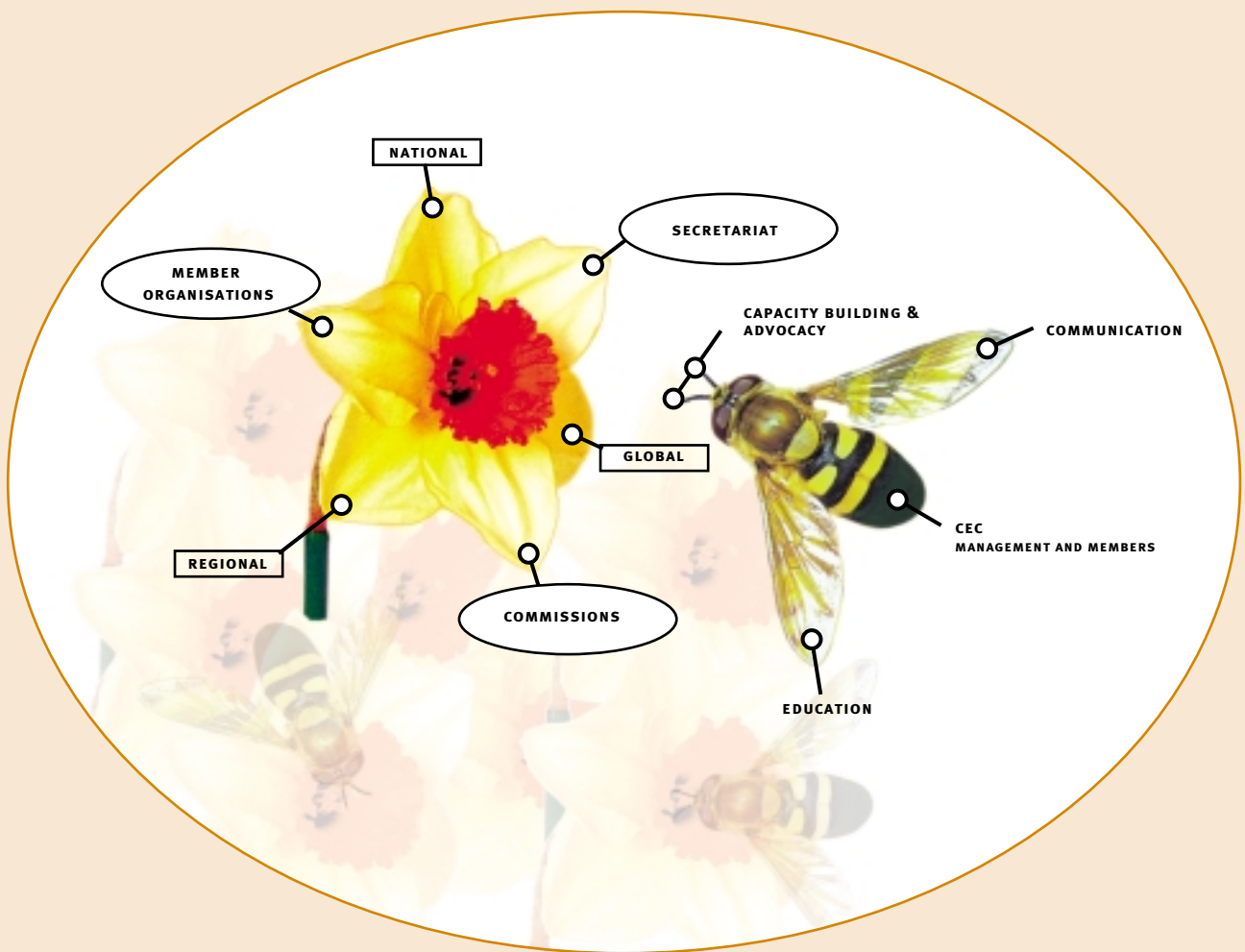


Breaking barriers and bridging gaps

Review of the Commission on Education
and Communication of IUCN



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Preface

Participation in the External Review of the IUCN during the first half of 1999, gave me an inside picture of IUCN. For this reason, Mr. Frits Hesselink, chairman of the Commission on Education and Communication (hereafter: the CEC) asked me to review the Commission. Another reason was the importance attached to an outsider's reflection on the CEC and its work. By asking an outsider to hold up a mirror, the Steering Committee deliberately attempts to break through the inevitable group thinking.

Experiencing the preparedness and often friendliness of the persons I spoke to, sometimes it was hard to sustain the feeling of being an outsider. I am grateful for the enthusiasm of those I met and interviewed. I especially wish to thank Wendy Goldstein, Cecilia Nizzola and Frits Hesselink for their openness and very efficient support to this review. This enthusiasm, in combination with the high degree of commitment and professionalism in both the CEC and the overall IUCN-organisation, is the best starting point one could wish for CEC in its process of further strengthening and re-orientation.

In response to all kinds of developments in both the overall IUCN-organisation and in the outside world, CEC is faced with the challenge of strategic and structural change. But isn't this what education and communication is all about? CEC has to break barriers that prevent change and it has to build bridges within the IUCN and between the IUCN and other groups. I sincerely hope that my findings and recommendations will be helpful in this process.

Bart Romijn¹

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Summary

Context

This review of the Commission on Education and Communication, CEC, covers the period 1994 -1999, with emphasis on the last triennium. The beginning of 1994 marked a period of great uncertainty for CEC. The World Conservation Congress directed CEC to re-organise itself. Since then, the IUCN climate for CEC has been improving, mainly with regard to communication. There has been growing acknowledgement within the Union that internal and external communication is fundamental in the pursuit of its mission and that CEC is a key actor in this respect.

Leadership

In many respects, the CEC Chair, together with CEC Secretariat and a core group within the CEC Steering Committee, have provided leadership. CEC has set up a well-organised strategic planning discipline. The CEC Strategy and Work Plan 1997-1999 present an accessible and concise programme. These documents reflect a genuine effort to strengthen the regionalisation and decentralisation process. CEC for itself also has established an efficient communication system and an open, evaluative culture. For reasons of effectiveness and efficiency, stronger interaction with IUCN programmes and further focussing is needed, especially at the regional level.

Performance and achievements

CEC achieved significant results, especially in the field of biodiversity at global, regional and national levels. In its dealings with the Biodiversity Convention, CEC not only demonstrated efficient and effective networking, its network is also used as a conduit to feedback recommendations to national governments and organisations. In addition to the Biodiversity Programme, CEC has contributed to and constructively co-operated with several Commissions (such as the Species Survival Commission and the World Commission on Protected Areas). In several regions and countries, the regional CEC networks become increasingly involved in the IUCN Programme. Several IUCN regions (e.g. South East Asia and Southern Africa) and Programmes on their turn are internalising communication as a discipline.

Funding

Lack of financial resources, loose links between the volunteer members and IUCN, and sometimes the thinning out of activities, form major constraints to CEC's work in the regions and countries. A major weakness in CEC's performance is that so far funding has not received enough attention. A fundraising strategy should be a priority for CEC, together with an incentive system stimulating volunteers to provide for professional services within the context of IUCN's programme.

Lack of synergy at head Quarters

There is hardly any co-ordination between CEC and the Communication Division at Head Quarters. Neither does CEC have a position in the Task Team on Knowledge, Informatics and Outreach. This dysfunctional link between CEC and Secretariat forms a serious constraint for CEC in efficiently serving IUCN. Secretariat does not set a good example here in terms of propagating increased synergy between itself and Commissions and Member Organisations; which after all is the major distinction between the IUCN and other organisations. Underlying factors are different perceptions on IUCN's corporate identity and confusion in terminology (and related disciplines) and subsequently diverging perceptions about functions and tasks to manage and market this identity. Communication and marketing are being dealt with as two separate disciplines, while one would expect an integrative, mutually reinforcing approach. Whatever the corporate identity chosen, there is an important role for an efficient internal and external communication system and capacity enhancement in this respect, and thus also for CEC. Secretariat at Head Quarters urgently needs to solve this matter.

Membership

Membership of CEC has continuously been growing, up to a current number of 600. Both geographical coverage and gender balance have improved significantly, also within the Steering Committee. The volume of activities increased accordingly, but further incentives to activate and focus members within the scope of IUCN's mission are needed.

Learning and new media

New developments in information and communication technologies and in knowledge management provide many opportunities for CEC and IUCN e.g. in terms of mobilising people, organisational learning and remote education. For IUCN, as a world wide union with a very diverse constituency, and for CEC as IUCN's major think tank on education and communication, there is quite some challenge in further exploring these opportunities, in partnership with organisations which are acting at the cutting edge of new media and learning.

Conclusion

The overall conclusion of this review is that CEC has been and still is very relevant to the organisation and work of IUCN. In order to keep this position, it has to further focus and streamline its own programme in support to the overall IUCN Programmes. A major new role for CEC is to help IUCN to master the use of new media (such as for remote learning) and application of new insights in organisational learning. What better challenge could there be for CEC's new chairperson to lead CEC in such an exploration of a new niche while simultaneously strengthening its focus?

