nolana E. Lynch	youth	
Nyago Michael	youth	Uganda
Oche Sunday Okoh	youth	Nigeria
Okonta Emeka Okelum	youth	
Olumide Idowu	youth	
Oluwatosin Anu Olowoyeye	youth	Nigeria
Pablo Astudillo	youth	
Pam Puntenney	CEC	United States
Papy Singbo	youth	
Patricia Cucio Guisordi	youth	
Pema Gyamtsho	youth	Bhutan
Peter Sturni	youth	
Pham Thuy Duong (Daisy)	youth	
Pranab J. Patar	CEC	India
Prayukth Jayarajan	CEC	
Qamar Shahid Siddiqui	CEC	
Rashmi Asthana	youth	India
Ravichandran M.	CEC	
Ricardo Carvalho	CEC	Brazil
Ricardo Gomes Luiz	CEC	Brazil
Samik Gupta	CEC	India
Sarah Bexell	CEC	
Seshie Richard Ahedor	youth	
Shubham	youth	India
Silvia Sanchez	CEC	
Sohail Mahmood	CEC	
Sónia Maria Fernandes Vieira	youth	Portugal
Steven Lovink	CEC	Netherlands
Susan Matindi	CEC	Kenya
Susan Toch	CEC	United States
Suzana M. Padua	CEC	Brazil
Syd Smith	CEC	Australia
Timothy Ogene	youth	Nigeria
Tommy Garnett	CEC	Sierra Leone
Vanessa Francis	youth	
Vicente Carabias-Hütter	CEC	Switzerland
Victor Momoh	youth	
Vikram Aditya Mallavarapu	youth	India
Vilma Peña	CEC	
Violeta Orlovic	CEC	Serbia
Wasique Ahmed Soomro	youth	Pakistan
Wiwien Tribuwani Wiyonoputri	CEC	

Xiaoyuan Chen	youth	China
Yolanda 杨	youth	China
Yoshi Nagata	CEC	
Zohra Rehmat Ali	CEC	Pakistan
Zuhur Yassin Ibrahim	youth	Somaliland

2. Original Planning

CEC Communication planning & CEC tasks/responsibilities

Week 8

Definition of concept of buddy-system, CEC tasks/responsibilities and planning (Frits/Keith)

Week 9, 10, 11

Preparation of Newsletter and webpage (lead: Susan)

Week 12

Short statement by the IUCN DG on the initiative in CEC newsletter

Short statement of the CEC Chair in CEC newsletter

Short statement by CEC Co-Chair ESD in CEC newsletter

Testimonial of interested CEC member in CEC newsletter

Testimonial of interested youth in CEC newsletter (via Dominic)

Interview on buddy-system with Frits Hesselink in CEC newsletter

Interview on buddy-system with Dominic Stucker in CEC newsletter

Mailing of CEC special newsletter to all members

Week 14

Mailing of webpage – with application form – to all CEC members (Andy – Cecilia)

Week 15

Reminder – mailing of webpage (we have a few places left,) (Cecilia)

Week 36

Web survey to evaluate experiences (Frits, Dominic, Andy)

Week 40

Results survey in CEC newsletter (Susan)

Week 41

WCC Workshop Intergenerational Partnerships (Dominic)

Outline of a project proposal to upscale the buddy-system (to be decided)

Week 44

Report on WCC Workshop Intergenerational Partnerships in CEC newsletter (Susan)

3. Invitation Letter to CEC Members, April

Intergenerational Partnerships for Sustainability

An experiment

Opportunity for CEC Members to partner with Youth and vice versa

Message of the CEC Chair

During the 4th International Conference on Environmental Education (Ahmedabad, November 2007) 50 youth and adults from different parts of the world launched the idea to form intergenerational partnerships for sustainability. One of the modalities of such partnerships is the individual matching of young and old(er) learners for sustainability in a 'buddy-system', as a vehicle two way learning (mentoring and reverse mentoring). Youth organizations, including the Earth Charter Youth Initiative, Global Youth Action Network, TakingItGlobal, Peace Child International, and the Youth Environment Network, are prepared and eager to invite their members to try out this modality with members of CEC. We think this is a great idea and CEC is ideally placed to experiment with this concept.

What we ask of you – a minimum commitment

If you are interested in this experiment and want to engage for 6 months in 2008 in a 'buddy-relationship' with a young professional, please fill in the form below. You will receive an email with the name and contact information of a young learner with whom CEC has matched you. You then can start communicating about areas where you would jointly like to learn more. Matching will be done on the basis of gender (male-male; female-female) and language preference. During the experiment and at the end we will ask a few short questions to evaluate the approach. You will be named as a contributor to this short CEC study. We expect that the minimum time investment is about one - two hours a month, but of course you can invest much more time. Communication can be by email, skype or other means. We count on your creativity!

