



# Strategic Plan: Driving Change for Sustainability

For the period 2009-2012  
Commission on Education and Communication



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# 1. Executive Summary

The IUCN Commission on Education and Communication (CEC) experts work with stakeholders in communities, partner teachers with their learners, or facilitate their peers to design “next generation practices”. The CEC knowledge network creates synergies and mobilizes partnerships to drive change. Our focus is strategic communication, learning and knowledge management. As an IUCN Commission we contribute our expertise to the work of the World Conservation Union.

The IUCN Commission on Education and Communication (CEC) supports the broader strategic goals of IUCN by focusing much of its work on the IUCN Component Programmes<sup>1</sup> for 2009-2012. This new intersessional programme “Shaping a Sustainable Future” has been endorsed by IUCN’s Council, passed through a substantial consultation process and has been formally accepted as the basis of IUCN’s “One Programme” for the next period. Each of IUCN’s six Commissions have been requested to formulate their Strategic Plans and work plans for the next intersessional period around five Thematic Priority Areas, and ten Global Results (see Annex 1 for list).

This CEC Strategic Plan will go for formal approval to the World Conservation Congress in October 2008 after which it will be the main implementation framework for the CEC in the 2009-2012 period.

The main organizing elements of this Strategic Plan are the three thematic areas:

- A. Facilitating the Co-creation of Sustainable Solutions**
- B. Creating Strategic Communication Platforms**
- C. Leveraging New Learning for Professional Development**

The programme was developed through surveys among members, a strategic planning session at a Steering Committee meeting, a situational analysis involving the broader CEC membership and a preparation event. The thematic areas have been further developed through several stages of consultation with CEC Members, potential partners and the IUCN Component programmes. The areas are broadly defined in this plan, as they contribute to selected Global Result areas of the next Intersessional programme. More result areas may be added as they are identified through consultation.

We hope that the pathway described here will energize and motivate the CEC membership in the next intersessional period to contribute to the driving force and mission of the CEC.

Driving Force:           **Make IUCN and our community more effective at reaching their goals through better learning, change and knowledge management processes.**

Mission:               **To drive change for the co-creation of sustainable solutions and actions through better learning, change management, and knowledge management processes in IUCN and the wider conservation community.**

We look forward to reactions and feedback on this document as it goes through consultation and approval to implementation stage.

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<sup>1</sup> IUCN Component Programmes include the Commissions, Member organizations, and the Global Programme which is implemented in Regional Offices as well as Headquarters.

## 2. Strategic Planning Methodology

### a. Getting Started

This Strategic Plan has been developed over the past year and includes a number of key stakeholders to the process. Those involved in the Strategic Planning Process for the IUCN Commission on Education and Communication (CEC) include<sup>2</sup>: The CEC Chair, the CEC Steering Committee and Special Advisors, CEC Membership, the IUCN CEC Focal Point, IUCN Staff in CEC Support Unit, and selected IUCN Units. The executives of the CEC are supportive of, and involved in this effort, which has taken a two-year period from October 2006 to October 2008.

### b. Preliminary Planning

Strategic Planning has been conducted primarily internally with some support from an external editor. This Strategic Plan is a part of the governance process of IUCN, which requires four-year plans to be submitted to its Members Assembly at the World Conservation Congress (Barcelona October 2008) for discussion and formal acceptance.

The strategic planning exercise has been divided into phases:

- |         |   |
|---------|---|
| Phase 1 | Situational Analysis – CEC Membership Consultation for Programme (May 2006)   |
| Phase 2 | Changing our Thinking – Deep Change Meeting (November 2006)   |
| Phase 3 | Developing our Vision – Strategic Planning Meeting of CEC Steering Committee and Special Advisors (and key staff) (April 2007)  |
| Phase 4 | Consultation<br>Part I: Steering Committee interviews (July 2007)<br>Part II: IUCN Key Unit Interviews (July-August 2007)<br>Part III: CEC Membership consultation (September/October 2007) |
| Phase 5 | Revision and Submission of Draft Strategic Plan (February 2008)   |

IUCN as an organization has strengthened its support for this Commission as learning and sustainability communication takes an important role under its new Director General, and within its new Programme. A further success for CEC is the establishment of useful communication tools through the CEC newsletter, which reaches its 600 CEC Members, a list-serve, and an interactive portal, the latter of which has increased in traffic steadily since its inception in 2004.

### c. Strategy

For this Strategic Plan (2009-2012), we want to set realistic, achievable results-based goals that are founded on a growing understanding of how to work effectively with a voluntary governance body, a volunteer membership, staff focal point support, and a modest annual core budget. As such, we will be testing the plan for SMART<sup>3</sup> goals, and also focus on how to embed activities within the mandates of CEC members, to identify partnerships, and create synergies with existing initiatives that add value and impact through leveraging additional time, human resources, and support for the work of the CEC.

