



UNION INTERNATIONALE POUR LA CONSERVATION DE LA NATURE

11e réunion du Bureau du Conseil de l'UICN
par téléconférence, le mercredi 13 septembre 2023, de 11h00 à 13h00 UTC

Décisions

Point 1 de l'ordre du jour : Présentation par la Présidente et approbation de l'ordre du jour

DÉCISION B11/1

Le Bureau du Conseil de l'UICN,
Adopte l'ordre du jour de sa 11e réunion, tel que révisé. (Annexe 1)

Point 3 de l'ordre du jour : Stratégie et plan d'affaires de l'Académie de l'UICN

DÉCISION B11/3

Le Bureau du Conseil de l'UICN,
Sur recommandation de son Comité du Programme et des politiques (CPP), conformément à la décision C109/18 du Conseil,
Approuve la *Stratégie et le plan d'affaires révisés de l'Académie de l'UICN* (annexe 2).

Point 4 de l'ordre du jour : Confirmation du lieu de réunion du Conseil pour la réunion C110

DÉCISION B10/4

Le Bureau du Conseil de l'UICN,
Prenant note de la mise à jour du Secrétariat concernant les progrès accomplis dans l'organisation de la 110e réunion du Conseil et de la célébration du 75e anniversaire de la fondation de l'UICN, toutes deux à Fontainebleau, France, conformément à la décision C109/32 du Conseil,
Demande au Secrétariat de continuer les préparatifs de la 110e réunion du Conseil, qui se tiendra à Fontainebleau, et d'informer le Bureau d'ici la fin du mois de septembre si le gouvernement français a confirmé la prise en charge des dépenses non couvertes par le budget approuvé de l'UICN pour 2023.

Point 6 de l'ordre du jour : Procédure de traitement des lettres des Membres adressées au Conseil

DÉCISION B11/5

Le Bureau du Conseil de l'UICN,
Approuve la *Procédure de traitement des lettres des Membres adressées au Conseil* et décide que celle-ci sera incluse dans le Manuel du Conseil (Annexe 3).

Point 7 de l'ordre du jour : Question de savoir s'il faut prolonger la durée des réunions du Conseil en 2024 en ajoutant un troisième jour de sessions plénières

DÉCISION B11/6

Le Bureau du Conseil de l'UICN,
Note que la Présidente convoquera la première réunion ordinaire du Conseil de 2025 du 7 au 9 mai 2025.

Liste des participants

Membres du Bureau :

Razan Khalifa Al Mubarak, Présidente
Nihal Welikala, Trésorier
Peter Michael Cochrane, Vice-président
Rick Bates, président du CFA
Sue Lieberman, présidente du CPP
Vivek Menon, président du CIG
Kristen Walker Painemilla, représentante des présidents de Commissions
Bibiana Sucre, Conseillère élue des Régions
Grethel Aguilar, Directrice générale par intérim

Étaient excusés :

Hilde Eggermont (représentée par Peter Cochrane)
Said Damhoureyeh (représenté par Rick Bates)

Autres participants :

Stewart Maginnis, Directeur général adjoint pour les programmes (point 3 de l'ordre du jour)
Louise Imbsen, Assistante de gouvernance
Luc De Wever, Secrétaire du Conseil



Bureau of the IUCN Council

11th Meeting (Zoom), 13 September 2023 – 11:00 to 13:00 UTC

Agenda

11:00-11:05	Agenda Item 1: Introduction by the President and approval of the agenda
11:05-11:20	<p>Agenda Item 2: Appointment of an additional member of the Motions Working Group (MWG)</p> <p>On 31 July 2023, the Bureau appointed the members of the MWG (B10/3), regretting that no nominations had been made by State/Government Members. Bureau therefore re-opened the call for nominations for Cat. A Members only, with 15 September as deadline. By the proposed time of the Bureau meeting, the deadline will not have expired. The Bureau may therefore wish to appoint one individual on a tentative basis, taking into account the nominations received by the time of the meeting and the Vice-Presidents' recommendation, and confirm it after 15 September by email exchange if no new nominations are received which may make the Vice-Presidents or Bureau change the decision. For information: the process for appointing the members of the Motions Working Group approved by Council can be found in decision C109/30.</p> <p><u>Documents:</u></p> <ul style="list-style-type: none"> B11/2 Nominations from Cat. A Members for additional member of the Motions WG (<i>Vice-Presidents and Bureau members will receive all nominations received one week before the meeting, with an update 24 hours before the Bureau meeting</i>)
11:20-11:35	<p>Agenda Item 3: IUCN Academy Strategy and business plan</p> <p>Updated Strategy incl. a business plan for approval by the Bureau as requested by Council decision C109/18, taking into account the recommendations of the PPC.</p> <p><u>Documents:</u></p> <ul style="list-style-type: none"> B11/3 IUCN Academy's revised Strategy and Business Plan (endorsed by PPC at PPC14 on 5 September 2023 and referred to Bureau with the recommendation that it be adopted)
11:35-11:50	<p>Agenda Item 4: Confirmation of the venue for C110</p> <p>C109 made the decision to accept France as host of C110 dependent on Bureau's confirmation that the host will pay all costs not foreseen in governance budget. (C109/32) The Secretariat will update the Bureau on the results of the consultations with the representative of the French Government, Mr Marc Strauss, which the latter initiated following a meeting with his Minister on 25 August 2023.</p>
11:50-12:20	<p>Agenda Item 5: Draft Agenda of the 110th Council meeting</p> <p>The Bureau is invited to provide guidance and direction for the preparation of effective discussion on the 20-year Strategic Vision and the other four Council priorities. To maintain the time reserved for strategic discussions at C110 in-person, the opportunity of the two virtual Council meetings on 17 and 18 October should be used to take decisions on as many business items as possible prepared by the standing committees.</p> <p><u>Documents:</u></p> <ul style="list-style-type: none"> C110/1 Draft Agenda (draft 0.2 – 05 September 2023)
12:20-12:30	<p>Agenda Item 6: Procedure for dealing with Member letters addressed to Council</p> <p>Some 6 letters received from IUCN Members addressed to Council on matters on the agenda of C109 were not discussed by the standing committees during their meetings at HQ on 23 May 2023. As most Member letters concerned matters relevant for PPC, the committee</p>

	<p>discussed them during PPC13 on 10 July 2023 and put in place a process for preparing a response to the letters on behalf of the Council. In the meantime, the Secretary to Council prepared a procedure for dealing with Member letters addressed to Council in consultation with the Committee Chairs. The Bureau is invited to consider the draft procedure for approval.</p> <p><u>Documents:</u></p> <ul style="list-style-type: none"> B10/6 Procedure for dealing with Member letters addressed to Council REVISED DRAFT
12:30-12:45	<p>Agenda Item 7: Question whether to extend the duration of Council meetings in 2024 by adding a third day of plenary sessions</p> <p>The summary minutes of C109 (May 2023) state in section 10.1: “Some Councillors requested Bureau to consider extending future Council meetings to three days of plenary sessions instead of two in order to enable more strategic discussions.” These interventions were not discussed, nor was any decision taken on the issue. For information: the cost of adding a third day of plenary sessions of the Council (estimate for a meeting at HQ) will be CHF 22'430. Advice from the Bureau is sought before the Secretariat submits the draft Budget 2024.</p>
12:45-12:50	<p>Agenda Item 8: Dates of the 113th meeting of the IUCN Council (C113 – May 2025)</p> <p>In 2022, Council approved the dates for the Council meetings up to and including 2024. The date of the 1st ordinary Council of 2025 was deliberately left open as it should be held not less than 4 months before the Opening of Congress (Regulation 30). In May, Council approved the dates of 9-15 October 2025 for the 2025 Congress (C109/12). The Bureau is therefore invited to determine the date for C113 which, in turn will enable the timing of processes leading up to the 2025 Congress such as the Council nominations for President, Treasurer and Commission Chair. The following options are proposed for dates which do not seem to coincide with international / religious calendars. (These options are for a 3-day Council meeting, pending the Bureau’s advice on the question of the duration of Council meetings, see Agenda Item 7):</p> <ul style="list-style-type: none"> A. 7-9 May 2025, or B. 13-15 May 2025, or C. 20-22 May 2025.
12:50-13:00	<p>Agenda Item 9: Any other business</p> <p>9.1 Update on IUCN's position paper for UNFCCC COP28</p> <p>9.2 Question about the online discussion on the revised membership dues guide.</p>

Time of the call in Bureau members' time zones:

Location	Local Time	Time Zone	UTC Offset
Ottawa (Canada – Ontario)	Wednesday, 13 September 2023, 07:00:00	EDT	UTC-4 hours
Washington DC (USA – District of Columbia)	Wednesday, 13 September 2023, 07:00:00	EDT	UTC-4 hours
Caracas (Venezuela)	Wednesday, 13 September 2023, 07:00:00	VET	UTC-4 hours
London (United Kingdom – England)	Wednesday, 13 September 2023, 12:00:00	BST	UTC+1 hour
Brussels (Belgium – Brussels)	Wednesday, 13 September 2023, 13:00:00	CEST	UTC+2 hours
Geneva (Switzerland – Geneva)	Wednesday, 13 September 2023, 13:00:00	CEST	UTC+2 hours
Amman (Jordan)	Wednesday, 13 September 2023, 14:00:00	EEST	UTC+3 hours
Abu Dhabi (United Arab Emirates – Abu Dhabi)	Wednesday, 13 September 2023, 15:00:00	GST	UTC+4 hours
Delhi (India – Delhi)	Wednesday, 13 September 2023, 16:30:00	IST	UTC+5:30 hours
Sydney (Australia – New South Wales)	Wednesday, 13 September 2023, 21:00:00	AEST	UTC+10 hours
Corresponding UTC (GMT)	Wednesday, 13 September 2023, 11:00:00		

**REVISED IUCN ACADEMY
STRATEGY AND BUSINESS PLAN**

Council Decision C109/18

PART 1 – IUCN ACADEMY STRATEGY

1. Situation and trends

The Multilateral context

The Kunming-Montreal Global Biodiversity Framework is the latest of a series of multilateral instruments¹, which strongly supports further development of environmental education to tackle the challenges our societies are facing.

Its Section C- Considerations for the implementation of the framework, para 22 states "*The implementation of the framework requires transformative, innovative and transdisciplinary education, formal and informal, at all levels, including science-policy interface studies and lifelong learning processes, recognizing diverse world views, values and knowledge systems of indigenous peoples and local communities*". While Section K on Communication, Education, Awareness and Uptake, expands on the kind of education which should be developed to encourage uptake of the GBF by all actors.²

The GBF and its Long-Term Strategic Framework for Capacity Development indicate there is a momentum for Education for Conservation (EfC)³.

The demand for “green skills”

In parallel, the shift to hiring for the green economy⁴ is already underway and “Education for conservation is to be considered and understood as one of the ‘life skills’ needed for all people, like financial literacy”⁵.

¹ Other instruments notably include, a.o. the UNFCCC Paris Agreement, Articles 11 and 12.

² Kunming-Montreal GBF, Section K para 40 “Enhancing communication, education, and awareness on biodiversity and the uptake of this framework by all actors is essential to achieve its effective implementation and behavioural change, promote sustainable lifestyles and biodiversity values, including by:

[...]

e) Promoting or developing platforms, partnerships and action agendas, including with media, civil society and educational institutions, including academia, to share information on successes, lessons learned and experiences and to allow for adaptive learning and participation in acting for biodiversity; (f) Integrating transformative education on biodiversity into formal, non-formal and informal educational programmes, promoting curriculum on biodiversity conservation and sustainable use in educational institutions and promoting knowledge, attitudes, values, behaviours and lifestyles that are consistent with living in harmony with nature;

³ “Education for Conservation (EfC) refers to diverse approaches and strategies for education and learning that facilitate connection with nature, and that imbibe diverse values, norms, knowledge, and practices consistent with establishing a sustainable way of life in harmony with Nature”, Strategy on Education for Conservation (EfC), 2020, IUCN CEC and FLEDGE [educationforconservation-strategy-v3.pdf \(iucn.org\)](#)

⁴ United Nations Environment Programme (UNEP) defined a green economy as “one that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. In its simplest expression, a green economy can be thought of as one, which is low carbon, resource efficient and socially inclusive. Other definitions have been proposed by various stakeholders, including some governments and coalition groups, but they generally describe the same core idea” (ECE/FAO, 2018)

⁵ Strategy on Education for Conservation (EfC), 2020, IUCN CEC and FLEDGE.

The International Labor Organization (ILO) estimates that 24 million jobs worldwide could be created by the green economy by 2030 alone; and IUCN estimates that by this date, the global demand for conservation professionals will increase by more than 30%, with an estimated 355,000 conservation-related jobs to be created annually.

Indeed, the demand for talent with green skills⁶ is steadily increasing as governments and companies step up their commitments and actions to achieve their climate and sustainability goals.

Those employers are increasingly focused on "green skills", rather than university degrees. This is partly due to the high demand and the relatively low availability of talent with pre-existing professional experience. Employers look to hire experienced conservationists, or hybrid profiles who combine pre-existing experience in other disciplines -such as economy, law, or finance- with green skills.

Concurrently, the global recognition of the inextricable link between climate change, biodiversity conservation, and human and economic wellbeing, has also created a growing interest from professionals from all sectors and backgrounds for continuing education in the field of conservation, in search of developing hybrid profiles whether to reorient a career, or give purpose to professional engagement.

Conservation training and learning proposed by the Union and the Secretariat

To deliver the much-needed conservation training and learning there are few institutions which have the same level of credibility, expertise on the ground and global reach as the International Union for the Conservation of Nature (IUCN).

Indeed, the role of IUCN in capacity building for nature conservation, of which training and learning activities are one component, can be derived from Article 2 and 3 of the IUCN Statutes, as well as some important IUCN General Assembly Resolutions such as Res 4.104, Res 4.105, Res. 3.028

In the seven decades of its existence, IUCN has already delivered a wealth of conservation training, the IUCN Commissions and the Secretariat are major actors in the domain. Nevertheless, some of the activities offered by the Secretariat didn't realise their full potential for transformation for the following reasons:

1. Though generally of high quality, those activities are spread all over the institution and exist with very few to no connections with each other, creating potential for duplication, lack of consistency and difficulties to reuse content.
2. When asked about learning and training activities, most interviewed Secretariat staff regret they received little to no training in the domains of andragogy and pedagogical engineering. Such training would have the potential to positively impact on the quality and efficiency of the activities they deliver.
3. The training components of capacity building activities have been mostly delivered in person but online training has also been used. Though the latter is not to be preferred over other delivery formats, it is one that has gained a lot of importance, and expertise in online education techniques and options is not equally spread among the Secretariat, with many Secretariat staffs unfamiliar of latest technological and pedagogical developments in the domain.