Main recommendations

On the CEC programme

- 1 CEC should restrict its next strategic programming to support to and interaction with the overall IUCN Programme, both at global and regional level, with a main focus on the biodiversity programme of IUCN.
- 2 At the regional level the programmatic targets need to be reduced in number and more focussed in order to increase their feasibility in the light of available resources and skills. Strategic plans should have due regard for partners that can help to deliver and magnify IUCN's work, including the media and the private sector. Plans also should be accompanied with a solid fundraising strategy, where possible to be integrated with that of IUCN programmes they aim to support.
- 3 In order to facilitate internal coherence, communication and assessment the CEC should, in conjunction with overall IUCN-planning, decide on a uniform logical framework for presenting the global and regional programmes.

On communication and marketing

- 4 On the basis of a clear terminology, CEC should advocate a comprehensive communication strategy and policy for IUCN. Herein, the envisaged interaction between communication and marketing, and related functions and tasks, should be well defined.
- 5 CEC should continue and intensify its advisory and capacity enhancement activities towards Secretariat and Commissions (mainly on strategic planning for communication) and towards Member Organisations (both on strategic planning and skills).
- 6 It is highly advisable for IUCN to include a key CEC-member in the Task Team on Knowledge, Informatics and Outreach, and to substantially involve CEC in preparations of World and Regional Conservation Congresses.

On membership

- 7 CEC should make an accessible inventory of individual and organisational relevant expertise within CEC. Within its programmatic context, it should design an incentive scheme to activate and further focus its membership.

On learning

- 8 CEC should support IUCN in the exploration of potentials and implications for capitalising on new media developments and modern insights in knowledge management with respect to:
- new forms of mobilisation of internal and external actors,
 - organisational learning,
 - establishment of a remote learning discipline, and
 - establishment of a virtual World Conservation University, which would preferably function as a co-ordinating mechanism for existing and new courses of IUCN and partner organisations.
- 9 It is advised to involve external organisations in this exploration, mainly from the private sector working in the fields of information and communication and management for change.

Chair

- 10 In the current search for a new CEC-Chairperson, decisive factors could be: commitment towards IUCN mission, proven team-leadership and open mind for new media and non-conventional partners.

I Introduction

I.1 Terms of reference.

The Commission on Education and Communication, CEC, is one of the six Commissions of IUCN. Under the mandate approved by the World Conservation Congresses, CEC operates on the basis of triennial strategic and work plans and annual work plans.

This review of CEC covers the period 1994 -1999, with emphasis on the last triennium. The Terms of Reference require an assessment of the effectiveness, efficiency and relevance (See Annex 1). This relates to the Commission's vision, mandate and administrative structure and performance in terms of its programs, projects, services and operational processes. Particular attention also needs to be given to the link between CEC and the overall IUCN-organisation, including its Global and Regional Programmes, membership structures and other Commissions. Important part of the review are the recommendations with regard to a re-orientation of CEC's work, especially in the light of its added value to the IUCN mission.

I.2 Approach and activities

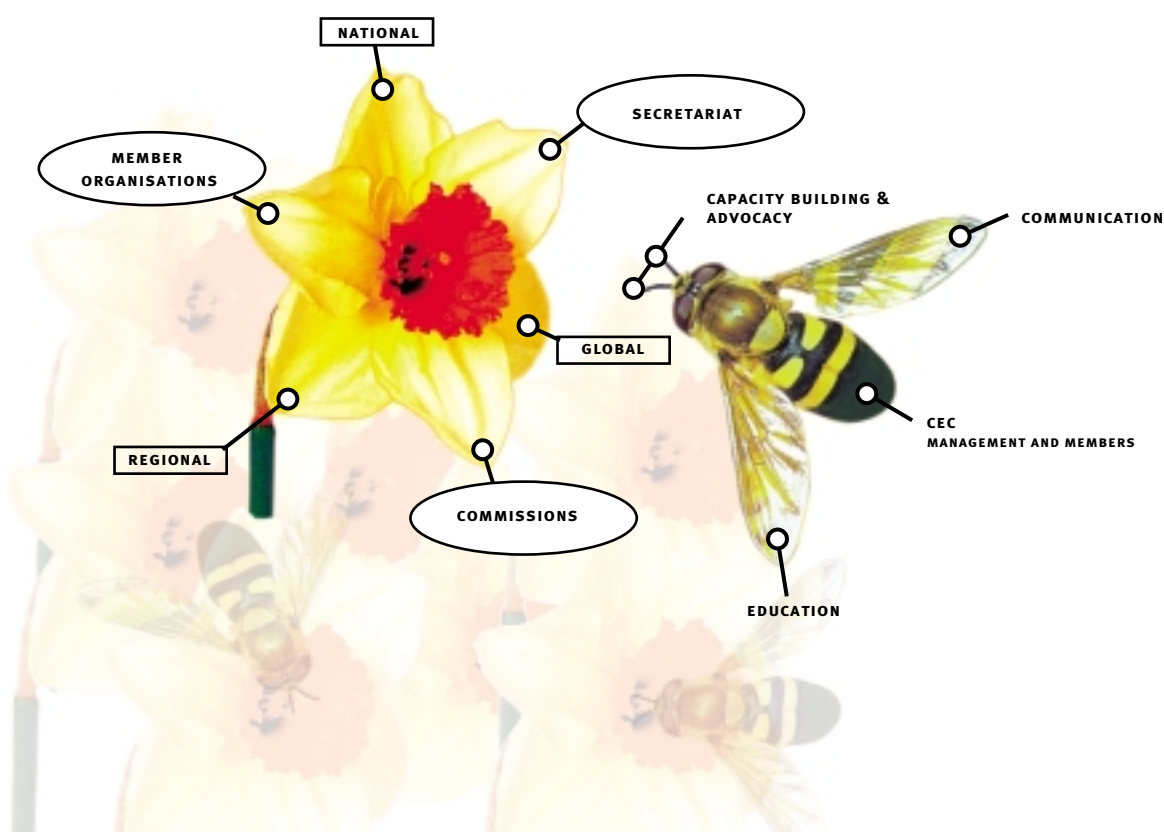
The review compared expectations, perceptions and actual practice with the formal commitments of CEC, such as expressed in its mandate, strategy, work plan, etc. The rather "clinical" analysis of the formal commitments was undertaken mainly on the basis of available documentation. The inventory and analysis of expectations, perceptions, actual practice and ideas, took place through both interviews & discussions and analysis of available documents. A CEC questionnaire distributed among its members during the first half of the year also provided useful materials. Annex II (Reflections on the Terms or Reference; and Approach) motivates this approach. Further, the consultant could build on his knowledge acquired during the preceding general external review of IUCN.

By way of inception to the review, the consultant met with the CEC Chairman and the Head of the Environmental Education and Communication Programme, late June. In September the findings of the review were presented to a sub-group of the CEC Steering Committee. At this occasion some then existing gaps in the review were discussed as well as the possible implications for the programming of CEC in conjunction with the overall IUCN programming process. Annex III shows a list of people interviewed during this review.

I.3 Scope and premise

During the inception meeting it was agreed that the report would not present an exhaustive list of strengths, weaknesses, threats and opportunities. Instead, the report would focus on recommendations for consolidation of successful elements in the work of CEC and on recommendations for further improvements with regard to effectiveness, efficiency and relevance. In addition, the report would highlight and recommend on constraints to be overcome and signal challenging opportunities for CEC.

Picture 1 IUCN and CEC; the story of the Flower and the Bee



Subscript:

Flowers and bees mutually depend on each other. The flower produces honey. The bee collects the honey and “sells” it to the market. While collecting honey, the bee pollinates the flower. The chain of dependency consists of honey production and the bees’ interaction with the flower, the market (and other flowers). Any missing link can cause disruption of this synergetic system and might eventually endanger the existence of the flower or the bee.

CEC's relevance depends on how it interacts with the overall IUCN, being the mother organisation (the 'internal client') and other stakeholders (the external clients). The picture above illustrates a strategic choice for CEC: should it primarily focus on IUCN itself, should it mainly direct its services and products to external stakeholders, or should it do both at the same time? This review assesses the way CEC is dealing with this question. It helps to seek an answer to this question on the premise that CEC is a small organisation in respect to its overall goal: that individuals and societies internalise environment in their thinking and acting. CEC can only give incentives and impulses, it can take initiatives and act as a catalyst. CEC needs to target strategic, intermediate organisations and make them to develop a substantial momentum in order to magnify CEC's efforts on education and communication, within the terms of IUCN mission.

I.4 IUCN context

During 80's, and up to 1994, IUCN did not provide a very supportive environment for the CEC. The General Assembly in 1994 might well have been a turning point for the Commission. A review of IUCN Commissions, undertaken by Munro and Bruszt, observed an unclear focus and operating niche, and expressed strong doubts about the added value of CEC to IUCN's Programme. This review and a special task force recommended curtailing CEC's global undertakings to a small advisory group, with a focus at IUCN's environmental education programme. The General Assembly of 1994 however allowed for a broader scope. It decided that CEC should have an expanded membership, focusing on policy advice, advocacy and capacity building in the field of education and communication.

Improved climate for communication

During the last few years, the climate in IUCN for communication has improved. This is less obvious for education. The overall, triennial Programme of IUCN for 1997 - 1999, indicates that IUCN's communication capabilities need to develop along three parallel axes:

- making IUCN better known, working with the media, and Public Relations;
- using communication as a tool to increase the effectiveness of IUCN on the ground; and
- training and building the IUCN staff and members in communication.

