

Supporting the Next Generation of Sustainability Leadership

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List of Acronyms

CEC	Commission on Education and Communication
CPI	Cambridge Programme for Industry
e-GLO	Earth Charter Global Learning Opportunity
ELP	Environmental Leadership Program
FLT	Future Leaders Team
ICTSD	International Centre for Trade and Sustainable Development
IGO	intergovernmental organization
IIED	International Institute for Environment and Development
IISD	International Institute for Sustainable Development
IUCN	IUCN – The International Union for Conservation of Nature
LEAD	Leadership for Environment and Development
NGO	non-governmental organization
Ramsar	Ramsar Convention on Wetlands Secretariat
SD	sustainable development
WBCSD	World Business Council for Sustainable Development
WCPA	World Commission on Protected Areas
WEF YGL	World Economic Forum’s Young Global Leaders
WWF	World Wide Fund for Nature
YCLSF	Young Canadian Leaders for a Sustainable Future

Introduction

“The world’s young professionals are seeking passion. Passion for their futures, passion for their work, passion for what they can do to protect the environment. How can we guide this new generation of professionals into channelling their values, passion and commitment into working together for a sustainable future?”¹

There is a critical need to accelerate efforts to train the next generation of sustainable development leaders. First, there has been a lack of progress on the leadership front for sustainability and there is a strong need to scale up our efforts. This is tied to the fact that we live in a world on the cusp of dramatic global change. Innovative thinking is required to manage emerging issues such as the need for technical solutions to reduce CO₂ emissions; mechanisms to ensure a reliable and sustainable food and water supply; management plans for protecting and enhancing biodiversity; the enforcement of pollution prevention and clean-up measures; and new incentives for harnessing the power of the market for sustainable development. People working in the sustainable development field must obtain training beyond the traditional disciplines and skills acquired during their formal education. Second, many current sustainability leaders are entering retirement and a new generation is needed to fill their shoes. How are organizations going to fast track the transfer of knowledge to the next generation in order to ensure the continuity of their work? Third, labour market research demonstrates that the need for personnel to deal with urgent environmental issues is growing faster than the ability of many nations to train new workers in this area.² Fourth, there is a need to inspire and engage an entire generation before losing them to distrust, apathy and “status quo” consumption habits and lifestyles.

Organizations such as IUCN – The International Union for Conservation of Nature clearly perceive the need to support the next generation of sustainable leaders. At the IUCN World Congress in 2004, a resolution was passed on the Capacity Building of Young Professionals. This resolution called for IUCN to develop a young professionals program, which assists member organizations in developing programs such as internships, exchange programs and mentorships, and, in particular, in ensuring that these programs are accessible to young people from developing countries. An earlier commitment was also made in 2003, during the World Parks Congress, for the need build capacity among young professionals in the field of conservation. This has led to the creation of a young professional task force whose mandate is to develop mechanisms for increasing the involvement of young professionals in the World Commission on Protected Areas (WCPA), ensuring the retention of WCPA institutional knowledge, and bringing in new perspective and ideas. Alongside IUCN efforts, a host of other organizations are involved in training young professionals in skills and knowledge for sustainable development. These commitments from various organizations begin to close the gap to ensure continuity of skilled professionals by assuming leadership roles in sustainable development. But the question remains: are current efforts enough?

Between February and April 2008, the International Institute for Sustainable Development (IISD) examined how emerging leaders in the sustainable development field are being trained by non-

¹ IISD campaign materials for young professionals programming, 2007

² ECO Canada Labour Market Transition. A Remedy for Labour Shortages in the Environment, 2007

governmental organizations (NGOs) and intergovernmental organizations (IGOs). A 2007 study by IISD demonstrated the benefits of a young professional training process that integrates on-the-job experience with formal education.³ IISD's 2008 survey builds on this report and identifies what is currently working for major sustainability organizations in their respective sustainable development leadership training initiatives and what needs to be done in the future. The survey also highlights the need for synergistic relationships and information exchange among organizations.

The focus of the 2008 survey is primarily on IUCN members' training programs (entry to mid-level training ages 20-35). Our initial scan identified about 30 key organizations or programs. We reviewed 11 of these in more detail in the survey. Please see Annexes 1 and 2 which describe the programs.

This paper presents the results of the survey and further research. It serves as the foundation document for a workshop on “*Supporting the Next Generation of Sustainability Leadership*” at IUCN Congress 2008. The gathering of major sustainability organizations at the IUCN's World Conservation Congress in Barcelona presents a unique opportunity to explore collaboration possibilities across sustainability organizations to shape training for the future. The timing of these efforts is particularly relevant, as a number of programs have reached key milestones—running for five, 10 or 15 years—and their program staff are currently reflecting on future directions. Some are looking to support a greater number of emerging leaders; others are interested in how they can mobilize their alumni base; and most are exploring the content of their training program to discover ways in which they can be more effective in reaching and shaping the next generation of sustainability leadership.

This paper aims to support this reflection by detailing the case for training the next generation of sustainable development leaders in the next section, by reviewing existing young professional programs, by highlighting some of the key questions that have arisen from the research and identifying possible next steps. The key questions arising from the research have been summarized below and serve to frame the subsequent discussion.

Summary of Key Questions Arising

The survey results point to a number of key questions that might serve as potential anchors for collaboration among institutions on training the next generation of sustainability leaders:

1. Institutional commitment to young professional development varies widely. Have we **made the case strongly enough that this type of programming is critical**; what do we need to do to reinforce the case? What data need to be gathered; what other research is needed; how do we effectively communicate the case for support for young professional programming?
2. Is there a **core set of skills** that sustainability organizations must ensure the next generation of leaders is equipped with? Can institutions develop a common set of training materials for these

³ Timmer, D, Creech, H. and Buckler, C. *Becoming a Sustainability Leader. IISD's role in shaping the next generation of sustainable development leadership.* 2007

skills? Are some skills better suited to centralized training materials than others? [See skills list developed in IISD's 2007 report in Annex 3].

3. Current training programs reach a limited number of young people, and most have strengths in particular regions, sectors, or the type of young people they attract. How could sustainability organizations work together to **reach a larger number and broader range of young people**? What could this look like, in terms of expansion of training programs or network development? How can we use new tools—like social networking sites—more effectively?
4. **Tracking and networking alumni** of young professional training programs seems to be of interest to most organizations, yet is often addressed in an ad hoc manner because of insufficient resources. For those (like LEAD and IISD) who are staying in contact with alumni, what is the value? Is there value in working with a variety of sustainability organizations in order to cross-network the alumni, thereby creating a larger social network of young SD professionals? What will the benefit be to SD in general, and to SD organizations in particular?
5. Is there value in **pooling program evaluation efforts** in order to improve the overall quality and utility of the current evaluation processes of individual programs; particularly given that such efforts may also serve to collectively make a larger contribution to supporting the next generation of sustainable development leadership?
6. How do we work more effectively within each organization **to strengthen the capacity of our entry- to mid-level young professional staff** in order to allow them to transition into leadership roles? How do organizations facilitate the young professional's ability to develop a career in sustainability, including through a career path across organizations?
7. In this and other studies of youth programming, one of the continual key challenges is **finding the resources to run and enhance youth programs**. The value to young people as well as to the organization is recognized. That said, what is the appropriate resource intensity for the coordinating organization? Where does the funding come from? And how does one decide on the appropriate split between funds spent on the youth and training materials, and funds for the coordinating staff and organization?

The Case for Training the Next Generation of Sustainable Development Leaders

In this section, the rationale for support is examined in more detail in order to promote the case for effective and collaborative training of young professionals as sustainable development leaders. In conducting the research and surveys, four key reasons for investing in leadership training were identified and these include:

1. The leadership gap is real and urgent, especially because complex problems require innovative thinking and networked actions.
2. There are demographic shifts in place that will require a sustained effort to train the next generation of sustainability leadership globally.
3. The sustainability job market is growing, and there are notable shifts taking place in terms of supply (e.g., the increased mobility of young professionals across institutions) and demand (e.g., increased emphasis by employers on management skills).
4. To achieve sustainability, there is a need to inspire and engage a whole generation, some of whom are already motivated and will require further training; others who may slip into apathy on sustainability issues without a strengthened effort.

1. A complex problem facing a real and urgent leadership gap

Sustainable development is an unprecedented challenge. Today's society is faced with multiple, interconnected problems, such as climate change and significant ecosystem degradation, but also has the unique opportunity to design and create sustainable futures. However, the sheer complexity of the sustainability challenge calls into question the capacity or the desirability of individual leaders to comprehend or address it in its entirety. The SustainAbility/GlobeScan report on the global failure of leadership surveyed 2,000 senior sustainability practitioners who pointed to a leadership vacuum, in which critical issues related to sustainability are being ignored or inadequately addressed by both government and business leaders.⁴

The team at the non-profit, Worldchanging,⁵ is focused on how we will find the necessary leadership to tackle this problem. They believe that it will require fresh and innovative thinking that uses existing tools and ideas as a springboard for larger social change. Al Gore, in his foreword to their book, *Worldchanging: A User's Guide for the 21st Century*, points to a shift where individuals join together to create a *“turning point in human civilization...that requires great moral leadership and generational responsibility...To build that future, we need a generation of everyday heroes, people who—whatever their walks of life—have the courage to think in fresh ways and to act to meet this planetary crisis head-on.”*

A whole generation will need to be engaged to think and act in a way that matches the scale of the challenge. This is an exhilarating time to be alive as society is challenged to re-design and re-think many of its assumptions about progress, development and the finite capacity of the Earth to provide the resources necessary to sustain the human enterprise. As there are few blueprints in sustainability work, innovation will be a critical aptitude for those who play a leadership role in our move towards sustainability. In a 2007 study by IISD of the key leadership skills for sustainability, “Capacity for

⁴ SustainAbility/GlobeScan, *A Global Failure of Leadership Identified by 2,000 Sustainability Practitioners*, 2008.

⁵ Worldchanging, <http://www.worldchanging.com/>

Innovation” emerged as the top skill. For 51 per cent of the young people interviewed, capacity for innovation was one of their top three values. Asbjørn Torvanger from the Centre for International Climate Change and Environmental Research – Oslo (CICERO, Norway) explains, “*It is the capacity for innovation that will help us chart a path towards win-win solutions wherever possible.*”

The capacity for innovation was defined as the ability to “encourage decision-making across disciplines, understand interdependence between environmental, economic and social systems, open to new ideas, appreciate role of human ingenuity, [and] challenge the status quo.”⁶ Some aspects of this are trainable, especially early in a career when individuals are not yet set in their ways. These include working across disciplines and understanding the links between different systems. A long-term and systems perspective is increasingly important, as leaders need to make links across social, environmental, economic and political issues. Fostering innovation, however, also benefits from natural aptitudes and in this, they benefit from engaging young people. Programs that engage young people as leaders can support the fresh thinking, humour and energy that are characteristic of youth.

Worldchanging calls the move towards a sustainable future a “team sport.” A decentralized, large-scale wave of leaders across sectors and countries is emerging as an effective response to developing innovative, flexible and context-appropriate solutions.⁷ There appears to be a shift where “everyday heroes” are overtaking the importance of sustainability “gurus.” The team approach is taking precedence: even the Nobel Peace Prize, traditionally awarded for individual effort, can recognize the thousands of scientists and public servants working to reverse climate change. A survey of over 300 young sustainability professionals recently conducted by IISD supports this finding. When asked to identify those who they might consider to be sustainability leaders, only 11 “marquee” names (such as Al Gore, Ray Anderson and Wangari Maathai) came up.⁸ Leadership was highlighted as a team endeavour rather than purely an individual pursuit.

Accepting the assumption that the response to this challenge requires a decentralized, large-scale movement of leaders, the networking and digital media capacities of today’s youth can be nurtured by training programs to support the sustainability transition. It has been observed that increases in the use of information technology have resulted in an increased interest in the world and an enhanced ability for voices from around the world to be heard.⁹ Not surprisingly, intense familiarity with technology may make young people more enthusiastic about technology as a key factor in sustainability. A recent global study relates that availability of technology is the first choice for respondents 24 and under when asked what would be most likely to encourage their organization to

⁶ Timmer, D., Creech, H. and Buckler, C. *Becoming a Sustainability Leader. IISD’s role in shaping the next generation of sustainable development leadership*. 2007.

⁷ See, for example, Paul Hawken, *Blessed Unrest: How the Largest Movement In the World Came Into Being and Why No One Saw it Coming*, 2007.

⁸ Timmer, D., Creech, H. and Buckler, C. *Becoming a Sustainability Leader. IISD’s role in shaping the next generation of sustainable development leadership*, 2007.

⁹ *Worldchanging: A User’s Guide for the 21st Century*, ed. Alex Steffen, 2007.

become more environmentally responsible than it is today: *“Having grown up with iPods in their pockets and mobile phones on their ears perhaps makes today’s under-25s more disposed to technology and hence less fearful of it than older generations.”*¹⁰

This ease with information and communication technology extends to young people’s ability to use these tools to further the work of the sustainability movement. A general finding of IISD has been that new or junior staff members tend to be central to communications and networking efforts.¹¹ As the “connectors”—the wires for internal and external knowledge flows—they have the ability to apply technology to create social capital and create new communities of influence as they embark on their careers. They can be nurtured to build on this as they continue in their life’s work.