⁶ UNIDO describes green skills as "the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society." (UNIDO, 2022)

In parallel, IUCN Members which, together with IUCN Commissions, are the primary contributors to IUCN's mission and objectives, expressed important capacity development needs, which cannot be covered solely through the IUCN project portfolio.

Considering all of the above, there is a real opportunity for IUCN to have a bigger impact in serving its Members' needs, and in growing further the much-needed pool of conservation talents.

Current offering of conservation training beyond IUCN Secretariat

The current global offering of conservation training for graduate students and professionals is very diverse. It includes products such as short courses, certificate programmes, executive programmes, and other types of training opportunities offered at varying levels of complexity and under different conditions of accessibility. The prices of these can vary widely, from free or low-cost online courses to more expensive in-person programmes. Typically, the most common price range for certificate programmes on environmental issues is between 500 and 5,000 CHF.

Delivery formats include (i) Self-paced e-learning courses, (ii) Capacity building webinars and workshops, (iii) Professional certificates and continuing education degrees (online or in hybrid formats), and (iv) Specialised Masters' degrees, which generally require in-person attendance and at least a year of full-time commitment.

Looking into training opportunities offered by IUCN Members, most of the education proposed by NGO Members is composed of specialised courses or webinars, targeting natural scientists and/or conservation professionals, with only a few courses addressing a broader audience's needs such as policymakers, and government officials. Academic members of IUCN offer mostly degree programmes around the topics of environmental sustainability.

If we expand the analysis beyond IUCN Members, we can see three types of programmes proposed:

- Short self-paced online courses mostly offered by NGOs and international organisations on a variety of topics related to environmental sustainability, including conservation topics, and directed towards a broad audience. It is important to note a high proportion of these are currently project-based, which is contributing to creating inconsistencies, short-termism in the approach and duplication of effort.
- University continuing education programmes lasting from eight months to two years, which cover conservation topics or a broader thematic framework around environmental sustainability.
- Shorter executive/continuing education programmes, mostly covering the topic of conservation in general (with no precise thematic focus).

Topics frequently covered include conservation management and ecology, climate change and adaptation, governance, risk management, and business/corporate sustainability. In most cases, the approach is monodisciplinary with an important part of highly specialised courses targeted at natural scientists and/or conservation specialists only.

For further details, a detailed benchmark is available in Annex 8 to this document.

2. Gap analysis in conservation training for IUCN Members and beyond

Considering the above contextual elements, the following gaps have been identified in conservation training for IUCN Members and beyond.

There is space for a more coordinated and professionalised approach to learning and training in conservation delivered by the IUCN Secretariat through its project portfolio.

In addition, there are IUCN Members' training needs, which cannot be covered solely through the training and learning activities developed as part of the Secretariat portfolio. The focus of the training will always be driven by the project and tailored to its needs, with activities usually designed for a specific audience, beneficiary of the project.

The results of the Members' survey attached as Annex 1 to this paper help identify some of IUCN Members' needs but remain too generic. It will be important to lead further research to differentiate between categories of IUCN Members and their specific training and learning needs. In this context, the access to information about training opportunities offered by the Secretariat could also be improved.

More generally, as the world increasingly recognised the inextricable link between climate change, biodiversity conservation and human and economic wellbeing -a connection made all the more visible by the COVID-19 pandemic- so is the need for programmes to envisage conservation training through an interdisciplinary lens, and to include the analysis of its nexus with other domains such as finance, law, economics, etc.

As described above, the offer of programmes on conservation topics taking a multidisciplinary lens is limited and mostly proposed through academic degrees⁷, while learning opportunities offered to people looking for less obliging formats remains poor.

In parallel, despite the favourable employment context, we see many young graduates struggling to find jobs. This is partly due to the fact that many of these young professionals have received a science-based academic education, which does not meet some of the professional needs⁸.

Given the complexity and uncertainties around conservation issues and the current pace of change in working practices, the profiles, and ways of working of tomorrow's conservationists, and hence their education needs, are evolving quickly. Among other things, it is clear today and tomorrow's conservationists should master a broad array of skills to deliver successfully on their mission. Those notably include systems thinking, negotiation, communication and leadership skills.

Though some academic institutions are successfully blending academic and professional learning⁹, most have had difficulties to meet the demand for more action-oriented

⁷ The MPhil in Conservation Leadership offered by the University of Cambridge is an example of such programme, but it represents a minority of the offering

⁸ APPLETON M., ARBORAK J., DALTRY BARNEY LONG J., O'CONNELL M., OWEN N., SINGH R., PARKES E., STERLING E., VALENCIA L. (2021), "How Should Conservation be Professionalized", Cambridge University Press, Cambridge UK; <https://www.cambridge.org/core/journals/oryx/article/how-should-conservation-be-professionalized/D9AA066E6E9A1345B49CA0EAE08D71E0>

⁹ APPLETON M., et al.

learning, and availability of training on the skillset necessary to foster leadership in conservation remains limited¹⁰.

Finally, most of the programmes offered to conservation professionals are delivered in English, often at high cost, and focus on conventional knowledge and education practices. Thereby leaving little space for traditional and indigenous knowledge, as well as less conventional learning formats and practices. Hence, there is also an affordability and accessibility gap in conservation training and learning, all the more important as those who have the most difficulties accessing this education often originate from high biodiversity countries.

3. Strategic Goals for the Academy

There is a potential for the Academy to help bridge some of the gaps described above.

Filling existing gaps, while avoiding duplicating existing initiatives, is underlying the following strategic goals for the Academy.

1. Increase quality and access to learning and training opportunities available to IUCN constituencies.

There is an opportunity to improve the skills of IUCN Secretariat in delivering the capacity development activities of its project portfolio, with a particular emphasis on learning and training activities. This should contribute to higher quality and better impact of those activities.

The Academy can play an important role by providing expertise in training design and delivery to support the development of the learning and training components of the Secretariat project portfolio.

The Academy also provides tools, such as its Learning Platform, to improve the learning experience and coordination inside the Secretariat, and beyond, for the development of training and learning activities. The Learning Platform is also available to welcome some of the Commissions training activities, and discussion on modalities of such collaboration are already under way with CEC.

This will contribute to increasing the visibility and access to training and learning opportunities available to IUCN constituencies.

2. Serve IUCN constituencies and particularly its membership, by helping bridge the conservation training gaps

To do so, the programmes offered by the Academy will:

- Be anchored in conservation action and IUCN's experience on the ground, providing practical and hands-on training to its participants.
- Focus on developing the skills needed by current and future leaders in conservation.

¹⁰ See Annex 8 for a list of existing programmes in conservation for professionals

- Promote an interdisciplinary approach to conservation, looking at the nexus between conservation science and other key domains such as law, economics, social sciences, etc.
- Help bridge some of the affordability and accessibility gap by
 - o Developing an economic model that increases training opportunities for key contributors to conservation, with a particular emphasis on mid-career and young professionals in high biodiversity countries.
 - o Promoting innovation in learning to increase accessibility to training whether from the technical or pedagogical point of view.
- Support the delivery of the Global Biodiversity Framework and the broader sustainability agenda.

To attain this goal, the Academy will build on some of the key strengths of IUCN, i.e.

Historical and global presence - IUCN has been involved in conservation action for more than seven decades. It is also present on every continent and has offices and members in many countries, which has provided the organisation with a lot of expertise around conservation action in many different contexts. This expertise will be infused in the Academy programmes.

Knowledge anchored in conservation action - With the critical contribution of its Commissions and membership, IUCN has been able to transform the lessons learned through its local conservation action into transferrable knowledge and skills, developing knowledge products and standards, the majority of which are recognised at the global level. The Academy will act as a catalyser for knowledge and know-how to flow to IUCN membership and beyond.

Diversity of views and multidisciplinary expertise - Through its Commissions, IUCN also benefits from a very diverse pool of experts capable of offering a multidisciplinary view on conservation issues, as well as broad array of skills, many with experience in the education domain. Commissions will be critical components of the Academy model as they detain the knowledge and expertise upon which the Academy will build its programmes.

Convening power of the Union - IUCN's convening power increases the capacity of the Academy to develop meaningful partnerships inside and beyond the Union to ensure it delivers on those goals.

3. Reinforce IUCN's capacity to mainstream conservation know-how into new sectors and governments

The Academy will develop a series of saleable products to mainstream conservation know-how into new sectors and governments.

In doing so, the Academy will act as a catalyser for the circulation of knowledge, capacity and know-how towards leaders and people, supporting IUCN's theory of change.

It is well placed to deliver on this strategic goal as it benefits from the convening power of IUCN, which is considered as a very credible organisation with an historical record around pioneering and influencing the multilateral agenda on sustainability issues.

The above-described demand for training opportunities for professionals and for “green skills” from governments and companies trying to meet their sustainability commitments, provides a highly favourable context to develop such activities.

The Academy will pay particular attention not to compete with existing initiatives and will prioritise its offering using clear processes and criteria.¹¹

The objective is to build a sustainable economic model, able to support the Academy’s second strategic goal, notably its commitment to help bridge the affordability and accessibility gap to conservation training for mid-career and young professionals in high biodiversity countries.

This strategic goal is also in line with the Kunming-Montreal Global Biodiversity Framework, and its Section K on Communication, Education, Awareness and Uptake, which emphasises the need to “*Enhancing communication, education, and awareness on biodiversity and the uptake of this framework by all actors [...]*”.

Annex 2 to this paper details the process developed with the Academy Advisory Board to identify and prioritise programme topics.

4. Mission and Vision

The following mission and vision will lead the Academy in pursuing its strategic goals.

- Mission for IUCN Academy

Harness IUCN knowledge and expertise in conservation action to develop and promote the delivery of high quality and innovative training for conservation, that reinforces the capacity of IUCN Members and mainstreams conservation know-how into new sectors and Governments, while addressing issues of accessibility and affordability of conservation education for mid-career and young professionals in high biodiversity countries.

- Vision for IUCN Academy

To be the place where IUCN Members and other leaders -present or future-, access significant and accurate knowledge and skills to lead the transition to a society which values and protects nature.

5. Core values

In fulfilling its mission, the Academy will abide by and support the following core values and principles of work.

Professionalism. The Academy will develop its activities in a manner that is consistent with professional standards in the education sector.

Value for money and financial sustainability. The Academy will ensure that it is financially viable while also making its products as widely available and affordable as possible to its clients.

¹¹ Those processes and criteria for programme selection and development have been developed by the Academy with its Advisory Board and are attached in Annex 2 to this document.

Transparency and accountability. The Academy will ensure information about its activities is readily available to all IUCN Members, including information about opportunities for organisations and individuals to collaborate with the Academy. It will also report to its Advisory Board¹² on its activities and on the results of their evaluation.

Diversity and excellence. The Academy will make use of and engage with the wide range of expertise and experience across its Secretariat, Commissions, membership, and academic partners to ensure that its programmes reflect best practice and up to date information and thinking.

Inclusivity and accessibility. The Academy recognises the lack of opportunities for professionals in conservation in countries of high biodiversity and in the global south. The Academy will adopt learning methods that ensure and promote the participation of the diversity of its audience. Attention will be given to maximise the opportunity for IUCN constituencies to attend its programmes, and programmes will be offered in all the official IUCN languages. They will also aim to be designed to account for limitations imposed by the quality of equipment and online connections.

Interdisciplinary approach. The Academy will build on the wealth of expertise of IUCN Commissions, Members and partners, as well as the convening power of the Union to envisage conservation through an interdisciplinary lens. The Academy will embrace Indigenous knowledge alongside scientific and technical.

Pedagogical Approach. The Academy will ensure that its programmes adopt the most appropriate approaches to learning. They will reflect best practice in academic education, vocational training, adult learning. They will make use of the strengths and address the limitations of online learning.

¹² See Part 2, Section 5 of this document for information about the mandate of the Advisory Board.

PART 2 – IUCN ACADEMY BUSINESS PLAN

1. Value propositions

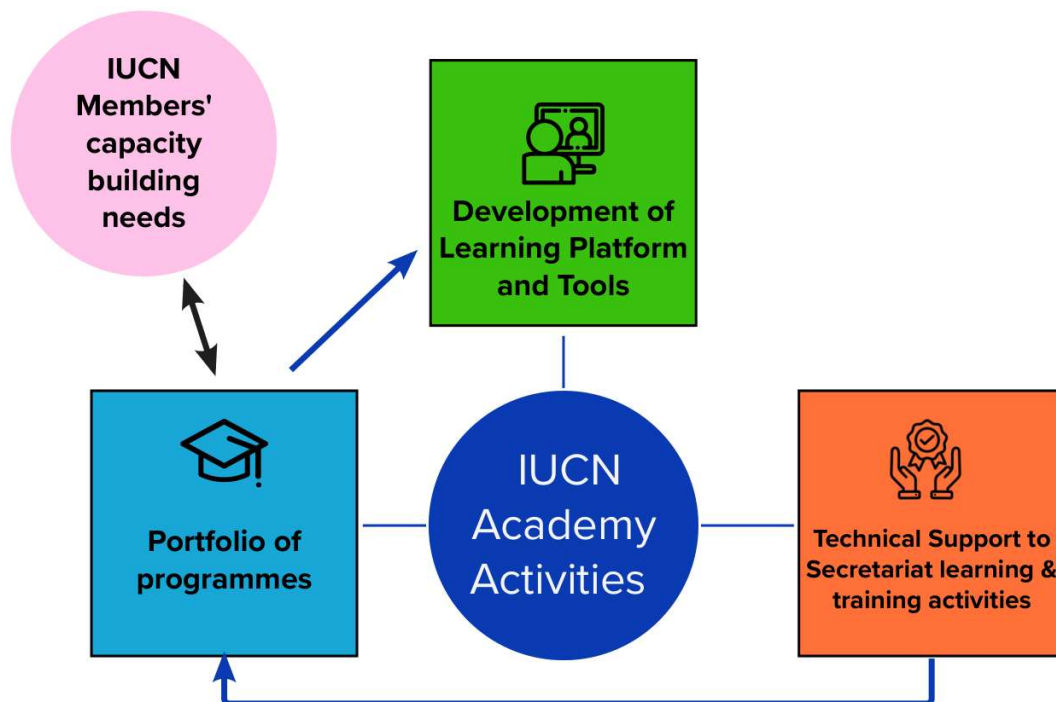
In line with its strategic goals, the Academy will develop its activities according to the following value propositions

IUCN Academy technical support services helps IUCN Secretariat staff to deliver high quality learning and training activities for their project portfolio by providing technical and pedagogical support to improve staff skills in the domain, while building on the expertise already existing inside the Secretariat.

