



Communication, Education and Public Awareness (CEPA)

A Toolkit for National Focal Points and NBSAP Coordinators

Frits Hesselink, Wendy Goldstein, Peter Paul van Kempen,
Tommy Garnett and Jinie Dela



Convention on
Biological Diversity



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Preface and Forewords

PREFACE

About this toolkit

At the sixth meeting of the Conference of the Parties to the Convention on Biological Diversity the Programme of Work on article 13 Communication, Education and Public Awareness (CEPA) was adopted. One of the elements of the work program was to provide for capacity-building on CEPA for Parties to the Convention.

During the eighth meeting of the Conference of the Parties (COP-8) in Curitiba, Brazil in 2006, Parties adopted a priority list of activities. One of these was the development of a toolkit to facilitate this capacity-building and to provide support for the organization of regional training workshops. The workshops have, as a goal the integration of the tools and methodologies of CEPA into the development, implementation and revision of National Biodiversity Strategies and Action Plans (NBSAPs).

To accomplish this integration, the Secretariat of the Convention on Biological Diversity asked IUCN to develop a CEPA toolkit for these NBSAP training workshops for use by focal points to the Convention on Biological Diversity (CBD). This toolkit is meant to be used by CBD focal points and those to whom the implementation of a NBSAP is delegated at the national level.

As a first step the IUCN CEPA toolkit team carried out a web based demand articulation survey (1–15 April 2006) among 650 addresses¹.

From 1–31 May 2006 a web based supply side survey was conducted among 320 addresses². On the basis of the conclusions from the surveys the IUCN team has prepared a new outline for the toolkit. This draft was circulated among 410 CEPA experts worldwide. The feedback was positive and in line with suggestions from the earlier surveys. Telephone interviews clarified this further.

In December 2006—during and after a meeting with the Informal Advisory Committee on CEPA to the Executive Secretary to the Convention on Biological Diversity—the outline of the toolkit was further discussed. A lively discussion on lessons learned on implementation of CEPA and the use of toolkits was exchanged with representatives from UNEP, Ramsar, UNFCCC, GTZ, SCBD and IUCN. The toolkit has greatly benefited from these inputs.

Who should use the toolkit

The toolkit is meant to serve both as a resource for the regional training workshops for NBSAP coordinators as well as a resource base for them for NFPs when they are back in their work place and are dealing with CEPA issues as part of their daily responsibilities. The toolkit provides guidance on where, when and how to use a wide range of education and communication interventions.

How to use the toolkit

The toolkit consists of 4 sections that contain guidance and tools for CEPA interventions by NBSAP coordinators.

Section 1. What is CEPA and how to get started

Section 2. How to network and raise awareness

Section 3. How to engage stakeholders and mainstream biodiversity

Section 4. How to plan communication strategically

The sections and the issues in each section are based on the surveys exploring the questions end users have. Most of the content is organized on the basis of the question ‘how to’.

1. A 13 page report on the demand side is available on the IUCN CEC website: http://wcln.org/modules/UpDownload/store_folder/Surveys/CEPAToolkitDemandResults.pdf

2. A 9 page report on the supply side survey is available at: http://wcln.org/modules/UpDownload/store_folder/Surveys/Report_supply_survey.pdf

As NBSAP coordinators are busy people and have little time to read, the content of each HOW TO aspect of CEPA in all sections is presented in three different ways:

- 1. Fact sheets**
- 2. Examples**
- 3. Checklists**

The toolkit in this way offers an opportunity for readers to flip through and zap from one page that attracts their attention to another that could be of immediate use to them. The toolkit is not meant to read as a text book or manual on communication from A–Z.

The toolkit team has used a variety of illustrations, tools and examples from around the world. They have tried to credit in the text as far as possible the sources used. Sources used from the CEC website or HECT Consultancy are not mentioned separately. The toolkit is meant as a living document. If you have any feedback or suggestions for improvement send them to: cec@iucn.org.