Related, new leaders need to grapple with increasing amounts of information and be actively involved in imagining and creating futures that support the prosperity of future generations globally. Other trends in youth culture provide a good starting point for training on these issues. Researchers in youth trends find that young people may be able to deal with the complex volume of information they encounter in sustainability issues—they suffer less from information overload than one might expect.¹² In North America, China and Japan, surveys found that young people were actually hungry for more. Already used to grappling with often disjointed information across media produces a proclivity for doing the same around sustainability issues. Creatively engaging with future-making is further encouraged through “gaming”—including the newly released *Spore* multi-player online game, where young people work together to create whole new worlds...which could stand them in good stead as they apply this mentality to the sustainability challenge. On network approaches, young people today are ahead of the curve. From MySpace and Facebook to e-mail and text messaging, young people are communicating with a broader set of people, and more frequently, than ever before. Young people are familiar with the architecture of participation which the Internet fosters. They are a generation exploring how their voices can be amplified. Seventy-thousand new blogs are started every day, some—like the first blog co-founded in China by Mao Xiaghui—with the intent to express ideas that, in other media, would likely be censored.¹³ Through such blogs, through e-mail listservs, through online journalism, they are fostering social change.

There is evidence of a global youth trend around increased ease and access to technology. However, it is important to distinguish among youth in different countries and within countries. For example, the digital divide in access to information technology is still a reality for many young people. That said, certain gaps are starting to close, where it has been estimated that more than half the world’s

¹⁰ Ipsos Mori, Corporate Environmental Behavior and the Impact on Brand Values, 2007.

¹¹ Heather Creech. *Mobilizing IUCN Knowledge to secure a Sustainable Future*. The IUCN Knowledge Management Study, 2004.

¹² Ten Questions with Kathleen Gasperini, June 10, 2006. (http://blog.guykawasaki.com/2006/06/ten_questions_w.html).

¹³ *Worldchanging: A User’s Guide for the 21st Century*, ed. Alex Steffen, 2007.

population will have access to a mobile phone this year. In Sub-Saharan Africa, now 160 million people have a mobile phone compared to just 15 million in the year 2000. Access to the Internet has increased, including through Internet cafés, yet broadband Internet is still unaffordable for many, especially those in developing countries.¹⁴ The large-scale training of young sustainability leaders will need to be paired with more systemic changes that take root in development challenges as well as inequities found throughout the world.

2. The demographic shift

There is a global demographic trend that supports the case for training the next generation of sustainable development leaders. First, there is the impending labour shortage as a result of large scale retirement. In Canada, Canadians approaching retirement are now the fastest-growing demographic in the country.¹⁵ This shift could have major implications for the labour market. In Australia; it's a similar case. "Presently, per year the workforce grows by about 180,000 people and within just a 12-year period for the whole decade of 2020 to 2030 that will drop to 18,000 per year and that gives a proportion of the problem that we face."¹⁶ These baby boomers now marching towards retirement are dropping out of the workforce in increasing numbers, and there is belief there will not be enough up and comers to replace them. Second, as a result of this demographic shift business, government and civil society organizations are struggling with the issue of succession of leadership.

A central challenge to the question of nurturing sustainability leadership is the need to ensure adequate transitions in a workplace as a result of large-scale retirement, particularly for key positions. Placement firms have noted executive shortages in European countries, with aging playing a role. Jeff Joerres, CEO of global placement firm Manpower explains: "*Most companies are feeling the pinprick of the pain, but this issue has to go into their bigger strategy...A couple of years from now, they [won't be able to] just pull out a new executive like a rabbit from a hat.*"¹⁷ The question of "succession"—particularly for leadership roles—is exacerbated by the fact that research shows the environmental sector already faces significant labour shortages.¹⁸ As of 2004, one in four environmental organizations [in Canada] was actively recruiting.¹⁹ The expansion of the sector and the shortage in supply of labour skilled at tackling sustainability issues is compounded by the greying of sustainability practitioners, including

¹⁴ World Information Society Report, ITU, 2007 at <http://www.itu.int/osg/spu/publications/worldinformationsociety/2007/report.html>

¹⁵ *Baby boomers swell* ranks of retirement-aged Canadians, CBC News, <http://www.cbc.ca/canada/story/2007/07/17/census-canada.html>

¹⁶ Andrew Rimington, Victorian Employers Chambers of Commerce and Industry, quoted in ABC News, 23 July 2008, <http://www.abc.net.au/news/stories/2008/07/23/2311523.htm>

¹⁷ *The changing global labor market*, August 2008, Johan Anderberg, Fortune (http://money.cnn.com/2008/07/11/magazines/fortune/G500_job_markets.fortune/index.htm).

¹⁸ *Labour Market Transition: A Remedy for Labour Shortages in the Environment*, 2007, ELM Research & ECO Canada.

¹⁹ The Canadian Council for Human Resources in the Environment Industry (2004) Environmental Labour Market (ELM) Report, Calgary, AB.

prominent leaders in the field, such as Paul Ehrlich and David Suzuki. Planning for succession in key sustainable development positions will require adequate training of young people.

Training of sustainability leaders is not solely about deepening understanding of sustainability issues. It must include so-called “soft” leadership skills like communications and critical thinking, which are critical to filling this mid-career skill gap.²⁰ Indeed, a Canadian survey of 800 environmental industry representatives emphasized that technical skills shortages do exist, but by far the greatest training need is in the “enabling” skills—e.g., being innovative and communicating effectively—which cut across all industry sectors.²¹ Finding skilled labour—especially for management roles—is seen as a gap globally. Insufficient education and training are particular limiting factors in those countries “that have traditionally been heavily reliant on the agricultural sector, such as Vietnam, India and Bangladesh.”²²

In IISD’s 2007 study, the top seven skill sets that “define” a sustainability leader are leadership and management-based. They include: communication skills; team management; influencing strategy; bridging disciplines or sectors; long-term planning; translating complex ideas; and project management. These can be taught as independent modules, but are enriched through exposure to on-the-ground realities of sustainability work, as well as mentorship in shaping one’s beliefs and attitudes. It is imperative that this challenge be taken up. IISD’s IUCN Knowledge Management study highlighted this: *“In both the north and the south, young people are moving rapidly into positions of influence and authority, without necessarily having the depth of knowledge, experience, and access to networks of experts to assist them.”*²³ Institutions like IUCN, WWF and IISD need to address how to build the capacity of young people for sustainability leadership.

Investing in the next generation of leaders has spin-offs that include the retention of staff by organizations, a distinct advantage particularly in the sustainability field which is marked by sector and job-switching. According to a survey of 2,000 global companies, voluntary turnover is reduced by an average of 65 per cent when companies engage in succession management and planning.²⁴ When young people are nurtured within the context of an organization, either as staff or interns, they strengthen that organization’s staffing capacity into the future. When interviewed for this paper, Nick Greenwood of the International Institute for Environment and Development (IIED) explained the human resources element clearly, and the legacy that engaging with youth can bring for the organization. He notes that taking this perspective is wanting in organizations for lack of

²⁰ The Canadian Council for Human Resources in the Environmental Industry (CCHREI), 2004.

²¹ National Occupation Standards for the Environmental Industry (Canada), 2003.

²² Euromonitor, *Special Report: Skills shortage hinders Asia Pacific growth*, 16 May 2008, http://www.euromonitor.com/Special_Report_Skills_shortage_hinders_Asia_Pacific_growth

²³ Heather Creech. Mobilizing IUCN Knowledge to secure a Sustainable Future. The IUCN Knowledge Management Study, 2004.

²⁴ From the 2002 Hackett Best Practices Survey, cited in *Succession Planning: A Tool for Success*, Jana Ritter, The Galt Global Review, April 15, 2003, <http://www.galtglobalreview.com/business/succession.html>

time: “There is so much work at IIED that people are not able to stop and think about the long-term sustainability of IIED. We would love to do something similar to IISD’s internship program, and have the benefit of young people familiar with the organization that might stay on with us.”

3. Labour trends in a growing sector: Demand and supply

Over the past few decades, there has been remarkable growth in career opportunities within environmental and sustainability fields.²⁵ The growth in this sector is stimulated both by new work positions as well as by the demand of young people seeking careers in which they make a difference in the world. There are a number of trends which are contributing to growth in this field including the continuous need for maintenance of the conservation infrastructure such as parks, wildlife refuges and wastewater systems; the trend towards urban growth; and the creation and implementation of policies to support sustainable development, e.g., Smart Growth planning and certification. Around the world, the spectrum of “sustainability” jobs has increased. Growth in Corporate Social Responsibility is a force; for example, one in 10 firms in Canada employs one or more sustainability professionals. Globally, the environmental market is valued at \$800 billion.²⁶ The increase in non-governmental organizations is another factor. For example, in the Asia-Pacific region, since the 1980s, legal and political changes have provided more space for NGOs to carry out their work. Information and communication technologies have facilitated this expansion.²⁷ Specific development needs, when tied to a sustainability imperative, also fuel growth in this sector:

“Kenya has one of the largest and most dynamic solar markets in the developing world. There are 10 major solar PV import companies, and the country has an estimated 1,000-2,000 solar technicians. In Bangladesh, Grameen Shakti has installed more than 100,000 solar home systems in rural communities in a few years—one of the fastest-growing solar PV programs in the world—and is aiming for one million by 2015, along with the creation of some 100,000 jobs for local youth and women as solar technicians and repair and maintenance specialists.”²⁸

An understanding of the systemic nature of the sustainability challenge also plays a part. Increasingly, leaders in all sectors are incorporating sustainability models into long-term planning and choice of career paths—for example, in medicine and education.

In addition, the field is broadening rapidly through the growth of the green or alternative economy in areas such as organics, recycling, reuse, alternative energy, fair trade, green investing, eco-tourism and environmental technology has stimulated this growth in the sustainability sector. For example,

²⁵ Environmental Careers Organization (2004) *The Eco Guide to Careers That Make a Difference: Environmental Work for a Sustainable World*, Washington, London: Island Press.

²⁶ Canada's Environment Industry, Industry Canada, online at http://www.ic.gc.ca/epic/site/ea-ae.nsf/en/h_ea02117e.html

²⁷ *ADB and NGO Engagement of the Youth of Asia and the Pacific*, Address by Bart W. Édes, Head, NGO & Civil Society Center, Asian Development Bank, Fifth Summit of the Asia-Pacific Region of the World Organization of the Scout Movement, Laguna, Philippines, 18 May 2006.

²⁸ Jobs in Renewable Energy Expanding, Michael Renner, Worldwatch Institute, July 8, 2008.

in Canada, demand for environmental workers is growing at over 10 per cent per year, which exceeds (by about 60 per cent) the overall employment growth in the economy.²⁹ Currently about 2.3 million people worldwide work either directly in renewables or indirectly in supplier industries—a conservative estimate including countries where data are available, and one that is likely to grow.³⁰ By way of comparison, total employment in the oil and gas and oil refining sectors (in 1999) was just over two million.³¹

And there is a push globally to expand the sector even further, with an emphasis on the need to step up the speed and reach of training for “green jobs.” In the spring of 2008, Group of Eight leaders linked labour issues and environmental policies, setting off—and complementing—a string of international responses:

“In a joint statement, [the G8 leaders] declared that ignoring the need for green-job stimulation ‘would entail catastrophic consequences for human society, the global economy, and prospects for sustainable jobs.’ The trade union advisory committee of the Organisation for Economic Co-operation and Development (OECD), a body representing industrialized nations, responded to the G8 address by calling for greater international collaboration. ‘Employment transition and “green job” promotion should become an integral part of intergovernmental agencies’ action,’ the committee said in a prepared statement. Already, the United Nations Environment Programme, International Trade Union Confederation, and the International Labour Organization are collaborating on an unprecedented green jobs initiative.”³²

Other trends could signal opportunity for further growth in sustainability leadership opportunities as well. For example, developing countries that only two decades ago provided 14 per cent of manufactured imports of rich countries, today supply 40 per cent, and by 2030 are likely to supply more than 65 per cent. At the same time, import demand from developing countries is emerging as an engine of the global economy.³³ This is but one statistic that holds tremendous promise—or risk—for those seeking to transform consumption and production patterns. It is one reason why the leadership of the next generation will be critical.

It is important to note that the growth in careers in the sustainability sector is not entirely uniform, with certain areas, such as hydrogen technology, providing more options than others, such as wind

²⁹ *Labour Market Transition: A Remedy for Labour Shortages in the Environment*, 2007, ELM Research & ECO Canada.

³⁰ *Green Jobs: Towards Sustainable Work in a Low Carbon World*, United Nations Environment Program (UNEP) in collaboration with the International Labour Organization and the International Trade Union Confederation, 2008, online at http://www.unep.org/civil_society/PDF_docs/Green-Jobs-Preliminary-Report-18-01-08.pdf.

³¹ *Global Green Jobs*, Jason Walsh and Sarah White, *Foreign Policy in Focus*, 2008, online at <http://www.fpif.org/fpiftxt/5233>.