IUCN Academy Learning Platform helps internal and external stakeholders across all sectors who are looking for (i) reliable information on IUCN's training offer and (ii) quality education on nature conservation to access relevant information and training content.

IUCN Academy portfolio of programmes help individuals who wish to expand their knowledge and skills in the field of conservation by offering a series of trainings that build upon IUCN expertise in conservation action and the wealth of knowledge and skills available inside IUCN Commissions, IUCN membership and academic partners, while addressing issues of accessibility and affordability of conservation education for mid-career and young professionals in high biodiversity countries.

2. IUCN Academy Key activities



Activity 1 - Technical support for the learning and training components of IUCN Secretariat project portfolio

The Academy is developing tools and processes to enhance and consolidate the quality of the pedagogy, content, and management of the learning and training components of the capacity building activities of the IUCN Secretariat.

The expected outcome is (i) More efficiency in the development and management of the learning and training components of IUCN projects, (ii) Increased quality of the content and better delivery approach adapted to context and project objectives, and (iii) A design of learning content better adapted for reuse.

Activity 2 - Learning Platform

The aim with the Learning Platform is to give more visibility to learning and training opportunities available through the IUCN Secretariat and beyond, and to provide a flexible tool to host those activities or components of it.

The platform includes a state-of-the-art Learning Management System (LMS) to respond to the changes in learning practices accelerated by the pandemic, and to improve the quality of online learning experience.

It also acts as a tool for other learning formats (hybrid or face-to-face), by providing an environment to provide access to important information and documents for the learners, coordinate activities, and foster interactions between participants during and after the programme.

It's objective is also to curate a library of learning content for reuse inside the Secretariat to limit unnecessary duplication of content by projects.

It offers a potential solution to connect participants to other existing training opportunities (e.g. the Specialised course on the RLE for Assessors, references the introductory course on the RLE available on another training platform).

Finally, it is important to note the Academy plans to work with IUCN Engage (the virtual space for IUCN constituents – <https://engage.iucn.org>) to facilitate access to its courses for IUCN Members and Commission Members. Both the Engage platform and the Academy platform were developed using compatible systems, and the ambition is to increase their integration.

Activity 3 - Portfolio of programmes

The purpose of the portfolio will be to respond to IUCN Members' training needs, and to contribute to mainstreaming conservation know-how into new sectors and governments. The IUCN Academy Learning Platform will be the primary host for these programmes.

The portfolio will be developed in accordance with the strategic priorities set in Part I of this document.

Notably, the programmes offered by the Academy will:

- Be anchored in conservation action and IUCN's experience on the ground, providing practical and hands-on training to its participants.
- Focus on developing the skills needed by current and future leaders in conservation.

- Promote an interdisciplinary approach to conservation, looking at the nexus between conservation science and other key domains such as law, economics, social sciences, etc.
- Help bridge some of the affordability and accessibility gap by
 - o Developing an economic model that increases training opportunities for key contributors to conservation, with a particular emphasis on mid-career and young professionals in high biodiversity countries.
 - o Promoting innovation in learning to increase accessibility to training whether from the technical or pedagogical point of view.
- Support the delivery of the Global Biodiversity Framework and the broader sustainability agenda.

The **selection of programmes** to be included in the portfolio will be made in accordance with the process described in **Annex 2** to this document.

As key actors delivering IUCN's mission and objectives on the ground **IUCN Members** will be the primary beneficiaries of those programmes, but they will also be important contributors to the portfolio, notably as potential providers of learning content on knowledge systems of indigenous peoples and local communities.

IUCN Commissions are the primary developers of IUCN knowledge, and hence critical contributors to the development of the portfolio. They are key IUCN constituents for the Academy to achieve its objective of developing an action-oriented portfolio of programmes based on IUCN expertise on the ground, and supporting an interdisciplinary approach to conservation.

The education opportunities composing the portfolio are divided into four categories:

- **Learning events:** those are not training activities as such, but they represent a first level of engagement with the conservation community and the broader public to sensitise and increase the visibility of issues around nature conservation.
- **Introductory courses:** Those are meant to draw attention to specific conservation issues, providing introduction on a topic or knowledge product to educate and increase the visibility of IUCN's work, as well as provide IUCN constituencies with an overview on topics they might not be familiar with.
- **Advanced continuing education courses** to respond to IUCN Members' training needs not covered through the Secretariat project portfolio, and to offer lifelong learning opportunities to professionals from all sectors, with the aim to contribute to mainstreaming conservation know-how into new sectors and governments. Those can be developed for a general or specialised audience (e.g. the Red List of Ecosystems specialised course for Assessors).
- **Sponsored programmes:** Those are the training components of the IUCN Secretariat project portfolio supported by the Academy. They also represent lifelong learning opportunities, but their audience, thematic focus and format are defined by the project needs.

The **development and delivery process** for those activities, as well as the selection of course designer, developer and evaluators will be made in accordance with the processes described in **Annex 2** to this document.

Finally, in its Decision C109/18, the IUCN Council “Requests the Advisory Board and Secretariat to undertake a legal review, working with WCEL that addresses intellectual property issues relevant to the Academy”. The development of the document is under way and will be shared with PPC as soon as it is finalised.

3. Key Contributors

3.1 IUCN Commissions

As a key component of IUCN, the primary source of its knowledge and at the core of the Union’s programme, Commissions are critical for the Academy to develop its activities.

Each Commission, through the inherent engagement of its members from around the world, experts in multiple disciplines, has delivered some of the most important achievements on which IUCN’s reputation has been built, often pioneering new solutions and approaches, contributing to make IUCN an international leader in the field of conservation.

Commissions are also offering a variety of learning and training opportunities. With their extensive knowledge of the different contexts, they will be the source of valuable information about existing training needs inside IUCN membership and beyond and can help the Academy identify better the gaps it can most advantageously cover, while developing synergies with their offering.

Some Commissions have already contributed to the launch of the Academy activities by providing the content upon which it has been able to launch its pilot programmes¹³. These programmes were a success, notably thanks to the Commissions’ contribution.

Finally, Commission experts are going to be key to ensure the Academy programmes are action-oriented and build upon IUCN expertise on the ground.

With all these elements in mind, it is clear the Commissions will be instrumental in helping the Academy achieve its strategic goals.

3.2 IUCN Members

Though the current state of the platform does not allow the collect of statistics around IUCN Members participation in the Academy courses (a point which should be solved in the 1st quarter of 2024), when courses allowed the collection of such data manually, it appears a significant number of Members participated in the Academy courses (between 20 and 30% of all participants). If we extrapolate this percentage to the total number of participants, we could consider several hundred IUCN Members are enrolled in a course offered by the Academy.

¹³ CEM members are the authors of the IUCN Global Standard for Nature-based Solutions, which is the topic of the first IUCN Academy Professional Certificate, some members of CEM also contributed to the development of the Specialised course for assessors on the Red List of Ecosystems. WCPA members are reviewing the Introductory course on the Green List of Protected Areas.

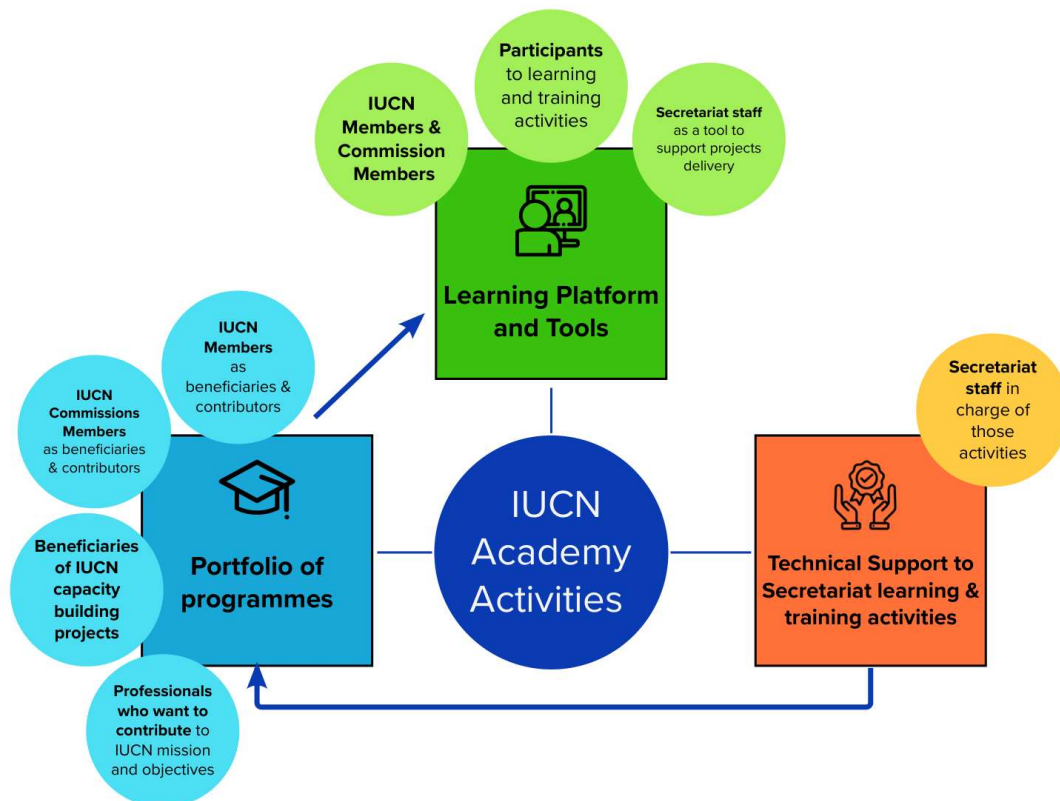
As explained above, the needs assessment process will be further developed to propose a differentiated approach to training needs identification per category of IUCN Members. Once relevant data is available, the Academy, with the support of its Advisory Board, will establish priorities for the development of its activities in accordance with the core values listed in Part I of this document.

In the meantime, the Academy has started to work on concrete projects to respond to some already expressed needs, such as (i) the course on the Environmental and Social Management System (ESMS), which is key to increase the capacity of our Members to act as executing partners of GEF/GCF and KfW courses, and (ii) the course on Conservation Project Management.

For courses offered against a fee, in line with Council decision, the Academy is developing a pricing policy which will account for the different categories of membership. This pricing policy will be discussed with the Advisory Board before release around end of August 23 and will be annexed to this paper.

Finally, it is important to note IUCN Members should not only be **primary beneficiaries** of the initiative, they should also be **key contributors**, as their participation in the course content development and delivery will strongly contribute to the interdisciplinary approach towards conservation the Academy is pursuing. Notably, IUCN membership represents a unique opportunity to include values and knowledge systems of indigenous peoples and local communities in the Academy courses.

4. Beneficiaries and Customers



Activity 1 - Technical support for the learning and training components of IUCN Secretariat project portfolio

The beneficiaries of these services are (i) the IUCN Secretariat staffs, who will benefit from the Academy expertise to develop their skills, with a view to increase the quality, efficiency, and impact of those activities of the project portfolio, and (ii) IUCN Members and other participants to these activities whose learning experience will improve.

Activity 2 - Learning Platform

The beneficiaries are the same, the platform is part of the support services the Academy is proposing to projects to increase the impact and efficiency of their activities, including course or training delivery components.

It will also help to increase the visibility and accessibility to learning and training opportunities offered by the Academy and beyond.

Activity 3 - Portfolio of programmes

In developing this portfolio of programmes, particular attention will be given to IUCN Members and their training needs. As mentioned in the first part of this document, the Academy has identified some of those training needs¹⁴.

Nevertheless, the approach used to identify those needs was too generic. A deeper analysis will be performed, differentiating between the categories of memberships to gain a better understanding of those needs by category.

In parallel to trying those IUCN Member's training needs, the Academy will support IUCN's attempt mainstream conservation know-how into new sectors and governments by targeting a diversity of audiences with its programmes, including:

- **Professionals from a diversity of sectors and backgrounds** who are willing to reorient a career, enrich a professional profile or give purpose to professional engagement through continuing education in nature conservation.
- **Governments and companies** who need to train their staff to step up their commitments and actions to achieve their climate and sustainability goals¹⁵.

5. Academic partners

The IUCN Academy reached out to a group of seven world-renown academic institutions (one per continent) with the objective to:

- Benefit from the quality and multidisciplinary expertise and learning experience provided by these institutions, to positively influence the development of the Academy activities, and provide some quality assurance through external evaluation of Academy courses.

¹⁴ The Academy started its collection of information about IUCN Members' capacity building with the issue of a first survey during the 2021 Youth Summit. As a next step, the Academy has been partnering with the Membership Unit of the Secretariat in the yearly membership survey and included several questions in the document to assess IUCN Members' training needs. The results of the survey are available in Annex 2.

¹⁵ Through such collaboration with the Academy, some of those governments might become candidates for IUCN membership.

- Access this multidisciplinary expertise to support the development of interdisciplinary courses on conservation, exploring its nexus with other topics – An important gap identified as a niche for part of the Academy portfolio of courses.
- Build on the credibility and visibility of such institutions to raise awareness about the work of IUCN and expand the reach of the Academy including “societies” as beneficiaries (in application of Article 2 of IUCN Statutes), thereby supporting its goal of mainstreaming conservation know-how to new sectors and governments.