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<sup>2</sup> The people involved in this pre-Congress process are the title holders for the 2005 -2008 quadrennial period.

<sup>3</sup> SMART: Specific, Measurable, Attainable, Realistic, and Timely

#### d. Monitoring

Overall oversight and review authority for the CEC Strategic Plan content belongs to the CEC Chair. After the Strategic Plan is submitted and accepted, it will be reviewed annually by the CEC Steering Committee, at its annual meeting, to monitor progress. Progress towards the Strategic Plan will be determined by the Steering Committee, under the oversight of the Deputy Chair.

### 3. Current Situation

#### a. Who are we?

Understanding the status quo is a precursor to implementing change. The IUCN CEC is an important part of the Union that has been created to deliver globally on jointly-developed sustainability and conservation goals. This Union is made up of three components: its Member organizations, its six scientific Commissions, and its professional Secretariat. As one of the six expert Commissions, and contributing 6 per cent of IUCN's body of external experts, it is the only Commission that contributes the important process expertise of education, learning and communication. It complements and substantially strengthens the small internal Secretariat capacity in these areas, and works entirely to help IUCN fulfill its mission:

**IUCN's mission is to influence, encourage and assist societies throughout the world to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable.**

CEC Commission membership has varied over the decades of its existence. For the current intersessional period (2004-2008) the membership has grown to over 600 CEC members (as of September 2007), representing formal educators, informal/nonformal capacity developers, strategic communication practitioners, and other related professional fields from over 80 countries.

These members are linked virtually through an online portal, a one-way central list serve, and several regional network groupings (these have been growing in number throughout the current intersessional period). As with all virtual networks, the CEC members range from very active, to inactive, with a roughly estimated 30:70 ratio. Overall response rates on questionnaires and network requests fall in the range of 10-15 per cent. However, contact and job information remains current and of high quality due to a purpose-built online CEC portal that has been developed and maintained over the last three years. Confidence in membership data is high and a full-time CEC Membership Liaison Officer is employed to manage correspondence, contact and relationships with members.

CEC's governance structure currently<sup>4</sup> takes the form of a Steering Committee, a Management Committee, and a set of Special Advisors (See Annex 2: CEC Governance Structure Organigramme) Steering Committee Membership includes both thematic Chairs and Regional Chairs. As the number of regional chairs and the corresponding regional meetings/representation increases, membership engagement appears to be increasing as well.

CEC benefits from statutory staff support. The unit that supports CEC has recently been moved (April 2007) from within the Global Communications Unit within IUCN to become a separate entity, the Learning and Leadership Unit. This unit sits within the IUCN global

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<sup>4</sup> This is the structure for the 2005-2009 quadrennial period.

Secretariat in Gland, Switzerland and is there to facilitate the interface of the CEC with the Union, and to support the Commission as it goes about its work.

Other CEC stakeholders who take an active interest in and contribute to the work of the CEC include the IUCN Senior Executives (including the Director General), IUCN Programme Units with which CEC cooperates and who draw on CEC's expertise, and selected IUCN Members with whom CEC has collaborated in the past and will continue to collaborate (e.g. National Geographic and the National Committee of The Netherlands).

## **b. Where are we now?**

In May 2006, as a part of the Global Programme Situational Analysis, CEC queried its membership to identify the changes to the field of education and communication for sustainability, and what the future would require from practitioners in this field working to further sustainability goals (see the CEC website for the full Situational Analysis). CEC respondents pointed to a set of **changes in our field** for the 2009-2012 timeframe, including:

- **There will be more noise in the system.** We will see more conflicts and disasters so we need to be better skilled at using these as opportunities to bring people greater understanding about the causes and impacts of these and how they relate to sustainable development.
- **There will be new technology.** We will see an exciting array of new technologies in mass communication, the internet and a huge leap in distance learning and distributed learning opportunities that we cannot yet imagine. This will both create a quality/message control challenge and great opportunities for the viral spread of best practices and learning.
- **This might create more inequity.** The new emerging online learning and communication technologies will have to be monitored in order not to exacerbate the information gap between those who have access and those who do not. Accessibility and know-how for new technology will be important factors in its use to support sustainability learning and education.
- **Our methods and focus will change.** We will see a shift towards more decentralized approaches to communication and conservation education programming as organizations and communities further localize and personalize their tools and learning.
- **There will be more support.** More institutions and partners will come onboard outside the conservation mainstream, which will mean more partners, and the need for good approaches in collaboration and dialogue and co-learning.
- **There will be more to do.** And more people will become receptive to learning about conservation and sustainable development issues, as messages become more actionable and practical, more important and more personal. Some will be catalyzed by values, some by disasters, some by social service and some by social marketing, which is the clever leveraging of social networks to spread messages of change. Are we ready? We need to be adaptive through malleability, e.g. quick responses and decentralized networks.