³² *Green Jobs Find International Support*, Ben Block, staff writer with the Worldwatch Institute’s online news service, Eye on Earth, in a blog published on *Worldchanging.com*, <http://www.worldchanging.com/archives//008031.html>

³³ *Growth Prospects are Strong, but Social, Environmental Pressures from Globalization Need More Attention*, 2007, <http://www.worldbank.org/gep2007>

energy.³⁴ Furthermore, “sustainability jobs” look very different depending on the sector and level of work—from non-profit work to the public sector and everything in between; from executive positions to engineering posts, marketing work and media advocacy. For example, only 36 per cent of Canadian environmental practitioners actually work in the environment industry; 29 per cent work in other industries; and the balance (35 per cent) are employed in the public sector, NGOs and associations.³⁵

According to IISD’s own research, it is in these values and the cross-cutting skill set that young professionals find value and provides their spring-board into leadership roles. Often people in this field will shift their careers from sector to sector and from organization to organization. The youth organization, Taking IT Global, has observed a trend in their membership of 45,000 youth around the world towards a decreased sense of affiliation with any one institution.³⁶ As issues like climate change become the subject of mainstream debate, and young people understand the urgency of converging social, ecological and economic challenges, they are excited about taking a leadership role in the movement but do not necessarily define themselves by a specific job. That said, young people are increasingly motivated by their values as they choose their workplace. According to a 2007 Ipsos Mori survey, 80 per cent of respondents across 15 developed nations would prefer working for a company that “has a good reputation for environmental responsibility”—the figure was 81 per cent in the United States.³⁷ It seems the “mobility challenge” needs to be balanced by a stronger understanding of the need for training within the broad field of sustainability, so that young people can contribute to the field while they pursue a (usually) non-linear career path. This makes the case for organizations engaged with young people to find synergies across their efforts and see their training initiatives as linked through the career paths of those who come through their doors—helping young professionals pave a path towards true leadership in this field, for all of our benefit.

4. Need to inspire and engage a whole generation

There are more than 1.5 billion people between the ages of 10 and 25 and this represents the largest generation of young people approaching adulthood in the history of humankind.³⁸

Globally, there is a significant opportunity inherent in these large numbers of youth as they are healthier and better educated than previous generations. Sustainability leadership training needs to influence not just individuals but an entire generation to change expectations of what a “good life”

³⁴ Forde, A. (2006) Special Feature: Sustainable Energy Careers, Science, July 14: http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2006_07_14/noDOI.6443012416082619524

³⁵ Canada's Environment Industry, Industry Canada, online at http://www.ic.gc.ca/epic/site/ea-ae.nsf/en/h_ea02117e.html

³⁶ Willard, T. Youth in an Intergenerational Society Presentation.

³⁷ Ipsos Mori, 2007, Corporate Environmental Behavior and the Impact on Brand Values

³⁸ UNFPA (2008) *Putting Young People into National Poverty Reduction Strategies: A Guide to Statistics on Young People in Poverty*, UNFPA, New York.

might consist of. It must engage with young people in rural areas, with those in developing countries and countries in transition, across gender lines, and so forth. Indeed, around the world, human capital development must include a stronger role for women in the transition to a sustainable future. As women have increased access to education, more choices around family planning, and more role models across a whole spectrum of careers, they are taking on an equal role as sustainability leaders.

These demographic shifts are taking place during an unprecedented historical shift: humanity has become an urban species. As this quote suggests, this change has implications for the future of young people and the role of cities and towns in providing education and training for their youth:

“In 2008, for the first time, more than half of the world’s population will live in urban areas. By 2030, towns and cities will be home to almost five billion people. The urban population of Africa and Asia will double in less than a generation... Young people under 25 already make up half the urban population and young people from poor families will be a big part of the urban wave. The future of cities depends on what cities do now to help them, in particular to exercise their rights to education, health, employment, and civic participation. Investment in young people is the key to ending generations of poverty.”³⁹

This investment will also determine the capacity of society to transition to sustainable development. This urban context combines with other global issues—including globalization of markets, the AIDS pandemic, the information technology revolution and climate change—to create a world which requires a level of understanding and a set of skills which could not have been predicted by past generations. Sustainable development training programs have a role to play in the education and training of young peoples to flexibly respond to these global challenges.

An advantage of focusing on young people is relatively apparent: training can help shape their career choice—and lifestyle choices—at a formative stage in their lives. Engaging in sustainable development training at a young age can serve to stimulate a passion for sustainability and encourage young people to become sustainability or environmental professionals. Even if participants in training programs do not choose sustainability as a profession, they are likely to be influenced by a sustainability perspective and integrate this perspective into their actions in their communities, workplace, family life and lifestyle choices.

The World Bank emphasizes that the time is now to engage with young people. Indeed, it is critical to train such a large generation of young people effectively for active citizenry in a world strained through global warming and other sustainability challenges. Not doing so could even compromise the stability of society, seeded by frustration:

³⁹ UNFPA (2007) *Growing Up Urban: State of the World’s Population Youth Supplement*. UNFPA, New York.

“With 1.3 billion young people now living in the developing world—the largest-ever youth group in history—...there has never been a better time to invest in youth...However, failure to seize this opportunity to train them more effectively for the workplace, and to be active citizens, could lead to widespread disillusionment and social tensions.”⁴⁰

This plays out in developed countries as well, of course. In a 2005 survey of 1,192 Canadians aged 14 to 29, Mike Farrell, director of research and strategy for Youthography sees “the desire for change but a lack of means to make an impact, is the source of considerable frustration among youth.”⁴¹ There is a risk of conflict, but more likely is the loss of many in this upcoming generation to distrust, apathy and rampant consumerism, if they are not inspired and engaged at an early age. Large-scale training and outreach efforts to young people will help step up the skills of those inclined to make a difference on sustainability.

Widespread sustainability leadership can also support a shift for those not thinking about long-term sustainability—including the tendency to slip into the acceptance of the “American Dream.” In the SustainAbility/GlobeScan survey, nearly half of respondents around the world identify “the ‘culture of consumption’ as a ‘significant barrier’ to advancing the sustainability agenda over the past twenty years.”⁴²

Moreover, it is the rise in the middle class around the world that will push consumption patterns even further out of kilter with our planet’s natural limits. By 2030, 1.2 billion people in developing countries—15 per cent of the world population—will belong to the “global middle class,” up from 400 million today, with a purchasing power of between \$4,000 and \$17,000 per capita.⁴³ What is the potential in this for sustainability? How can it be harnessed? Euromonitor’s global study gives hope in that green consumers are about a lifestyle choice—with young people, women and the middle class more inclined to be “green consumers.”⁴⁴ As more young people become sustainability leaders, the ripple effects across their cohort could be critical. This is particularly true because environmental concerns among the general public are generally high, despite the findings in the U.S. quoted above:

“According to research conducted by GlobeScan across 20 countries, environmental concerns among the general public now rank third globally, on average, behind unemployment and economic problems.”⁴⁵

Young people who are trained to make a difference on these issues can move beyond frustration and apathy towards a proactive approach both in their personal lives as well as professionally. This

⁴⁰ World Bank, *World Development Report*, 2007, <http://web.worldbank.org/>

⁴¹ *Young convinced they'll inherit an increasingly polluted planet: Opinion survey indicates deep distrust among younger generation*, Times-Colonist, Monday, August 15, 2005

⁴² SustainAbility/GlobeScan, *A Global Failure of Leadership Identified by 2,000 Sustainability Practitioners*, 2008.

⁴³ Growth Prospects are Strong, but Social, Environmental Pressures from Globalization Need More Attention, 2007, <http://www.worldbank.org/gep2007>

⁴⁴ Euromonitor, *The Green Consumer*, http://www.euromonitor.com/The_Green_Consumer, March 2008.

⁴⁵ SustainAbility/GlobeScan, *A Global Failure of Leadership Identified by 2,000 Sustainability Practitioners*, 2008.

training can build on the attributes of young people today that make them particularly suitable for addressing the sustainability challenge. Many young people are already acquiring baseline skills and aptitudes that will help with this transition to leadership positions. First of all, the education system is starting to outfit young people with key tools for engaging with the sustainability challenge. The current UN Decade for Education for Sustainable Development⁴⁶ is a focused global effort of governments, education institutions and others to incorporate sustainability into formal, non-formal and informal education around the world. This builds on two decades of work at the post-secondary level institutions to provide young people with a strong base of knowledge about sustainability. Numerous universities are formalizing this commitment through the Talloires Declaration, with signatories spanning 49 countries on five continents.⁴⁷ In this declaration, universities commit to “create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional school students.” Youth are being educated in university environments that are more accepting of interdisciplinary and lateral thinking approaches than in the past.

Education and learning are often central to young peoples’ early lives and further training can be beneficial in providing a framework for that learning in a broader worldview. Seeing the education system as a complement to more formal training programs—like those being discussed in this paper—is particularly relevant within the sustainability field. An ECO Canada study found that environmental practitioners are highly-educated and committed to on-going learning throughout their career. The majority of respondents (73 per cent) have a university education compared to 44 per cent of the general labour market.⁴⁸ This commitment to life-long learning is also remarked on in the 2007 IISD study, which demonstrated a cycle from formal learning into an experiential training experience (e.g., internship, often followed by a job) and then—in 60 per cent of the cases—back to a formal learning environment before re-engaging with the work force.

This longer-term, strategic approach to learning builds a case for solid, early and mid-career leadership training for sustainability professionals. What this section has aimed to do is set out a starting point for a proactive movement towards the leadership our planet needs. It argues that there is a very real leadership gap that needs to be filled for us to meet the sustainability challenge. Partly, this is a result of a growing labour need in this area and partly because the work requires targeted training in the new skills and aptitudes required. The demographics also suggest an immediate need for this training: many working in sustainability are retiring now and need energized and competent people to fill their shoes. Further, the rising middle class and characteristics of young people suggest that a widespread effort will be needed to inspire and engage an entire generation. The following

⁴⁶ UNESCO – UNESD <http://www.portal.unesco.org/education/en/>

⁴⁷ As of March, 2006, 329 college and university presidents had signed the declaration. http://en.wikipedia.org/wiki/Talloires_Declaration

⁴⁸ *Characteristics of Canadian Environmental Practitioners*, ECO Canada, 2006.

sections set out the current status of leadership training among key sustainability institutions, and the growing consensus on what needs to be done to accelerate these efforts.

Overview of Existing Young Professionals Programming

Types of programs

The International Institute for Sustainable Development (IISD) is initiating this effort to strengthen sustainability leadership training because it has recognized from the beginning that sustainability will not be achieved within one generation. The next generation will need to bring their fresh ideas and their own commitment to securing the future for generations to come. For 10 years, from 1997 to 2007, IISD has engaged, trained and remained connected with some of the best and brightest of young Canadians in the sustainability field. But IISD is not alone in developing and managing leadership training for young people. The 2008 survey, of IUCN members' and non-members' training programs found that many other organizations concerned with sustainability issues have initiated activities to engage young people in their missions. The World Wide Fund for Nature (WWF), the World Business Council for Sustainable Development (WBCSD) and others are committed to building leadership skills with the up and coming generation of managers.

Initiatives that involve young people range from: one week intensive training courses, to staff programming; from internships to conferences; from field work to office experiences. They range from government-funded to scholarships; core institutional costs to independently fundraised programs. The programs explored in this study are summarized in Annexes 1 and 2. There is a diversity of approaches evident, including the following types of programming:

- Institutional staff training (e.g., IUCN, International Institute for Environment and Development or IIED, WWF)
- Professional placements abroad (e.g., IISD's program, Ramsar)
- Opportunities to volunteer with field projects (e.g., WWF's Youth Volunteer Program)
- Scholarships (e.g., WWF Prince Bernard Scholarship Fund, WCPA Young Conservationist Award)
- Place-based training programs (where a specific location is used as the basis for training e.g., through a case study approach) (e.g., LEAD)
- Issue-and sector-based training programs (e.g., LEAD's climate change program, WBCSD's Future Leaders Team or FLT)
- Regional training programs (ELP)
- Seminars and conferences (e.g., WWF Canada's Earth Flotilla)
- Online training programs (e-Glo, WWF staff training online modules)

Target groups

Each of the programs surveyed for this study believe in the power of the next generation to engage with and become a force of change towards sustainability. They are fostering leadership development across a wide spectrum of youth, who are differentiated by their career focus and levels of experience. These programs target early to mid-career professionals, with the majority focused on those who intend to start a career in sustainability issues, including IISD's internships. With IISD's program, it is intended that a placement with an NGO or business association could provide a foot in the door for further work, which has proven to be the case.

Other programs are working to enhance the skills of young people already engaged professionally in sustainability issues such as the recently-established mentoring programs of IUCN's Commission on Education and Communication (CEC). WBCSD's Future Leaders Team (FLT) is aimed at young people working in business, providing them with tools to enhance the sustainability elements of their work environment. For the WBCSD FLT program, young people aged 25-35 enter the program with three to five years of business experience and demonstrated leadership qualities inside the company where they work. In this program, the business skills are expected, rather than the sustainability experience. FLT participants should be interested in sustainable development, although previous experience is not necessary.

Both LEAD and ELP focus more at the mid-career professional; but many of their challenges are consistent with those programs targeting the entry level or early career professional.

Programs like those of WWF are explicitly interested in young people in the broader public, not necessarily those interested in a career in sustainable development. WWF anticipates ripple effects within the young person's community from their exposure to conservation and development issues. Indeed, one goal of the program is to enable participants to effectively communicate their experience to people in their home countries.

The careers of young people often flow from sector to sector and pivotal experiences like a volunteer placement could provide the impetus for future work in sustainability issues:

"WWF's programs are not aimed at sustainability professionals: young people don't have to want a career in conservation to participate. That said, two of the youth who participated in the first Youth Volunteer Program in Madagascar are still there a year and a half later, working on conservation issues in the country."⁴⁹

Recruitment strategies vary across the programs. In WBCSD's scan of training programs, there were three main avenues for finding and enrolling young people. Programs like IUCN's Leaders in Nature

⁴⁹ Jeff Gibbs, Consultant, WWF Canada

operate by invitation only. Some programs rely on employers to nominate young professionals. IISD, Ramsar, WWF and LEAD recruit through a competitive application process, with LEAD conducting this at a regional level through local offices. By virtue of their interest in experiential learning, the young people who apply for such programs are self-starters and motivated to learn. As such, word of mouth plays a strong role in raising awareness of the program. Moia Hartop Soutter from WWF notes, *“The volunteers find us: WWF doesn’t need to recruit!”* For IISD’s program, the number of applicants far exceeds the number of spaces available.