These axes being the main programmatic lines of a new, revamped Communication Division. The overall, triennial Programme 1997 - 1999 does not refer to the CEC in any way. However, other specific programmes do refer to education and communication and to the role of CEC. For example IUCN's

1999 Programme contains objectives as “Development of communication, education and capacity-building components of national biodiversity strategies”, and “Communicate cutting-edge information on protected areas and their role to sustainable development to relevant audiences”.

With the establishment of the Communication Division at Head Quarters some years ago, interest for public relations and marketing grew, as was manifested for example during the 50th Anniversary of IUCN. Another initiative was the recent institution of Task Teams by the Director General in order to streamline Secretariat’s management and the internal organisational communication. One Task Team is on Knowledge, Informatics and Outreach. Under the Communication Division, there is increasing attention for building an electronic infrastructure for management of information within IUCN and for public access to IUCN’s know how.

Social gaps

While there is a wide appreciation within IUCN that the organisational strength can only be fully capitalised under condition of a good synergy between Secretariat, Member Organisations and Commissions, it is also widely acknowledged that in this respect many improvements can and have to be made. Another insight gaining ground in (and outside) IUCN is that IUCN is having difficulties with getting its message across. This relates to the relatively low media profile of IUCN, despite some overwhelming successes, such as with the World Commission on Dams and the Species and Biodiversity Programmes. It also relates to its programme and advocacy work. There are several factors and constraints in this respect. IUCN is a Union, and a lot of the “visible” work is done through the member organisations. Predominant characteristics of IUCN’s work are the predominant scientific driven, technical orientation and its role as forum convenor. And the social dimension is not IUCN’s major strength. Social instruments such as communication are often only tagged on if funds allow. Furthermore, communicative skills are underdeveloped in Secretariat and Commissions. In this respect, the Programme Committee of Council (and several regional Programme Development Committees) recommended that communication should be built into the programming process from the start of the planning cycle. While information management and communication increasingly get more attention in IUCN, the approach regarding internal education, training and learning in general remain rather ad hoc.

Generally speaking the current practise of IUCN shows a major gap in terms of involving intermediary outreach and change agents such as media and private enterprise forerunners.

An important feature of IUCN is that it houses both governmental and non-governmental organisations, with hardly any presence of the private sector. It is generally recognised that IUCN should focus much more on this sector, as it determines to a large extent the state of the environment and because partnerships might provide IUCN with more financial resources. However efforts to link IUCN with the private sector remain scarce and rudimentary.

Picture 2 Barriers and Gaps in the organisation and work of IUCN



The internal synergy, getting the message across, involving media, learning, and bridging the gap with the private sector, all these aspects place the work of CEC in the middle of IUCN's key challenges. This is even more so in the processes of regionalisation and decentralisation, posing a strong demand on improved communication in the organisation.

II Programme

II.1 Mandate, strategic plans and work plans

Under the mandate approved by the World Conservation Congresses, CEC operates on the basis of triennial strategic and work plans and on annual work plans.

The Mission of CEC is to champion the strategic use of education and communication for conservation and sustainable use of biodiversity as a basis of sustainable development for the present and future generations.

The Purpose of the Commission is to be the principal advisor for the Union in education and communication matters and to advocate and facilitate planning and implementation of education and communication strategies within and outside the Union.

When going through the mandates and strategic plans of CEC and other CEC documentation, one gets confused by the many different terms used: vision, mission, purpose, function, objectives, terms of reference, spearheads, core competencies. If considered altogether, it is hard to identify a logical and hierarchical coherence. However, the two last triennial strategic plans as such provide for progressive clarity. Especially the CEC Strategy and Work Plan 1997-1999 presents an accessible and concise strategy and programme. It is supplemented by chapters on the organisational setting, issues and challenges and definitions of environmental education.

The Strategy and Work Plan contain a global and regional (sometimes national) component. The Plan clearly reflects a genuine effort to strengthen the regionalisation and decentralisation processes, while maintaining global presence at the central level. The global component is organised in a logical framework. Under the heading of rather broad objectives of advocacy, capacity building and networking it describes activities, targets and performance criteria (some output, some result oriented). In comparison with the past, the regional work is increasingly getting more attention. Yet, the regional plans show quite some variety in quality:

- some regions lack focus (many diverging objectives, open ended objectives, number of objectives exceeds that of performance indicators, sometimes no links between the two)
- lack of logical framework and terminology (e.g. not all plans contain strategic considerations or objectives)

In general, the CEC Programme fits well in with the main thrust of IUCN's overall programme: conservation and sustainable use of biodiversity. Nevertheless, at many occasions the objectives and wordings point at a much broader orientation of environment and sustainable development issues. The Global Programme refers to different IUCN programmes such as on species, protected areas and wetlands. However, these references are unevenly if the overall IUCN Programme is taken into account. On the regional level, interaction between the CEC plans and the overall IUCN Programme often is rather ad hoc.

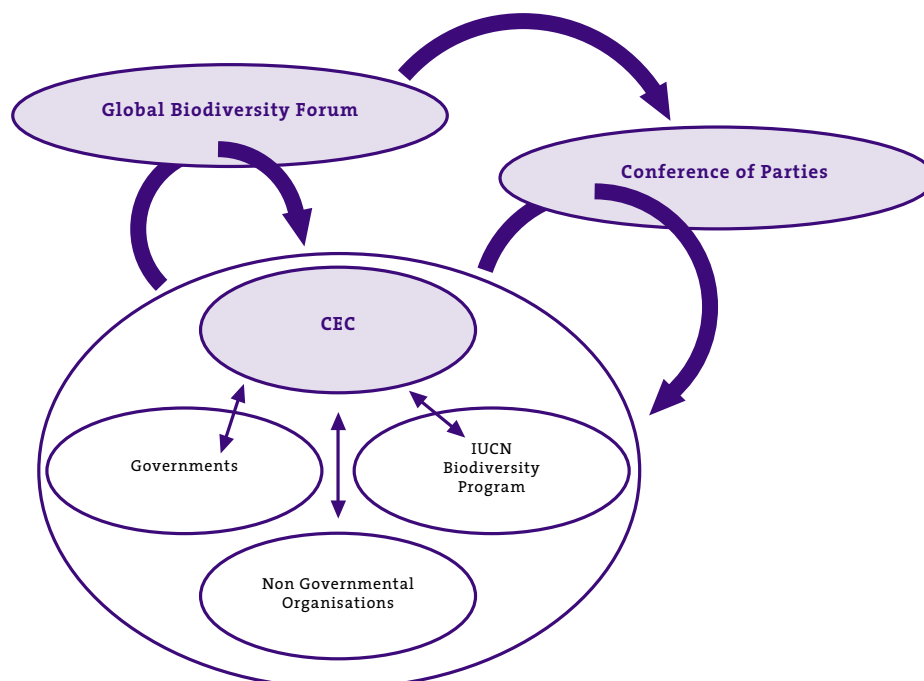
Most remarkable is the marginal attention for funding both at the global and regional level. Also noteworthy is that, among the regions, important issues like involving media, new information, communication technologies and strategic partners, are not well addressed.

II.2 Implementation

Biodiversity

CEC has been most instrumental in the elaboration of the education and awareness provisions of the Convention on Biological Diversity (Article 13). It did so in close collaboration with IUCN's Biodiversity Programme and IUCN governmental and non-governmental members. It mobilised inputs through electronic communication, workshops during the Conference of Parties in 1998 and the preceding Global Biodiversity Forum. Thus, it could well build upon the insights of its members from grassroots, NGO and governmental organisations. It also could draw from earlier lessons, such as comprised in some noteworthy publications, which could be distributed at the meetings.

Picture 3 Mobilisation and effects of CEC at Biodiversity Convention



The Conference paper reflected many of CEC's recommendations, such as on supporting capacity building, funding for communication and communication as a policy instrument. CEC not only demonstrated efficient and effective networking, its network is now actively used as a conduit to feedback recommendations to national governments and organisations (with some immediate results in Argentina and Canada). The effective and prominent role of CEC in the global biodiversity scene, brings the Commission in a very good position to follow up at the global, regional and national level.

This example of the Conference on Biodiversity not only underscores the importance of CEC. It could also very well function as a model for operations of IUCN commissions in general. The focus and the synergy provoked by CEC ensured that the potential of IUCN's constituency (Governmental and non-governmental, global and national) could be well exploited within the field of biodiversity policy, the undisputed core area of the Unions competence. It is on this basis that CEC has provided and should continue to provide world leadership.

In several regions and countries, CEC plays a key role in promoting education and communication for biodiversity. For example, in South America CEC is heavily involved in advising on education and communication within National Biodiversity Strategies and in training national biodiversity action plan leaders. In West Africa a regional strategy for biodiversity communication was formulated, being fed with outcomes of a regional IUCN-CEC workshop. In Europe, CEC together with the European Centre for Nature Conservation has a leading role in the implementation of the action theme on awareness and communication under the Pan European Biological and Landscape Diversity Strategy (under auspices of the UNEP and the Council of Europe). In this context, CEC is among others carrying out a training project on communication for biodiversity conservation for 5 Central European countries.

Other collaboration

In addition to general advice and assistance on education and communication (e.g. in western Asia and several regions of Africa), CEC has also been co-operating in connection with other IUCN activities, such as on:

- alien invasive species (e.g. the Global Programme of the Species Survival Commission, SSC, also in eastern Africa, Sri Lanka),
- Turtle Specialist Group of SSC,
- wetlands (Ramsar Convention - Conference of Parties, Uganda),
- marine conservation (US-Haribon),
- World Commission on Protected Areas (global communication, European network).