This situational analysis both contributed to the global IUCN Situational Analysis, and also the Strategic Planning process for CEC. The three main activity streams which were determined for the next intersessional period link strongly to the above analysis.

IUCN Commissions are **voluntary** expert networks. As such their mandates are delivered not so much by a large funding base, but through a combination of good relationships and technology support to mobilize expertise. This is also the situation for CEC. In the 2005-2008 period, emphasis in Steering Committee representation has been placed on high-level, high-profile members who provide both substantive intellectual contributions to the CEC decision-making process, as well as pathways to other strategic networks and alliances. This high-level status of Steering Committee Members, and their equally high time commitments and levels of responsibility in their own environments, necessitates in many circumstances an advisory role on the governance body of the CEC's volunteer network. Their critical role for the CEC network is to leverage knowledge and not to engage in day-to-day activities.

The CEC has had for many years a very progressive technology platform. For the past three years, the CEC portal (<http://cec.wcln.org>) has provided interactive content management, dynamically generated news and membership information management. It sets an example for the overall organization and many other parts of the Union. CEC member expertise and internal IUCN support and maintenance contribute to the CEC portal. The development of the portal was realised in the absence of an IUCN-wide content management system. Many other IUCN actors have benefited from CEC's learning about technology platforms. In 2008, IUCN launched an enterprise resource planning (ERP) system. It is not yet certain what impacts that will have on the CEC portal. The CEC Focal Point and support staff are actively participating in this initiative internally and aim to contribute positively and keep the learning and interests of CEC in mind as the system develops.

### **c. Strengths and Areas to Improve**

In addition to those discussed above, overall CEC strengths include a strategic position in an institution that is increasing its attention on learning (see the most recent corporate communication advertisements: *What Can a Tribesman Learn from a Trader*); the positive relationship that its governance structure and staff have with the other components of the Union; a progressive communication technology-orientation of an important subset of CEC members and the staff; and a governance structure representation that reaches into many sectors for advice and expertise.

As with all organizations, there are areas that can be improved. For the CEC some of the things identified include further strengthening of regional representation. The CEC network, as well as the other Commissions, is going through internal discussions about the role of formal networks. In the age of new media and electronic networks, experts are increasingly able to create their own specialized networks and communities of practice, and have instant access to all the information and explicit knowledge that the World Wide Web can provide. One of the conversations that is starting to take place is about how to maintain relevance and create value for CEC membership to strengthen engagement in the new technology-mediated environment, which is filled with free user-friendly social networking tools.

### **d. Opportunities and Challenges**

According to the IUCN statutes, every four years the Commission Membership, including its structure and governing body, is disbanded and then reconstituted for the next four-year period. This changeover occurs at the IUCN's World Conservation Congress Assembly. The next Assembly takes place at Barcelona in October 2008. At this moment, formal changes can occur in the Commission's mandate, thematic emphasis, structure, leadership, and membership profile. This provides an opportunity to reflect upon and best respond to the changing global needs and organizational mandate and to recreate the Commission to service that mandate.

New opportunities also come from the recent IUCN Learning and Leadership Unit (LLU) staff mandate within IUCN. The LLU is increasingly asked to contribute to many programmes, partnership efforts, and institutional processes. This increases the interface of the IUCN Secretariat in particular with CEC goals and activities. With the changing focus of CEC towards catalyzing more productive partnerships, it provides a substantial opportunity.

Each of these opportunities can also create a challenge. Too much or too significant a change within the CEC at the Congress will require a reconstruction and relationship re-building period that might disrupt the timing of activities as the group reforms and recreates its processes and norms. This will happen to a certain extent anyway, however, the more extensive the change, the longer this period may be.

Regarding the new staff interface, overall, the CEC and the new LLU unit complement each other and can extend the influence of each entity both within the IUCN Secretariat, the Union and with external partners. The implications of the change in the role of the LLU need to be recognized and managed, especially in terms of the balance of priorities, time management and modalities of delegation and involvement of Commission members in Learning and Leadership Unit activities.

The current Strategic Plan, which is focused on increasing the impact of IUCN through learning and strategic communication, should help create new and maintain existing energy in the Commission, for CEC members, Steering Committee, and staff, all of which will serve to keep the Commission vibrant and productive.