A CD Rom complements the toolkit. It contains downloads of

- The complete CEPA toolkit
- ‘Educational’ glossaries explaining terms and concepts of CEPA, ESD and Biodiversity.
- Selected power point presentations and videos
- Brochures, leaflets and articles relating to CEPA
- Resources for further reading on CEPA
- Useful links



Foreword SCBD

Biodiversity loss is rapid and ongoing. Over the last 50 years, humans have changed ecosystems faster and more extensively than in any comparable period of time in human history. Species are going extinct at rates 1,000 times the background rates typical of Earth's past. The direct causes of biodiversity loss—habitat change, overexploitation, the introduction of invasive alien species, nutrient loading and climate change—show no signs of abating. Every year, between 18,000 and 55,000 species become extinct.

However public awareness and concern about the pressures on biological diversity by human activities around the world is growing. Mass media and the world wide web have contributed to this awareness. The impacts of choices made by consumers, producers and policymakers on the ecosystems of the planet are no longer abstract and invisible.

There is a saying that an “educated population cannot be enslaved.” This is also true for the relationship between Man and Nature. Indeed stakeholders are beginning to understand the effect their actions have on biological diversity and their responsibility to care for it and to conserve it for next generations.

Communication and education have a key role to play in building on this. In particular, they are the tools that will make the concept of biological diversity and its importance to our lives understandable. In this way these tools are a valuable asset for the realization of sustainable development. Informed, motivated and committed people can help us to achieve the goals of the Convention on Biological Diversity, through the implementation of National Biodiversity Strategies and Action Plans. However, effective communication is still a challenge for many National Focal points and NBSAP coordinators. They need to consider not only what to communicate, but especially how to communicate it.

Effective communication is about having clear objectives as to what we want to change in knowledge, attitudes, and behavior. It is about messages, messengers, the choice of media and the tone of voice. Traditional messages on biodiversity from governments and NGOs urging the public and other stakeholders to change their daily practices need to be reviewed. Often these messages use too much jargon, are negative, too didactic, abstract or filled with doom. Instead of turning people on, they risk switching them off. The lesson to be learned is that communication has to be strategic, positive and tailored to different circumstances and cultural situations.

This toolkit is about communication, education and public awareness for biological diversity. It provides facts, examples and checklists from different parts of the world. It aims to help National Focal Points and NBSAP coordinators to plan, develop and implement attractive and effective communication and education interventions that make the conservation and sustainable use of biological diversity relevant, and a priority on the agenda of a range of stakeholders.

Dr. Ahmed Djoghlaoui, Executive Secretary to the Convention on Biological Diversity



Foreword IUCN

A sustainable future requires change at all levels—from individuals to organizations to societies, from local to national to global. This is “deep change” that places demands on communication and learning. Yet how are we learning about change? What methods actually lead to change? Are we communicating and learning so that we can manage change processes more effectively? If we limit ourselves to traditional perspectives of communication and education, we will fall short of our goals for change.

To create deep change, we must find ways of managing communication and learning across cultures and disciplines, and collectively creating and managing new knowledge for sustainable solutions. Change management describes a structured approach to transformation in individuals, organizations and societies, moving the target from a current to a desired state.

A few pertinent principles include: focusing on the desired change; understanding “mental models” and cultures; respecting needs and context; engaging and working with diverse stakeholders; building relationships and social capital through social networks; making accessible relevant knowledge; focusing on learning individuals and learning organizations; and ensuring consistency and congruence in “walking the talk”.

In the IUCN Commission on Education and Communication we are forming a learning network of social capital focused on education and strategic communication for Sustainable Development. We are fostering a learning organization where experts in change management, knowledge management, learning management, strategic communications and innovation can all work together to achieve the goals of Sustainable Development.

Giving great value to partnerships, CEC works with many institutions and organizations. Since for many years now the CEC has played an important role in advocating the importance of CEPA among the Environmental Conventions and in helping to realize CEPA work programs and activities. It is my sincerest hope that this toolkit will contribute to create a global CEPA Learning Community that will be a magnet for those who have been working on biodiversity over the past several decades. I hope to see these practitioners become part of a cohesive critical mass capable of catalyzing deep change for the sustainable solutions that will be core to our paradigm of hope.

Keith Wheeler, Chair IUCN Commission on Education and Communication

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SECTION 1

Why do we need CEPA and how can we begin?

“a journey of a thousand miles begins with a single step”

Chinese proverb

What is in this section?

Article 6 of the Convention on Biological Diversity (CBD) calls on Parties to prepare National Biodiversity Strategies and Action Plans (NBSAPs) as the primary vehicle for implementing the Convention on Biological Diversity at the national level. Many countries have prepared their NBSAPs but still need to implement them or to successfully mainstream biodiversity conservation in the work of other sectors.