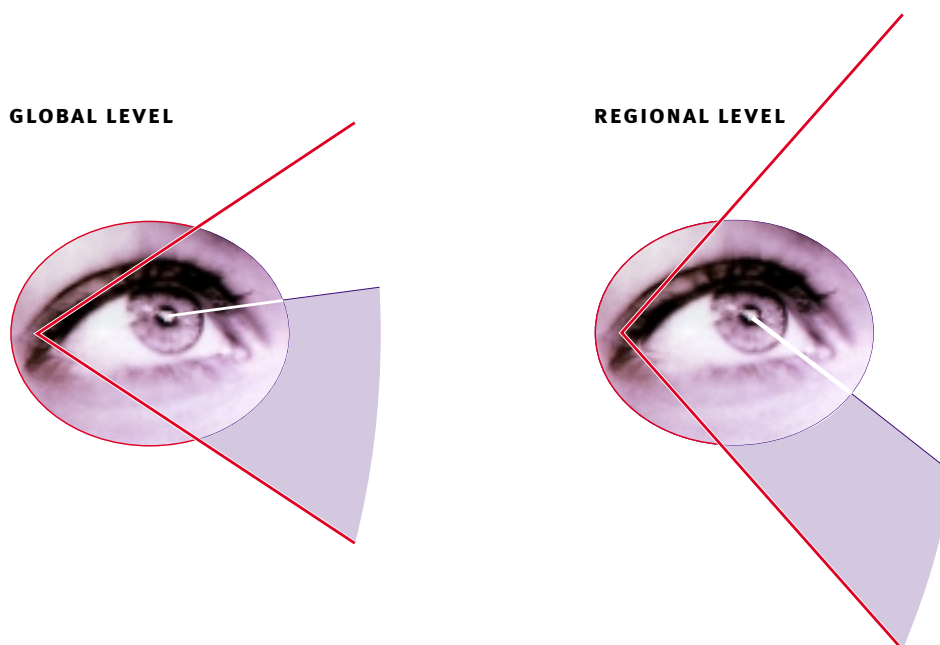
Another noteworthy activity is CEC's involvement in a rather solid programme for environmental education capacity building in Asia, in co-operation with its Asia key member organisation Centre for Environmental Education (India) and the World Wide Fund for Nature (WWF). This programme is one of the examples where CEC works in the wider area of environment and sustainable development. Other examples are collaborations with:

- UNESCO, in organising regional workshops on lessons learned in managing governments' education and communication strategies (Europe, Asia, Latin America);
- the German Agency for Technical Co-operation (GTZ) on guidelines for environmental communication for the Development Assistance Committee of the OECD;
- the Southern African network of countries, on environmental education; and
- the European Commission, in the evaluation of the environmental education programme of the European Union.

Conservation and sustainable development and focussing

Should CEC be heavily involved in the wider field of environment and sustainable development, which is much broader than just conservation and sustainable use of biodiversity? Of course, it enables CEC to strengthen its presence and knowledge. It also brings in a working relationship with strategic partners. Furthermore, the wider context of sustainable development always has to be taken into account. National offices, being in closer contacts with local stakeholders than others, are very prone to getting involved in all kinds of issues as at this level there is a clear need for education and communication support regarding sustainable development. This partly explains the lesser degree of focus in the regional and national CEC Programmes. Which in its turn partly explains why CEC, in its own performance assessments, scores much better at a global level than at the regional level. In fact, quite some programmatic initiatives did not get off the ground at the regional level. The focus problem is aggravated by lack of resources (and sometimes skills) at the regional and national levels.

Picture 4 Focus and accomplishments



Global level: relatively narrow focus and better accomplishments
Regional level: much wider “focus, relatively less accomplishments

Even more than IUCN in general, CEC has to operate with very limited resources. Environment and sustainable development are too vast an area for CEC. Especially at the regional and national level CEC has to focus much more. It has to work within IUCN’s distinctive core competencies in close interaction and synergy with IUCN’s programme. Only then CEC can provide world and regional leadership, pursued in its mission.

This is not to say that CEC should not deal with sustainable development. In contrary, one of its major challenges is to explain the mutual dependencies of conservation and sustainable use of biodiversity and sustainable development. To put it in other words: it has to bridge conservation and development interests among all kinds of stakeholders. But it should do so by building upon IUCN’s strengths and core programme.

As mentioned before, CEC has collaborated with other parts of the Secretariat, Member Organisations and Commissions. And as far as this review could check, this role usually has been appreciated. Many respondents stated that CEC has been important for IUCN to become more open to communication work. For example, in order to qualify for incorporation in the regional programmes in South East Asia and Southern Africa, project proposals must

clearly address communication. Several programmes and offices are now in the process of drawing up a communication strategy and creating a position for communication.

In general, activities undertaken by CEC fit within its respective triennial programme. A general conclusion is that CEC has well revived and that it made several tangible achievements during the last 6 years, both at the global and regional level.

Recommendations

- To capitalise on IUCN's distinctive competencies, and for the sake of capacity enhancement, effectiveness and budgetary efficiency, the next CEC strategic programming should primarily focus on interacting with the overall IUCN Programme, both on global and regional level. It is advised that CEC concentrates its Global programme on the Biodiversity Programme of IUCN and, additionally, on only one other thematic programme.
- CEC should continue to support the regions in reinforcing a process of strategic analysis for the next term. Especially at the regional level, CEC needs to reduce the number of targets in order to increase their feasibility in the light of available resources and skills. Plans should describe strategic gaps and opportunities, approaches, objectives, clear and feasible targets, and should formulate, where possible, result oriented performance criteria. There should be due regard for partners, and intermediates such as media, able to deliver and magnify CEC's and IUCN's outputs. Mastering of new communication technologies should become an integral component of the next programme.
- CEC should, in conjunction with overall IUCN planning, decide on a uniform logical framework for presenting the global and regional programmes, in order to facilitate internal coherence, communication and assessment.
- Both for the global and regional component of its next triennial term, CEC should elaborate a fundraising strategy. Where possible this could be coordinated with those IUCN programmes on which CEC wants to focus its activities.

III Organisational structure and management

CEC is a network of professionals with interest in environmental education and communication. The Chair, appointed by the World Conservation Congress, heads the Steering Committee which, in addition to the Chair and Deputy Chair, consists of 12 Regional Chairs, one representative from UNESCO and, as a special advisor, one representative of the Dutch government. The Steering Committee decides upon the CEC global and regional programme. The Regional Chairs manage regional programmes of CEC. So-called focal points (often one of many duties designated to one staff member) operate from within the regional and national offices. The CEC is supported by a CEC-Secretariat at IUCN Head Quarters, consisting of the Head of Environmental Education and Communication (EE&C) Programme and a part-time assistant. The responsibilities and tasks of most of the key positions are defined.

III.1 Leadership

Many respondents to this review indicate that the CEC Chair, in close collaboration with several members of the Steering Committee and the CEC-Secretariat, has in many respects provided clear leadership.

Internally, leadership is related to, among others, providing direction, inspiration and active support to the CEC network, strategic planning, organisational development, regionalisation and membership development. In keeping up with IUCN's decision to strengthen the regional operations and decentralise management, CEC has made substantial progress with regionalisation. The number of CEC focal points in regional and national offices is gradually increasing and close interaction between the Steering Committee and the focal points has been pursued.

The Chair constructively participates in organisational and programming matters of IUCN. Management of CEC also shows leadership through having established an evaluative and learning culture. This culture is among others manifested through CEC's open attitude towards this review and through its reported self-assessments of performance and meetings and feed back to the regional networks. Learning is also an inherent aspect of its products and services (e.g. key component of most of its publications is on "lessons learned").

Externally, the Chair, Secretariat and several key members of the Steering Committee individually and as a group, have played an instrumental role in the implementation of CEC's programme. As is common in large volunteer organisations, the success of CEC to a large degree depends on a small group, making the Commission vulnerable. At the same time, the dynamics of the core group and its learning culture form a good basis to cope with changes in the internal and external environment and subsequent strategic developments. Also with respect to the dependency on a relative small number of key people (Regional Chairs and the focal points), it is important that the regional organisations are further strengthened.

III.2 Communication and marketing at Head Quarters

Problem and underlying factors

The link between CEC and IUCN's Secretariat at the global level is complicated. The Communication Division is at Head Quarters. This Division is to direct IUCN's communication, public relations and marketing activities. The Director of the Division is also co-ordinator of the Knowledge, Informatics and Outreach Task Team, one of the core groups instituted by the Director General to improve Secretariat's management and internal communication. The Division Director also organised the so-called Communication Co-ordinators Network, consisting of about 20 IUCN staff members from all over the world, including several key members of CEC. The Head of the Environmental Education and Communication (EE&C) Programme, being CEC's key manager, is employed under the Communication Division.

There is hardly any co-ordination between the CEC and the above mentioned structures at Head Quarters, neither is there substantial interaction on education and communication issues between the Director of the Communication Division and the Head of the EE&C Programme.

This dysfunctional link between the CEC and the Secretariat at Head Quarters level forms a constraint for CEC in efficiently serving IUCN.