Example of what we have in mind

Over the try-out period we hope that the buddy system will generate meaningful interpersonal exchange and learning. Each pair is free to decide how to go about this joint learning towards sustainability. We just give a few examples. You could engage in:

- Exchanging CVs and answering questions on career planning and development;
- Answering questions with regard to IUCN CEC, the role of learning and communication in sustainable development;
- Advising on sustainable development learning, reading or activities your buddy is engaged in;
- Talking about projects or activities you are involved in and maybe even give a small role to your buddy (e.g. his/her internet literacy may add value)
- Exchanging experiences with regard to sustainable development in both private and professional life, etc.

Barcelona

During the IUCN World Conservation Congress In Barcelona – as far as buddies are present - we will try to meet and exchange experiences. To facilitate that process we will have a short internet survey to evaluate experiences and collect suggestions to take this ‘buddy-concept’ further and maybe expand it over all IUCN Commissions and maybe IUCN members.

APPLICATION FORM

Yes I would like to join in the Buddy-Experiment for Intergenerational Partnerships for Sustainable Development

Name:

Email Address:

Gender:

Preferred language:

I recently learned about SD:

I want to learn about SD this year:.....:

Specific requests that might help to find a buddy:

Click on send!

Pop-up: Thank you very much for participating in this CEC experiment! Keith Wheeler, Chair of IUCN Commission on Education and Communication

4. Matching Letter to Applicants, April

Dear Jesus Armando Zambrano and Francisco Ingouville,

Thank you for your application for the Buddy Experiment - Intergenerational Partnerships for Sustainability (IPS). We are pleased to introduce you to your Buddy (see name and e-mail address above.) Your Buddy Partner Number, for future reference, is 4.

We received 80 applications from IUCN CEC members and 195 from youth. We reviewed each application, carefully weighing your responses. Matching was done according to your sex, language preference, and first come – first serve basis. As a result the two of you are partners in this Experiment.

You now can start communicating about areas where you would like to learn more. Communication can be by email, Skype, MSN or other means. We count on your creativity!

We encourage you to engage in...

- Exchanging CVs and answering questions on career planning and development
- Answering questions with regard to your organization and work, especially about sustainability, social justice, and peacebuilding
- Sharing about sustainable development learning, reading or activities your Buddy is engaged in
- Talking about projects or activities you are involved in and even offering a small role to your Buddy
- Exchanging experiences with regard to sustainable development in both private and professional life, etc

During the Experiment and at its end, we will ask a few short questions to evaluate the approach. You will be named as a contributor to this short CEC study. You can follow the Experiment on the newsletters of CEC and on the Earth Charter Youth Initiative website:

www.earthcharterinaction.org/youth/

We wish you fun, meaningful exchange, and much mutual learning.

On behalf of CEC and the IPS Coordination Team

Thank you and kind regards,

Frits Hesselink, Advisor to the CEC Chair

Dominic Stucker, Earth Charter International Youth Coordinator

IPS Coordination Team:

Earth Charter International

Global Youth Action Network

TakingItGlobal

Peace Child International

Peace Child Peru – Embajadores del Desarrollo

UNEP's South Asia Youth Environment Network

Youth Action for Change

5. Rejection Letter for Unmatched Youth, April

Dear Buddy Experiment Applicants,

Thank you for your application for the Buddy Experiment - Intergenerational Partnerships for Sustainability (IPS). Unfortunately, you are one of the applicants we have to disappoint this time. We received 80 applications from IUCN CEC members and 195 from youth. We reviewed each application, carefully weighing your responses. Then, matching was done according to your sex, language preference, and first come – first serve basis. This means, of course, that we could not find Buddies for over 100 youth.

As we develop and expand the Buddy approach, we hope that you can participate next time. Please see below for ways to remain engaged.

Remain engaged!