IUCN and the academic partners of the IUCN Academy have signed an MoU, which describes the objective of the collaboration as follows:

“To provide a collaboration framework for the Parties to explore synergies and potential for innovation in education in the conservation domain, to support conservation policies and actions based on the best available science, engagement with local communities, and sound governance; and to train the next generation of students and conservation professionals in support of these goals.”

Furthermore, the following potential areas of collaboration are identified in the MoU:

- a. *Global outreach and education in the domain of nature conservation and its interaction with other major environmental and societal challenges;*
- b. *Promotion of a multidisciplinary and integrated approach towards nature conservation, including research, education, and public service;*
- c. *Joint development of executive and capacity development programs;*
- d. *Exploration of employment shifts in the conservation domain and its consequences for capacity building needs;*
- e. *Other areas of cooperation as agreed.*

Seven academic institutions have signed the MoU: Australian National University, ETH Zurich, Stellenbosch University, Tsinghua University, University of California – Berkeley, University of Cambridge, University of Campinas (UNICAMP).

Model(s) of collaboration to align incentives between the Academy and its academic partners are under discussion and will be presented to the Advisory Board before finalisation.

6. Governance

5.1 IUCN Secretariat

The Academy is a Unit of the Secretariat, led by a Head of Unit, under the supervision of the Director of the Science and Data Centre¹⁶.

¹⁶ See Annex 6 for IUCN Academy Organigramme

5.2 Advisory Board

Council decision C109/18 requested the establishment of an Advisory Board to support the activities of the Academy¹⁷.

As part of its role, the Advisory Board shall provide advice to the management of the IUCN Academy on strategic matters regarding its development, which include:

- (a) Reviewing and providing input into the IUCN Academy's strategic plan for the upcoming year.
- (b) Supporting the identification of potential sources of knowledge and teaching expertise within and outside IUCN to participate in the development and/or delivery of the Academy portfolio of courses.
- (c) Sharing expertise and ideas to contribute to the successful development of the Academy.

Since its inception in June 2023, the AB has already contributed to helping the Academy develop important pieces of its strategy and mode, including

- Finalisation of the ToRs of the Advisory Board (Annex 5)
- Elaboration of the core values and guiding principles for the work of the Academy (reproduced in Part 1, Section 5 of this paper)
- Elaboration of a process for the Development of the IUCN Academy portfolio, including selection, development, delivery and evaluation of the Academy programmes (Annex 2)

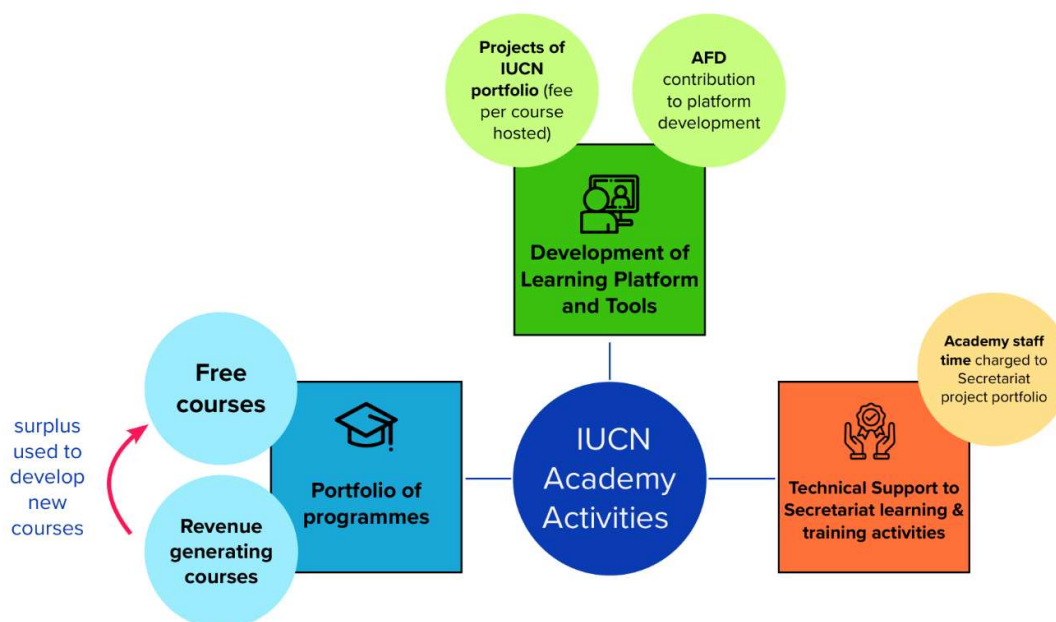
In line with Council decision C109/18, The AB is also supporting the development of a “legal review, [...] that addresses intellectual property issues relevant to the Academy”, as well as “[...] specific pricing strategies for IUCN Members”.

5.3 Council

The Council shall exercise its general strategic oversight over the Academy as for the rest of the work of the IUCN Secretariat.

¹⁷ The ToRs for the IUCN Academy Advisory Board are attached as Annex 5

7. Revenue streams and sustainability model



Activity 1 - Technical support for the learning and training components of IUCN Secretariat project portfolio

The support provided by the Academy to the capacity building components of the IUCN Secretariat project portfolio is funded through the project itself. The Academy's responsibility to deliver the above-described services to the project is imbedded into the project contract and implemented through internal agreements between the Academy Unit and the project Unit concerned. The cost of the Academy services charged to the project are aligned with all donor requirements on the matter.

The extent of the support will differ from one project to another, but it is clear the systematic application of the Academy guidance will help increase the efficiency, quality, and impact of all those activities inside the Secretariat.

The development of quality standards and processes will be further supported by recommendations from the IUCN Academy Advisory Board.

Activity 2 - Learning platform

The development of the platform has been financed through a contribution of Agence française de développement (AFD), which provided seed money for the launch of the Academy.

The remaining costs for the Learning Platform will be maintenance costs. Those will be financed through a fixed fee perceived on all courses hosted on the platform. Hence, the sustainability of the platform is fully secured through the IUCN Secretariat project portfolio.

Activity 3 - Portfolio of programmes

The portfolio of programmes will be composed of some free training opportunities while other will be offered against a fee.

Free programmes

Introductory courses will be offered for free to all stakeholders

Sponsored courses are subsidised by the Academy using some of its revenues or funded by donors.

Programmes offered against a fee

Continuing education programmes will be offered against a fee, supporting strategic goals 2 and 3 of the Academy, with specific pricing conditions for each category of IUCN Members, and using some of the resources of the Academy to subsidise seats.

With this model, the Academy is reaching several objectives:

- Ensuring the economic sustainability of its activities,
- Accounting for different categories of membership with different levels of resources
- Generating resources to contribute to bridging the accessibility and affordability gap for young and mid-career professions from high biodiversity countries and the global South
- Generating resources to IUCN as a whole, as mandated by Council.

8. Cost structure

The IUCN Academy has the following cost structure

Direct Costs

Academy course development: IUCN Staff time or consultancies charged to Academy

Platform development and upgrade

Digital project management for platform development

Salaries IUCN Academy Unit Staff

Operating Expenses

Platform hosting

Platform maintenance

Authoring tools for course development and other subscriptions for course support

Marketing and communication

Travel

Depreciation and amortisation

9. ANNEXES

- **Annex 1:** : Results of the survey on Membership capacity building needs

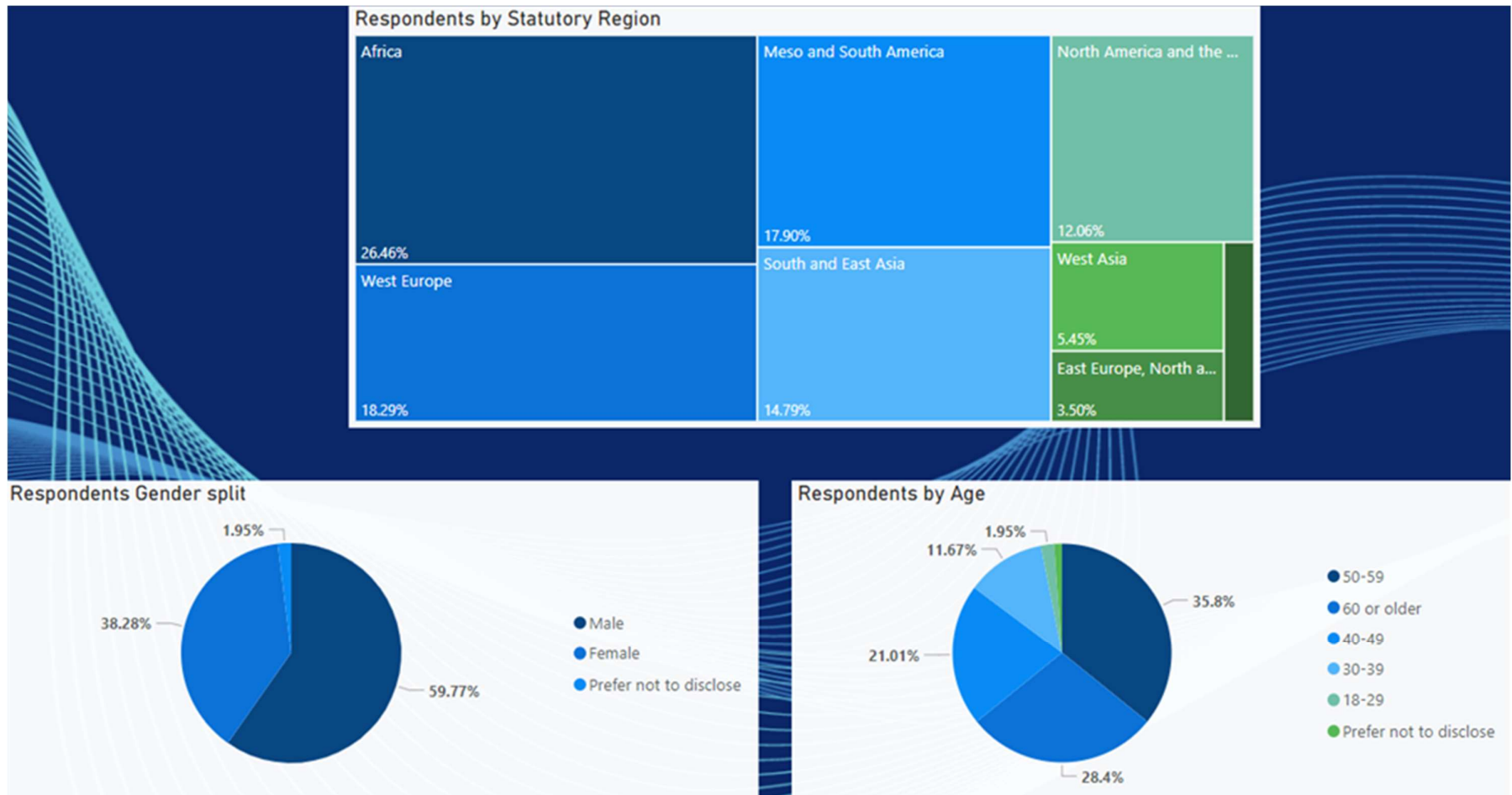
- **Annex 2:** Process for the development of IUCN Academy portfolio
- **Annex 3:** ToRs for evaluators of Academy Programmes
- **Annex 4:** Progress to date in IUCN Academy activities
- **Annex 5:** ToRs for IUCN Academy Advisory Board
- **Annex 6:** IUCN Academy organigramme
- **Annex 7:** Financial highlights
- **Annex 8:** Benchmarking of the offer of education for conservation for professionals

ANNEX 1

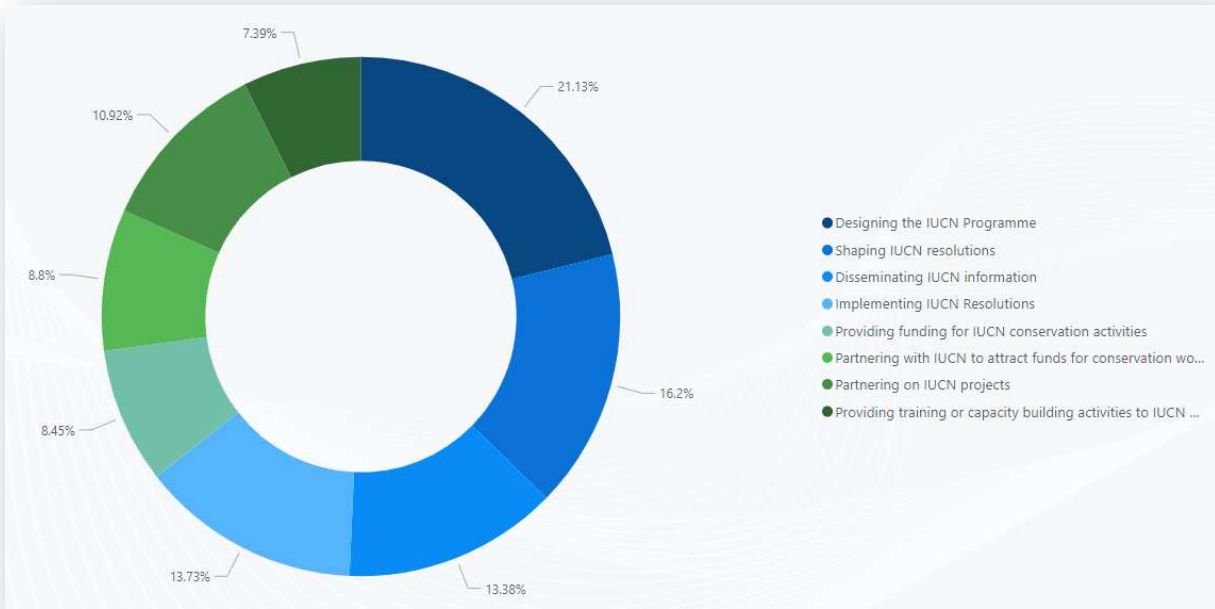
**Results of the survey on IUCN membership
capacity building needs lead by IUCN Secretariat
Membership Unit**

Members survey headline information:

- 262 respondents
- Responses received from all 8 Statutory regions
- Male vs female ration 2/3 to 1/3
- Almost 85% of the respondents were aged over 40