One of the factors underlying this constraint is the plethora of terms used, like for example information management, knowledge, knowledge network, education, communication, stakeholder management, outreach, public relations, marketing, learning organisation.

Further aggravating the organisational obscurity in the Communication Division at Head Quarters, and probably the fundamental constraint factor, are the different perceptions on IUCN's corporate identity and subsequent diverging expectations about functions and tasks at Head Quarters to manage and market this identity.

Need and function of communication

A judgement about IUCN's vision, mission and profile is beyond the remit of this review. The External Review of IUCN, earlier this year, has put forward some suggestions. But, whatever the corporate identity chosen by IUCN, this identity needs to be established, nurtured and manifested. Internally, an efficient communication system is a basic requirement in this respect. Internal communication is defined here as a continuous process to establish and manage mutual understanding. It is needed to promote consistency between the desired corporate identity and attitudes, plans and acts. It is needed as an integral part of knowledge management and learning. And it is needed to promote internal synergy, within Secretariat (including staff, governing and management bodies, programmes, etc.), and between Secretariat, Member Organisations and Commissions.

Despite the fundamental importance, IUCN has never made a comprehensive assessment of the needs, constraints and strengths of current functioning, and potential of the internal communication system of IUCN. Regardless some promising initiatives, like the instalment of the Task Teams, there is lots of further scope for improving internal communications, and thus synergy, within IUCN. CEC could play an important advising and assisting role here.

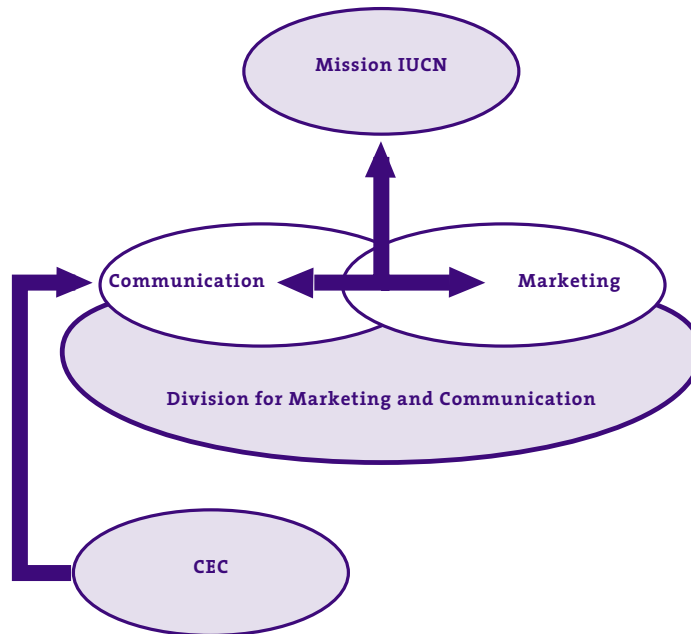
Externally, again communication is needed as a continuous process of establishing and managing mutual understanding between IUCN and outside stakeholders. One could think of donors, current and potential partner organisations, advocacy "target groups", and so on. External or outward communication forms an integral component of stakeholder management. CEC should continue and intensify its instrumental role in advising and training staff in IUCN Secretariat, Member Organisations and Commissions on developing communication plans and skills in the context of stakeholder management. As the Secretariat and Commissions should mainly act as a service to Member Organisations (a premise of this review), the emphasis of advice and training for Secretariat and Commissions should be more on strategic planning, and for Member Organisations on both planning and skills.

Integrating communication and marketing

However, having external stakeholders understanding IUCN’s message is not sufficient. IUCN also wants show its *raison d’être* and its corporate identity to the outside world. It needs a clear, visible and distinctive profile in order to be heard and to be taken seriously by current and new “clients”, donors and stakeholders, partners and target groups. What is needed to a large extent comes down to managing the perception of outside stakeholders. And perception management forms an important component of marketing.

Communication and marketing are not the same, but there is quite some overlap. For example, communication conservation also includes marketing of certain ideas to influence perception. And feeding the media with news about IUCN and its work can both serve communication and marketing purposes. In this respect, the consultant has the impression that involvement of mass media for communication purposes has not been fully exploited by CEC. There is quite some scope in improving access to high quality background materials and to world leading experts as well as in co-operation in international documentaries and educational programmes ².

Picture 5 Complementarity and integration



² CEC could explore possibilities hereto through, for example, the International Federation of Environmental Journalists, address www.ifej.org

In fact communication and marketing should be integrated and designed and implemented such that they mutually reinforce each other. This is not to say that CEC should also adopt marketing as a discipline. Its constituency, mainly volunteers to IUCN, has other main interests. Marketing should be the full responsibility of Secretariat, as it is at the moment. At the same time, those responsible for marketing should also fully exploit CEC's knowledge and expertise on education and communication. And the marketing policy and communication policies and actions of both Secretariat and CEC, by all means, should be fully brought in line.

For reasons mentioned above, it is very logical and efficient to "house" Communications and Marketing in one and the same Division. This implies also that the Head of Programme Head of the Environmental Education and Communication, who at the same time manages the Secretariat of CEC, be positioned in this Division. CEC should require IUCN Secretariat to develop a vision on integrating communication and marketing. CEC itself could develop the rationale and some ideas hereto, in the course of the current triennium programming process. Pending the outcomes, this integration might be one of the major challenges for the new leadership of CEC for the next few years.

III.3 Communication in CEC

Internal communication in CEC is well organised. The Secretariat has established an efficient reporting and documentation system. Reports of meetings, planning sessions and assessments, newsletters (regular mail and electronic mail) and a membership directory, are all well provided. Within "no time" the Secretariat produced the review of all documentation asked for. The review notes that also externally the communicative attitude of the CEC Secretariat is highly appreciated.

At a regional level, communication differs from region to region, to a large extent depending on the dynamics of the regional chairs and focal points. The Spanish and Portuguese speaking CEC members have established an electronic discussion platform under the name of IBERO. The Asian network is regularly provided with case studies and other lessons by the newsletter SASEANEE Circular.

CEC received external funding for the establishment of an interactive web site on environmental education and communication, for the purpose of providing answers to queries, exchange of information on lessons learned, case studies and programme information. The web site has not been fully installed yet, but already looks transparent. The project has been retarded in

an effort to make it compatible with the envisioned IUCN information network. This is one of the indicators that IUCN internally is not operating at the leading edge of information and communication technology. However, it seems that the Communication Division is gradually making up the organisations' arrears.

The CEC Secretariat with not more than 1.7 staff positions at Head Quarters, should not underestimate the maintenance of the web site which can be rather cumbersome. Moreover, in addition to CEC work, the Head of Programme also has to devote time to general management at Head Quarters.

Internal marketing of CEC

IUCN's perception of CEC underscores the importance of marketing as part of a communication strategy. At those occasions where CEC has actively cooperated with parts of the IUCN such as with the Species and the Protected Areas programmes, CEC's input has been very much appreciated. Yet, this review also encountered staff that perceived CEC as an education group working on matters of no relevance to the Programmes. While at the same time everybody acknowledges that communication is a priority issue of programmes! Another example of CEC not been used at its full potential, is the organisation of the World Conservation Congresses. Apart from its governance function, this Congress often is justified as a major networking and educational exercise. However, CEC only had a marginal input in the preparations of the respective Congresses, showing a rather conventional approach certainly not directed at fully exploiting the educational and networking opportunities. At the regional conferences there seems to be more inputs by CEC; an impression which has not been verified in the frame of this review.

Recommendations

- CEC should advocate and eventually advise and assist Secretariat in an IUCN-wide assessment on communication needs and potential, as a basis for a comprehensive communication strategy for IUCN. Clear terminology should be a component of the rationale to be forwarded by CEC for this purpose.
- CEC should continue and intensify its advisory and training services towards Secretariat and Commissions (on strategic planning for communication) and Member Organisations (on both strategic planning and skills for communication).
- CEC, by all means, has to underscore, within IUCN, the need for an integrative vision of communication and marketing to be developed by Secretariat. The subsequent strategy and policy should well define the functions, tasks and relationship between the Communication and Marketing Division and CEC. As soon as, and only after, this relation has been cleared, a collaborative

assessment of potential relations with media could be undertaken.

- It is highly advisable for IUCN to include a key CEC-member in the Task Team on Knowledge, Informatics and Outreach and to substantially involve CEC in preparations of World and Regional Conservation Congresses.

III.4 Funding

The CEC programme overhead, stable at about 380.000 SFr a year, is mainly financed by Denmark (DANIDA). DANIDA also provides the funds for the Commission Operation Fund, which are under the responsibility of the CEC Chair. These funds, approximately 175.000 SFr a year, are mainly used for supporting regional initiatives, and to a lesser extent for meetings.

The Netherlands (Ministry of Agriculture, Nature Management and Fisheries) and Norway (Ministry of Environment) support CEC mainly through specific project funds. Additional funding is acquired on an ad hoc basis from different sources at the global (e.g. UNESCO, UNEP), regional and national level. Furthermore, many thematic and geographic programmes of IUCN, funded by other donors, contain a certain education or communication aspect.