- >
- Follow the Buddy Experiment in the newsletters of CEC and on the Earth Charter Youth Initiative website: www.earthcharterinaction.org/youth/
- Join the Alliance for IPS as an individual or organization:
www.intergenerationalpartnership.wikispaces.com/Alliance
- Comment on our Framework for Forming IPS:
www.intergenerationalpartnership.wikispaces.com/Framework
- If you are going to the IUCN's World Conservation Congress in October, participate in our workshop on IPS: www.iucn.org/congress/

On behalf of CEC and the IPS Coordination Team

Thank you and kind regards,

Frits Hesselink, Advisor to the CEC Chair
Dominic Stucker, Earth Charter International Youth Coordinator

IPS Coordination Team:
Earth Charter International
Global Youth Action Network
TakingItGlobal
Peace Child International
Peace Child Peru – Embajadores del Desarrollo
UNEP's South Asia Youth Environment Network
Youth Action for Change

6. Mailing: Checking in, May

Dear participant in the Buddy Experiment,

Please let us know your progress by sending a quick email response to one of the two e-mail addresses below. You do not need to write a message...

Simply write "youth" or "CEC member" in the subject heading, according to whether you are from our youth networks or the IUCN.

We will count responses to get a sense of how the intergenerational partnerships are progressing, and we will advise you of the results.

We have introduced ourselves to one another: <introduced@ips.wcln.org>

We are in active communication with one another: <active@ips.wcln.org>

Please note: if you have not even introduced yourselves to one another, please do not send us any e-mail at this time.

Thanks,

Frits Hesselink
Dominic Stucker

7. Mailing: Sharing Results of Sustainability Learning Questions, May

Dear Buddies!

We are glad to learn that **over half of the Buddy pairs (45) have introduced themselves to one another and/or are in active communication.** (Please see the attached spreadsheet that shows all of your responses. If you wish to update this information or request a new Buddy - if yours has been unresponsive to date - please write to me at youthcoordinator@earthcharter.org).

To stimulate further discussion, we are providing you with summary tables of the original application essay questions you answered:

- 1) something you recently learned about sustainable development
- 2) something you would like to learn about in the sustainable development field

Please visit Frits' "Art of Positive Change" blog to view summary tables of your responses:

<http://cepatoolkit.blogspot.com/2008/05/300-people-apply-for-intergenerational.html>

The one on the top summarizes responses to question (1) and the one on the bottom summarizes responses to question (2). Simply click on the tables to enlarge them.

We encourage you to discuss these responses with your Buddy.

Enjoy!

Dominic Stucker, Earth Charter International
Frits Hesselink, CEC

IPS Coordination Team

Earth Charter International
Global Youth Action Network
TakingItGlobal
Peace Child International
Peace Child Peru - Embajadores del Desarrollo
Youth Action for Change
UNEP's South Asia Youth Environment Network

8. Mailing: Request a New Buddy, June

Dear Buddy Experiment Participants,

If your Buddy has been unresponsive to your e-mails, you may request a new Buddy by Wednesday, 4 June. Please simply respond to this e-mail, indicating that you would like a new Buddy. If you make such a request and then begin communicating with your original Buddy before 4 June, please send us a second e-mail canceling your request.

After we receive your requests, we will make new matches based on your original survey number and gender.

Please note that, **should your original Buddy begin communicating with you after you are matched with a new Buddy, we encourage you to correspond with both Buddies.**

Thanks and peace,
Dominic

Dominic Stucker
International Youth Coordinator and
IPS Coordination Team Leader

www.intergenerationalpartnership.wikispaces.com/Overview
www.earthcharterinaction.org/youth/

IPS Coordination Team

Earth Charter International
Global Youth Action Network
TakingItGlobal
Peace Child International
Peace Child Peru - Embajadores del Desarrollo
Youth Action for Change
UNEP's South Asia Youth Environment Network

9. Mailing: New Buddy Matches, Discussion of draft IUCN Motion on IPS, and Preparation for IUCN Congress, July

Dear participants in the Buddy Experiment!

With only 2 months before the IUCN World Conservation Congress, the Intergenerational Partnerships for Sustainability (IPS) Coordination Team is busy with preparations - as I am sure many of you are, too!

Buddy discussion on draft intergenerational IUCN Resolution

I am very pleased to share that we have submitted a draft IUCN Resolution to the General Assembly entitled "*Intergenerational partnership: fostering ethical leadership for a just, sustainable, and peaceful world.*" Building on the IUCN's endorsement of the Earth Charter at their last Congress, the draft Resolution focusses on working toward a "just, sustainable, and peaceful" world. Our hope is to get the Resolution adopted by the IUCN's General Assembly in October.

We encourage you and your Buddy to discuss the draft IPS Resolution, attached in English and Spanish. (French translation forthcoming.)