Parties have the challenge of developing effective communication education and public awareness (CEPA) strategies to implement the NBSAP and to stimulate and engage people to conserve biodiversity and to sustainably use natural resources.

This section updates the knowledge and skills of the Convention on Biological Diversity Focal Points and NBSAP coordinators on the importance of CEPA to achieve biodiversity objectives. It explains the role of CEPA in developing a NBSAP and implementing it. In this section you will find out about the various forms of CEPA, arguments for using CEPA, best practice in using CEPA and how to start using CEPA strategically at the government level.

In all sections the toolkit is comprised of



CEPA Fact Sheet

Providing theory and practice pointers on how and why to use CEPA



Example

Providing a small case study of how CEPA has been used to illustrate the fact sheets



Checklist

Providing a handy reference list against which to check your CEPA planning

Contents

| | |
|---|----|
| Introduction | 15 |
| What is CEPA? | 16 |
| FACT SHEET: What is CEPA? | 17 |
| CHECKLIST: CEPA expanding the definition | 18 |
| Why do we need CEPA? | 20 |
| FACT SHEET: Why do we need CEPA? | 21 |
| FACT SHEET: What role does CEPA play in biodiversity conservation? | 22 |
| FACT SHEET: How is CEPA used with other policy instruments? | 23 |
| CHECKLIST: The role of CEPA | 24 |
| EXAMPLE: CEPA role in the NBSAP India | 25 |
| What is good practice in using CEPA? | 26 |
| FACT SHEET: Use CEPA as part of the policy process. | 27 |
| FACT SHEET: Use CEPA as a policy instrument | 29 |
| FACT SHEET: Use CEPA at all phases of the NBSAP process. | 30 |
| FACT SHEET: Using internal and external communication | 32 |
| FACT SHEET: CEPA is more than “we just have to give people the scientific facts!” | 33 |
| FACT SHEET: Knowing that perception is the only reality | 34 |
| FACT SHEET: Knowing that “said does not mean done” | 35 |
| FACT SHEET: Getting attention for your message | 36 |
| FACT SHEET: Taking into account the need to frame your issue. | 37 |
| FACT SHEET: Moving from one way communication to two way communication | 38 |
| FACT SHEET: Appreciating the need for learning at many levels | 39 |
| FACT SHEET: Appreciating multi stakeholder processes | 39 |
| EXAMPLE: Said is not always done | 40 |
| EXAMPLE: Solving a biodiversity issue as a social process | 40 |
| EXAMPLE: CEPA modalities | 41 |
| CHECKLIST: Role of government communication in different policy phases | 42 |
| CHECKLIST: Interactive policy making | 43 |
| How to answer questions ‘why bother with CEPA?’ | 44 |
| FACT SHEET: How to answer questions, why bother with CEPA?—What is the point of developing a CEPA strategy? | 45 |
| FACT SHEET: Why all this concern with concepts such as ‘brand identity’ or ‘reputation management’?—Why bother to invest in internal communication when resources are tight? | 45 |
| FACT SHEET: How can we have the time to carry out communication and education tasks as well as our ‘day job’?—We want to invest more in CEPA for biodiversity, but how much, and where? | 46 |
| FACT SHEET: The media is biased against biodiversity. What’s the point of trying?—If we marketed our services properly, we wouldn’t be able to cope with the demand. It’s better to stay just as we are.—How can I support extra spending on CEPA when really it’s all about spin through ‘cleverly’ packaging the information? | 47 |
| EXAMPLE: Quotes on the relevance of CEPA by NBSAP actors. | 48 |