As has been indicated before in this review, in most of the regions and countries funding forms a major constraint, preventing the focal points (and sometimes also the regional chairs) to devote adequate time to CEC's work. This shortage of funds is partly due to the low priority education and communication has on the agenda of IUCN and the funding agencies. IUCN wants to change stakeholders and has to change itself continuously. On the premise that communication is the major agent mutual understanding, learning and thus also for change, enhancement and integration of communication in its programme should become one of the top priorities of IUCN. If this is agreed, sufficient resources should be made available.

But funding also falls short because fundraising gets too little attention in CEC. CEC has no comprehensive fundraising strategy.

The last triennial programme of CEC expresses the intention to prepare and implement a funding strategy in order to increase funding for projects by 20% over the previous triennium. Only in April 1998 a decision was made to prepare a fundraising strategy. At its April 1999 meeting the Steering Committee decided on the Terms of Reference and on the members of the Task Force who are supposed to forward a draft by December 1999. In other words, progress has been extremely slow on this issue that is crucial to the future of CEC.

CEC, by way of priority, should fully explore its funding potential. It should do so with its current major donors, which have expressed to this review their keen interest in education and communication of IUCN's work. And if education and communication are the key to the success of IUCN, CEC also has a good case to do so with the main donors of IUCN, in the context of IUCN's overall planning and programming. There is a major need to upgrade IUCN's communication strategic planning capacity and skills and to further integrate education and communication in programmes and projects. CEC should by all means be involved in the design. Where possible its individual members and member organisations are to be involved in implementation, thus creating an additional incentive for volunteers to provide professional services. This might sound as if CEC is tapping resources from regular IUCN budgets. But this it not the case. On the contrary, joint planning helps IUCN to enhance the cost-effectiveness of its programme, while at the same time it contributes to a better synergy between Secretariat, Member Organisations and the Commission.

As the major funding need is at their level, the regional chairs and focal points can play a pivotal role in this respect. They should do so, also in the light of the findings of the external review of IUCN that noted an interest of donors to support IUCN through regional frameworks. Strategic thinking could come up with propositions serving many interests. E.g. in Southern Africa, IUCN managed to have US-AID supporting an environment programme that included better access of IUCN member organisations to Internet.

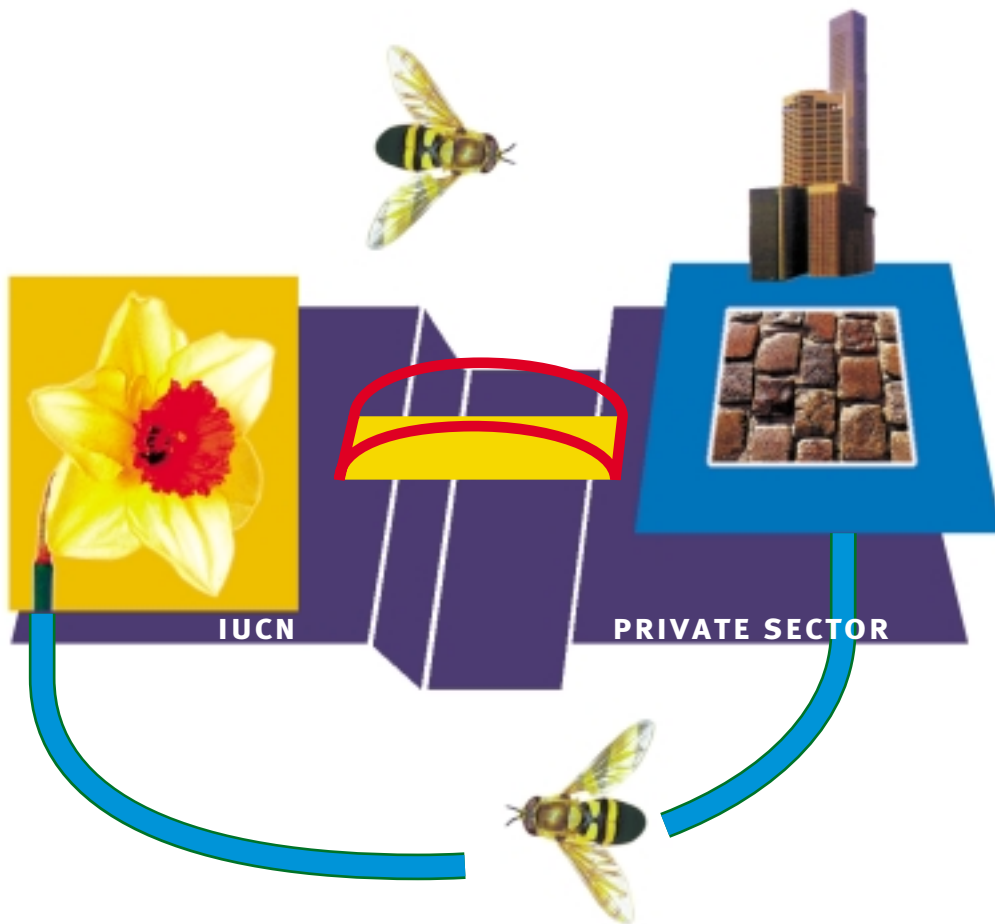
The private sector might form a rather unexplored source of funding. This sector is very relevant to IUCN for many reasons, such as:

- 1 it is the private sector that to a large extent determines the state of the environment;
- 2 this sector has, in terms of volume, overtaken governmental investments in developing countries and;
- 3 largely under pressure of shareholders and consumers, many enterprises become more environmentally (and socially) minded.

There exists a lot of scepticism in IUCN about this issue. But, although many enterprises become more environmentally minded, this sector forms an important target group that should change its thinking, behaviour and actions. In stead of being reactive from behind its mental barrier, IUCN should use a pro-active approach. In its stakeholder analyses it should identify the needs of this sector, and the potentials of individual actors to

contribute to IUCN's objectives. IUCN at global, regional and national level should intensify the exploration of possibilities for co-operation with forerunners. For the sake of increasing the Commissions' relevance for IUCN and for its own funding, bridging the gap between IUCN and the private sector is a major challenge for CEC.

Picture 6 Breaking barriers and bridging gaps



Recommendations

- By way of priority, CEC should formulate a fundraising strategy.
- CEC should intensify its stakeholder analyses in order to identify opportunities for strategic partnerships with forerunners in the private sector.

III.5 Members, professionals and volunteers

Membership of CEC under criteria defined by the Steering Committee has grown steadily in all regions and now totals about 600 members.

The regional balance has been deliberately restored through building memberships and programmes in formerly weak areas like Oceania, West Africa and West Asia. CEC complies here with the request of the World Conservation Congress that Commissions should increase their regional diversity. In addition, in several regions and countries CEC is connected to other networks.

It is interestingly to note that in line with the request of the Congress, the relative number of male members has been decreasing in all regions.

The current balance between female and male is about 40-60%.

Many resource persons referred to this trend as an indication that CEC is definitely moving away from its earlier stigma of “old boys club”.

Secretariat could not provide the consultant with insight in the member’s professions and additional skills relevant to the activities of CEC. CEC has stored these data in IUCN’s database, but has problems with extracting selections of data. This problem has not been further analysed by this review. Yet, all information indicates that by far the majority of members are environmental education specialists. In general, it has not become clear to the consultant to which extent CEC has made progress with its plan to include more communication specialists and media practitioners (like journalists). Several regions and countries have made an effort (e.g. Brazil).

In the frame of this review a quantitative assessment of the overall volunteer network has not been made. One indicator could be the result of a rather well designed CEC questionnaire, sent by the CEC Secretariat to about 580 members. The response was about 20%, which is not high.

Reported contributions by members, requests for specific information, involvement of CEC-members in IUCN-programmes, etc. could be other indicators.

Incentives

More important than composing a “retrospective activity index”, is to think of further incentives to mobilise professional contributions by the volunteer members for the IUCN mission. As members do not necessarily have another link to IUCN than just through CEC, it might be worthwhile to stimulate a further affiliation (the “organisational family feeling”).

A well-designed vision could serve as such, inspiring volunteers to act in the interests of IUCN’s mission. Several specific suggestions have come up during this review. The main motivation for volunteers to become CEC member is to

be linked to a global professional network from which they can learn, and, to a less extent, which they can use to disseminate their own news. CEC currently is serving this interest quite well. Other improvements could be made through further upgrading and integration of the information networks of IUCN and CEC, and on a regional scale, through helping members to get Internet access. Privileges in access to CEC- and IUCN information (databases, lessons learned, etc.) might encourage further membership. Benchmarking and highlighting good performance of members (and of regional or country offices) might encourage exchanges of lessons learned and good practices.

Besides all this, one has to address funding, being a constraint for individuals and organisations in all parts of the world. One possibility is to include CEC members as target groups of programmes if these provide assistance in access to Internet (such as providing for technology, or training). Another possibility is to give preference to Commission members (individuals or organisations) in assignment of programme tasks, consultancies and other remunerable services. This also is in line with IUCN policy as recommended by the last external review, to delegate its implementing activities as much as possible to member organisations.

Recommendations

For the sake of 1) improving the function of provider of relevant expertise, 2) selective strengthening the professional pool of expertise in CEC and 3) for a stronger link with IUCN member organisations, CEC, on the basis of its priorities, should:

- together with IUCN's Information specialists, make the data on individual and organisational relevant expertise within CEC well accessible;
- on the basis of its new strategic plan, identify areas where more individual expertise and capacity (including organisation) should be acquired; and
- elaborate an incentive scheme for members, such that it both serves the IUCN mission and members' interests.