## 4. Vision and Goals

### a. Strategic Goal (Mission Statement)

At the April 2007 CEC Steering Committee Strategic Planning Meeting, the following driving force for CEC was defined:

Future Organizational Effectiveness: **Making IUCN and our community more effective at reaching goals through leading edge learning, change and knowledge management processes.**

From this, the new CEC Mandate for 2009-2012 was drafted:

Mission: **Driving change for the co-creation of sustainable solutions through leading communication, learning and knowledge management in IUCN and the wider conservation community.**

*In Spanish: Orientar procesos de cambio para la creación conjunta de soluciones sostenibles, a través de la comunicación, el aprendizaje y la gestión del conocimiento en la UICN y en la comunidad conservacionista.*

*In French: La Commission Education et Communication de l'UICN a comme mission première: la poursuite d'un changement à travers la co-création de solutions durables, privilégiant la communication, l'étude et la gestion des savoirs au sein de l'UICN ainsi que de la communauté de conservation en général.*

The tag line selected for CEC is the following: **Create the climate for change.**

## b. Operational Goals

Why are we changing?<sup>5</sup> The CEC is changing to be relevant to the issues of the world, which are moving and changing. The CEC membership traditionally has been composed of environmental educators and environmental communicators. Over the last two or three years CEC has started to better understand the role of knowledge management and change management, and how that begins to shape the skill that the IUCN and the CEC need to remain relevant today. There is no longer only one teacher on the stage, but increasingly a much more decentralized approach to creating and sharing of knowledge. So how do we work in this world? And what is the role of learning? We are now using these questions to create a path and a set of goals. We need to move from being a select few who call themselves “environmentalists” to a world of people who see themselves as global citizens with sustainable livelihoods. The question today is how to engage beyond the very small world of governments and NGOs, to network with other networks, and ultimately reach the other 6.5 billion people in the world and help them reach each other? It’s all about scale and impact.

Some of the key objectives that CEC will realise in the future relate to the nature and pace of change, the desire to increase leverage and impact, and the need to work collaboratively towards mutually acceptable sustainability goals. The future of CEC looks like this :

- **Network Facilitation:** CEC stimulates collaboration and promotes cross-sectoral dialogue and alliance processes, formal and informal. CEC promotes the convening of CEOs and Presidents and major groups in all sectors, including the private sector, for new energy and impact.
- **Capacity Development:** CEC is engaged in professional development in the environmental sector, especially through the World Conservation Learning Network (WCLN) Institute and related employment opportunities.
- **Change Agent:** CEC advocates and inspires transformation and behaviour change in IUCN and externally to leverage larger impact. CEC provides change leadership and processes that strengthen IUCN capacity as force for change.
- **Communication Catalyser:** CEC catalyzes communication and is a source of catalytic communication in support of IUCN and the global sustainability agenda. CEC promotes the creation of diverse communication platforms that are self-sustained by networks of people around the world.
- **Partnership Builder:** CEC offers authority in partnership processes that help partners influence and be positively influenced by others. CEC continues to build partnerships through the use of education and communication tools and is engaged in the co-creation of solutions and in addressing conflict.

In order to fulfill the CEC mission, and work towards this desired state, three strategic areas were identified for work emphasis. They will become the central **Communities of Practice** (CoPs) for CEC in the next intersessional period. The strategic intent of the three areas is to:

- A. Facilitate the Co-creation of Sustainable Solutions**
- B. Create Strategic Communication Platforms**
- C. Leverage New Learning for Professional Development**

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<sup>5</sup> Excerpted from presentation by Keith Wheeler, CEC Chair, CEC Strategic Planning Workshop, Charmey, Switzerland, April 2007.

These three areas were identified during the CEC Steering Committee Strategic Planning Meeting in April 2007, further developed through a set of interviews with Steering Committee Members, and are refined further through CEC Membership consultation around this Strategic Plan.

These three Communities of Practice are discussed in some more detail below.

#### A. **Facilitating the Co-creation of Sustainable Solutions**

Solutions to sustainability challenges need to be created collaboratively. Real change happens when people are invited to participate in and contribute meaningfully to responsible, transparent decision-making processes that impact their lives. To facilitate the co-creation of solutions means bringing multiple, diverse stakeholders together in safe, stimulating environments, to imagine possible futures and generate creative, innovative ideas about how to move towards them.

This CEC Community of Practice (CoP) will help broker valuable strategic and non-traditional alliances. It will design generative processes and create environments where people can think, talk and act differently with one another, in order to find new, creative pathways to success. This might take the form of an innovatively designed meeting that brings together a private sector partner and a conservation team to think together about a new sustainable business model for a non-timber forest product in a developing country. Or it could be a series of online multi-stakeholder interventions that aim to generate options for joint action around a shared goal.

This CoP builds on CEC's past experience in designing multi-stakeholder strategic communication and dialogue processes. Examples of this work in the past include strategic communication processes in and around protected areas, and international dialogue processes, such as among the Asian Pacific countries who met through UNESCO-IUCN project to co-create indicators and guidelines to assess the success of the United Nations Decade on Education for Sustainable Development in the region.

#### Contributions to IUCN Programme Global Results

The new IUCN Programme (2009-2012) simultaneously strengthens the Union's primary work on conserving the diversity of life, while developing more effective and strategic interventions linked to the global agenda for sustainable development in the areas of climate change, energy, poverty and security, and economy and markets. Each Component programme, including CEC, is requested to contribute to the ten Global Results within the five Thematic Priority Areas (see Annex 1).