Specific Training Components

It was clear from the results of the survey that **there are significant variations in how these training programs are organized and delivered, and the amount of documentation provided.** Some have formal training materials—like Forum for the Future’s training manual, LEAD’s international session workbook; and some do not—like IUCN and the Environmental Leaders Program (ELP). For those with formal components, some are replicable from year to year—like parts of IISD’s internship orientation; while others are context specific—such as LEAD’s case study-focused modules.

LEAD’s structure of training includes thematic groups, case studies, site visits, panel discussions, peer-to peer learning, role-play and individual and team projects. LEAD provides an extensive amount of information to their participants before the in-person training begins both online and in CD format.

WBCSD also has an action learning approach, with questions and cases changing each year depending on the issue area being addressed. In 2008, the Future Leaders focus was on ecosystems:

“Their programme begins with a two-to-three-day ‘SD crash course’ aimed at getting all participants to a similar level of understanding of the sustainability agenda. After this initiation, the Young Managers chose topics to explore in-depth in sub-groups throughout the course of the year. The selection of these topics was the responsibility of the Young Managers, but they have been guided with a range of options and suggestions from the WBCSD Secretariat in line with the strategic objectives of the WBCSD and the issues of concern to its member companies.”⁵⁰

The Environmental Leaders Program uses different learning approaches including: hands-on training, community-building activities and participatory group discussions. Fellows learn the practical skills of public leadership, develop a strong peer network, and explore ways to achieve lifelong personal and professional goals. Topics include: communications, fundraising, organizational development and conflict resolution. Fellows also participate in discussions on the role of diversity in the environmental movement; the current state and future of the environmental

⁵⁰ Evaluating the Young Managers Team. A Report by the University of Cambridge Programme for Industry. Final Report. October 2005

field; and the complexities associated with building diverse coalitions. In addition, fellows engage in peer-learning sessions on current environmental issues, in discussions with established environmental leaders and in conversations about leadership.

IISD runs a six-month training program with an internship experience at the core. Before participants leave for their internships, they participate in pre-departure training which includes modules on cross cultural communication, conflict resolution, fund development, project management, team building, networks, communications and media, and an introduction to sustainable development theory and practice. In addition, upon completion of their internship, participants engage in an online debriefing which examine the outcomes of their internship experience.

Almost without exception, many of the programs surveyed had customized their own training programs. The organization might use external facilitators, but many of them have developed their own training materials. There does not seem to be a culture for looking elsewhere for existing training materials to bring into their programs. Edward Kellow from LEAD believes, *“it is good for an organization to develop their own training materials because they have more ownership over it and it becomes personal to that organization.”* He did mention that LEAD networks with people who are experts in the sustainable development field; however, he *“would like to have more formal partnerships with other training organizations to share information and resources.”*

Many of the training programs are adapting their training styles to suit the interests and approaches of the new generation, and the programs reflect a recognition that people learn in different ways. Many of these programs are using a variety of techniques recognizing the particular need and diversity of the people they are training.

Although there does not seem to be a culture of practice of sharing training materials, Edward Kellow from LEAD noted that there has been a strong interest shown recently in exploring how other training programs are managed and analyzing the challenges associated with training. Edward commented that IISD was the third organization to ask these types of questions within the last six months. If this is the case, **how can we develop a cultural of collaboration among organizations interested in training the next generation of SD leaders?** Not only does this collaboration save organizations from “reinventing the wheel” but it also provides organizations with the benefit of others’ expertise in framing issues or identifying skill sets for young people. One such example is LEAD’s online modules on systems thinking, leadership, negotiations, cross cultural skills, and climate change which can be adapted and used by others. For IISD, part of the attraction of sharing across programs is to learn more about training methodology and not just to share specific curriculum. Their internship program coordinator, Carolee Buckler notes, *“I really like ELP’s and LEAD’s Personal Leadership Plan and feel we can adapt this to our training needs. Also, ELP’s mock*

communication workshop idea is something we might want to emulate with their support.”

Length of training

Many of the organizations participating in this study are re-considering the appropriate timeframe for their youth initiatives, both in terms of the discrete program they run (i.e., a six-month internship) as well as in terms of their programming across a number of years (i.e., run each year for a decade). The organizations deliberated on the question of how long it takes for an experiential learning or training program to have the desired impact on a young person. Of course, this has a great deal to do with the objectives of the organization as well as the young people being engaged in the program. There are two significant arguments in favour of lengthier experiences. First is the **ability to learn enough to have an impact**, especially considering that most young people start at an entry level. WBCSD’s Katherine Madden argues that, *“It’s hard to create sustainability outputs in the amount of time these Young Managers have. The ability of Young Managers to impact change within their companies and more widely in society is limited by the relatively brief time-span of the Program and the junior positions the participants hold within their organizations.”* The other argument relates to the ability to build trust across young people and consequently be in a position to address deeper or more controversial issues. Edward Kellow of LEAD put it this way:

“What I would like to do more of and better is to address issues like human rights, gender, sexuality and religion. I think the challenge—particularly during a short program—is to gain the confidence of the group sufficiently to make it possible to address issues that may be contentious in the local context. I’ve been thinking about this since I gave a lecture at a UN program in the Jordan. In the West we have so many freedoms that we take for granted. I find it hard to judge a) whether it would be culturally acceptable to talk about for example, gender and sexuality in the context of leadership; and b) whether doing so would create difficulties rather than remove barriers. I worry that our programs just scratch the surface when we only have one week to engage with a culturally diverse group of people. How do we reach a deeper level within time constraints?”

With IISD’s program, the intent is to give young professionals an understanding of the work environment and topic area of the host organization, as well as a chance to contribute. Clearly, this is more than a one- or three-month endeavour. That said, some alumni and hosts argue that at six months, the interns just hit their stride. There are advantages (and logistical reasons like medical plan coverage) for the six-month internship, but it is very much a topic of debate. For WWF’s Lifeboat Flotilla, the experience itself is short, but is extended through the young person’s engagement with their own community before and after the trip. WWF’s Explore program not only provides three-month placements working on WWF projects in the field, but also three-to-six month placements at a WWF office as part of a specific team (e.g., the Climate Change Team). For the field experience, three months does not provide the opportunity to become technically proficient at the placement site but it achieves its own objective which is to provide a window into the challenges of conservation within a development framework. It also aims to support the project through

communications and logistics help. The work plan is designed accordingly, focusing on non-technical elements including writing and video, some data collection, interviews with villagers, and event organization. The overall objective is for the volunteers to become champions for conservation in whichever area of work they pursue.

WBCSD is considering moving from a one-year program to nine months—or potentially even a “Boot Camp” approach where the young managers are brought in for an intensive couple of weeks of training. Further discussions and analysis on the advantages and challenges of different training timeframes are welcomed by the authors of this report in order to identify effective lengths of training for different training types.

Key Questions Arising from the Survey

Our interviews revealed a number of areas that could benefit from joint efforts among training programs for young professionals in order to support the next generation of sustainability leadership. These can serve as a starting point for discussion among organizations about the potential for collaboration.

- Valuing leadership training in sustainability: Why is it critical?
- Identifying critical skills needed for sustainable development professionals
- Reaching more young people
- Tracking and networking alumni of youth programs
- Expanding training program evaluation efforts
- Strengthening capacity of young professionals currently on staff at organizations
- Finding the resources to run and enhance youth programming

1. Valuing leadership training in sustainability: Why is it critical?

Institutional commitment to young professional development varies widely. All of the programs surveyed have the intent to instill leadership skills and to generate greater awareness of sustainability issues among the next generation. For some, it is one of the key strategic pillars for the organization. IISD and WBCSD consider next generation training to be at the heart of their organizational identity and mission. WWF has strong Board support for its scholarship and volunteer program. For others, the importance is recognized but initiatives are undertaken in an ad hoc manner (e.g., IUCN which works with its younger staff and hosts interns through others’ programs). For others, delivering training programs and leadership is at the core of their mandate (e.g., LEAD and the Environmental Leadership Program).

Wherever the organizations fall on this spectrum, many have an interest in expanding their

engagement with the next generation. The value of youth programming to the organization, to young people, and to the paradigm of sustainability, is recognized by those interviewed for this survey. The reasons are diverse and are summarized here:

- Extends organization's reach. Training and programming for young professionals can help the organization **foster existing partnerships** and develop new ones.
- For a number of the training programs, the organizations **benefit from lasting ties with the alumni** and the **alumni benefit from relationships with other young leaders** interested in sustainability issues.
- Young professional programming helps **extend the diversity of people the organizations work with.**
- When young professionals are nurtured within the context of an organization, either as staff or interns, they **strengthen that organization's staffing capacity into the future**
- Provides exposure to a sustainability organization among young people and helps **build their loyalty to that organization and to the work in that sector.**
- Young people **bring a fresh perspective to the organization.**
- Young professional programming has the **potential to attract additional funding** for the organization.

However, a number of the organizations interviewed expressed that their capacity-building initiatives are not formalized and have been relatively ad hoc. For some, this has meant that they are open to hosting internships, but do not necessarily initiate youth training outside of their own young professional staff. For example, at IUCN Headquarters, they accept young professionals from other programs, but do not have a formal program of their own. The programs they work with include IISD YCLSF program, the Richard Sandbrook program (through IIED; American university placements (e.g., Yale sends students to work with IUCN). Informal training is also carried out within their staff, often initiated by the young professionals themselves. This includes, but is not limited to inception training of all incoming IUCN staff. There is a desire within IUCN to formalize the training programs but this has not yet happened at headquarters. The result is, in the words of one IUCN staff member, *“unsupported, ad hoc and individual-driven training.”*

Organizations that have an established training program such as LEAD, WBCSD, ELP or IISD, pose the question of how to build on the value that this programming has had for the young people and organization itself. For organizations that do not have formal training in place, like IIED, the challenge will lie in discovering what the value will be for them to develop specific programming for youth, if any. For organizations that have already committed but are in the early stages of program development for young people, the core issue lies identifying whether they want to develop their programs alone or in concert with other organizations in order to build the capacity of potential sustainable development leaders.

Have we made the case strongly enough that this type of programming is critical and has real benefits and long-term outcomes; what do we need to do to reinforce the case? What data need to be gathered; what other research is needed; how do we effectively communicate the case for support for young professional programming?

2. Identifying critical skills needed for sustainable development professionals

Respondents recognize that **training young professionals is no longer solely about deepening the understanding of sustainability issues**—an understanding which many young people usually acquire through formal education. **It is also about strengthening skills and values.** Through the training programs included in the interview survey, participants acquired a range of new skills. Some of these include communications, peer networking ability, leadership, and conflict resolution. Participants in these programs are learning greater sensitivity to other cultures and the perspectives, needs and challenges of culturally diverse peoples. In addition, program staff are finding that participants are gaining greater self-awareness. In an evaluation of the WBCSD Young Managers Program, it was observed that the greatest learning benefits of the program for the participants are in the areas of creating networks, sharing personal and professional experience, managing a diverse team and team-building and influencing skills, with a clear majority of participants identifying a “significant” impact in these areas.⁵¹

Some of the skills training that occurs is common across the organizations interviewed, and others are specific to each program’s niche. For example, **communications skills** are part of all of the formal training programs. IIED conducts media training at different levels (radio, newspaper journalist) and teaches its participants how to write for different target audiences. IIED even has a course on how to “write in plain English,” which includes moving away from technical jargon. WWF also has a strong focus on communications. In the WWF Explorers program, volunteers are required to give presentations in their home communities and produce written articles related to their experience. **Other areas of common training include team building, peer networking and leadership. Modules that focus on areas such as systems thinking, conflict resolution, project management and fundraising are offered by some programs, but not all.**

In 2007, a study was carried out by IISD to examine the knowledge, skills, values and attributes needed to work effectively on sustainability issues. IISD surveyed the Young Canadian Leaders for a Sustainable Future (YCLSF) alumni and their host organizations. The participants indicated that **communication is the most critical skill** needed for their careers in sustainability — *“the ability to inform, engage and influence others to change policies and practices for the better.”* Other “top skills” identified as important to acquire at entry level for their careers included translating complex ideas, gaining geopolitical awareness, developing project management skills and acquiring awareness of stakeholder roles. **The values, beliefs and aptitudes that were ranked most highly included capacity for**

⁵¹ Evaluating the Young Managers Team. A Report by the University of Cambridge Programme for Industry. Final Report. October 2005.

innovation and a global mindset. The personal commitment to a sustainable lifestyle was also pointed out as resonant across the whole field. Peer networking and experiential learning play a key role in fostering these values in young professionals.

In this current study, **respondents identified three areas which need to be addressed in future trainings.** The first is the need for understanding different perspectives, including skills in **managing multi-stakeholder relations.** The second is that the emergence of complex global issues like climate change highlighted the need for a **systems approach** to sustainability. The third is further training on **how the information and communications technology can support sustainable development.** This can highlight its use in knowledge management, fostering teams, information dissemination—e.g., through blogging—and as a tool for social change.

Although each program is unique in terms of the type of training they are providing, there is commonality in terms of the skills that those surveyed, have identified as essential in training program design.

Is there value in, as a group, identifying the central set of skills that sustainability organizations should be training the next generation of leaders to have? Can institutions develop a common set of training materials for these skills? Are some skills better suited to centralized training materials than others?⁵²

3. Reaching more young people

Current youth programs reach a limited number of young people, and most have strengths in particular regions, sectors or the type of young people they attract. Ramsar works with four young people each year from different regions, WBCSD works with 30 Future Leaders, IISD sends about 30 Canadians to organizations around the world annually, and WWF International reaches approximately 25 young people each year through their volunteer program and 22 through the Prince Bernhard Scholarships. Although LEAD has a fast growing network of 1,600 leaders in more than 80 countries, they are working more with the mid-level to senior level professionals.

Reaching more young people also includes broadening programs' geographic scope and diversity. Some organizations have remarked on the limited geographic scope of the programs being run or the lack of cultural and educational background diversity of their participants. LEAD's participants come from around the world, but few of the other programs engage developing country participants explicitly. Another notable exception is Ramsar, which selects one intern from each major region to work within its program which is based in Switzerland. In contrast, IISD's program has, for a decade, concentrated on young Canadians. As IISD and others acknowledge, when building leadership for a sustainable future, it is equally important to provide a similar experience to

⁵² See Annex 3: IISD's Skills, Beliefs, Aptitudes and Values of Sustainability Professionals.

young professionals from other countries, and especially those from developing and transitional countries. At the last IUCN World Congress, the resolution on Capacity Building of Young Professionals included the following statement, *“ensure that IUCN and its member organizations make their programmes accessible to Young Professionals from developing countries.”*

Learning across programs on how to adapt or develop programming for young people from developing and transitional countries could lead to insights as to how to address this perceived gap. Are the skills for sustainability leadership universal? What models for youth leadership programs can be developed to transfer and enhance the skills appropriate for young professionals from other countries?

This issue of country/geographical/cultural diversity is a particular subset of the broader question of how to engage a diversity of youth with varied understandings of sustainability and how to achieve it. Youth with a range of views can be found within most programs, including those with a seemingly similarly-minded target group such as young professionals in business. WBCSD noted that people come to their program with diverse expectations and understandings of sustainable development, which *“need to be managed carefully.”* Katherine Madden feels that the *“participants value the diversity of the Program as it broadens their understanding of the practical implications of sustainability in a global business environment.”* As with other programs, young people come with varied backgrounds. Responding to their expectations requires finesse, but addressing the learning requirements of someone with a sustainability specialization versus someone from mainstream business is a continual challenge. As well, managing this diversity requires considerable facilitation, communication and negotiation skills as well as awareness of how different cultures operate.

How can the use of new technology help to reach more youth? For example, the e-GLO (Earth Charter Global Learning Opportunity) training was all conducted online. A central premise of the course is that new media is a powerful tool for youth to create and use in the development, promotion, and implementation of their organization’s local sustainability and peace-building projects, and also provides a space for global communication and initiatives. Some of the organizations interviewed see the value of taking advantage of the new technologies available. Edward Kellow from LEAD commented, *“participants were increasingly expecting YouTube type presentations, short videos, sharper images, film, etc. and LEAD had to adapt to this as a result.”* WWF uses new technology as a key part of the Explore program by requiring each volunteer to develop their own web page on WWF’s Web site.

How could sustainability organizations work together to reach a larger number and broader range of young people? What could this look like, in terms of expansion of training programs or network development? How can we use new tools more effectively?

4. Building on the alumni networks

Tracking alumni of youth programs and supporting alumni networks appear to be of interest to most organizations, yet it is often addressed in an ad hoc manner because of insufficient resources. One of the goals of the survey was to discover how organizations stay in touch with the young people they train, and the challenges and opportunities that they have identified in maintaining these connections. From those (like LEAD, ELP and IISD) who are staying in contact with alumni, what is the value?

Many young people who participate in these training programs will continue to work in the field of sustainability issues. For example, IISD's internship program has played a role in inspiring 78 per cent of its alumni to continue working in the sustainability field; of the remainder, many consider that they are making a contribution through personal, sustainable lifestyles (Timmer, Creech and Buckler, 2007).

In the best cases, alumni continue to engage with one another forming a supportive network for sustainability as well as for their own career advancement. LEAD writes that the Fellows *"continually communicate with each other, meet and embark on joint projects, undertake professional exchanges, take part in international negotiations and form a support network of peers that is online and available any time of the day."* IISD alumni remark on the value to them of job postings on their listserv, of being able to connect with other sustainability professionals when traveling to or moving to another city, and of having a strong bond when engaging with alumni on common issues or negotiations. Maintaining contact with alumni holds potential value for young people currently engaged in a program as well. For example, with up-to-date alumni contact information, a current IISD intern working with the International Centre for Trade and Sustainable Development (ICTSD) can interact with those who have held that placement in preceding years. ELP has gone one step further than the other organizations in the survey and has created a mentor program between senior fellows and fellows in the first year of their fellowship. This mentoring program gives senior fellows mentoring experience while facilitating the exchange of information and resources across cohorts of fellows.

Overall, we have found that many of the programs interviewed value the importance of keeping in touch with past participants and building that network of support for lifelong learning. Organizations like LEAD, the Cambridge Programme for Industry (CPI) and IISD see value in staying in contact with their alumni. For its part, WBCSD sees the potential of its alumni as a *"network of sustainability ambassadors."* CPI and IISD both speak of expanding their alumni services, including developing communities of practice. CPI has a network of 2000 young professionals. LEAD has a network of 1,800 professionals around the world. IISD has a network of more than 300 young people. The World Economic Forum's Young Global Leaders (WEF YGL) program has 665 alumni. Forum for the Future brings together 120 alumni who have taken the initiative to self-

organize an alumni network. ELP has a network of 300 leaders from across the country. More than two-thirds of ELP's first cohort of fellows participated in ELP activities after their graduation from the program, including as new Board members, selection interviewers, grant reviewers, facilitators or participants in optional workshop or activities.

These networks are valuable to the alumni as well as to the organizations, because as the young people advance in their careers, they span sectors and issue areas and can be found at all levels of society. LEAD notes that its Fellows *"today are Mayors, Members of Parliament, heads of corporations, leaders of non-governmental organizations, ministers, newspaper editors and TV producers, scientists and global citizens."* In its own review, IISD found that the IISD internship helps young professionals identify their own career paths within the sustainability field. The majority of interns were placed with small to medium-sized NGOs or international organizations. Now, alumni can be found across all sectors and working in a variety of fields. Almost all of them have worked in more than one sector as their careers have evolved. These young people who started their career with IISD hold notable positions across Canada and around the world on sustainability issues. Forum for the Future is also in contact with its alumni: it conducts surveys asking where alumni are working and how much influence they have in their position.

For the WBCSD, the Young Managers team represents a network within member companies which is committed to pushing forward the sustainability agenda and the attendant issue of corporate social responsibility. As these young managers achieve positions of influence within their companies over time, their ability to play this role is increased. Although WBCSD has not tracked all of the successes, they have noticed the supportive role of alumni as ambassadors within the companies for which they work.

But, even for organizations like LEAD, which has trained 1,600 mid- to senior-level professionals, alumni support is *"low key and ad hoc."* There is usually one person responsible for keeping these relationships alive and there are limited financial means dedicated to supporting networking. Also, some of the networking occurs independently from the organizations that had initially hosted the training. For example, 86 per cent of those who completed IISD's internship program note that they are in touch with other past interns. It is fair to say that for many of these alumni, this includes interns they had a particular connection with, as they were from the same internship year or posted in the same city. Alumni connections are often a mix of social and professional ties. The social network created through this program is fostered by IISD but with sustained engagement by the alumni themselves.

Alumni networks appear to be facilitated in the age of the Internet. This means that, in a historically unprecedented way, there are tools available to assist with remaining in contact with relative ease. For example, e-GIO and IISD have set up a Facebook group, which allows them to

post videos, resources and photos, and engage in discussions and networking between sessions. **How can training programs take advantage of the technology available for networking these alumni across the various programs?**

Also, how is face-to-face interaction encouraged? In this sense, Forum for the Future's alumni networking is an inspiration. They have many elements common to other alumni networks, including an alumni listserv and a Facebook group, and virtual spaces where alumni actively dialogue on projects they are engaged in. The Forum is unusual in its emphasis on meeting once a year to provide formal leadership training. About 2/3 of their alumni attend and are able to reconnect with each other. There is no money for travel but the other costs are covered: room and board are free and there are no training fees. The costs are covered by the Leadership Trust.

The LEAD Network has an alumni database for practitioners in sustainable development that is searchable by the public. It includes 1,800 LEAD Fellows from 90 countries, trained in leadership for sustainability, and the international and national LEAD management staff. This database also includes experts who are part of LEAD's global training faculty. An online database provides alumni with the opportunity to edit their own contact information online, and decentralizes the management (and resource intensity) of such initiatives. Beyond such centralized networks, alumni stay in touch with one another through "permanent" e-mail addresses. For organizations, this makes it easier for them to (re-) establish connections with lost alumni through alumni they already have contact with. Also, Web searches help relocate alumni and connect them back into an alumni network.

Is there value in working with a variety of sustainability organizations to cross-network the alumni and create a larger social network of young SD professionals? What will the benefit be to SD in general; and to SD organizations in particular?

5. Expanding training program evaluation

More than 90 per cent of the programs interviewed indicated that they have some form of evaluation. Ramsar conducts formal and informal evaluations of the interns' work at six months, 18 months and the end of the internship. WWF and IISD have interns complete evaluation forms. WWF also assesses specific impacts of the youth program within the field projects (e.g., whether the local communities are taking more interest in the field project because there is a young, foreign, volunteer working with them).

For the e-Glo, the evaluation was conducted in a participatory manner, with surveys after each session and a comprehensive survey conducted online through SurveyMonkey.com. Participants measured the course against the course objectives and found that it succeeded in bridging the digital divide in most cases, building digital storytelling skills, providing a safe environment to discuss

global challenges and opportunities, and creating a strong network. Some organizations have hired a consultant to conduct an overall evaluation of the program. As an example, “In 2005, the WBCSD undertook an outside evaluation in order to provide a more thorough understanding of the range of its impacts on participants and member companies and to identify ways in which its effectiveness can be enhanced in the future.”⁵³ Many conduct surveys with the participants upon completion of the course. For LEAD, people self-assess before coming to the program, there is a check-in with participants during the training, and there is both a verbal participatory evaluation and a formal written evaluation at the end of the course. Edward Kellow from LEAD commented, “*that it is very difficult to have participants submit follow-up evaluations upon completion of the course.*” He also mentioned, their evaluation techniques can be improved. This was echoed by many of the survey participants. Organizations use a wide variety of techniques depending upon the purpose of their learning. These include surveys, entry and exit interviews, tracking accomplishments of the participants during and upon completion of the program, anecdotal evidence, self-assessments that program participants might be actively engaged in.

Is there value in pooling program evaluation efforts in order to improve the quality and utility of the current evaluation of individual programs, particularly given that such efforts may also serve to collectively make a larger contribution to supporting the next generation of sustainable development leadership?

Collaboration across programs on evaluation through the development of common evaluation questions, which are then posed and explored by multiple programs, could serve to capture and document the lessons across programs and result in better articulation of cross-program theory, logic, and conceptual frameworks, and greater efficiencies in design of evaluation instruments and processes. It would provide SD organizations with an additional way to influence the broader professional networks they frequent by placing their evaluation findings in a context that is larger than individual programs.

6. Building capacity of young professionals on staff

In addition to asking the organizations about their formal youth programming, the survey also posed questions about how they build the **capacity of their young professional staff**. What staff training programs exist within these organizations (e.g., mentorship, peer-to-peer, short courses...)?

Many of the organizations interviewed do not have formal structures set in place to train their young professional staff. A study conducted by IUCN highlighted the very limited and ad hoc approach to building the capacity of young professionals to expand their knowledge, expertise and networks in

⁵³ Evaluating the Young Managers Team. A Report by the University of Cambridge Programme for Industry. Final Report. October 2005

order to move into more senior positions either within IUCN or beyond.”⁵⁴ IUCN is in the process of trying to develop an in-house training program for staff. They are also looking at the possibility of offering an exchange of staff from country offices to Gland and vice versa. IIED recently conducted an employee survey which highlighted the need for them to improve in the following areas: career pathway, learning and development, and skills development. These needs were particularly highlighted by their young staff. IISD also had similar results from a past employee survey. As a result of conducting their employee surveys, IISD and IIED each decided to set up a central training budget from which their staff can apply for financial assistance to attend outside training courses, workshops, and conferences. WWF does offer training programs for its staff which include: introduction courses, online modules, changemakers workshops, etc. Overall, many young professionals within the NGO sector are feeling a lack of support and mentorship from executives and senior staff which can lead to frustration among these next generation leaders.

A link was made between formal youth programs and staffing by some of the respondents. It was felt that when young people are nurtured within the context of an organization, either as staff or interns, they strengthen that organization’s overall staffing capacity into the future. Nick Greenwood of IIED sees the human resources element clearly, and the legacy that engaging with youth can bring to the organization. IIED has not yet established a formal training program for young professionals, but it is not because they don’t see value in it. *“There is so much work at IIED that people are not able to stop and think about the long-term sustainability of IIED. We would love to do something similar to IISD’s internship program, and have the benefit of young people familiar with the organization that might stay on with us.”* Host organizations that have benefited from IISD’s internship program often keep the young people on as staff—the International Centre for Trade and Sustainable Development, the World Business Council for Sustainable Development and the United Nations Environment Program (UNEP) are among those who have extended the contracts of their interns, sometimes for years, and in several cases promoted them within the organization including to management level.

What internal structures are needed in sustainability organizations to ensure young professionals’ careers can be fostered? These structures include the means for moving up the ladder internally or transitioning into different sectors or organizations. A recent study noted that the best and brightest are choosing to work more independently, with multiple affiliations, rather than make a full time commitment to a specific institution. Sector switching (from NGOs to private sector to government and back) is becoming a recognized practice.⁵⁵

⁵⁴ Conservation Leaders for Tomorrow Initiative “Providing opportunities for young professionals in conservation,” July 2006

⁵⁵ See the recent article in Corporate Knights:

http://www.corporateknights.ca/content/page.asp?name=sector_switchers

In the study, it was recognized that many organizations will have to change how they engage and train their staff. As Dominic Stucker, International Youth Coordinator for the Earth Charter International states,

“More and more, organizations will have to shed their institutional egos and hold a common sustainability vision firmly in hand, being less concerned about the “ownership” of their youth or alumni networks. ECI has adopted a strategy of “decentralized empowerment for scaling up,” recognizing that linear growth in the sustainability movement is not enough. We urgently need exponential—or viral—growth in the numbers and capacity of young leaders if sustainability is to be achieved. This is better achieved through a decentralized movement as opposed to a hierarchical structure.”

As leading sustainable development organizations, are we playing a strong role in grooming our own young professionals to meet the challenges we have ahead of us to ensure a sustainable world for future generations? Are we grooming these young professionals for the imminent loss of significant numbers of older established leaders in this field? In a recent study, “while for-profit companies fill 60 to 65 per cent of their senior management positions by hiring from within, nonprofits, by contrast, tend to look for executive talent outside their ranks. Recent data indicate that less than a third of non-profit chief executives are internal hires. With no clear career paths inside their own organizations, talented non-profit staff members must work harder to develop the skills and networks they will ultimately need to lead their own shops.”⁵⁶

Nurturing young professional staff is an issue which cuts across IUCN, its member agencies, Commissions and secretariat. While some organizations are further ahead in tackling the complexity of the generational leadership handoff than others, some are lagging behind. Organizations would benefit from a dialogue and an exchange of best practices and lessons learned in this area.

How do we work more effectively internally to strengthen the capacity of our entry to mid-level young professional staff to take on more leadership roles? How can sustainability organizations facilitate their ability to develop a career in sustainability, including transferring skills from one institution and sector to another?

7. Finding the resources to run and enhance youth programming

In this and other studies of youth programming, one of the continual key challenges is securing sufficient resources for the program. The value to young people as well as to the organization is recognized. However, questions remain: **what is the appropriate resource intensity for the coordinating organization? Where does the funding come from?** And how does one decide on the appropriate split between funds spent on the youth and training materials, and funds for the coordinating staff and organization?

⁵⁶ Meyer Foundation, 2008.

Most programs have one or more Full-Time Equivalent (FTE) staff in charge of coordinating youth leadership programs. Since these types of programs are usually quite labour intensive, staff responsibilities can become overwhelming making it difficult for them to take the time to reflect and grow the program. The WBCSD evaluation identified this issue as a real constraint, *“Katherine Madden’s time is primarily taken up with managing short-term issues, such as the coordination of meetings, the building of relationships within each YMT year and the positioning of the YMT within WBCSD meetings, with little room for strategic thinking, evaluation.”* In the case of IISD, there are 1.5 staff (depending upon the time of year) managing the various components of their training program. Program Manager, Carolee Buckler also notes that it is a challenge to find time to implement the changes which may be needed year to year and to strategically think on pathways for program expansion and growth; time becomes further constrained by the ongoing need for fundraising.

For organizations that are involved in training young professionals as a small part of what they do, the staff person managing the program may feel somewhat isolated without colleagues to turn to for feedback and advice.

In addition to these issues, there is limited funding available to support leadership development programs. In recent years, both LEAD and IUCN tried to source funding for new project initiatives to support the next generation of leaders. IUCN has been trying to source funds for the Conservation Leaders for Tomorrow Initiative since 2006. LEAD did not receive foundation support for its piloted international youth internship program. Instead, participants paid to be part of the program and, unfortunately for the program, this method did not work and the program was short-lived.

For some, the level of resources identified in the table (Annex 5) is adequate. Others, like IIED, Ramsar and IISD envision growth in the resources they invest. Ramsar’s current strategic plan includes the commitment to: *“Provide financial support, where possible, for expanding the Bureau’s internship training program.”* IISD is currently fundraising to expand their program and is realizing that it takes a lot of time and effort to cultivate the relationships and to convince foundations and the corporate sector of the value of investing in training the next generation of sustainable development leaders.

Next Steps

Through this study, we found that there are a number of organizations who provide fellowships, internships, leadership seminars, and skills training. These program are all laudable in their own right, however in order to address the morass of issues that the sustainable development community is currently facing, a more concentrated coordinated effort is required.

The impetus to ensure that young professionals acquire these skills and values is gaining momentum. The range of organizations and programs interviewed for this paper demonstrate that, around the world, the training of young sustainability leaders is becoming a pressing concern. Some train young people within an organization, while others offer short, focused training experiences. They all seek to empower the next generation with the skill set necessary for taking leadership roles in shaping their future. Although there are programs that engage young people from developing countries and countries-in-transition,⁵⁷ training needs to be expanded greatly so that around the world, young professionals are provided with the opportunities to learn and ultimately to lead their own countries—and the world—towards sustainability.

In response to the survey findings, IISD is collaboratively developing a consortium of institutions, who believe building the capacity of the next generation is essential for a sustainable future. The consortium will begin to address some of the key issues raised in this paper including the following:

- how to attract and train a new generation in leadership for sustainability,
- identifying the central set of skills that sustainability organizations should be training the next generation of leaders to have;
- harnessing the use of new technology; and
- creating a larger social network for change.

It is our hope that by the next IUCN Congress in 2012, the consortium will have trained many more new leaders for sustainable development. These dynamic leaders will become the champions of sustainability within IUCN member organizations, the private sector, governments and international agencies. Long-term sustainability cannot be achieved without investing in people.

⁵⁷ For example, the LEAD program, Ramsar's internships, the African Development Bank's Young Professionals Program.

Annex 1: Details about Organizations' Young Professionals Programs

Organization	Program	Target	Length of Program / Scope	Description
WWF International	<i>Young Volunteer Program</i>	Entry level (20-27 years)	2-3 months, global program based in Madagascar but starting field placements in Fiji, Bhutan and India as well.	Started in 2005, the programme aims to provide a global view of conservation for a select number of young people from around the world. The youth are not required to be pursuing a career in conservation but WWF believes they will contribute through their sphere of influence.
	<i>WWF Prince Bernhard Scholarship</i>	Mid-level	One year or less Only nationals from Africa, Asia, Latin America/Caribbean, Eastern Europe and the Middle East will be considered.	The aim of the WWF Prince Bernhard Scholarship Fund (PBS) is to provide financial support to individuals wishing to pursue short-term professional training or formal studies that will help them contribute more effectively to conservation efforts in their country. As a priority, PBS supports mid-career training for those working in the field of conservation and associated disciplines directly relevant to the delivery and promotion of conservation (i.e., media, law, education). Applications are encouraged from those seeking to build skills in specific subjects that will enhance their contribution to conservation. In particular women, and people working for non-governmental or community-based organizations, are encouraged to apply.
WWF Canada	<i>Young Leaders for a Living Planet</i>	13-17 years	One week program. Up to forty outstanding youth from BC will be selected to participate. Participants will	The Earth Flotilla is an energizing six-day voyage of discovery and learning about how humanity can live in balance with the natural world. Young people participate in several place-based workshops on land

Organization	Program	Target	Length of Program / Scope	Description
			<p>spend most of their time in small groups of ten with an experienced Group Leader, as well as a Voyage Mentor who is an environmental expert.</p> <p>Another component is the Footprint Challenge, carried out by groups of youth in their community.</p>	<p>and on ship in the islands and waterways between Vancouver and Victoria. They spend most of their time in small groups of ten with an experienced Group Leader, as well as a Voyage Mentor who is an environmental expert.</p> <p>The Footprint Challenge is for high school students. It gives youth the ideas and inspiration needed to coordinate a project in your community that engages you and your friends in making a difference to the health of our planet. Through Lifestyle Changes, Advocacy, and Public Engagement the Footprint Challenge has been designed to motivate and mobilize youth in communities around Canada while at the same time supporting WWF-Canada's efforts to protect our living planet.</p>
LEAD International	<i>LEAD Fellows Program</i>	Mid-career (25 to 45 years)	6 months – 17 face-to-face training days organized into three residential modules over six months	The LEAD offices across the world deliver training programmes that challenge traditional notions of leadership with progressive participatory techniques. Using LEAD's experiential learning approach, their participants learn through multi-stakeholder dialogue, systems thinking, and inclusive cross-cultural processes
	<i>Next Generation Development Program</i>	Mid-career (20's to early 40's)	2 week training period. HSBC is sending approximately 80 to 85 of their best middle management employees from the world over to 6 sites in India, where a LEAD India fellow has been working.	LEAD has recently developed a new training program in partnership with HSBC. The project is specially designed for HSBC employees (targeted at the emerging leaders at HSBC banks). The program trains them in business focus solutions for sustainable development. The objective is to deliver a global leadership development program that

Organization	Program	Target	Length of Program / Scope	Description
			While in India, they will directly interact with the local communities, understand their situation, and make a concrete set of recommendations.	optimizes engagement and develops skills required by future leaders. It also aims to develop a commitment to and understanding of the principal of sustainable business practices, and to understand the impact business has on stakeholders.
The World Business Council for Sustainable Development (WBCSD)	<i>Future Leaders Team</i>	Early to career (20's mid-30's)	The program is for an 8 month period. It will bring together approximately 30 high potential future leaders. The program is clustered around three face-to-face meetings by the group as a whole, with participants working independently and together virtually	The FLT was designed to enhance sustainability-related knowledge, learning and networking among today's high potential Young Managers. Its primary objectives are: <ul style="list-style-type: none"> • To mainstream sustainability within the business community by creating a network of sustainability ambassadors; • To share sustainability learning and experiences among tomorrow's leaders; • To provide innovative and challenging thinking to the WBCSD network.
International Institute for Environment and Development	<i>Richard Sandbrook Scholarship</i>	University level (20 to mid-30's)	3 month internship at either IIED or IUCN	Special Scholarships provide a student from Exeter College with a bursary to work for either IUCN or IIED for a 3 month period. The internship will be tailored to the student's specific capabilities, but will most likely entail some time spent in developing country. This internship is open to graduates in their second year and above, and undergraduates in their second year and above.
	<i>Richard Sandbrook Fellows</i>	Mid-career level	Short periods of time	This is a new fellowship scheme which seeks to demonstrate the international character of IIED, and its commitment to mutual exchange of perspectives with people and organizations around the world. The scheme is being piloted for a three year period

Organization	Program	Target	Length of Program / Scope	Description
				with 15 fellows, who are generally mid-career professionals with whom IIED has been working. If the pilot proves to be successful, IIED would like to name the next intake the Richard Sandbrook Fellows. Fellows are expected to spend some time at IIED offices in the UK, contributing to particular projects and the wider strategic development of the Institute as a whole as part of an ongoing relationship.
	<i>IIED Internships</i>	University level (20-30 years)	2-4 month placements	IIED has a partnership with Kings College MA Environment and Development where by 4-5 students per year are placed with IIED for a period between 2-4 months. They learn how IIED operates and they work on a project and produce a report. Number varies each year depending upon IIED's capacity to host them. This yr only had one.
Ramsar Convention Secretariat	<i>The Ramsar Internship Programme</i>	Entry Level (The upper age limit of applicants is 30 years old)	18 month positions supporting their regional programs based in Geneva	The Ramsar Internship Programme initiated in 1997 supports four regionally-oriented positions, one each for Africa, the Americas, Asia, and Europe; all are normally one-year to 18-month positions and the Secretariat posts announcements in advance of each new vacancy. Candidates should be nationals of countries from the region being applied for. The posts offer an opportunity for young graduates to become acquainted with the workings of an intergovernmental treaty dealing with the conservation and sustainable use of natural resources and, more specifically, wetland ecosystems.
The	<i>ELP Fellowship</i>	Entry to Mid-level	Two-year fellowship. For	The Environmental Leadership Program (ELP)

Organization	Program	Target	Length of Program / Scope	Description
Environmental Leadership Program (ELP)		(Have approx three to ten years of experience)	<p>Nationals of the U.S. Fellows continue in their full-time employment or studies during the fellowship. During both years of the fellowship, fellows must attend two five-day retreats, one in the spring and one in summer.</p> <p>In addition to the retreats, fellows have assignments and activities throughout the year that average about 10-15 hours per month.</p>	<p>nurtures a new generation of environmental leaders characterized by diversity, innovation, collaboration, and effective communications. ELP addresses the needs of relatively new environmental activists and professionals by:</p> <ul style="list-style-type: none"> - Connecting them with peers through regional and national networks; - Providing training and other learning opportunities to develop their leadership capacity; - Linking them with experienced environmental leaders through substantive interactions and mentoring opportunities; - Offering activity grants and technical support to help them implement innovative projects; and - Focusing attention on the need for the environmental community to nurture the next generation of leaders.
Forum for the Future	<i>Masters in Leadership for Sustainable Development</i>	UK citizens and residents who are of graduate or equivalent status	<p>10-month programme</p> <p>Your learning, through lectures delivered by the best minds available, is applied in the real world on work placements arranged by Forum for the Future through our extensive network of contacts.</p>	<p>Since 1996, Forum for the Future Masters in Leadership for Sustainable Development has been training the sustainability leaders of the future. In 2005, they celebrated the graduation of the 100th UK student, and many graduates are already making their mark as think-tank directors and government advisers. The programme is validated as a Masters in Professional Studies by Middlesex University. At the heart of the 10-month programme is the link between learning about the concept and practice of sustainability and applying those ideas in the real world. Students take up placements in six sectors.</p>
International	<i>Young Canadian</i>	Canadians under	25-30 young Canadians are	IISD has made the transfer of leadership to the next

Organization	Program	Target	Length of Program / Scope	Description
Institute for Sustainable Development (IISD)	<i>Leaders for a Sustainable Future (IISD Internship)</i>	the age of 30 years	placed for 6 month internships with IGOs and NGOs in developed and developing countries.	generation one of the institution's strategic objectives. The organization has a decade-long experience with youth leadership development, through its internship program as well as employment of young professionals. Currently, IISD sends between 25 and 30 young professionals to work with IGOs/NGOs on 6 month placements. There is an orientation 7- 10 day training program session before the interns depart as well as a debriefing after the program. The interns network with each other during their placements, and continue to do so long after, through IISD's alumni program.
The International Union for Conservation of Nature (IUCN)	<i>IUCN Commission on Education and Communication Buddy Program</i>	Age 14-63	CEC Member are matched with young people who have a strong interest in sustainability. The individual matching of younger and older in a buddy system offers both participants a unique opportunity for meaningful exchange and two-way learning. This takes place between April to October 2008	This will be a small, short-term experiment, Frits explains: "It will involve coaching and mentoring younger people about how to go about learning about sustainable development. If you are older, you bring to the table a lot of experience about how things work. If you are young, you bring to the table a lot of new ideas. For example, at CEC, we might learn about new media, while a young person might learn about careers in sustainability."
	<i>Conservation Leaders for Tomorrow</i>	Age 20-35		The Conservation Leaders for Tomorrow Initiative recognizes the importance of empowering talented young professionals and providing them with the opportunity to: develop their careers in conservation, actively participate in the conservation agenda, and contribute insights, including fresh and

Organization	Program	Target	Length of Program / Scope	Description
				<p>innovative ideas.</p> <p>1. A model conservation career development programme is developed within IUCN in consultation with key members and partners and communicated to other organizations.</p> <p>2. Conservation institutions have programmes to recruit and invest in capacity building of young professionals to assume responsibility for conservation actions.</p> <p>Partnerships are forged with key partners, such as the World Business Council for Sustainable Development to formalize means to acquire key skills.</p>
	<i>Other Initiatives</i>			<p>There are a number of other youth related activities under way in which IUCN is either leading or involved in:</p> <ul style="list-style-type: none"> ▪ the Environmental Law Centre's growing experience with interns, students and research fellows ▪ The experience of regional offices with mechanisms such as Junior Professional Officer programmes of donors, research scholarships, volunteers, internships ▪ IUCN Alcoa Foundation Fellowship
Earth Charter International	e-GLO	International Youth 15-30	A 4 month long online course that met 8 times for 3 hours in a cutting-edge online seminar room,	e-GLO attracted applications from around the world. Twenty eight youth aged 15-30 completed the course, hailing from 23 different countries on both sides of the digital divide. One third of the participants were women and another one third from rural areas. Early session introduced the Earth

Organization	Program	Target	Length of Program / Scope	Description
				<p>Charter and provided a space for participants to get to know one another. Then, courses became more skills focused, for example including workshops on blogging, interviewing, social and environmental documentaries, photography, and animation. Sessions also focused on grass roots community organizing, facilitation and team-building skills, and different learning styles.</p>
WCPA	IRF/WCPA Young Conservationist Award	<p>Young people working in conservation and actively managing protected areas. This includes all people working in protected areas, such as (but not limited to) rangers, interpreters, people working with local communities, policy makers, scientists, and, includes people working for government agencies, the private sector,</p>	<p>IRF/WCPA Young Conservationist Award Certificate , Membership in WCPA, the world's premier network of protected area experts, Publicity on WCPA and IRF Web sites</p>	<p>This award will be offered annually, and aims to recognize and raise awareness of the outstanding contributions made to the management of protected areas and leadership shown by young conservationists. It also seeks to encourage young professionals and help them develop networks by inviting winners to join WCPA.</p>

Organization	Program	Target	Length of Program / Scope	Description
		non-government organizations, local communities, etc		
	IUCN/WCPA and CIPAM Scholarships (2005-2006)	Young people working in conservation	The Scholarships included travel, accommodation and tuition fees	Scholarships provided a short course on 'Management of Wildlands and Protected Areas', which is offered in Spanish, in Colorado, USA. The second scholarship was to attend the 'International Seminar on Protected Area Management', an English seminar in the Northern Rocky Mountains, Montana, USA. The Scholarships included travel, accommodation and tuition fees, and will hopefully be offered again this year.

Annex 2: Program Contact Information and Descriptions

1. Trevor Rees – Senior Programme Manager
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LEAD is an international non-profit organisation with a fast growing network of 1600 leaders in more than 80 countries. Their shared mission is to inspire leadership for a sustainable world. They do this by searching worldwide for outstanding people, developing their leadership potential through their innovative training programmes and working with them to mobilise others to make a real difference to the future of this planet.

The LEAD offices across the world deliver training programmes that challenge traditional notions of leadership with progressive participatory techniques. Using LEAD's experiential learning approach, their participants learn through multi-stakeholder dialogue, systems thinking, and inclusive cross-cultural processes.

2. Katherine Madden Manager, Implementing Sustainable Development
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The World Business Council for Sustainable Development (WBCSD) Future Leaders Team (FLT), is designed to provide a unique learning experience among business professionals who are just starting out in their careers. This program creates a network of dynamic business leaders to act as sustainable development ambassadors in their companies and in society. The Future Leaders help to provide business leadership as a catalyst for change towards sustainable development and to support the business license to operate, innovate and grow.

The WBCSD is a CEO-led, global association of some 200 companies dealing exclusively with business and sustainable development. The Council provides a platform for companies to explore sustainable development, share knowledge, experiences and best practices, and to advocate business positions on these issues in a variety of forums, working with governments, non-governmental and

intergovernmental organizations.

3. Nick Greenwood; Human Resources Manager
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Richard Sandbrook Special Scholarship will provide a student from Exeter College with a bursary to work for either IUCN or IIED for a 3-month period. The internship will be tailored to the student's specific capabilities, but will most likely entail some time spent in developing country. This internship is open to graduates in their second year and above, and undergraduates in their second year and above.

Richard Sandbrook Fellows is a new fellowship scheme which seeks to demonstrate the international character of IIED, and its commitment to mutual exchange of perspectives with people and organizations around the world. The scheme is being piloted for a three-year period with 15 fellows, who are generally mid-career professionals with whom IIED has been working. If the pilot proves to be successful, IIED would like to name the next intake the Richard Sandbrook Fellows. Fellows are expected to spend some time at IIED offices in the UK, contributing to particular projects and the wider strategic development of the Institute as a whole as part of an ongoing relationship.

The relationship is seen as reciprocal, with likely visits and joint activity with the Fellow's host institution, where appropriate. For further information on the fellowship scheme, please contact Sarah Henson at

IIED has a partnership with Kings College MA Environment and Development where by 4 5 students per year are placed with IIED for a period between 2 – 4 months. They learn how IIED operates and they work on a project and produce a report. Number varies each year depending upon IIED's capacity to host them. This yr only had one.

4. Valerie Higgins, Program Director
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The Ramsar Internship Programme initiated in 1997 supports four regionally-oriented positions, one each for Africa, the Americas, Asia, and Europe; all are normally one-year to 18-month

positions and the Secretariat posts announcements in advance of each new vacancy. Candidates should be nationals of countries from the region being applied for. The posts offer an opportunity for young graduates to become acquainted with the workings of an intergovernmental treaty dealing with the conservation and sustainable use of natural resources and, more specifically, wetland ecosystems. The upper age limit of applicants is 30 years old.

The Convention on Wetlands, also known as the Ramsar Convention from the name of the city in Iran where it was signed in 1971, is an intergovernmental treaty which provides the framework for national action and international cooperation in the conservation and sustainable use of wetland biodiversity and resources. It is the first of the modern global conservation treaties and is still the only one devoted to a specific ecosystem.

5. Moia Hartop Soutter
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The **WWF Prince Bernhard Scholarship Fund** for Nature Conservation was established in 1991 in honour of WWF's Founder President, the late HRH Prince Bernhard of the Netherlands. The goal of the Scholarship Fund is to help build the next generation of people who will become the conservation leaders of the future.

The aim of the WWF Prince Bernhard Scholarship Fund (PBS) is to provide financial support to individuals wishing to pursue short-term professional training or formal studies that will help them contribute more effectively to conservation efforts in their country. As a priority, PBS supports mid-career training for those working in the field of conservation and associated disciplines directly relevant to the delivery and promotion of conservation (i.e. media, law, education). Applications are encouraged from those seeking to build skills in specific subjects that will enhance their contribution to conservation. In particular women, and people working for non-governmental or community-based organizations, are encouraged to apply.

2008 WWF Science Internships. The following internships are available at the World Wildlife Fund – United States. They are designed typically for graduate students, although some may be appropriate for advanced undergraduates. Projects can be undertaken over the summer (with extensions, as necessary, into the fall semester). Most projects could also be extended over the

course of one or two semesters as part of a student's course work or thesis requirements; advance arrangements would be necessary with faculty advisors. Internships are typically unpaid unless otherwise noted, but facilities, library resources, and computers at WWF headquarters are available. Hours are flexible. To qualify for an unpaid internship, the student must provide documentation that they are receiving credit from their university, or that the work they will be performing is consistent with a course requirement.

The WWF Youth Volunteer Programme enables small teams of committed and outstanding young people, aged 20-27, to have 2-3 month volunteer experiences working with WWF field projects in Madagascar, India, Bhutan and Fiji. The goal of the volunteer programme is to provide a powerful, direct experience of the unique challenges developing nations face in protecting their environment and its assets.

6. Jeff Gibbs
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WWF Canada's **Young Leaders for a Living Planet Program** started in the spring of 2008, and helps youth get involved in exploring, understanding and engaging through hands-on projects. WWF's goal is to empower youth with knowledge, skills, and an inspiring network of friends, so they can take action to protect our fragile earth. Depending upon age and location, there are two ways to get involved in the Young Leaders for a Living Planet program:

The **Earth Flotilla** is an energizing six-day voyage of discovery and learning about how humanity can live in balance with the natural world. Young people participate in several place-based workshops on land and on ship in the islands and waterways between Vancouver and Victoria. Facilitated by knowledgeable specialists who are implementing innovative solutions to environmental degradation, young people are part of a team investigating fresh ways of tackling the challenges our planet faces. Outstanding youth from BC between the ages of 13-17 years old were selected to participate in the Earth Flotilla, March 16-21, 2008. They spend most of their time in small groups of ten with an experienced Group Leader, as well as a Voyage Mentor who is an environmental expert.

The Footprint Challenge is for high school students who want to DO SOMETHING to help ensure a future for our living planet while having fun with friends. The Footprint Challenge gives youth the ideas and inspiration needed to coordinate a project in your community that engages you and your friends in making a difference to the health of our planet. Through Lifestyle Changes, Advocacy, and Public Engagement the Footprint Challenge has been designed to motivate and mobilize youth in communities around Canada while at the same time supporting WWF-Canada's efforts to protect our living planet. Lifestyle Changes, the first part of the Footprint Challenge, focuses on the day-to-day choices that individuals can take to decrease their own eco-footprint. The second part, Advocacy, challenges individuals to write a letter to a governmental official, a company, or an organization about a sustainability issue that they believe needs to be addressed. Finally, Public Outreach involves creating a Low Power Hour in the individual's school or community encouraging minimal energy use for an hour. Though the Footprint Challenge is already underway in communities across British Columbia it can take place over several weeks at any time of the year.

7. Errol Mazursky
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The Environmental Leadership Program (ELP) nurtures a new generation of environmental leaders characterized by diversity, innovation, collaboration, and effective communications. ELP addresses the needs of relatively new environmental activists and professionals by:

- Connecting them with peers through regional and national networks;
- Providing training and other learning opportunities to develop their leadership capacity;
- Linking them with experienced environmental leaders through substantive interactions and mentoring opportunities;
- Offering activity grants and technical support to help them implement innovative projects; and
- Focusing attention on the need for the environmental community to nurture the next generation of leaders.

The Environmental Leadership Program is a national, two year program that supports early career activities, professionals, and academics from diverse backgrounds, communities and sectors.

8. Gillian Martin-Mehers
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IUCN's Learning and Leadership Unit works with IUCN staff, members, partners and projects to learn, lead and convene. With facilitative leadership, individuals at all levels of the organization, are able to create environments around them where different perspectives can be shared, where generative conversations produce intelligent and innovative results, and where parties to the process are committed to ensuring that the outcomes are embedded within the systems that produced them. The Learning and Leadership Team works with this notion of leadership by both building the capacities of individuals within our organization to adopt facilitative leader behaviour, and to demonstrate this kind of leadership in the facilitation work we do with teams and partners.