IV Learning and new media

A facet of the current information and communication age is that the new media are becoming more and more important in determining the publics' perception and politics. When addressing the thinking, attitudes and behaviour of people and organisations, IUCN can not overlook the role of these developments.

IV.1 Information management and learning

Mobilisation

The revolutionary developments in information and communication technologies have many repercussions for individuals and organisations. It opens up many possibilities, but also poses additional and new requirements to resources, skills, information management and organisational thinking. Internet has given rise to the phenomena of new, formal and informal and ad hoc organisations. The event of public protests against the Multilateral Agreement on Investments forms an illustration of how people can be mobilised through Internet. This draft agreement was prepared under auspicious of OECD. Once this news "leaked out" through Internet, it gave rise to a spontaneous, massive "virtual" uproar, with the effect that the draft agreement was taken off the table. The lesson learned is that Internet could enable CEC (and IUCN) not only to organise its own huge and diverse networks, but also to externally mobilise ad hoc groups for specific purposes.

Information and learning

Secretariat at Head Quarters reinforced its efforts to further design and organise the Information Network. The emphasis is on codified information, such as conservation and personal data, manuals, as well as on improving interactive access to information and knowledge sources. This is of great value to IUCN. However, part of the knowledge in IUCN can not easily be codified without losing its special value as it is too much linked to specific contexts and persons. Capitalising this kind of contextual and personalised knowledge asks for a greater effort of Secretariat. Improving access to this personalised knowledge by accessible databases on persons and expertise is one step.

Organisational learning

Another action could be encouragement of active learning. The private sector might provide IUCN/CEC with an opportunity in this respect. Enterprises, in developing global undertakings, increasingly have to cope with internal diversity (of cultures, approaches, etc.). Also, in their continuous need to change, they have to improve communication and learning. Organisational learning and change are key areas for management research. IUCN has a wealth of experience with working with a great cultural and organisational diversity. It is not unlikely that management schools are very interested to learn from IUCN's experience, while they are for their part interested in advising IUCN. The Communication Division and CEC could explore possibilities and funds hereto.³

The event of the 50th anniversary of IUCN, when the Communication Division worked with major companies and media players, like Volkswagen, Elf and Newsweek, and the co-operation with Reuters on an environmental media award, both show that these kind of partnerships are well within IUCN's reach. CEC should, on a global, regional and national level, help to explore opportunities. It should help to break the barrier around IUCN and build bridges towards the media and the private sector.

Remote learning

Given the diverse composition and global presence of the Union, and the remoteness of many of the Member organisations and Commission members, remote learning can be instrumental in feeding knowledge and change in IUCN. Internet provides great opportunities. IUCN might combine remote learning modules with a system of trainee and mentorship. Some examples of relevant remote learning initiatives are:

- the Sustainability Network⁴ that is developing ways for environmental leaders to develop their management, planning, fundraising, and communication skills to increase organisational effectiveness in the non-profit sector;
- the WWF College for Conservation Leadership;
- Wye College distance learning programme⁵ and
- World Bank, Development Education Program⁶.

3 An interesting organisation in this respect might be the Society for Organisational Learning; address <http://www.sol-ne.org/ne.html>. This Society is a global community of organisations, researchers and consultants dedicated to building knowledge about fundamental institutional change, chaired by Peter Senge, a management guru based at the Massachusetts Institute of Technology, MIT. MIT is engaged in a multimillion-dollar alliance with Ford to collaborate on learning, change and knowledge creating activities in environmental policy, engineering education and research.

4 Address: <http://www.sustain.web.net/project.htm>

5 Address: <http://www.wye.ac.uk/> Its environmental programme links to organisations like WWF, Greenpeace, UNEP, but not to IUCN.

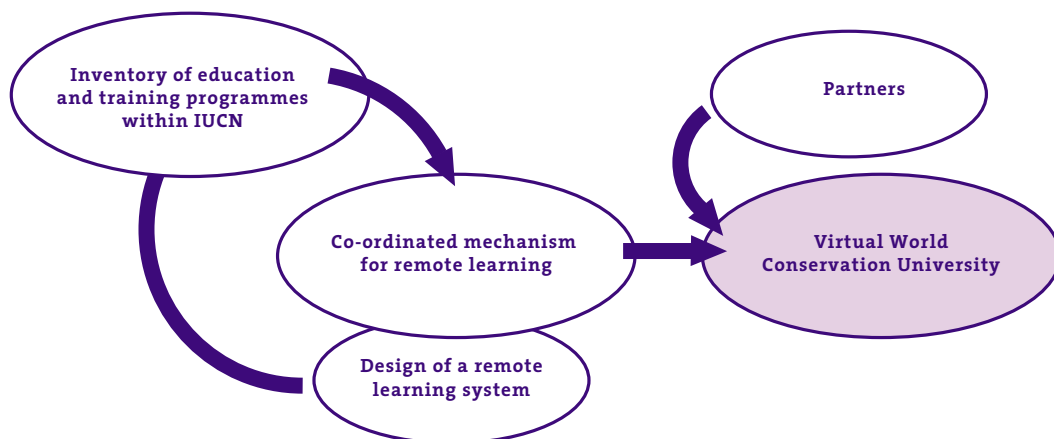
6 Address: <http://www.worldbank.org/depweb>

CEC is involved in many co-operative educational and training programmes. So are other parts of IUCN, for example the Environmental Law Programme. The consultant is unaware of a comprehensive IUCN-wide inventory of these kind of programmes. IUCN's web site, and the triennial and annual programmes do not shed light on this. In any case, remote learning programmes are not well developed yet in the organisation. IUCN, as a world wide network of high level knowledge, is extremely well positioned to play a key role in remote learning for conservation, both for its own constituency and for external clients. CEC, in close collaboration with the Communication Division, the Task Force on Knowledge, Informatics and Outreach and thematic IUCN-Programmes, could further explore possibilities to establish a co-ordinated mechanism for remote learning.

Virtual World Conservation University

This exploration could be the first step of a more ambitious trajectory, leading towards a virtual World Conservation University. This University could provide for both full degree and specific courses and training modules. Products and services could be a mixture of publications, training manuals, remote learning modules, workshops, seminars, trainee and mentorship, and so on. The University could make use of both conventional and new information, communication and education technologies, after example of the institutions mentioned above. The exploration to be undertaken also has to identify potential partners. If well developed, it should be well possible to raise funds and other kinds of inputs from information and communication business, multilateral institutions and governments. This University does not necessarily have to become a solitary initiative. One could well think of joining existing initiatives by other organisations, like the World Bank infrastructure for distant learning in developing countries.

Picture 7 Establishment of a remote learning system



Recommendations

- CEC, together with the Communication Division (mainly the Head of Information) and the Task Force on Knowledge, Informatics and Outreach, should explore potentials and implications of capitalising on new information and communication technologies and new media developments with respect to:
 - 1 new forms of mobilisation of internal and external actors,
 - 2 organisational learning,
 - 3 establishment of a remote learning discipline, and
 - 4 establishment of a virtual World Conservation University, which would preferably function as a co-ordinating mechanism for existing and new courses of IUCN and partner organisations.

- It is advised to involve external organisations in this exploration, mainly from the private sector working in the fields of information and communication, learning organisations and management for change.

V How to prepare for the near future?

V.1 Prioritising within the scope of IUCN's Programme

In order to be feasible recommendations have to be put in a realistic and programmatic context. IUCN and CEC actually are fully engaged in the process of preparing the next triennial programme. This will be decided upon next year at the World Conservation Congress. The last external review of IUCN strongly recommended IUCN to establish a framework providing for stronger focus of the programme on the basis of the Union's distinctive core competencies, and which should be served by distinct knowledge management areas.

The same applies to CEC. This review recommends CEC to exclusively focus its work on those activities that arise from, and are fully integrated with, IUCN global and regional programmes. As it is unrealistic for CEC to cover all programmes, it has to decide on IUCN priority programmes. This means that CEC has to participate where possible with the planning of the programmes of its first choice.

V.2 New Chair

A new CEC Chair has to be presented to the World Conservation Congress. The current Chair has not only provided for and encouraged leadership, he also has made significant contributions regarding education and communication. He could do so on the basis of professional skills, but also because he has been backed by his own organisation. Many people expressed the need of such kind of a backing for the new Chair, either by an organisation, or by substantial funding from a donor.

CEC has gained quite some credibility. Yet it is not fully recognised as a key Commission by all parts of the IUCN. Therefore CEC might need a Chair with a well-established reputation in the conservation field. The new Chair would not necessarily have to be an education or communication expert. The other Vice-Chair and the Steering Committee Members could complement the Chair with this knowledge and skills. But by any means the new Chair has to have proven leadership, management, fundraising and communication (including language) skills. Furthermore the person should be open for new developments, especially in the fields of information and communication technology and knowledge management. It would be a good additional

quality if the new chair has good experience in dealing with the two major stakeholders in the conservation education and communication field, being the media and the private sector.

One can not expect the new Chair to ideally fulfil all qualities. As said, the Steering Committee, and the Secretariat have played and can play an important role. It will be a major challenge for the new Chair to re-establish a dynamic, coherent and dedicated core group in the Steering Committee, as this Committee plays a pivotal role in maintaining the global coherence, as well as in guiding and supporting the regions. Just as with the new Chair, regional chairs should also have leadership capabilities. They will have an important role to bridge the national, regional and the global undertakings of CEC, and to link the IUCN Programme and the CEC Programme. The current Steering Committee includes some “external” members, and its meetings are also attended by some co-ordinators of other IUCN Programmes.