This CEC Community of Practice, **Facilitate the Co-creation of Sustainable Solutions**, will focus on a number of global work areas to be developed in collaboration with other IUCN Component Programmes. For this Community of Practice, these work areas are:

- Strategic alliances and joint ventures – particularly involving the private sector
- Conflict resolution processes – incorporating a mutual gains focus and incentive creation which contribute to efforts of this kind of social interaction
- Facilitation process and knowledge management – expanding expertise and identifying best, appropriate, and “next” practice

The work of this Community of Practice will contribute to the following Global Results:<sup>6</sup>

<b>Thematic Priority Area 1: Conserving the Diversity of Life</b>
<p><b>Global result</b> 1.2: IUCN Standards, tools and knowledge for sustainable natural resource management are available and used for biodiversity conservation including effective management of global and regional common natural resources.</p>
<p><b>Linked with Forest CPR 1.2.1 (IUCN Forest Programme)</b> Stakeholders of at least six landscapes where IUCN has Livelihoods and Landscapes (LLS) related activities have agreed on locally-negotiated outcomes that equitably balance local and global biodiversity values within the sustainable development framework.</p>
<p><b>CEC Component results</b> Two IUCN community-based sustainable environmental management projects in the Forest Programme clearly incorporate conflict resolution components as a key factor in co-creating solutions among stakeholders for jointly managing their resources. In collaboration with the IUCN Forest Programme.</p>
<p><b>Component sub-results</b> Improved capacity of key community members and project partners to resolve multi-stakeholder conflicts and support generative dialogue<sup>7</sup> to develop locally negotiated outcomes among parties to the conflict.</p>
<p><b>Potential Activities</b></p> <ul style="list-style-type: none"> <li>• Capacity building on negotiation and conflict resolution techniques delivered in-situ for cross-sectoral community members promote and support generative dialogue among parties to the conflict.</li> <li>• Development of a set of case stories<sup>8</sup> prepared on these real-life experiences and distributed using multiple media, including on-line media, to document and capture the learning from the processes themselves and not just the outputs of these processes, i.e. case stories on how the process went, the change moments, how these create knock-on effects etc. A new template will be designed in collaboration with the project proponents to capture these lessons. We can use this activity as a working example of a process that aims to illustrate the “how” of implementing these lessons in other situations. We will aim to provide more than generalized advice to web visitors, but use the stories as windows through which other learning, examples, research results can be accessed. E.g. if technique x was used, we will identify it, describe it, show how it was implemented, and then link to the broader body of knowledge from which it came.</li> </ul>
<p><b>Indicators</b> Evidence of the contribution of conflict resolution techniques and processes to the reduction of conflict in specific contexts, and in service of sustainable environmental management.</p>

<sup>6</sup> Others may be identified added during this four year period.

<sup>7</sup> Dialogue that generates new meaning and gives fresh energy and focus to key issues.

<sup>8</sup> Case stories, rather than case studies, use a narrative technique for content capture and to draw out lessons and options from involved stakeholders.

#### **Thematic Priority Area 4: Managing ecosystems for human well-being**

##### **Global result**

4.1: Development policies and strategies support vulnerable and poor stakeholders, especially women, to sustainably manage ecosystems for improved livelihoods.

##### **Linked with OCEN 4.1.2 (IUCN Oceania Regional Office)**

Lessons learnt from existing and emerging community-based natural resource management (CBNRM) initiatives to improve livelihoods in Pacific island countries.

##### **CEC Component results**

An effective multi-stakeholder dialogue process involving key community representatives and partners produces lessons learnt as well as a process to reintroduce those methods into planning into different levels of decision-making.

##### **Component sub-results**

Strengthened capacity to convene and facilitate multi-stakeholder processes focused on learning and application of learning around community-based natural resource management in Pacific island countries.

##### **Potential Activities**

- Partner with Oceania office to design and facilitate the process that will identify dialogue participants and undertake the collection of lessons learned.
- Design a broader consultation process that includes the newly forming Oceania CEC WCLN network members and CEM regional members in framing inquiry process, analysis and application of lessons learned in the region.
- Disseminate, share and exchange lessons learned with other IUCN regions that have highly vulnerable islands, reef formations and coastal areas, such as South and Meso - American region, Africa, WAME region and other parts of Asia.

##### **Indicators**

Evidence of the integration and application of the lessons learned in planning for next stage CBNRM activities in the Pacific Island states, and potentially other regions.

#### **Thematic Priority Area 5: Greening the world economy**

##### **Global result**

5.2 Companies, industry associations and consumer groups incorporate ecosystem values into planning and action.

##### **Linked With BBP 5.2.6 (IUCN Business and Biodiversity Programme)**

At least three industry associations and five companies in industries with a large footprint on biodiversity (construction, oil and gas, mining, transportation, food, agriculture) give priority to managing their impacts on ecosystems.