| | |
|--|----|
| How to sell the use of CEPA | 50 |
| FACT SHEET: How to sell the use of CEPA internally | 51 |
| FACT SHEET: How to sell CEPA in external communication | 51 |
| EXAMPLE: Case for Internal communication | 52 |
| CHECKLIST: Best practice for Government communication | 53 |
| CHECKLIST: How to improve Government communication | 54 |
| CHECKLIST: Internal communication means and channels | 55 |
| How to make a strategic start with CEPA | 56 |
| FACT SHEET: How to plan CEPA strategically | 57 |
| FACT SHEET: How to select where to start with CEPA | 58 |
| FACT SHEET: How to undertake CEPA when working on a tight budget | 59 |
| FACT SHEET: How to select the approach to influence formal education—top down or bottom up | 59 |
| EXAMPLE: How to start CEPA—Coordinating CEPA in Bolivia: Maximising use of local networks in India | 60 |
| EXAMPLE: How to start Greening education in El Salvador | 60 |
| EXAMPLE: CEPA strategy Germany | 61 |
| EXAMPLE: CEPA strategy Antigua and Barbuda | 62 |
| How to monitor and evaluate CEPA | 64 |
| FACT SHEET: Why evaluate? | 65 |
| FACT SHEET: Why monitor a CEPA program? | 65 |
| FACT SHEET: How to evaluate CEPA? | 66 |
| FACT SHEET: What evaluation methods to use? | 67 |
| FACT SHEET: How to maximise learning from evaluation by using participatory approaches? | 67 |
| EXAMPLE: Choosing the tools to use in evaluation | 68 |
| EXAMPLE: Methods of evaluation | 69 |
| EXAMPLE: National surveys of environmental knowledge and attitudes | 70 |

Introduction

The Convention on Biological Diversity CBD recognises that humans are a major force in changing nature. Vast parts of the earth's surface are transformed to meet human needs and wants for agricultural production, water, energy, urbanisation, construction, tourism, transport and industry. In the process humans are causing threats to the massive extinction of species, depleting natural resources, reducing ecosystems and unwittingly increasing threats from natural disasters. Cultural practices that use particular species for ceremonies or medicinal purposes can put pressure on people to act in certain ways that threaten species. With climate change, threats will increase to the diversity of life on earth and to human wellbeing.

As the Millennium Ecosystem Assessment documents, humans derive vast and uncounted benefits from the functioning of ecosystems. Many countries do not recognise these benefits in Poverty Reduction Strategies or economic development plans, leading to pressures to degrade or destroy ecosystems for other uses. The need to mainstream biodiversity so it becomes part of economic considerations is imperative, particularly as societies undergo rapid development and populations rise.

Many countries have ratified the Convention on Biological Diversity and prepared National Biodiversity Strategies and Action Plans (NBSAPs) to conserve and sustainably use biodiversity. To implement these plans NBSAP Focal Points and coordinators need the cooperation of many sectors, diverse organisations, individuals and networks to address the multifarious issues affecting biodiversity and to factor biodiversity considerations into the work of those groups. Gaining this cooperation requires the strategic use of communication, education and public awareness.

SOME GROUND TRUTHS

In several biodiversity-rich countries, the forces promoting biodiversity are not consolidated and powerful enough to influence major policy decisions in favour of effective conservation policies. Government agencies do not play effectively enough a leading role for biodiversity due to:

- the lack of political will;
- inadequate and sometimes zero funding;
- low technical capacities;
- obsolete policies, and
- mis-management of available resources.

This gap in decisive leadership by governments remains a significant impediment to achieving substantive progress in implementing the Convention on Biological Diversity.

Even with few resources, governments can support community education by using networks and organisations in their countries. Carefully targeted awareness and education programs can enable communities to protect and conserve the natural heritage in their immediate vicinity and on which their cultures and livelihoods depend.

ASK FOR HELP FROM CEPA EXPERTS

Biodiversity specialists often find it difficult to step out of their scientific role and to understand the different perceptions that exist among different stakeholders.

To be able to best make contact and be really heard it is a good idea to seek professional CEPA help. The expertise of communication and social science professionals is increasingly available through professional networks that share and exchange expertise across sectors.

Effective use of CEPA requires a planned systematic approach to really understand the interests of stakeholders and beneficiaries. Approaches need to be tailor-made to the local context, culture and traditions. Nonetheless, international experiences can guide national planners in formulating country-specific CEPA plans.

What is CEPA?

What is CEPA?

Article 13 of the Convention on Biological Diversity directs the Parties to promote and encourage understanding and develop education and public awareness programs. This Article has been interpreted in subsequent decisions to encompass communication, education and public awareness or CEPA.

Unfortunately it not sufficient to simply tell people about biodiversity and what is happening so that they can correct what they do. The changes required of people will not come about by rational individual choice alone. Biodiversity planners need to think differently about using communication, education and public awareness rather than just as a way to make scientific information available to the public.