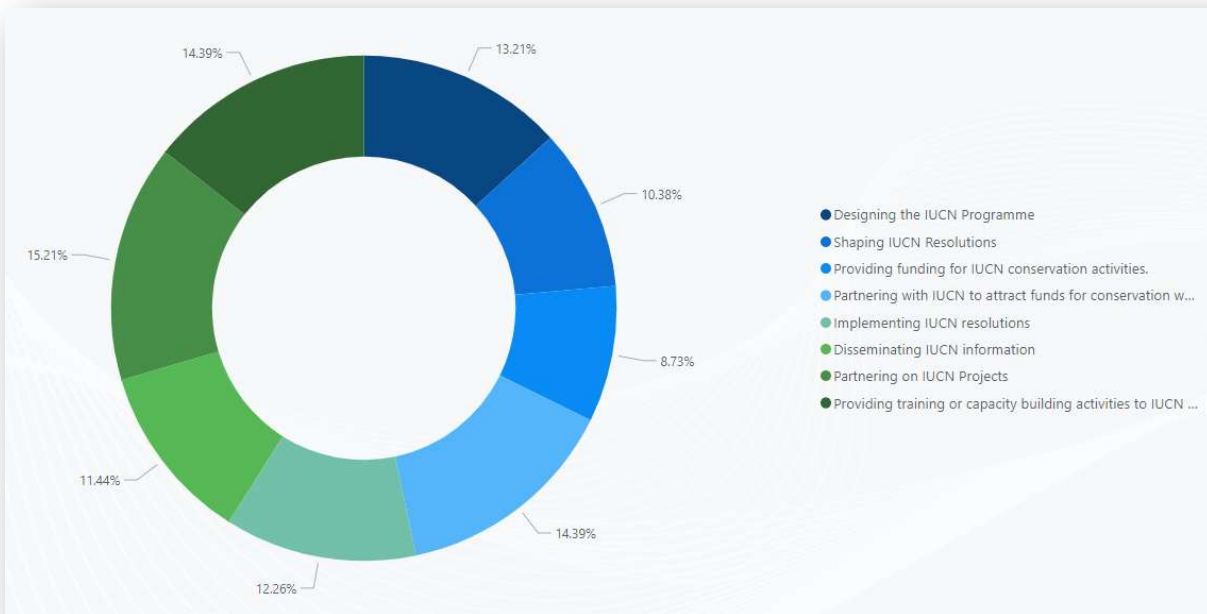


My Member currently contributes to the Union by taking part in these areas:



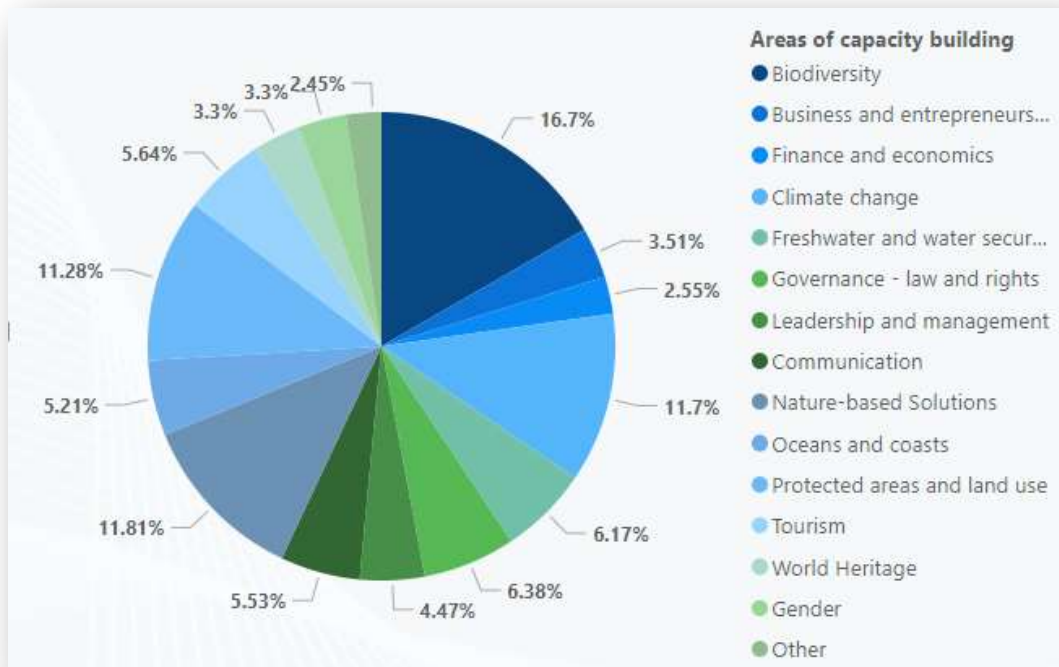
15% of respondents are currently collaborating on IUCN Projects.

My Member would like to contribute to the Union more by being involved in the following activities:



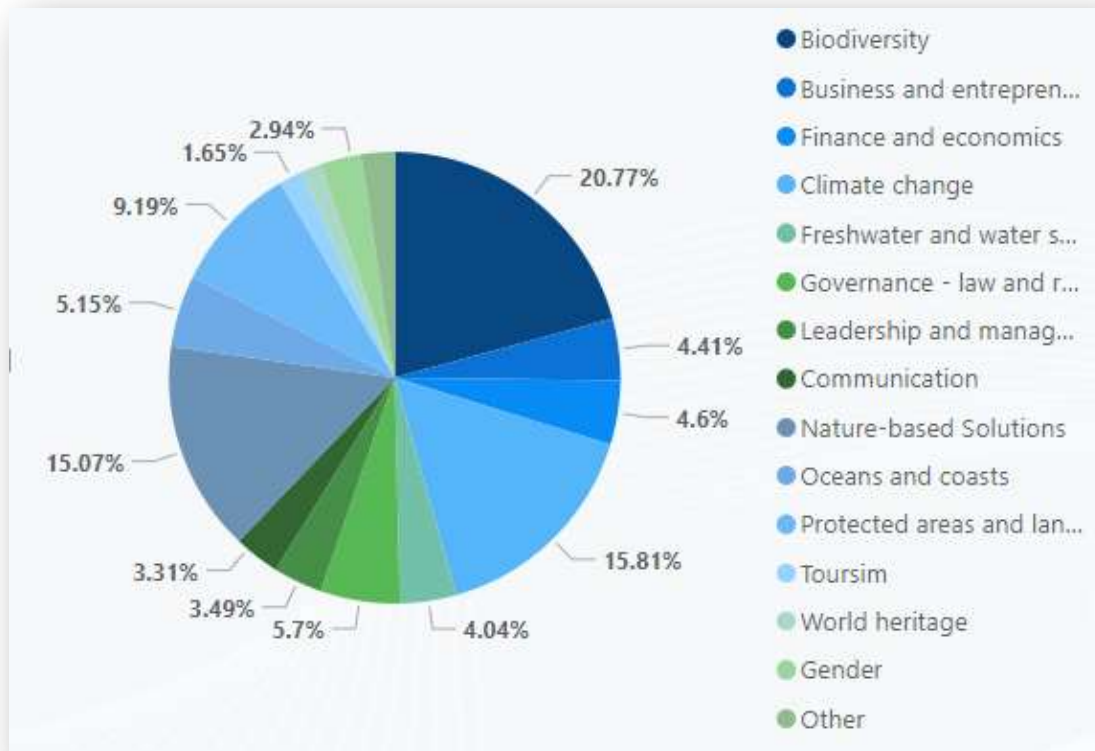
Just under 11% would like to contribute to the Union more by partnering on IUCN projects

Areas of capacity building engaged in over the last 3 years:



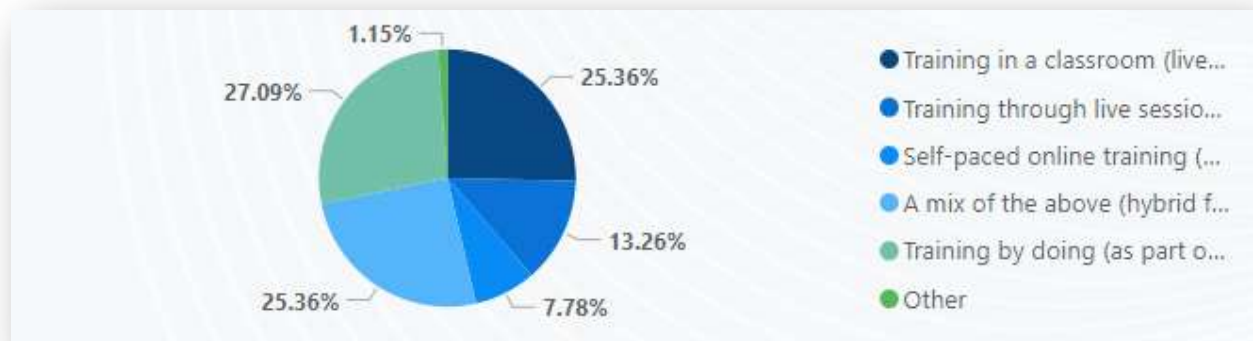
The top four areas that Members have been concentrating on for capacity building over the last three years are Biodiversity, Climate Change, NbS, and Protected Areas and Land use.

Top three priority areas for capacity building in the next three years:



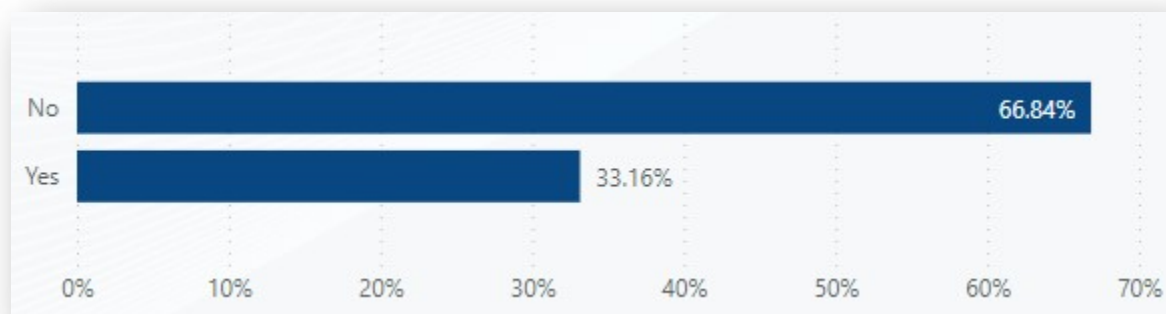
Going forward, the top three areas for capacity building interest are Biodiversity, Climate change and NbS.

Preferred delivery format for capacity building:



Results show that the preferred delivery format for Capacity building would be live in-person class sessions, training by doing (e.g. as part of a project) and self-paced online training.

Have you ever taken part in a capacity building activity offered by IUCN?



Two-third of IUCN Members haven't yet had the opportunity to benefit from capacity building offered by IUCN, which shows there is great potential to increase such activities.

ANNEX 2
Process for the Development of the Academy
Portfolio

ANNEX 2 - Process for the Development of Academy Portfolio

IUCN Academy aims to equip tomorrow's professionals with the right knowledge and skills to tackle the environmental challenges faced by nature and our societies. To do so, it must develop a portfolio of high-quality programmes.

The recently adopted Kunming-Montreal Global Biodiversity Framework (GBF) and the Long-Term Strategic Framework for Capacity Development to support the implementation of the GBF provide an important direction for the development of the Academy portfolio.

Together with its academic partners, the Academy made a first attempt at structuring a portfolio of programmes to achieve the objectives of IUCN and the Academy, and deliver on the GBF and broader sustainability agenda, this exercise produced 12 thematic clusters (available at the end of this document).

When proposing topics for its course, the Academy will look at those thematic clusters, together with the targets and goals set by the GBF and its Framework for Capacity Building, the priorities set by the membership through its set of resolutions, as well as the opportunity for the Academy to respond to an established need.

The following describes the process the Academy will follow in developing the programmes for its portfolio.

1. Programme identification and selection

The Academy will follow the following steps to identify and select new programmes for its portfolio:

- Use the **thematic clusters**, the **GBF targets and goals**, the **membership expressed priorities and needs**, and the opportunity for the Academy, to guide the identification of programme topics. In identifying those topics, the Academy will work in collaboration with other IUCN constituencies, including Commissions and IUCN Members.
- To prioritise among topics, focus on **what programme if available would make a transformation**.
- Once a topic has been identified, **perform a detailed benchmarking exercise**, searching for programmes on similar topics, and recording key elements of information such as delivery format, length, delivery institution, price, etc.
- **If the benchmarking exercise demonstrates there is a gap** in programmes around this topic, which can advantageously be covered by the Academy, **produce a one-pager**,
 - o for **submission to the Advisory Board** and
 - o **Circulation with Commissions focal points** to gather comments.
- Based on the above, the **opportunity to launch the course** will be **discussed with the Advisory Board**
- If retained, the Programme **concept will be fine-tuned using the feedback** received from the Advisory Board and the Commissions' focal points.

2. Programme development and delivery

2.1 Responsibilities

Management, oversight and logistics: Academy staff

Programme selection and specifications for the one pager: Academy working together with subject matter experts (SMEs), building on the thematic clusters and using the results of the benchmarking exercise, including identified gaps.

Programme development:

Programme Director: Subject matter expert (SME)

Supported by IUCN Secretariat staff SME and/or Commission Member SME (can also be Course Director)

Programme delivery:

Lead: Programme Director

Other experts: Identified by Programme Director in collaboration with Academy and SMEs

Coordination of the programme, providing pedagogical expertise: Academy staff

Assessment of participants

Depending on the type of programme (with certificate of participation or other credential), an assessment mechanism will be agreed between the Academy and the Programme Director/subject matter expert.

Evaluation of programmes

Participants will be provided and encouraged to fill in evaluation forms covering the course, as well as the speakers/lecturers.

Programme Directors and other intervening experts (lecturers/speakers) will receive the results of their evaluation and, if selected to deliver further programmes, will have to demonstrate they have taken into account the results of their evaluation in their new or continued engagement.

For Professional Certificates (informal non-academic credentials offered by the Academy), the programme is evaluated once a year by an expert evaluator following a process guaranteeing the independence of the expert and applying evaluation criteria mirroring similar evaluation processes inside academic institutions (as provided in annex 4 to Academy strategy paper).

Follow up with participants

The Academy will develop a strategy to engage with its “alumni”, in line with available resources.