This certainly needs to be continued. It is important to keep a mix of expertise and backgrounds in the Committee. Depending on the main focus of CEC’s next programme, one could think of inclusion of key players of IUCN programmes and some opinion leaders from media and the private sector.

Recommendation

- In the current search for a new CEC-Chairperson, decisive factors could be: commitment towards IUCN mission, proven team-leadership and open mind for new media and non-conventional partners.

Annexes

Annex I

Terms of reference for CEC Review

Introduction

In response to Resolution 19.2 passed at the ICUN 1994 Buenos Aires General Assembly recommending that “each Commission should be subject to a triennial end-term review to be prepared by an independent evaluator” and recognising that CEC has had to reformulate its work, structure, and operations since 1994, it is proposed that a review of the Commission be implemented this year.

Purpose

The overall objective of the review will be to assess the effectiveness, efficiency, and relevance of CEC in relation to the Commission’s activities, vision, mandate and administrative structure.

Specifically, the sub-objectives of the review will be to:

- 1 Assess the effectiveness, efficiency, and relevance of CEC’s programs, projects and services and make any necessary recommendations for changes to CEC’s operational processes as a result of the review’s findings,
- 2 Assess the strengths and weaknesses of the working relationships that link CEC to the rest of IUCN Programme, notably the Global and Regional, membership structures and other Commissions and make any necessary recommendations for changes to CEC’s planning and operating procedures and administrative structure as a result of the review’s findings,
- 3 Assess the relevance of CEC’s current vision and mandate in relation to the value that it adds to the IUCN vision and mission and to those of the regions and make any necessary recommendations for the updating of CEC’s vision and mandate from the review’s findings,

Scope

In assessing the results of programs, projects and services we recognise that a continuum of output assessment possibilities exist ranging from the assessment of activities through to long-term impacts. Due to the limited resources and data that will be available for this review, it is expected that

the highest level at which it will be feasible to assess CEC's outputs will be at the level of short-term results that are the logical consequence of completed project or program activities.

Also due to the limited funds available for the implementation of this review, it is anticipated that the data for it will be drawn from existing reports, telephone interviews, written questionnaires and possibly face to face interviews administered to groups of key informants in attendance at other pre-planned meetings.

Roles

- 1 The review will be co-ordinated by the CEC secretariat,
- 2 Any consultants hired to conduct all or parts of the review will report to a special committee of the CEC Steering Committee established to oversee the review and receive draft reports, approve data collection instruments etc. on behalf of the Steering Committee,
- 3 The CEC Secretariat and Steering Committee members will assess CEC's results through a process of self-assessment.
- 4 CEC's administrative structures will be assessed by a team of independent consultants, building, where possible, on the work of the IUCN organisational review currently underway.

Time frame

The review will be implemented May 1999 and the final report will be delivered to the Steering Committee by October 25, 1999.

Review activities

- 1 Consider background material; such as (sub)programmes, progress reports, reviews, Interviews with key persons, both members of CEC, other relevant IUCN staff, and certain external persons, such as donors and partner organisations.
- 2 Meetings in different settings are foreseen with representatives of the CEC Steering Committee, Chairman (Mr Hesselink) and Head Environmental Education and Communication (Mrs Goldstein). Preferably four meetings:
 - (1) Inception phase: discussion on approach, time schedule, key persons to be interviewed and key documents,
 - (2) reflection on major findings,
 - (3) on draft final report and
 - (4) post hoc meeting on issues not put on paper, but which are relevant to the CEC.
- 3 A two-day stay at Gland is foreseen, in order to interview HQ staff on Education and Communication issues and the relation with CEC.

Reporting

Three papers will be presented:

- 1 A discussion paper (about 2 pages). This will serve as the basis for the meeting during the inception phase.
- 2 A draft report, to be delivered electronically in Word and in one hard copy to and discussed with the CEC representation by September 17, 1999.
- 3 A final report. In addition to the roughly 20 pages report, some appendices such as on (groups of) persons interviewed and some key documents will be attached. To be delivered electronically to the chair of CEC, and Wendy Goldstein by October 25, 1999.

Tentative contents of the report:

- Executive summary, also including a summary of recommendations
- Introduction, including aim, scope, focus and approach
- The main body of the report, where possible for each chapter organised under two headings: A) findings and analysis and B) recommendations

Annex II

Reflections on the Terms of Reference and Approach

Abstract from the inception report, prepared for a meeting with Mr. Frits Hesselink and Mrs. W. Goldstein.

The Purpose and sub-objectives of the Terms of Reference are clear. Their wording seemingly express a duality in focus: the purpose refers to the CEC in its own right and the sub-objectives refer to the CEC's link with, and contribution to, the overall IUCN organisation. Seemingly, because it is assumed that Purpose refers to the mandate of the CEC as approved by the World Conservation Congress in 1996. This mandate evidently links the objectives of CEC to the mission, Membership, Commissions and Secretariat of IUCN. In this light, the review will consider the overall IUCN organisation as both CEC's mother-organisation and organisational environment and an important (internal) client.

The review will primarily focus on recommendations for consolidation of successful elements in the work of CEC and on recommendations for further improvements with regard to effectiveness, efficiency and relevance. It will highlight and recommend on weaknesses and constraints to be overcome and signal challenges and opportunities for CEC.

The review will consist of the following activities:

- 1 Analysis of existing documentation
- 2 Interviews and meetings with key players in and around CEC
- 3 Synthesis, and formulation of conclusions and recommendations.

Hopefully, the review can build upon the findings of the self-assessment currently undertaken by CEC (?).

Some eminent issues

Formalities and *de facto* operations

One important dimension of the review will be a comparison between actual practice and the formal commitments of CEC, such as expressed in its mandate, strategy, work plan, etc.

A rather "clinical" analysis of the formal commitments, will be supplemented by an analysis of actual practice, through

- (i) expectations and perceptions that key actors (CEC members, Secretariat staff - HQ-RCO-NO-, donors, Member organisations, etc.) have about CEC;

- (ii) the reflection of formal commitments (mandate, strategy, plans, etc.) in actual CEC programmes, projects and proposals thereto and internal and external communication,
- (iii) as under (ii), but related to the work of other IUCN-entities, such as Secretariat and its distinct divisions, programmes and groups, other Commissions, Members
- (iv) effectiveness (focus, relevance, performance and, where possible, direct results), coherence and efficiency of operations and delivery and
- (v) resources devoted to CEC's work.

An important rationale behind this twofold assessment is that discrepancies between formal commitments and intentions and actual practice -the de facto situation- often are at the basis of unnecessary high transaction costs in organisations. Another reason why the twofold analysis is important is because discrepancies do indicate deficiencies in the adequacy of formal decision making, communication, planning, programming, operational implementation, monitoring, evaluation and feed back mechanisms

Learning organisation

IUCN is in the process of establishing a Knowledge network, mainly based on Information and Communication Technology. What is the current and potential role of CEC in this Network?

A very significant part of IUCN's knowledge consists of personal knowledge in Commissions, member organisations and Secretariat, which can not be documented. What is CEC's role in managing this knowledge; in terms of absorption, synthesis, diffusion, and use? What is CEC doing, and what can be CEC's role to support IUCN in becoming a learning organisation, not only on communication and technical substance (such as ecological, social, economical and institutional sciences), but also on strategic, organisational, cultural and operational matters?

How direct, effective and efficient is CEC's access to key (networks of) companies and institutions active or knowledgeable in the field of communication, education and learning?

Is CEC acting as an interactive learning node between the local/national and regional/global levels of IUCN's operations: does it draw lessons from national experience and disseminate this to regional or global programmes and does it draw lessons from global interventions (such on e.g. Global Biodiversity Forum activities), which then are used to provide guidance to NO and RCO's? The same applies to Commissions. Probably each Commission will

have its own, distinct way of internal and external communication. Is CEC involved in assessment of these modes, and in providing guidance on improvements and innovations?

Future plans of CEC

What are the major activities, products and services CEC foresees in future, with regard to IUCN and with regard to external clients? What are current and future major partners? How and by who is CEC currently funded. What are the financial needs, forecasts and potentials? What kind of additional expertise or skills are needed in CEC?

What is the ambition of CEC: e.g. (i) being a service to IUCN and (ii) becoming/being a high standing global network in its own right. What is the support by CEC members for this ambition. What is the support by IUCN (management, global, regional and national parts of Secretariat and related programmes, commissions, member organisations) and donors for this ambition and related roles and tasks?

Programming in IUCN

How is CEC involved in the programming process for IUCN's next multi-annual Programme, not only through the newly established Task Teams and the Extended Programme Committee of Council, but also through interaction with global programmes and Regional Conservation Offices?

Incentives in place for Commission members

What are the motives of people and institutions to become member of the CEC? What is CEC's added value for them; what do members provide to the work of CEC and /or IUCN. What are the prevailing notions about voluntarism? How does this relate to commercial drivers of the Members? What are the future perspectives for voluntary contributions versus commercially driven involvement? What mechanisms are in place, and can be thought of, to provide incentives to CEC-members to become or remain active?

Annex III

People contacted

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