What does CEPA mean?

CEPA stands for Communication, Education and Public Awareness and is a term introduced for the work program of the CBD on this cross cutting issue.

- CEPA deals with the processes that attract, motivate and mobilize individual and collective action for biodiversity.
- CEPA comprises a broad range of social instruments including information exchange, participatory dialogue, education and social marketing.
- CEPA brings out common interests amongst stakeholders to conserve and use biodiversity sustainably.
- CEPA provides the means to develop networks, partnerships and support knowledge management.
- CEPA provides the ways to manage the processes of multi stakeholder dialogue, and to gain cooperation of different groups.
- CEPA includes action learning or action research as a means to learn reflectively from experience, such as in adaptive management.
- CEPA provides the tools to develop capacity to support biodiversity.
- CEPA is a change management process vital to implement the NBSAPs.

THE TERMS ASSOCIATED WITH CEPA

C for communicating, connecting, capacity building, change in behaviour;

E for educating, empowerment (learning and professional updating);

P for public, public awareness, public participation, policy instrument;

A for awareness, action, action research.

CHECKLIST: CEPA expanding the definition

The IUCN Commission on Education and Communication expands the words associated with the CEPA acronym, to expose the range of tools and processes involved in bringing about change in people and society.

- ☐ **C**
 - **Communication:** is about the exchange of information. It is based on establishing a dialogue between sectors and stakeholders to increase understanding of issues and to support collaborative planning and acting for the environment.
 - **Capacity development:** enhances the skills of individuals and social groups often through participatory training. It also develops the policies and procedures of organisations so that they can work more effectively for the environment.
- ☐ **E**
 - **Education:** develops understanding, clarifies values, develops attitudes of concern for the environment and develops the motivation and skills to act for the environment.
 - **Empowerment:** develops the agency or competence to take responsibility for decision making.
- ☐ **P**
 - **Public Awareness:** is a first step in developing understanding and concern, to help people know of the issue, to make the issue part of the public discourse or put the issue on the agenda.
 - **Participation:** allows for different knowledge to be shared in the learning process that builds people's abilities and empowers them to take responsibility and action to bring about changes for the environment. "Participation" is used with a wide diversity of meanings. There is increasing empowerment with progress from informing stakeholders, to consultation, to consensus building, to devolved decision making, risk taking and partnerships.
 - **Partnerships:** are cooperative working relations between organisations that add value to each others' contributions in work on a project or task. Partners can contribute different skills, ideas, financial and technical support to each other.
- ☐ **A**
 - **Action:** is required to make a change in the biodiversity condition *awareness is not sufficient*.
 - **Action learning** is a process designed to build capacity using reflection and assessment on the effectiveness of action taken. Other similar terms are action research, adaptive learning or adaptive management.

Why do we need CEPA?

Why do we need CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Why do we need CEPA?

The only way to reduce the loss of biodiversity, conserve it and implement the NBSAPs is to gain collaboration and cooperation of individuals, organisations, and groups in society to act on the drivers for its loss. Communication, education and public awareness, CEPA, plays a role to develop this collaboration and change in society.

The multi-sectoral nature of biodiversity issues has led to the development of complex and often fragmented programs and action plans, with many departments responsible for parts of the problem. Government departments and ministries responsible for biodiversity require collaboration from other government organisations at national and local level, and even internationally. CEPA is the means to set up the enabling conditions for collaboration so that policies, incentives and regulations across sectors encourage biodiversity conservation and sustainable use. CEPA develops the relationships and learning processes underpinning innovation in institutions and organisations. This process of change entails much more than releasing information through reports and memos.

Aside from other government departments, biodiversity conservation needs support at varying times and places, from NGOs, Indigenous and local communities (ILC), business and industry, scientists, farmers and fishing associations, women's groups, youth, consumer associations and community based groups. To work with these different groups communication, education, and public awareness (CEPA) are crucial instruments to build trust, understanding and shared agreements for action and to reduce conflict.

Biodiversity managers often underestimate the commitment, human resources and time necessary to develop trusting relationships that lead to collaboration between communities, other government agencies, businesses and conservationists.