##### **CEC Component results**

Three new IUCN strategic alliances/joint ventures involving the private sector are brokered to help serve greening businesses with facilitation and process contributions from the CEC at all stages of the process, in collaboration with the IUCN Business and Biodiversity Programme.

**Component sub-results**

Increased capacity of key stakeholders in the joint ventures to facilitate multi-stakeholder dialogue processes around industry and ecosystems management.

**Potential Activities**

- A set of criteria for strategic alliances for internal and potentially external use: What makes alliances strategic? Combined with the development of metrics to assess the impact / outcomes of these alliances. This activity would review for synergies the past work on partnership and alliances that the private sector has developed for its own use.
- Good practice/appropriate practice guidelines for multi-stakeholder process design and management involving the private sector and other diverse stakeholders. Including documentation of favourable elements and common constraints for multi-stakeholder process design involving the private sector.
- Introduction of an award as a vehicle to support excellence (i.e. best strategic alliance / joint venture / exemplary multi-stakeholder dialogue process)
- Iterative reporting and lessons learned captured through experimentation with social networking tools to service strategic alliances.
- Capacity development/training for IUCN component programmes and private sector counterparts developed for best use and exchange of the learning developed in this set of activities.

**Indicators**

Evidence of incorporation of guidelines and facilitation good practice by IUCN component programmes and private sector counterparts.

## B. Creating Strategic Communication Platforms

How can we set the stage for the next generation of strategic communication? This new CEC Community of Practice aims to balance, and in some cases blend, high-tech (virtual) with “high-touch” (face-to-face) and high content. From interpersonal relations to the latest developments in interactive multi-media, communication and social networking technologies, we will develop platforms and work with existing effective platforms to work across the varied membership of the conservation and sustainability community to build linkages, relationships and necessary social capital; and use these platforms to work more effectively together to affect change.

Experimentation in new communication platforms will help us keep pace with rapid advances in this dynamic field. Demonstration and education will maximize our reach. We will create communication platforms that enhance interaction and learning to activate the behaviour change we need to see, from leaders on the global stage to local conservation professionals to urban youth.

### Contributions to IUCN Programme Global Results

This CEC Community of Practice, **Creating Strategic Communication Platforms**, will focus on a number of global work areas which will be developed both independently and in collaboration with other IUCN Component Programmes. For this Community of Practice, these work areas include:

- Experiment with best and most appropriate communication and social networking technologies to engage and service the sustainability community and its goals, ranging from new media (ICTs) to face-to-face interactions and technologies (e.g. games-based

interactivity), and in doing so explore “next practice” in our field. This Community of Practice will explore the implications of multiple intelligences for communication, using images, symbols, metaphors – the visual as well as the written language of sustainability.

The work of this Community of Practice will contribute to the following Global Results:

<b>Thematic Priority Area 2: Changing the Climate Forecast</b>
<p><b>Global result</b> 2.1: Climate change mitigation and adaptation policies and practice include biodiversity concerns from local to global level.</p>
<p><b>Linked with IUCN-MED 2.1.1 (IUCN Mediterranean Office)</b> Participation of Southern and Eastern Mediterranean countries is effectively enhanced within global climate change policy negotiations. IUCN-Med Sub-result: IUCN climate change knowledge and strategies (adaptation and mitigation) relevant to different ecosystems and/or economic activities (i.e. agriculture, tourism) are conveyed to members and partners to enhance their effective participation in national and regional debates.</p>
<p><b>CEC Component results</b> Two IUCN component programme activities increase their impact with existing target audiences and potentially reach new audiences such as youth and women, with measurable results and have greater impact through new media interventions/extensions of their knowledge products, networks and learning. This will be done in collaboration with the IUCN Mediterranean Office.</p>
<p><b>CEC Component Sub-results:</b> Capacity is built for selected IUCN components and partners in the use of new media tools and applications.</p>
<p><b>Potential Activities:</b></p> <ul style="list-style-type: none"> <li>• Undertake an overview and analysis of the diversity of new media communications interventions (including web 2.0) for conservation and sustainable development including what people are doing and with what success. (The focus of the overview and analysis could be narrowed to contribute to <i>Global result 2.1 Climate change mitigation and adaptation policies and practice include biodiversity concerns from local to global</i> by focusing on new media communications interventions and their impact on behaviour change towards mitigation and adaptation practice of individuals.) This would not focus on processes which had already been analysed; instead it would identify how existing and emerging technology trends could be harnessed to influence behaviour change.</li> <li>• Capacity building for IUCN and partners on new media tools and applications.</li> <li>• Undertake one social-networking analysis as a pilot to track network power and effectiveness.</li> <li>• Existing networks are extended with support of the CEC portal that helps to link together a number of key platforms for knowledge and learning. These networks would be directly linked and assessed against their network goals.</li> </ul>
<p><b>Indicators</b> Two pilot IUCN Programme/components build an observable new constituency or more commitment in existing constituency. CEC portal traffic doubles with more involvement of existing CEC members and new</p>

members from other networks. Surveys of users would help ascertain if with increased traffic, increased capacities are being built.  
 CEC is invited to share a leading role in knowledge management within IUCN and uses multiple fora to promote new technology.  
 Network analysis indicates the creation of social capital, particularly at the regional level.