New Buddy matches and "adoption"

I am also pleased to announce new Buddy matches for those of you who requested them. Please introduce yourself to one another and then start discussing the draft IPS Resolution. *Find your new Buddy's e-mail address in the attached "Buddy Correspondence Log" Excel document.*

Also, while there were an equal number of young women and female CEC members who requested new Buddies, the number of young men who request them outnumbered male CEC requests by three. *If any male CEC members want to "adopt" one of these three young men as additional Buddies, please respond to this e-mail, indicating your interest.*

Request for country and activity info

Attached, you will find an Excel document "Buddy Correspondence Log." This lists all of the original and new Buddy pairs, along with activity and country information. *We request that you update your activity level with your Buddy (Active, Introduced, or Not Introduced) by responding to this e-mail. Also, if your country information is blank, please send us your country of origin and residence.*

Earth Charter activities at IUCN WCC

Earth Charter is leading the IPS Coordination Team and wishes to share with you the activities we have planned for the IUCN Congress, including our IPS Workshop. Please see the attachment (in English and Spanish) for more information.

IPS website updated

The IPS Wiki website has been updated with our draft Resolution and the UN Commission on Sustainable Development-16 version of the Framework on IPS. *Please visit:*

www.intergenerationalpartnership.wikispaces.com/Overview

Many, many thanks for your continued participation in our Buddy Experiment. We hope to see many of you in October in Barcelona at the World Conservation Congress!

Peace,
Dominic

Dominic Stucker
International Youth Coordinator and
IPS Coordination Team Leader

www.intergenerationalpartnership.wikispaces.com/Overview
www.earthcharterinaction.org/youth/

IPS Coordination Team

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TakingItGlobal
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Peace Child Peru - Embajadores del Desarrollo
Youth Action for Change
UNEP's South Asia Youth Environment Network

10. Mailing: Discussion on the Earth Charter and Preparation for IUCN Congress, September

Dear Buddies,

Discussion: The Earth Charter

To stimulate discussion with your Buddy during the coming weeks, we have attached the Earth Charter (in English, French, and Spanish). The Earth Charter is a declaration of interdependence and principles for building a just, sustainable, and peaceful world. It resulted from the most inclusive global consultation process ever associated with an international document and is endorsed by over 4,500 organizations, including the IUCN. The Earth Charter is used as a pedagogical tool and has inspired and shaped many action projects. See more at www.earthcharter.org.

Given your interests in sustainability, education, and positive change, we encourage you to discuss the Earth Charter with your Buddy. Question could include:

- * What do you like/dislike about the Earth Charter?
- * What relevance might the Earth Charter have to your work and/or studies?
- * What role do values and ethics have to play in bringing about a better world?

Preparation for the IUCN Congress

The IUCN's World Conservation Congress is approaching rapidly! Though we realize that not all of you will be able to participate, we intend to keep you informed about events there, especially those relating to one of our workshops:

"Intergenerational partnership with the IUCN: fostering ethical leadership for a just, sustainable, and peaceful world" and our draft Resolution on intergenerational partnership.

See the IUCN Congress site to learn more:

http://cms.iucn.org/news_events/events/congress/index.cfm

This Buddy Experiment, the workshop, and the draft Resolution submitted to the IUCN - which draws on the IUCN's endorsement of the Earth Charter - are all part of a broader "Campaign for Intergenerational Partnership for Sustainability," led by Earth Charter International. Learn more here: <http://intergenerationalpartnership.wikispaces.com/Overview>

Finally, we have attached two documents detailing the Earth Charter and youth-related workshops at the Congress. We warmly welcome all of you to participate.

Peace,
Dominic
IPS Coordination Team

Earth Charter International
Global Youth Action Network
TakingItGlobal
Peace Child International
Peace Child Peru - Embajadores del Desarrollo
Youth Action for Change
UNEP's South Asia Youth Environment Network
In partnership with the IUCN's Commission on Education and Communication

11. Survey Mailing, September

Dear Buddies!

With just one month to go before the IUCN Congress, we are eager to hear from you regarding your experience in the Buddy Experiment. Your feedback is very valuable to us and will be kept confidential. We plan to share the compiled results of the Survey online and during our workshop on Intergenerational Partnership at the Congress.

The Survey is online and should take no more than 10 minutes to complete:

http://www.surveymonkey.com/s.aspx?sm=6H_2br1uhkWped0FAUPe2sOQ_3d_3d

...please complete it by Sunday, 21 September.

Thank you kindly,
Dominic

12. Survey Questions, September

Evaluation Buddy Experiment

Since April you have been participating in an experimental project for intergenerational partnership, in which CEC members are “matched” with young people who have a strong interest in sustainability. The individual matching of younger and older in a buddy system offers both participants a special opportunity for meaningful exchange and two-way learning. We now would like to evaluate the experiment and ask ten minutes of your time to fill in the questions below. Please send in your response before 15 September.