2.2 Selection of programme developers, providers, and evaluators

The selection of those contributors to the Academy programmes will be made in accordance with the IUCN Procurement Rules and Policies.

Information about such opportunities will be shared with the Commission focal points to the Advisory Board for further dissemination to their network.

All contributors to Academy programmes will be performing their work under the conditions agreed between the Academy (acting through IUCN) and their home institution, and in application of the legal review addressing intellectual property issues relevant to the Academy¹⁸ (under development).

3. Programmes developed with the Academy academic partners

The Academy and its academic partners are in a process to identify the various forms their contribution could take and will come back with input for the advisory Board as soon as it is ready.

Clusters identified to build a portfolio of Programmes to deliver on IUCN and Academy objectives and on the Montreal-Kunming GBF

Trying to answer the question on how to best bring together an ideal portfolio for achieving the objectives of the Academy and delivering on the GBF and broader sustainability agenda, the following 12 thematic clusters.

The list of topics attached to each of these clusters is not exhaustive and solely represents important components that have already been identified.

- **GOVERNANCE AND GLOBAL ARRANGEMENTS:** Introduction to the GBF, achieving 30x30 (Target 3), biodiversity litigation, designing effective governance systems for implementing the GBF (implementation bottlenecks).
- **CLIMATE CHANGE AND CONSERVATION:** Managing for climate change-induced state changes in protected areas, causes of climate change and global patterns.
- **PRIVATE SECTOR AND FINANCE:** The role of the private sector in area-based conservation, financial incentives for biodiversity restoration, economic valuation approaches, climate finance, unlocking green finance, environmental safeguards in finance.
- **EQUITY AND SOCIAL ENGAGEMENT:** Tools for achieving environmental justice (SAGE etc.), EDI for conservation (equity, diversity, inclusion), the role of indigenous/traditional ecological knowledge in conservation management (e.g., protected areas affected by climate change).

¹⁸ Council Decision C109/18

- **PARTICIPATION AND TRANSDISCIPLINARY MODELS:** System dynamics analysis and conceptual modelling, strategy games, models for participatory planning across countries/cultures, how to bridge the knowing-doing gap by embedding science in society (co-learning and co-designing with practitioners), integrating participatory modelling processes into policy-making).
- **TECHNOLOGY AND DATA:** Emerging technologies/digital tech for conservation (AI, eDNA, drones), technological literacy, looking at conservation as a design challenge.
- **HEALTH:** Zoonoses and emerging diseases, one health, climate change and health.
- **VALUES AND POLITICS:** Populism in conservation (post-truth, fake news and the new right), wicked environmental problems, philosophy and ethics of conservation.
- **FUNDAMENTALS OF CONSERVATION:** Basic ecological/conservation theory, conservation social science theory and practice, conservation strategies.
- **PLANNING AND MANAGEMENT SKILLS:** Managing conflicts and trade-offs, communication and outreach, negotiation and facilitation skills, training professionals for the energy transition.
- **LANDSCAPES AND PROTECTED AREAS MANAGEMENT:** Restoration of ecosystems, practical land and sea management, cross-scale connections in conservation, landscape thinking beyond park boundaries.
- **NATURE-BASED SOLUTIONS (NbS):** Biodiversity and carbon sequestration trade-offs and synergies, strategic and policy aspects, sector-specific NbS.

ANNEX 3
ToRs for Evaluators of Academy Programmes

TERMS OF REFERENCE

EXTERNAL EVALUATION OF IUCN ACADEMY STUDY PROGRAMMES

Background

The IUCN Academy provides best-in-class learning experience for internal and external participants to its programmes, utilising a broad and creative range of pedagogical methods. IUCN holds a great wealth of theoretical and practical knowledge on how society should sustainably use natural resources and biodiversity. The IUCN Academy aims at leveraging this expertise to train individuals (professionals and postgraduate students alike) with the knowledge and skills to drive the green transition our societies are calling for.

To reach this objective, the IUCN Academy has developed a new type of training programme offered for open enrolment, which provides credentials recognised by IUCN Secretariat, the IUCN Academy Professional Certificate. Though the Professional Certificates are not academic titles, and have no formal academic value, the Academy wants to ensure they meet high quality learning and pedagogical standards aligned with those applicable to executive education or equivalent professional programmes in academic institutions. To this end, it is putting in place a system of external evaluation of its study programmes.

External Evaluation of IUCN Academy Study Programmes

The following conditions apply to be an external evaluator of the IUCN Academy Study Programmes:

- Have recognised academic and/or professional qualifications to a level allowing teaching and assessment in academia;
- Be familiar with the standard expected of participants to achieve the award being assessed;
- Have relevant experience in the fields covered by the programme of study;
- Be fluent in the language of the programme being assessed;
- If applicable, meet any applicable criteria set by professional, statutory or regulatory bodies.

External evaluators should also have appropriate sector-level knowledge regarding the maintenance of academic standards and enhancement of quality, experience relating to the design and operation of different assessment types and procedures, an awareness of current developments in the design and delivery of relevant curricula, and experience relating to the enhancement of the student learning experience. All external evaluators should be of sufficient standing and credibility within the appropriate discipline so as to be able to command the respect of academic and, where appropriate, professional peers.

To avoid any potential conflict of interest external evaluators should not be appointed if they fall into any of the follow categories:

- Anyone with a close professional, contractual or personal relationship with a member of staff or a participant involved with the programme of study;
- Anyone who participates as a contributor to the programme of study, or anyone with a close professional, contractual or personal relationship with a contributor to the programme of study;
- Anyone required to assess colleagues who are recruited as participants to the programme of study;
- Anyone who is, or knows they will be, in a position to influence significantly the future of participants on the programme of study.

The external evaluator shall have access to sufficient evidence to enable him/her to discharge his/her responsibility to act as an external arbiter of standards, i.e. to:

- Have access to all course material, whether related to the e-learning, or live teaching sessions;
- Have access to all scripts and other material submitted by candidates;
- Be provided with sufficient evidence to endorse the outcomes of any assessment processes concerned.

The IUCN Academy is responsible for the standard of its awards, and is under no compulsion to implement particular recommendations made by external evaluators, but it must always be in a position to explain why it did or did not adopt a particular proposal.

Assignment

The present ToRs contain a description of the mandate provided for the external evaluation of the IUCN Academy **Professional Certificate on the IUCN Global Standard for Nature-based Solutions** (the “Programme”).

Following examination of the above-described evidence the external evaluator is asked to report on the aspects listed below.

1. In relation to academic standards:
 - a. Whether or not the academic standards and the achievements of participants are comparable with those in other executive education or comparable institutions of which the external evaluator has experience;
 - b. Whether or not the assessment process measures participants’ achievement rigorously and fairly against the intended outcomes of the Programme;
2. In relation to process:
 - a. Whether sufficient information and evidence was received in a timely manner to enable the role to be fulfilled effectively;
 - b. If applicable, whether issues raised in any previous reports were responded to and have been, or are being, properly considered, and where applicable, acted upon.

External evaluators are also invited to:

- c. Comment on the quality of the learning content provided to the participants for the e-learning and teaching components, as well as assignments of the programme;
- d. Comment on good practice and innovation relating to learning, teaching and assessment they have observed;
- e. Comment on opportunities to enhance the quality of learning opportunities provided to participants; and
- f. Give an overview of their term of office (when concluded).

The evaluator is appointed for a period of four years, with a first evaluation of the Programme starting in 2022.

Deliverables

The external evaluator will be responsible for delivering, for each cycle of the Professional Certificate:

- Submission of a draft report, responding to items 1-3 and the sub-items listed above
- Presentation and discussion of the report and its recommendations during a Programme Evaluation meeting with the IUCN Academy staff responsible for the programme
- Submission of the final report with its recommendations

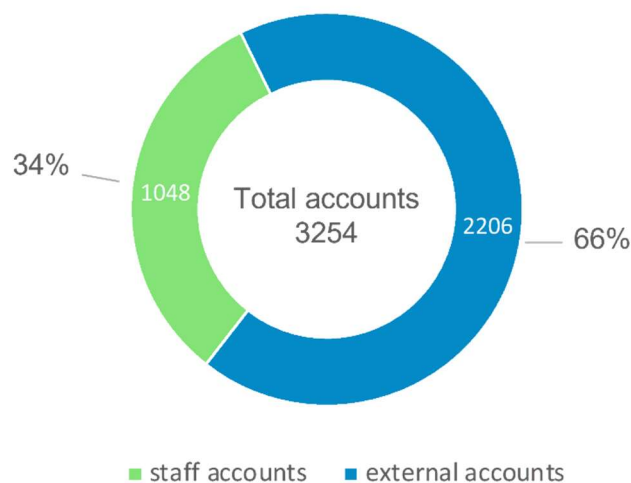
Timeframe

The draft report will be submitted no later than one week before the Programme Evaluation meeting. The final report will be submitted no later than three weeks following the Programme Evaluation meeting.

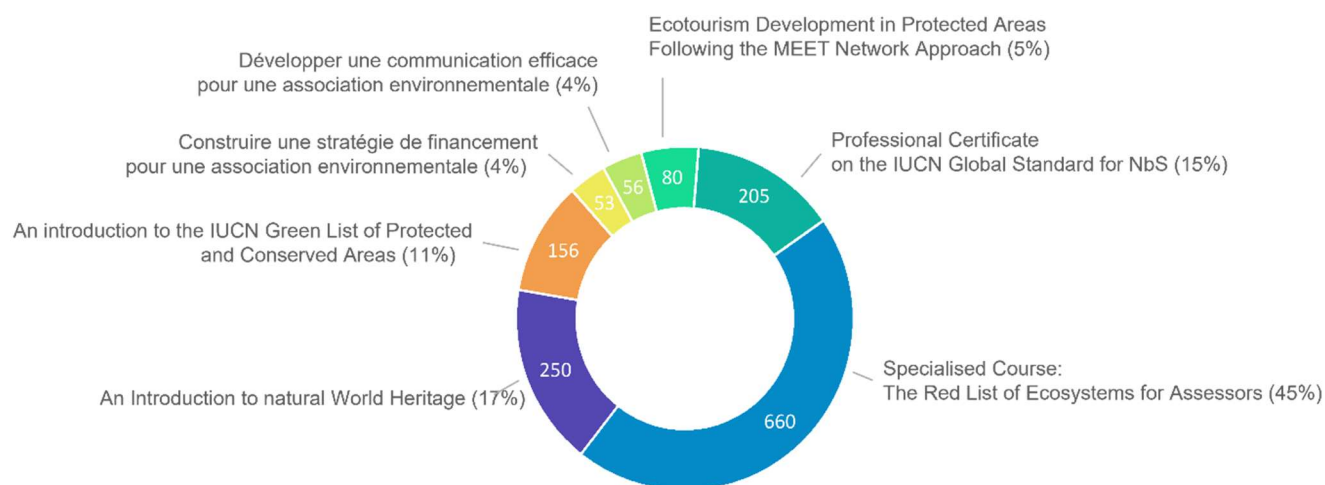
Annex 4
Progress to date in IUCN Academy activities

Annex 4 - Progress to date in IUCN Academy activities

Since its launch in January 21, **more than 3000 accounts** were created on the IUCN Academy Learning Platform



There are 7 courses offered on the platform and 1453 individuals participated in these courses.



Among the seven courses, one was offered for a fee, and among the 205 participants to this course 50% were IUCN Members and/or attended the course while benefiting from a scholarship. The surplus generated through the fees was used to develop new courses. In other words, around 100 individuals (7% of all participants) paid a fee, which allowed more than 1250 participants (93%) to attend a course for free.

ANNEX 5
ToRs IUCN Academy Advisory Board

Terms of Reference for the IUCN Academy Advisory Board

1. Background and purpose

In its decision C109/18, the IUCN Council established an Academy Advisory Board as outlined in the Academy draft strategy.

2. Role of the Advisory Board

The Advisory Board is an advisory body, which shall provide advice to the management of the IUCN Academy on strategic development and specific operation issues related to its activities. It shall act under the authority of the Director General and report to it.

3. Composition

3.1. The Advisory Board is composed of the following Members:

3.1.1. A Chairperson (the “Chair”), who should be a person with sufficient knowledge and understanding of IUCN, but who does not hold an official function within IUCN.

3.1.2. Up to nine members covering the following categories:

- Two IUCN Commission Chairs nominated by the group of Commission Chairs;
- Two representatives of the IUCN Academy academic partners nominated by the academic partners;
- One Regional Director and one Centre Director, with ongoing and planned portfolio of activities with the Academy, nominated by the Academy Director;
- Up to three external experts from different sectors appointed by the DG, upon recommendation from the Advisory Board.

3.2. To ensure alignment of the IUCN Academy’s strategy with the IUCN’s World Conservation Congress cycles, the Chair and the members of the Advisory Board will be appointed for an initial period running until the IUCN World Conservation Congress in 2025, and subsequently for periods of four years following the WCC agenda.

3.3. Quorum for the Advisory Board is five members if it is composed of seven Members, and six members, if it is composed of eight to nine members.

3.4. The Director General appoints all Members of the Advisory Board, including the Chair, whose role is to run the meetings and distribute the minutes including the Board’s recommendations. The Chair will be assisted by the Secretary to the Advisory Board.

- 3.5. Should a member have a conflict of interest as defined in IUCN's Code of Conduct, or a conflict of loyalty due to responsibility with respect to a particular matter under consideration, they will recuse themselves from the respective discussion and recommendation.

4. Responsibilities

As part of its role, the Advisory Board shall provide advice to the management of the IUCN Academy on strategic matters regarding its development, which include:

- (a) Reviewing and providing input into the IUCN Academy's strategic plan for the upcoming year.
- (b) Supporting the identification of potential sources of knowledge and teaching expertise within and outside IUCN to participate in the development and/or delivery of the Academy portfolio of courses.
- (c) Sharing expertise and ideas to contribute to the successful development of the Academy.

5. Frequency of Advisory Board meetings

The Advisory Board will meet three times a year. As a rule, the meetings will be held by virtual means.