### C. Leveraging New Learning for Professional Development

As the link between knowledge and action, learning is the focus of our third CEC Community of Practice for the 2009-2012 intersessional period. This CoP will explore the following questions: How can we help people learn what they need and/or want to learn in order to do things differently and better support sustainability goals, such as those of the IUCN Union? How can we help people make the best use of the knowledge available globally? From formal, accredited certificate programmes to informal learning on-the-job, this Community of Practice will help conservation and sustainability actors like IUCN manage their knowledge and leverage the power of learning.

#### Contributions to IUCN Programme Global Results

This CEC Community of Practice: **Leveraging New Learning for Professional Development** will focus on a number of global work areas which will be developed both independently and in collaboration with other IUCN Component Programmes. For this Community of Practice, these work areas include:

- The IUCN/UNU Institute for professional development
- Capacity development linked to communication, learning and sustainability

The work of this Community of Practice will contribute to the following Global Results:

<b>Thematic Priority Area 1: Conserving the diversity of life</b>
<p><b>Global result</b>          1.2 IUCN Standards, tools and knowledge for sustainable natural resource management available and used for biodiversity conservation including effective management of global and regional common natural resources.</p>
<p><b>Component results</b>          Institute graduates including biodiversity/conservation resource managers equipped with up-to-date tools and knowledge about sustainable natural resources management, with an official accredited certificate conferred by United Nations University with IUCN.</p>
<p><b>Component sub-results</b></p> <ul style="list-style-type: none"> <li>• At least 25 distance learning courses from accredited institutions in five regions enlisted to participate in the IUCN/UNU Institute for course delivery.</li> <li>• Two to three additional scoping studies conducted to identify distance learning courses/partner institutions to be integrated into the IUCN/UNU Institute delivery mechanism.</li> <li>• Guidelines document on how to design a project with the view to making a distance learning course as a way to transfer project learning.</li> </ul>

**Indicators**

Increasing graduation rates for conservation managers entering the Institute.  
Increase in the number of partners and courses (including different language offerings).  
Scholarships are generated for youth and women to support their participation in the Institute, particularly in countries where access may be limited.

## 5. Requirements

This section will include information on the requirements and needs of the Commission to take on each of the three Communities of Practice :

Facilitating the Co-creation of Sustainable Solutions  
Leveraging New Learning for Professional Development  
Creating Strategic Communication Platforms

### a. Information and Technology Requirements

In order to conduct a number of the activities listed above, there are information and technology requirements that necessitate increased openness on the part of IUCN to allow new learning and social networking tools are accessible through the IUCN computer communications system. Some of the additional information needs created through this Strategic Plan can be locally sourced; however, others will provide an opportunity to collaborate with IUCN component programmes and to consult their specialized databases.

### b. Funding Requirements

The Commission receives a modest annual allocation from the IUCN core budget which is used wholly for Commission activities and governance. Adopting a partnership strategy and linking closely with the results of other Global Programme Components should make additional funds available for CEC's contribution. Additional fundraising, especially for the IUCN/UNU Institute, will be necessary to take this initiative into the next stage of implementation.

### c. Relationship Requirements

The current Strategic Plan requires that CEC builds strong relationships with Programme partners for co-delivery. These partners will need to invest in working with the CEC to share the work and celebration of successful achievement of the desired results. Relationship requirements also relate to CEC Membership in that to make the Communities of Practice work most effectively they will need regional buy-in, active CEC membership, and champions – volunteers who will catalyse these communities, and where needed help recruit new content experts into the various Communities of Practice to strengthen some specific new areas of expertise.

## **6. Implementation**

### **a. Marketing the CEC activities**

The CEC activities, as outlined in this Strategic Plan, will be marketed first through an accessible communication print product, journalistically written and taking several forms, including print, PDF, email attachment. This communication product will serve to market the programme both internally and externally and be available to regional -level marketing as well. Regional marketing is crucial, with CEC Regional representatives taking opportunities to lead discussions around the articulation, adaptation and implementation of CEC's activities at this important level. The Strategic Plan will also be outlined on the CEC website, and linked to the main IUCN website.

### **b. Measuring Success and Plan Improvement**

This Strategic Plan should be monitored annually for measuring success and plan adjustment and improvement. The CEC Steering Committee will take the responsibility of reviewing and monitoring the Plan at its annual meetings, with further detailing of the key indicators in the first annual meeting, and follow-up reporting annually. The monitoring and assessment process will be championed by the CEC Deputy Chair. The staff in the CEC support unit will help revise/update the plan after deliberations of the Steering Committee each year.