CEPA is needed to help people to work together and innovate, to spread information, knowledge, values and goals. CEPA supports capacity development so that various actors can take responsibility for biodiversity.

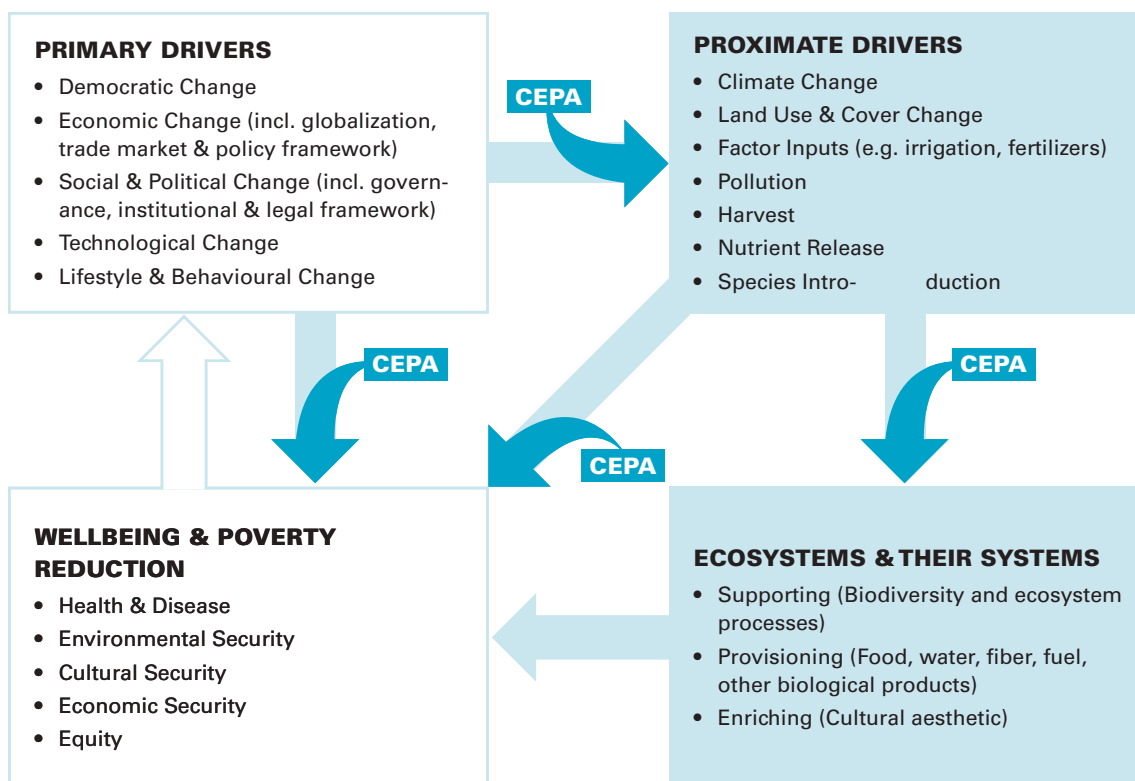
- The way CEPA is used affects the outcome for biodiversity. When we fail to use CEPA conflicts are more likely, projects can fall into disarray and an organisation's reputation can be damaged.
- Planning CEPA from the start as an integral part of achieving the NBSAP objectives will contribute highly to success.

Why do we need CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

What role does CEPA play in biodiversity conservation?

As shown in the diagram below, there is a complex interplay of underlying causes (primary drivers) and direct causes (proximate drivers) that affect biodiversity conservation. To reduce the impact of these drivers on biodiversity many sectors need to be involved. CEPA (Communication, Education and Public Awareness) has a role in identifying these drivers as well as in bringing about the learning and change processes in society to deal with them.