6. Engagement with IUCN Commissions

As stated in Council decision C109/18, the Advisory Board will proactively engage with IUCN Commissions through the following process:

- 6.1 The Secretariat will approach each Commission to request the contact of a Commission member who shall serve as a focal point to the Advisory Board. The focal points are not members of the Advisory Board, unless nominated as representatives pursuant to section 3.1.2(a). They are part of the interaction mechanism with the Commissions.
- 6.2 The Advisory Board will share its agenda in advance through the Commissions' focal points.
- 6.3 In advance of each Advisory Board meeting, Commissions will have the opportunity to share ideas and opinions with the Advisory Board by sending them to the Advisory Board Secretary, through their focal points.

7. Engagement with the academic partners of the IUCN Academy

The Advisory Board will share its agenda in advance with all the academic partners, who will have the opportunity to share their ideas and comments by sending those to the Advisory Board Secretary.

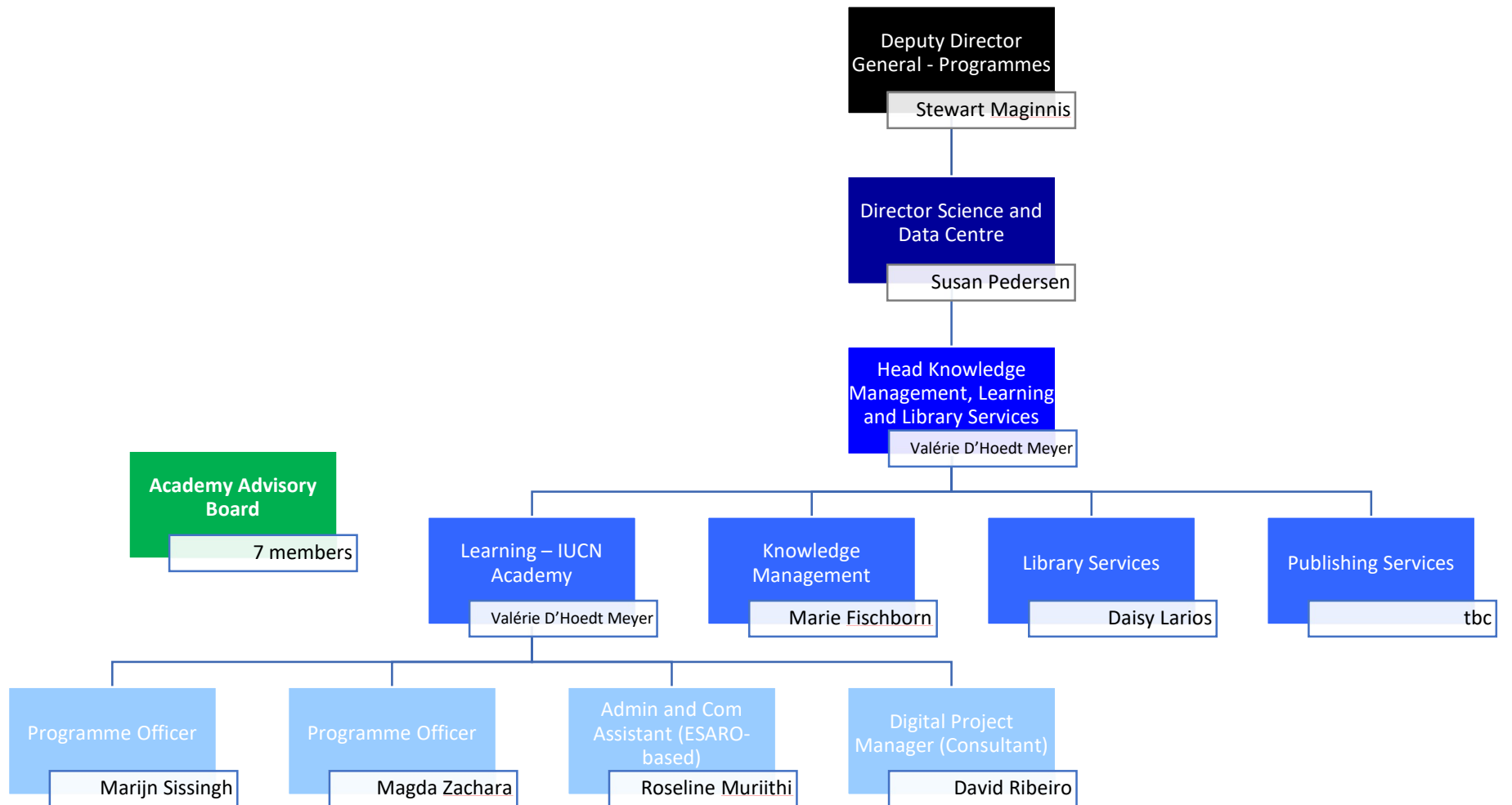
8. Advisory Board recommendations

The Advisory Board shall make every effort to adopt its recommendations by consensus. If this is not possible, recommendations shall be adopted by a simple majority of the parties present and voting. In case of a split vote, the Chair shall have a casting vote.

9. Communication and filing of recommendations

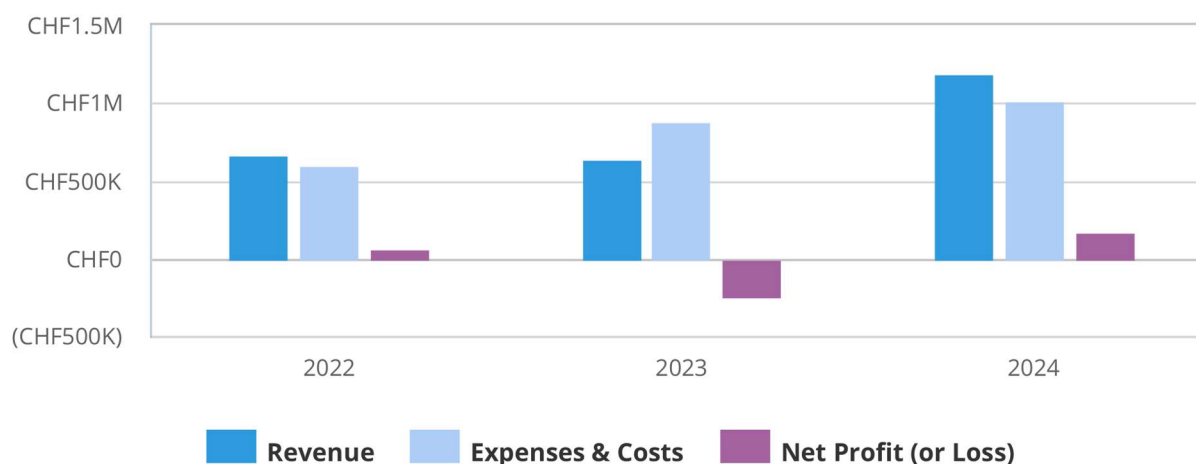
Copies of the submitted documents and Advisory Board meeting minutes including any recommendations made by the Board are kept on file by the Secretary to the Advisory Board.

ANNEX 6
IUCN Academy Organigramme



ANNEX 7 - Forecast

Financial Highlights by Year



The main element explaining the deficit expected for 2023 is the fact that, since September 2022, the Academy has not been able to launch any of the activities, which should have generated the complementary revenue necessary to cover some of its functioning costs. Finally, the financial results are also based on the assumption the Academy is able to launch at least one such activity before the end of 2023.

ANNEX 8
**Benchmarking: Education for Conservation for
Professionals**

Annex 8 – Benchmarking: Education for Conservation for Professionals

This list has been developed based on information readily available to the public. It is certainly far from being exhaustive but provides an overview of the type of courses and training opportunities available in open enrolment, which include a nature conservation component in the topics they are covering.

PROGRAMMES /COURSES OFFERED BY IUCN MEMBERS (in alphabetical order)					
ORGANISATION	PROGRAMME/COURSE TITLE	LENGTH	PRICE	TARGET AUDIENCE	NOTES
Arizona State University	Environmental communication and leadership graduate certificate	15 credit hours	varies	Scientists in conservation	Communication-focused
Atkinson Center for a Sustainable Future - Cornell University	Student and postdoctoral programs	up to 2 years	research grants	Researchers working on environmental policy problems	Offer funding and opportunities for students and postdoctoral scholars
Blue Mountains World Heritage Institute	Offers training courses (e.g., on adaptative management for conservation)	5 full days	2500 AUD	Conservation practitioners: people working in government and private agencies, IPAs, environmental organisations	In-person professional training.
Chartered Institute of Ecology and	Offers a variety of trainings in different formats (including online training) – mostly on	several hours to	Around 200 GBP	Conservation practitioners/scientists	Ecology/conservation science focused.

Environmental Management	specialised environmental management topics (e.g., assessing the impact of development on bats)	several days			
Conservation International	Learning and development trainings for CI partners (e.g., on environmental peacebuilding) Open online course on fundamentals of freshwater health (offered jointly by CI and the University of Delft)	no info	free	CI staff and partners who, plan, implement and monitor conservation programs across the world	YouTube videos offer brief explanations of conservation topics and storytelling Occasionally trainings are offered on specific topics (e.g., stakeholder training for assessing freshwater health) and advertised on LinkedIn and other platforms
Environment Institute of Australia and New Zealand Inc.	Offer a number of online workshops/trainings for members (e.g., on impact assessments)	9-12 hours (over the course of several weeks)	around 500 AUD	Conservation practitioners	Specialised/professional skills development for environmental practitioners – taught through workshops
George Mason University, Terrorism, Transnational Crime and Corruption Center (TraCCC)	Offers a number of executive webinars (and online courses) on topics related to transnational crime (e.g., trade-based money laundering and illicit financial flows)	7-10 hours	200-500 USD	The general public, government officials, graduate students	Very specialised topics, mostly in webinar form.
Instituto de Medio	Master of science in environmental health	2 years	varies	People interested in careers related to	Online master's degree

Ambiente y Comunidades Humanas de la Universidad de Guadalajara				the environmental sciences	
International Institute for Sustainable Development (IISD)	Offer one-off workshops and webinars on a number of topics related to environmental governance (e.g. voluntary sustainability standards)	1-2 hours	free	Conservation practitioners, people working in environmental governance/sustainable development	Less training – more online event/information session about current topics
Northwestern University	Master of Science in Energy and Sustainability MS in plant biology and conservation	10 months	\$6,525 per course	Students aiming for leadership roles at the intersection of technology, business, and public policy in energy and sustainability Students interested in a career in plant conservation	Interdisciplinary
Swedish University of Agricultural Sciences	Conservation and management of fish and wildlife	2 years	SEK 280000	Biologists/conservationists	Prepares students for a career in conservation research/management
The Nature Conservancy	The Hixon Environmental Stewardship Program	1-4 weeks	free	Conservationists	Focus educational efforts on children.

	Nature Lab (youth curriculum platform)			Children 8-14 (Nature Lab content)	
Universidad Católica Santa Teresa de Jesús de Ávila	Master's in quality, sustainability, and prevention of occupational risks	1.5 years	no info	People interested in working in the implementation and auditing of Quality, Environmental, Corporate Social Responsibility and PRL Management Systems	Blended teaching Focus on labour and environmental regulations/standards – delivered in collaboration with the British Standards Institution
Universidad de Ciencias Forestales	Master in renewable energy management	2 years	no info	Engineering students	Training of higher-level professionals to work in the renewable energy sector
Università degli Studi di Catania - Centro universitario per la tutela e la gestione degli ambienti naturali ed agro-ecosistemi	Offer various environmental education activities/events	no info	no info	People interested in learning more about environmental topics	Italian
University of Amsterdam	Masters in Earth Sciences and Biological Sciences	2 years	16,500 EUR	Students interested in pursuing environmental	Also offer two-day master classes on conservation

				management as a career	related topics (e.g., stranded assets and transition risks)
University of Botswana	MS in environmental science	2 years	1 270.00 Botswana Pula (88 CHF) per credit	Students wishing to enter a career in ministries and NGOs working on environmental issues in Botswana	Focus on integrated environmental problems
University of Jordan	Master's degrees in biological sciences, environmental sciences and management, and land, water and environment	24 credits	120 JOD per hour	Students interested in a career in environmental sciences/management	Arabic
University of Liege	Specialised master: Risk and Disaster Management in the Age of the Anthropocene	1 year	1000-4000 USD	Interested students	Multidisciplinary program
University of the South Pacific	MAs in environmental management, environmental science, environmental law Offers a variety of self-paced e-learning courses , some of which are related to renewables/conservation	1-year full time (for Mas) Around 3 hours for online courses	n/a Online courses starting from 20 CHF	Students interested in a conservation-related career	Online courses focus on specialised skills training (e.g., installing solar power)
WWF	Climate Change, Risks and Challenges Interactive courses/e-learning resources on climate change adaptation	2-9 hours	free	Everyone who wants to learn about climate change, conservation, and	Courses range from very basic interactive, and self-paced to more advanced MOOCs delivered by experts/in

	Bankable Nature Solutions Academy Portfolio of e-learning courses Greening the economy MOOCs			other sustainability related topics	partnership with universities (e.g., sustainable cities)
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PROGRAMMES /COURSES OFFERED BY IUCN COMMISSIONS – (for which information was readily available)

CEC	YouTube videos on a number of different topics	1-2 minutes	free	Anyone interested	
CEESP	Escazu Thursdays webinar series One-off webinars on a variety of topics (e.g., combating wildlife crime, the impact of COVID on gender, decolonizing conservation, the GBF)	1-2 hours	free	IUCN and CEESP members, partners, and anyone else interested	YouTube recordings of past webinars available
CEM	Ecosystem restoration webinars Dialogue series Discussion panels on a number of topics (e.g., IUCN Red List)	Around 1 hour	free	IUCN and CEM members	Sharing insight and knowledge about ecological restoration and to providing opportunities for networking and direct engagement. Different speakers give 40-minute presentations on their work
SSC	Various workshops and trainings (e.g., ex situ conservation assessment)	Several days to several	500 EUR for in person, online	IUCN and SSC members and the broader	Open to all participants, certification of completion offered on some trainings

	Key biodiversity areas (KBAs) webinar series Human wildlife conflict webinar	weeks (online)	trainings are free	conservation community	Some trainings delivered with external partners (TNC) Also link to trainings/courses by WildTeam UK online workshops
WCEL	Webinar series: The Transformative Power of Law: Addressing Global Environmental Challenges One-time webinars on a variety of topics, e.g., governing sustainable agrifood systems	1-3 hours	free	IUCN and WCEL members, and the broader conservation/nexus community	Some webinars delivered in partnership with other organisations (e.g., with the FAO)

PROGRAMME/COURSES OFFERED BY OTHER ORGANISATIONS (in alphabetical order)

MULTILATERAL ORGANISATIONS / GOVERNMENT BODY

GIZ	Wildlife crime (in partnership with IUCN ELC)	4 months	free	Anyone interested	
UN-CC: e-learn	A variety of courses on climate change (e.g., how to report emissions under the LRTAP Convention, circular economy in South Africa, energy saving at sea)	1-4 hours	free	Anyone interested in advancing their understanding of various topics related to climate change	Harnesses UN's expertise/work on climate change to deliver courses on many different topics.
UNDP	E-learning tool for people to learn about climate policy: Mission 1.5 In Action	4 hours to 8 weeks	free	Anyone interested in living more sustainably/tackling climate change	Very interactive/gamified platform. Courses are divided into "missions".