We will publish the results of this survey, not including your names, in the first week of October. The survey is confidential. We will not link any of the following information with your name or e-mail address.

Preliminary questions

We want to link your answers to the application process. Therefore we ask you to fill in your given and family names. We also want to differentiate between two generations, therefore we ask you to indicate whether you were the “youth” or CEC partner. As the matching was done on the basis of your sex, we ask you to identify yourself as a man or a woman. Also, we would like to calculate the average age difference between buddies and assess the geographical spread of this project.

Yes good idea throw this paragraph out.

- a. Given (first) name:
- b. Family (last) name:
- c. In our partnership I was the
 - Youth Buddy
 - CEC Buddy
- d. I am a
 - Man
 - Woman
- e. Age (in years)
- f. Country of origin
- g. Country of residence

Survey questions

1. Since the start of the experiment, the total number of contacts with my buddy was approximately:
 - 0 contacts
 - 1 – 3 contacts
 - 4 – 6 contacts
 - 7-9 contacts
 - More, namely:....
2. The modalities we used to contact each other were:
 - E-mail
 - Skype call
 - Online chat (such as MSN or Yahoo Messenger)
 - Telephone
 - Face to face contact
 - Other, namely:....
3. Please indicate here the frequency with which you used the contact modality:
 - Email ... times
 - Skype ... times
 - Telephone ... times
 - Chat ... times
 - Face to face contact ... times
 - Other ... times

4. To have a buddy of the same sex is
 - A precondition to make the buddy system valuable
 - Not necessary to make the buddy system valuable
 - Other, namely.....

5. In our professional relationship we exchanged information on:
 - our professional work, career and ambitions
 - professional skills and knowledge
 - sustainable development issues
 - issues relating to IUCN
 - issues relating to Earth Charter
 - issues relating to the Intergenerational Partnership for Sustainability (Campaign, IUCN draft Resolution, upcoming workshop at the IUCN Congress)
 - personal issues
 - other, namely ...

6. For me the value of the professional relationship with my buddy was (rate on a scale of 1-5)
 - New inspiration 1 – 2 – 3 – 4 – 5
 - New ideas 1 – 2 – 3 – 4 – 5
 - New skills 1 – 2 – 3 – 4 – 5
 - Contact with a new culture 1 – 2 – 3 – 4 – 5
 - Increase in my level of confidence 1 – 2 – 3 – 4 – 5
 - Strengthening of my capabilities 1 – 2 – 3 – 4 – 5
 - Working together on a joint project 1 – 2 – 3 – 4 – 5
 - Other, namely..... 1 – 2 – 3 – 4 – 5

0 – Not applicable (did not actively participate)

1 – Of negative value

2 – Not valuable

3 - Somewhat valuable

4 – Very valuable

5 – Extremely valuable

Yes we need to indicate how the scale works. 7 is better because 5 leads to too many answering 3.

7. If I were to engage in the Buddy Experiment again, the value of the professional relationship with my buddy should ideally be in (tick a maximum of three values):

- New inspiration
- New ideas
- New skills
- Contact with a new culture
- Increase of my confidence
- Strengthening of my capabilities
- Working together on a joint project
- Other, namely.....

8. The buddy system can be a useful tool for sustainable development as (check all that apply)

-
- a tool for learning for young professionals
- a tool for exploring a career for young professionals
- a tool for professional development for young professionals
-
- a way for the IUCN or Earth Charter International to reach new audiences
- a way to introduce young professionals into IUCN Commission networks
- a tool to spot new talent among young professionals
-
- a tool for learning for senior professionals
- a tool for professional development for senior professionals

- a reality check for senior professionals / decision makers
-
- a way to improve sustainable development decision making processes and outcomes
- a way to stimulate intergenerational partnership and collaboration on sustainable development projects
- a way to improve mutual understanding between generations, highlighting complementarities
-
- Other, namely....

9. For me the most important thing about this Buddy experiment is:

10. Would you participate in the Buddy Experiment again?

- Yes
- No
 - If no, why not?

11. Would you recommend participation in the Buddy Experiment to a friend/colleague?

- Yes
- No
 - If no, why not?

12. What was your overall level of satisfaction with your participation in the Buddy Experiment?

- 0 – Not applicable (did not actively participate)
- 1 – Buddy Experiment was a waste of time
- 2 – Not satisfied
- 3 – Somewhat satisfied
- 4 – Very satisfied
- 5 – Extremely satisfied

13. Good advice for the organizers, or other comments: