



VINE CONFERENCE
Wednesday 2nd - Thursday 3rd APRIL 2008

LANCASTER UNIVERSITY

WORKSHOP FEEDBACK
WEDNESDAY 2ND APRIL 2008

WORKSHOP 1:

PRIVATE NATURE – REDISCOVERING INSPIRATION

Facilitator: PAT VINCENT

1. Group identified a strong feeling of disconnection with the natural world caused by, amongst other things, corporate culture, despair about environmental degradation, distorted and negative info from media, loss of time to appreciate, academic communication style (jargon).
2. Things that help to restore feelings of connection include music, art and poetry, dancing, fiction, changing perspectives (“Gaia v framework”).
3. Group identified that there was a strong connection to nature felt during childhood.
4. The importance of laughter & fun!

(WORKSHOP 2 – NOT RUN)

WORKSHOP 3:

FEATURES OF SIGNIFICANCE AS A BASIS FOR CONSERVATION

Facilitators: MATTHEW OATES & DAVID RUSSELL

1. Nature conservationists need to work more on the concept of significance.
 2. The importance of expressing significance in appropriate language to different audiences.
 3. We have strong feelings that may be difficult to express.
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WORKSHOP 4:

WHAT COULD HAPPEN IF WE FORGET INTRINSIC VALUES?

Facilitator: MIKE ALEXANDER

1.
 - Some ecosystems, habitats and species will be valued for their ecosystems services while others will not.
 - This will create a multi-tier valuation system.
 - Resources (financial or otherwise) will be directed towards the 'valued' ones.
 - The 'un-valued' biota will cease to be conservation priorities and will continue to decline / go extinct.
 - Conservation will be compromised / cosseted.
 - We will become just another industry driven by economic need (even more so than we are!).
2.
 - Devalues/diminishes the individual/person in their environment, taking no account of their unique values and interests.
 - Inevitable destruction of ecosystems or their components that are not currently 'valued'.
3.
 - Reductionist view of species & habitats
 - We would start to lose integrity of some ecosystems, through component parts being discarded.
 - "Science without spirituality leads to misguided men and guided missiles" Martin Luther King Jr.
 - We would become power in ourselves.

4.
 - Devaluing our humanity
 - Dominance of spreadsheets and targets
 - Little appreciation of what it is about ourselves and the world that we are losing.
 - Egocentric, monetarist view of human's place in nature/the world.
 - Notion of 'service' – mechanistic.
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WORKSHOP 5:

PUTTING IT INTO WORDS: WAYS TO WRITE ABOUT NATURE CONSERVATION

Facilitator: SUSAN CROSS

1. We need to stop boring the pants off people.
 2. We need diversity; different forms of writing for different audiences, functions and levels.
 3. We should endorse and encourage creativity in all forms in communicating about the natural world.
 4. Our communications must be about values and qualities. It must validate the vitality and aliveness of our contact with nature.
 5. Our writing should encourage 'dwelling' in nature, not only knowledge.
 6. Our communication must blend the scientific, spiritual and creative.
 7. We should write from a perspective **within** nature not apart from it. This will include amongst other things avoiding the un-personnel passive voice.
 8. The way we use language is immensely important. It has the power to define and bring what we desire or dream into reality.
 9. There should be a vine competition covering all arts, not just written, to encourage this form of communication.
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WORKSHOP 6:

SPEY GRIAN AND VINE: COMMON APPROACHES IN EDUCATION AND NATURE CONSERVATION. WHAT CAN WE LEARN FROM EACH OTHER?

Facilitators: JOYCE GILBERT, KATHY DALE

WORKSHOP PARTICIPANTS WERE FIRSTLY ASKED TO CONSIDER TWO QUESTIONS.

What is education for?

What is nature conservation for?

ANSWERS INCLUDED:-

- 'education is designed to give teachers a job and bore the pants off pupils.'
- 'education allows people to learn so that they can grow.'
- 'education is to equip people for life – to open minds & teach people to question.'
- 'education is to make us wise.'
- 'nature conservation is sometimes for people and sometimes for nature, but never for ever.'
- 'nature conservation is to help ensure the natural world has a future.'
- 'nature conservation is emergency measures to protect the natural environment in a world of extreme pressures.'
- 'nature conservation is the management of biodiversity towards human ends.'

AFTER A SHORT PRESENTATION ABOUT THE SPEYGRIAN EDUCATIONAL TRUST, WORKSHOP PARTICIPANTS CONSIDERED HOW EDUCATORS AND CONSERVATIONISTS COULD LEARN FROM EACH OTHER.

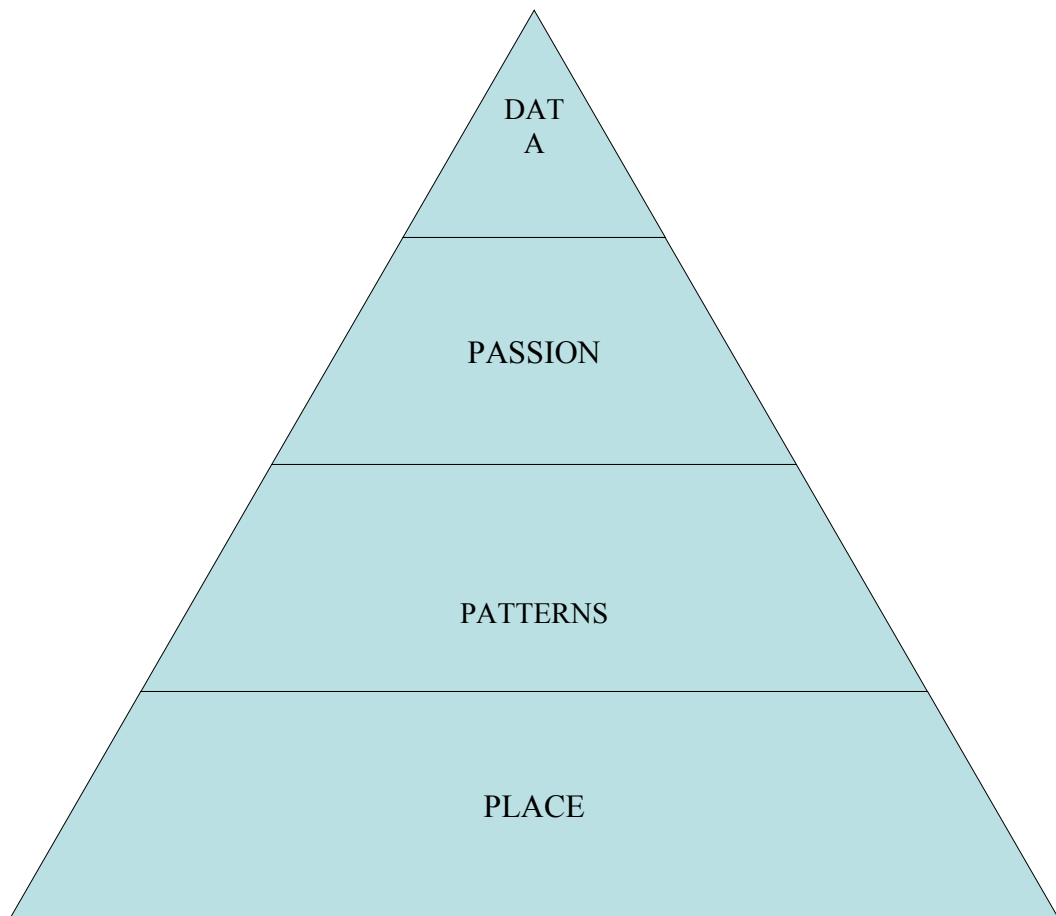
- Use environmental education techniques to help people involved in nature conservation to re-connect with the natural world
 - Run outdoor experiential networking events for educators and nature conservationists – ensuring a mix of arts, science and philosophy.
 - Collaborate on projects e.g. vine and the SpeyGrian Educational Trust apply for joint funding
 - Run courses for teachers that involve ecologists as facilitators
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WORKSHOP 7:

**VALUING AMATEUR NATURALISTS, EXPERTISE, ENTHUSIASM
RECOGNITION**

Facilitator: JUDITH HANNA

1. Making the knowledge (beautiful) together.



2. Recognising the value of the knowledge.
3. Nurturing the personal relationship $\leftarrow\rightarrow$ spending the enthusiasm infection.
4. Role of professional as 'referee' for enthusiasms.

WORKSHOP 8:

A SESSION FOR HR STAFF, PERSONNEL AND SENIOR MANAGERS: LIBERATING INDIVIDUAL INSPIRATION INTO THE WORKPLACE

Facilitator: TIM KEMP

1. Empower and trust your professionals to do what they need to do. Micro-managing staff stifles innovation and smothers creativity.
2. Find third party innovators. Who is doing exciting and creative things?
How can you work with them?
3. Innovation needs leaders who role-model wonder and curiosity, a tolerance for chaos and a tolerance of failure.
4. Use all the organisational tools you have to endorse innovation. Hr, recruitment processes, staff development, rewards and recognition systems, etc.
5. If you must measure performance, make sure your metrics don't discount qualitative aspects of behaviour and contribution.
6. Assume all of this will need time. Ensure staff has spare capacity ... time to be curious, experiment, play and explore.
7. Find opportunities to explore values ... to share insights and passions. Make this more a part of your business.

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