	Learning for Nature e-learning platform				
UNEP	E-learning courses on a wide range of conservation, topical and governance-related subjects (e.g., marine litter and plastic pollution, the greening of water law, introductory course on the Ramsar convention) UNEP Principles for Responsible Banking Academy courses	2-6 hours	free	Anyone interested in developing their knowledge on environmental governance/related issues.	This seems to be the closest/most competitive portfolio vis-a-vis IUCN Academy's – but it is mostly focused on the <i>legal/governance side of things</i>
UNEP-WCMC	E-learning course on natural capital accounting in Uganda	Around 5 hours	free	Anyone interested in learning about natural capital accounting	Introduction to natural capital accounting – covering a range of concepts and methodologies based on technical training documents for key stakeholders in Uganda – no certificate
UNITAR	Offers a variety of online courses related to the environment – e.g., on human rights and the environment, introduction to the SDG Agenda, introduction to the environment, natural resources and UN peacekeeping operations	1-4 hours	Free	The general public	Very UN-focused, wide range of interesting topics

	Integrated planning for climate change and biodiversity (in partnership with IUCN)				
World Bank Group	Portfolio of online courses on a variety of topics – including sustainability governance related	4 weeks	free	Anyone interested	MOOCs
ACADEMIC INSTITUTIONS					
Akita International University in Japan	Graduate school of international resource sciences master's	1-2 years	696,000 yen/year	Those who are strongly interested in resources, energy and environmental problems	Resource policy and management-focused degree
Ambios	Nature conservation training courses	12 weeks	Around 4000 GBP	UK-based interested parties	Residential training programmes
American University	MA in global environmental policy (and other master's offerings – e.g., on natural resources and sustainable development)	2 years	30.000–120.000 USD	International studies graduates	Global perspective
Beijing Normal University	Environmental science and engineering degrees	3 years	Around 5000 USD/y	Students interested in pursuing a career in the environmental sciences	Targeting a Chinese audience

Brock University	Introduction to environmental sustainability (online course) Leadership in environmental sustainability professional development certificate (non-credit programme)	no info	1,121 USD per half credit	Students pursuing interdisciplinary programs related to sustainability	Multidisciplinary approach – economics, social and environmental sciences
Cambridge Institute for Sustainability Leadership (CISL)	Sustainable Finance online short course Business sustainability management (online short course)	8 weeks online, 6-8 hours/week (60 hours total)	2,487 CHF	Professionals in the finance/business sectors and others interested in sustainability	Business and sustainability-focused The sustainable finance online short course focuses on the pressures, trends and opportunities in the current financial system, business implications of social and environmental challenges, and sustainable finance strategies/initiatives (e.g., impact investing, integrating ESG) (very applied). The Nature-based Finance course currently developed by IUCN Academy, on the other hand, gives a more macro-overview.
Clemson University	Online, non-thesis master of wildlife and fisheries resources	2 years	varies	Federal and State Agency wildlife and fisheries employees, educators who	Available in an on-campus format, as well as completely through online instruction

				wish to increase their knowledge about wildlife and fisheries biology, private industry professionals and individuals with a variety of other natural resource backgrounds.	
Columbia University – Earth Institute Center for Environmental Sustainability	Executive education program in conservation and environmental sustainability	10 months	2700 USD	people with professional and/or civic interests in global change, environmental sustainability, and sustainable food systems (requires a BA)	Mixes traditional classroom and field sessions Non-credit bearing
Conservation Leadership Programme	Conservation management and leadership course	2 weeks	no info	For CLP award winners	Taught by international experts
Conservation training	400 hours of free online courses in multiple languages	35 minutes +	free	Anyone interested in advancing conservation training	Delivered in partnership with scientists from various conservation organisations (including IUCN)
Cornell University	Environment and sustainability program	Core curriculum	no info	Students interested in	Multi-disciplinary

		m and concentrations (up to 4 years)		pursuing a career in solving sustainability challenges	
Dalhousie University	Master of environmental studies program	2 years	9,201 per year	Environmental researchers	Interdisciplinary, research design focus
Duke University Nicholas School of the Environment	Executive education programs	1-3 months	Around 1000 USD	Working environmental professionals	Offer courses in three formats (including online short courses and non-degree trainings and workshops) – focus on knowledge, experience, and connections to tackle environmental challenges
Durrell Conservation Academy	Durrell Endangered Species Management Graduate certificate	12 weeks	9800 GBP	People employed in the field of conservation	On-campus, validated by the University of Kent
Ecology Training UK (ETUK)	Certificate in conservation management	Up to two years	2400 GBP	People wanting to enter conservation as a career – post-graduates or career changers	Delivered by the UK’s leading ecology training company – focuses on habitat management, conservation biology, climate change, sustainability, and behaviour change
Future-learn	Variety of courses on nature and environment	1-12 weeks	39 USD/month	Anyone interested in advancing conservation training	Wide range of topics – some courses are very basic/beginners’ level, others more specialised

Global Association of Risk Professionals (GARP)	Sustainability and climate risk certificate	100 study hours	525-650 USD	Risk management professionals of all disciplines	Program focuses on building skills that allow certificate holders to put in place organisational strategies for mitigating climate (financial) risks and impacts
Griffith University, Queensland Australia	Various master's programmes on the environment and climate change Also offers a graduate certificate in environment (online)	0.5 -2 years	38,000 AUD per year (18,250 AUD for the grad certificate)	People who wish to make society more sustainable	Hybrid and online formats
IHEID	Executive certificate and diploma in environmental governance and policy making	Two 8-day modules	9600-22000 CHF	Professionals from all sectors and backgrounds -	Multidisciplinary analysis of global environmental governance, innovative tools, skills and knowledge
MIT Management Executive Education	Business sustainability strategy: technology and management (online short course)	6-8 hours per week over 6 weeks	2800 USD	Business people interested in sustainability	Business and sustainability-focused
National University of Singapore	MSc Biodiversity Conservation and Nature-based climate solutions	1 year	22,500SD	Graduates and early to mid-career conservation or environment industry and public	Focused on skills development (conservation data, quantitative methods, etc.) and sustainability leadership

				sector professionals	
Nature Based Leadership Institute at Antioch University New England	Nature based leadership workshop/course	Non-credit on-site workshop on a weekend or online 3 credit graduate-course with 3-day on-site workshop	500-1644 USD	People interested in incorporating principles of nature-based leadership in personal and professional settings	Interdisciplinary, hybrid approach
Pace University	Advanced certificate in environmental law Environmental Science and Policy masters	16 course credits	Around 48,000 USD per year	Students who already have a JD	Wide selection of environmental law courses Candidates must complete an experiential learning opportunity and research paper
The Open University	Certificate of higher education in environment (distance learning)	1-year full time	6,456 GBP	Anyone interested in developing their knowledge and skills on global and local environmental problems and how to address them	Time commitment very high

University of Calgary	Environmental management certificate	150-300 hours	5000 USD	People aspiring to work in the environment sector	Students who complete the program receive a professional certificate
University of Cambridge	Masters in conservation leadership	1-year full time	12,000 – 33,000 GBP	Graduates with specific knowledge and work experience in conservation, public policy, business strategy or the voluntary sector	Delivered in cooperation with conservation organisations.
University of Edinburgh	Environmental sustainability Msc	1 year	16,000–32,000 GBP	Students pursuing interdisciplinary programs related to sustainability	Multidisciplinary, global perspective
University of Hawaii	MS in tropical conservation biology and environmental science	2 years	11.000–33.000 USD	Students interested in pursuing a career in environmental science	
University of International Cooperation	Several master programmes related to conservation/environmental management	18-20 months	156 - 2800 EUR per year	Conservation professionals	Multi-disciplinary, 100% virtual, Spanish

University of Oslo	Development, Environment and Cultural Change master's	2 years	80,000 - 260,000 NOK per year	Students interested in tackling the socio-ecological challenges of the Anthropocene	Key systemic causes of the Anthropocene era – challenges, interdisciplinary approach
University of Oxford	Environment and sustainability short courses and postgraduate qualifications – postgraduate diploma in international wildlife conservation practice MSc/MPhil in biodiversity, conservation and management Nature-based solutions to global challenges foundations course	2 days - 3 months (short courses) 8 months (postgrad. diplomas) 1-2 years (MSc, MPhil) 8 weeks online (for NbS course)	Up to 14,410 GBP 2,500 GBP – 3,200 GBP for the NbS course	Those already working in conservation or those wishing to enter the field of conservation at a higher level from various disciplinary backgrounds. For the NbS course – the target audience is current and future public servants from the private sector and civil society, professionals working in a variety of sectors.	Conservation and ecology-focused short courses and diplomas. MSc/MPhil offerings emphasise developing knowledge and critical understanding of conservation and biodiversity science and practice. The NbS course aims to improve awareness and understanding of the science, policy, practice, financing, and governance of nature-based solutions.
University of Rome	Economics and policies for global sustainability masters	2 years	7900 EUR	Students interested in pursuing a career in global sustainability	

University of the Philippines Baguio	Master of science in conservation and restoration ecology	2 years	no info	Conservation scientists	Advanced knowledge in conservation and restoration ecology
University of Trier	Msc Environmental Sciences	2 years	1000 USD per year	Graduates in environmental, life and geo-sciences who intend to specialise in different fields of environmental assessment, monitoring and management issues	Conservation sciences-focused
Yale School of the Environment	Tropical forest landscapes: conservation, restoration and sustainable use	One year	4256 GBP	Conservation professionals	Postgraduate certificate program – online, project, and field course components
OTHER					
Coursera	Variety of online self-paced courses on conservation offered by different universities	1h to 3 months	39 USD per month	Anyone interested	From MOOCs to online degrees

Procedure

for dealing with Letters received from IUCN Members and addressed to / intended for the IUCN Council

1. This procedure applies to letters (incl. emails) received by the President, Council members, the Director General, or other Secretariat staff, from Members that are explicitly addressed to the Council, or cc'ing the Council or requesting that a copy be shared with the Council including, in particular, the letters in response to the Secretariat's communication to Members of the draft agenda of the forthcoming Council meeting – as required by the [Council's Transparency Policy](#) (2016).
2. The Secretariat shall acknowledge receipt within 48 hours.

Letter(s) received in response to the invitation to comment on the draft Council agenda

3. The Member letters received in response to the invitation to comment on the draft Council agenda will be compiled and shared with Council as a Council document at the latest on the day following the deadline for comments. As the draft Council agenda is shared approximately one month prior to the Council meeting, with a deadline for comments a few days before the meeting, the final version of the Council document may be published on the eve of the Council meeting. However, updates will be published periodically, at least on a weekly basis, but more frequently if / when letters are received.
4. Shortly after receipt, the Secretariat will transmit Member letters to the relevant standing committee (PPC, FAC or GCC) in function of the topics covered in the letters, with the request to add the letter to the agenda of the committee meeting held prior to the Council meeting. Letters may be transmitted to more than one committee if the topic(s) concerned relate to the ToR of more than one committee, or if the Chair of the committee who received it first so advises. In case of doubt to which committee a letter relates, the Secretary to Council will consult the committee chairs. The action taken will be mentioned in the final version of the Council document containing all Member letters received.
5. Letters may be responded to by the Secretariat, even prior to the Council meeting, if they only require a piece of information or clarification (e.g. that the topic raised by the Member is already included in the draft Council agenda, or the answer to the question raised by the Member is already available). Also this action, together with the Member letter(s) concerned, will be included in the Council document compiling all Member letters. If the Secretariat responds prior to the Council meeting, the relevant standing committee will be informed.
6. The standing committee(s) concerned will include, in their verbal report / slide presentation to Council, their advice to Council and/or the Secretariat, the elements of the response to Member(s) concerned. The committee(s) may also propose, as appropriate, a draft Council decision on one or the other issue raised by Member letter(s).
7. The committees' advice to the Council or the Secretariat, as the case may be, revised by Council or with any comments made by Council, or the Council decision, will enable the Secretariat to prepare the response to Member letter(s) within 4 weeks from the end of the Council meeting.

8. Response letters to IUCN Members will be signed by the IUCN President except if the President delegates this to other members of Council or the Secretary to Council, and with the exception of the letters that already received a response as referred to in §4 above.
9. The Secretary to Council will ensure that all Member letters receive a response and maintain a record of all such letters and how they were addressed.

Other letters received from IUCN Members between meetings of the IUCN Council

10. The IUCN President should also transmit to the standing committees for information and advice, letters received from IUCN Members other than those commenting on the draft Council agenda and that are not confidential in nature or letters that are intended for Council or about issues pertaining to Council's authority. This includes Member letters explicitly addressed to the Council or cc'ing the Council or requesting that a copy be shared with the Council and received by individual Council members, the Director General or members of the Secretariat staff who shall forward them to the President and Secretary to Council without delay.
11. Council members will forthwith receive a copy of all such letter(s) with indication of how each letter will be dealt with including, as the case may be, that one or more standing committees have been requested for advice.
12. Every effort will be made to provide a response to Member letters within 4 to 6 weeks from the date of receipt. If the issue raised in a letter warrants it being discussed by Council, the Member(s) concerned shall be informed that the matter was forwarded to Council for consideration at its forthcoming meeting and a response will be provided within four weeks from the end of the Council meeting.

Council Handbook

13. With the Council's approval, this procedure will be included in the Council Handbook.