9. Caroline Redrup
IUCN – The World Conservation Union
Gland, Geneva, Switzerland
She no longer works at IUCN

IUCN, the International Union for Conservation of Nature, helps the world find pragmatic solutions to our most pressing environment and development challenges. IUCN supports scientific research; manages field projects all over the world; and brings governments, non-government organizations, United Nations agencies, companies and local communities together to develop and implement policy, laws and best practice. IUCN is the world's oldest and largest global environmental network. IUCN is a democratic membership union with more than 1,000 government and NGO member organizations, and some 10,000 volunteer scientists in more than 160 countries. IUCN's work is supported by 1,100 professional staff in 62 offices and hundreds of partners in public, NGO and private sectors around the world. IUCN's headquarters are located in Gland, near Geneva, in Switzerland.

10. Dominic Stucker
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The Earth Charter Youth Initiative (ECYI) is coordinated by the International Youth Coordinator and the elected 12-person Youth Leadership Team. We also have 2 youth representatives on our Council. The ECYI is a bold, dynamic, and diverse network of individual members, youth groups, and partners in over 50 countries around the world, convinced that urgent action is required to bring about a just, sustainable, and peaceful world. To learn more, visit: <http://www.earthcharterinaction.org/youth/>

e-Glo Online Training - within the ECYI, they make special efforts to train and empower young sustainability leaders. Specifically, they just completed our first-ever **e-GLO course (Earth Charter Global Learning Opportunity) entitled “Digital Storytelling and Community Leadership.”** The premise of the course is that new media is a powerful tool for youth to create/use in the development, promotion, and implementation of their organization’s local sustainability and peacebuilding projects, in addition to providing a space for global communication and initiatives.

“Campaign for Intergenerational Partnership for Sustainability” - in partnership with key youth networks and the IUCN’s CEC. The idea behind intergenerational partnership is that it is essential to bring together the experience of the older generations with the innovation of the younger ones if we want to achieve a just, sustainable, and peaceful world. Intergenerational partnership can take many forms, including between organizations or between individuals.

11. Cassie Wright
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WCPA Task Force on Young Professional Involvement - to promote and develop mechanisms for increasing the involvement of young professionals in the WCPA, towards ensuring the retention of WCPA institutional knowledge and bringing in new perspectives and ideas. Specific objectives:

1. To promote youth in the recruitment of WCPA Regional membership, and youth participation in all task forces and projects.
2. To develop and encourage delivery on a WCPA young professional involvement Action Plan.
3. To ensure that young professionals (under 35 years) are considered in membership

development and renewal mechanisms, including working with regional vice-chairs to meet the 10% target for membership (including analysing the current age structure).

4. To develop and encourage mentoring arrangements.
5. To provide guidance to WCPA on young professional issues, including the development of action plans for the regions and strategic directions, and to participate in key WCPA meetings as appropriate.
6. To develop the role of WCPA in providing professional development opportunities (and a register of others available) for young conservationists including awards (e.g. IRF/WCPA youth award), scholarships (e.g. CIPAM scholarship) and internships, and facilitating young professional involvement in key events.
7. To provide a mechanism for the WCPA to engage with young professionals working in protected areas, and to act as a liaison point for WCPA on the young professional initiatives occurring more broadly within the IUCN and conservation sector.
8. To contribute content to the YP page of the WCPA website.

Annex 3: Skills, Beliefs, Aptitudes and Values of Sustainability Professionals

This is the list of 21 skills identified as important to sustainability professionals at entry, mid-career or leadership positions within the survey recently conducted by IISD (Timmer, Creech and Buckler, 2007). It is complemented by a list of beliefs, aptitudes and values.

List of 21 Skills

1. **Staff and team management** (with the ability to delegate and manage complex tasks and competing priorities)
2. **Long-term planning** (orientation to and planning for longer-term outcomes, as compared to an immediate-results orientation)
3. **Project management** (process of setting and delivering project goals, objectives, tasks, timelines, results and assessment against objectives)
4. **Financial skills** (understand the organization's bottom line, budget development – including cost estimates – and other fiscal responsibilities)
5. **Donor or client relations** (management of donor or client relations, including reporting skills)
6. **Communication skills** (excellent written and oral communications skills, proficiency in a second language)
7. **Translating complex ideas** (ability to "translate" complex or scientific issues into simple and clear messages)
8. **Analytical rigour** (including the ability to frame appropriate research questions or policy advice)
9. **Knowledge management** (literacy in electronic communications, virtual collaboration and other knowledge management skills)
10. **Influencing strategy** (understanding of how to influence and promote change, including what it means to be a "change agent" for sustainability)
11. **Awareness of stakeholder roles** (understanding the roles of different actors in sustainability, including the importance of involving stakeholders in decision-making)
12. **Geo-political awareness** (understanding of the geo-political context in which one is working)
13. **Facilitation skills** (skilled at mediating different interests, including good listening, clarifying, questioning and responding skills)
14. **Network management** (ability to foster and manage strategic external partnerships, networks and alliances; organize compelling meetings / conferences)
15. **Systems approach** (ability to think about systems, both ecosystems and social systems)
16. **Understanding global institutions and processes** (understanding the modes of operation for major global institutions – e.g., UN, World Bank – and how to engage with them)
17. **Understanding private sector** (understanding the modes of operation for major private sector actors and how to engage with them, understanding the economic dimensions of sustainability)
18. **Managing unpredictability** (skilled at operating under adverse or unpredictable conditions,

- e.g. field work, difficult or changing political landscapes, scientific uncertainty, etc.)
19. **Bridging disciplines or sectors** (understanding of integrated decision making, capacity to bridge disciplines and sectors)
 20. **Bridging cultures** (adept at working outside of one's own cultural context or community, including in another country or culture)
 21. **Managing diversity in the workplace and socially** (effective interaction on a social and professional basis with people of differing backgrounds: gender, race, culture, values, attributes...)

List of 15 Beliefs, Aptitudes and Values

1. **Global mindset** (includes looking beyond local and national boundaries as well as understanding responsibility as global citizens)
2. **Rooted in community** (a sense of self-worth and rootedness in one's own culture and community)
3. **Thirst for global awareness** (seek out knowledge of world affairs and cultures and recognition of the interconnectedness of the world)
4. **Equity** (concern for disparities and injustices, a commitment to human rights and to the peaceful resolution of conflict)
5. **Sense of urgency** (desire to move from awareness to knowledge to action, appreciation of finite nature of the planet's resources)
6. **Passion for sustainability** (sense of hope and a positive personal and social perspective on the future)
7. **Capacity for innovation** (encourage decision-making across disciplines, understand interdependence between environmental, economic and social systems, open to new ideas, appreciate role of human ingenuity, challenge the *status quo*)
8. **Embrace a learning culture** (striving to continually improve quality of life and one's skills)
9. **Accept trade-offs** (among conflicting goals and long-term perspective or complex nature of systems which make it difficult to see the positive or negative impacts of decisions, long-term thinking)
10. **Tenacity** (honour commitments, self-motivated, have a "can-do" attitude, see the bigger picture and longer term)
11. **Warmth in human relationships** (outgoing individual, personable, able to develop close relationships quickly, sense of humour, desire to work in partnerships)
12. **Respect for diversity** (value different ways of working, different cultures and mindsets – while appreciating that humans have universal attributes)
13. **Science as part of the solution** (recognition that technology and science have a lot to offer but alone cannot solve all of our problems)
14. **Value integrated thinking** (whole systems thinking, appreciation of the resilience, fragility and beauty of nature and the interdependence and equal importance of all life forms, valuing biodiversity)
15. **Commitment to a sustainable lifestyle** (personal acceptance of a sustainable lifestyle and a commitment to participation in change, appreciation of the importance and worth of individual responsibility and action).

Annex 4: Questionnaire for Survey about Young Professionals Training

This interview is part of a scoping study on who is doing what within NGOs and IGOs related to training of young professionals. It is often said that the next generation will be decisive in whether we achieve sustainability or not. Through this study, we'll explore what is currently working for major sustainability organizations in leadership training for sustainable development, what needs to be done, and room for synergies across organizations. We'll also explore new challenges such as the virtual networks and mobility of today's youth across institutions, sectors and geographic boundaries. This research builds on a study that IISD carried out with its own interns in 2007 about the skills and attributes needed by young professionals wishing to build a career in the sustainability field.

Your input will inform a workshop IISD is organizing for the IUCN World Conservation Congress in October. In the lead-up to Barcelona, IISD will host an e-conference on the topic, where the scoping study will serve as a discussion piece.

[For interviewees who are not familiar with IISD's programming, here is a description: IISD has made the transfer of leadership to the next generation one of the institution's strategic objectives. The organization has a decade-long experience with youth leadership development, through its internship program as well as employment of young professionals. Currently, IISD sends between 25 and 30 young professionals (under 30 years old) to work with IGOs/NGOs on 6-month placements. There is a short orientation session before the interns depart as well as a debriefing after the program. The interns network with each other during their placements, and continue to do so long after, through IISD's alumni program.]

Interviews will last 30-45 minutes and be semi-structured around the most relevant of the following questions:

PROGRAMMING FOR YOUNG PROFESSIONALS

QUESTION: How is your institution working to transfer leadership on sustainability to the next generation? What kind of programming (if any) does it have in place to work with young people?

- Please describe: How many young people? Duration? Target age range? Qualifications of young people? (Note: IISD's interest is primarily in young professionals' training, i.e., ages 20-35.)

- **What is the history of the program?** How long has it been running? Why was it started? Who were the champions for the program in your organization (e.g., the Board, senior management, other program areas)? Do they still support it? How much does the program cost and how is this structured / covered by the organization?
- **What are the overall objectives** of the program?

QUESTION: Does the training program have a particular focus or emphasis? How was that focus decided upon?

- Is your training focused mainly on substance (i.e., gaining an understanding of the work of the organization, SD concepts, etc.) or on skills (e.g., project management, monitoring and evaluation, communication, etc.)?

QUESTION: What are the program components?

- * Are there formal components to the training program? Is there a training manual? Is the program replicable from year to year?
- Are there particular modules which you feel could be used / adapted by others, e.g., LEAD's climate change module (<http://www.lead.org/page/363>)? Do you already share training resources with others?
- Do you draw on outside education and training programs or resources (e.g., short in length, distance / online, from other institutions, etc.) for your young professionals' programming? Which one(s)?
- * If the program involves **young people from different countries** (global), what impact does this have on the training? How do you accommodate it? How do you use it to your advantage?
- How does the training program take into account the **different ways people learn?** (e.g., at LEAD they engage young professionals in interactive panel discussions, place-based case studies, site visits, computer-aided simulations, peer-to-peer learning, role play and individual and team projects, etc.)

QUESTION: How do you evaluate the success of your program? To what degree does the program achieve its objectives? What success have you had and what are the key challenges/lessons learned?

INSTITUTIONAL PRIORITY

QUESTION: In addition to formal youth programming (if any), are there **staff training programs aimed at or involving the organization’s young professionals?** Are there complementary training opportunities for young people in the organization (e.g., mentorship, peer-to-peer, short courses...)? What are they?

QUESTION: Through formal or informal programming, what are the **most important areas for young people to receive training in** (at your organization) for their success in sustainability work? (and/or) What would be the two things you would add training in for the young people you work with (formal programming and / or institutional)? Why?

- When IISD’s interns were surveyed last year, they indicated that **communication** is the most critical skill needed for their careers in sustainability—“the ability to inform, engage and influence others to change policies and practices for the better.” How does your institution train young people in communication and knowledge management? This includes the ability to “**translate complex ideas**,” another key skill they identified.
- Does the institution invest in training to help young people **develop a sustainability outlook**, i.e., help formulate an understanding of the complexity, interdisciplinary nature, geopolitical dynamics of the field of sustainability? This includes stakeholder awareness. A former IISD intern wrote, "I formulated much of my understanding regarding a sustainability skill set during my internship, and I haven't greatly changed this outlook since."

QUESTION: Overall, how would you describe your **institution’s strategic direction** for working with young people? (e.g., institutional priority? under developed / ad hoc?)

STAYING IN TOUCH

QUESTION: Where do young people go after completing the training program? Or from working at your institution?

QUESTION: What systems do you have in place for **tracking the careers / staying in touch** with young people you have worked with?

- If you have information on the alumni, what kind of information is it?
- Are there success stories/trends you’d like to share?
- Who is responsible for this function? How do you manage the information?

QUESTION: How do you see what we call “**the mobility challenge**” of young professionals? Are you concerned that young people are moving on more quickly from one institution to another? Why do you think they do that? Does that limit the investment your organization might want to make in training? Are there other ways to deal with, and benefit from, the mobility of young people?

FINAL THOUGHTS

QUESTION: If you had to redesign your young professionals program, what would you do differently? What are the **lessons you’ve learned**? What gaps still exist within your training program?

QUESTION: Do you have any reflections on **changes** (if any) to the sustainability skill set required by entry level or mid-career sustainability professionals over the past number of years? And are these trainable? What will be needed in the future in terms of training?

QUESTION: Will you be **attending the World Conservation Congress** in Barcelona? If not, will someone from your organization?

QUESTION: Can we **attribute** comments to you (quote you)? or attribute to your organization? or anonymous?

QUESTION: Is there **anything else** you’d like to add about your experience with training young professionals in sustainability work?