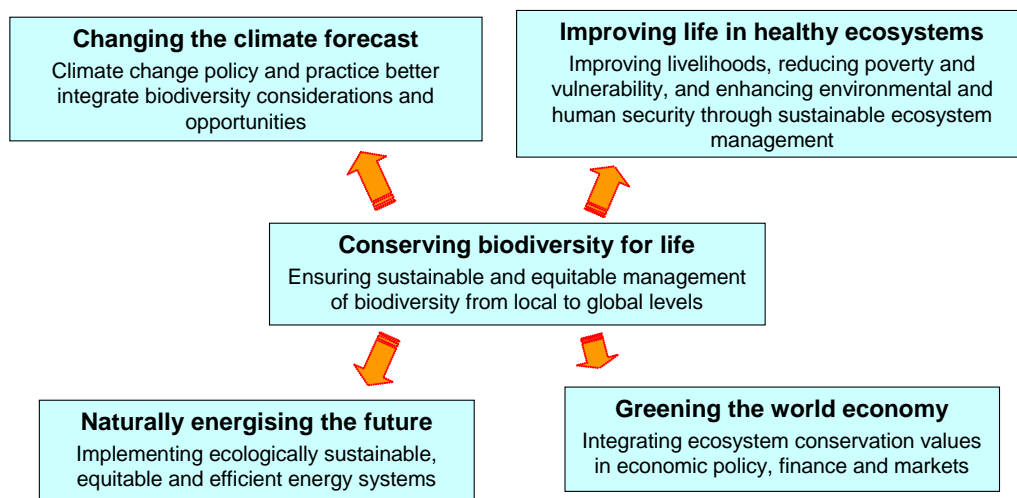
## Annexes

Annex 1: IUCN Global Programme 2009-2012

### Five Thematic Priority Areas and Ten Global Results

#### IUCN GLOBAL THEMATIC PRIORITIES AND GLOBAL RESULTS

The IUCN Programme simultaneously strengthens the Union's heartland work on conserving the diversity of life, while developing more effective and strategic interventions linked to the global agenda for sustainable development in the areas of climate change, energy, poverty and security, and economy and markets. The five thematic priority areas of the IUCN Programme 2009-2012 are not equal: thematic priority area 1 (conserving the diversity of life) underpins areas 2 to 5 and it is the interaction between environmental policy and practice with the 4 other areas the IUCN Programme 2009-2012 focuses on.



For the first time, the IUCN Programme 2009-2012 is fully results-based. It will incorporate clear indicators and measures of success for each result at global and component programme level to monitor progress. It will also explicitly recognize the importance of cross-cutting themes including cultural sensitivity, rights-based approaches and gender equity in achieving successful conservation.

The IUCN Programme 2009-2012 identifies a set of 10 global results within the 5 Thematic Priority areas:

#### **Thematic priority area 1 - Conserving the diversity of life**

Ensuring sustainable and equitable management of biodiversity from local to global levels

Global result 1.1: Biodiversity-related policies and governance systems enable action towards the achievement of biodiversity conservation.

Global result 1.2: IUCN standards, tools and knowledge for sustainable natural resource management available and used for biodiversity conservation including effective management of global and regional common natural resources.

#### **Thematic priority area 2 - Changing the climate forecast**

Integrating biodiversity considerations and opportunities into climate change policy and practice

Global result 2.1: Climate change mitigation and adaptation policies and practice include biodiversity concerns from local to global level.

Global result 2.2: Natural resources management policies and strategies to adapt to the impacts of climate change are adopted and implemented.

**Thematic priority area 3 - Naturally energizing the future**

Implementing ecologically sustainable, equitable and efficient energy systems

Global result 3.1: Energy policies and strategies mitigate the impact of the growing energy demand on biodiversity.

Global result 3.2: Ecosystem services that underpin sustainable and equitable energy, are incorporated in energy policies and strategies

**Thematic priority area 4 - Managing ecosystems for human well-being**

Improving livelihoods, reducing poverty and vulnerability, and enhancing environmental and human security through sustainable ecosystem management

Global result 4.1: Development policies and strategies support vulnerable and poor stakeholders, especially women, to sustainably manage ecosystems for improved livelihoods

Global result 4.2: Sustainable environmental management reduces vulnerability to natural hazards and conflicts.

**Thematic priority area 5 - Greening the world economy**

Integrating ecosystem conservation values in economic policy, finance and markets

Global result 5.1: Economic, trade and investment policies better integrate biodiversity values.

Global result 5.2: Companies, industry associations and consumer groups incorporate ecosystem values into planning and action.

**Annex 2: CEC Governance Structure Organigramme**

(separate attachment – on request)

**Annex 3: IUCN Global Programme Planning Guidelines**

(separate attachment – on request)