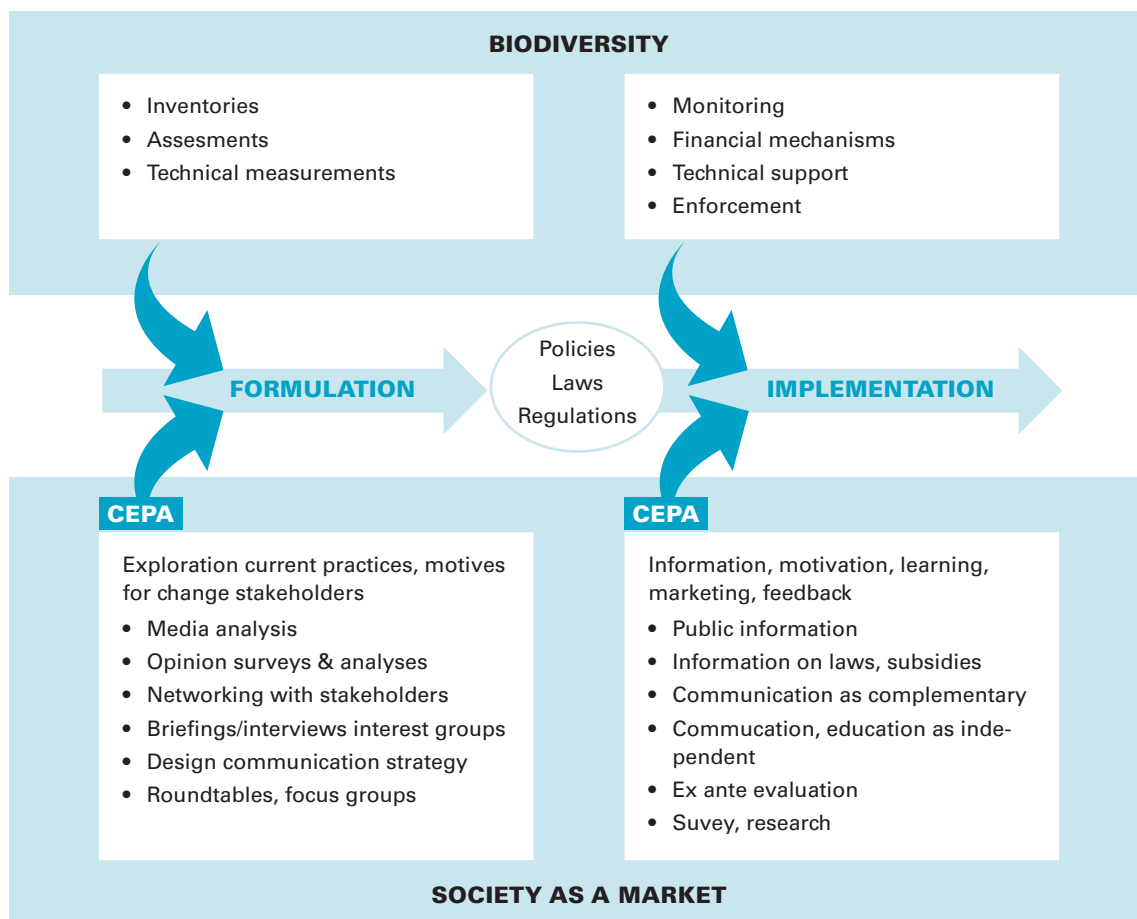
The added value of communication, education and public awareness (CEPA) in biodiversity policy, project planning and implementation

Why do we need CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

How is CEPA used with other policy instruments?

CEPA is a social instrument that needs to be deployed when formulating policies, laws and regulations to understand the motives and current practices of stakeholders. During implementation, CEPA can be used as an instrument on its own to motivate change in attitudes and behaviour. However, CEPA is best used as part of a mix with other instruments, legal and financial, implement and manage the National Biodiversity Strategy and Action Plans.



The vital role of CEPA in the formulation and implementation of policies is indicated in the diagram below.

Why do we need CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

CHECKLIST: Role of CEPA

CEPA has many important roles in natural resource and biodiversity management. It provides the tools to manage the social processes involved in:

- ☐ **Facilitating participation:**
 - offering opportunities for input, and actively soliciting it;
 - giving voice to less powerful groups;
 - enhancing participants' involvement in planning environmental programs;
 - supporting stakeholders to engage in decision-making.
- ☐ **Fostering policy change:**
 - sharing knowledge from practice to policy makers.
- ☐ **Making information understandable and meaningful:**
 - explaining and conveying information for the purpose of training, exchanging experience, sharing know-how and technology;
 - providing factual information to those who will be affected by environmental development projects.
- ☐ **Fostering policy acceptance:**
 - enacting and promoting policies, especially when these bring new opportunities for people to access services and resources;
 - helping to reduce negative environmental and social attitudes and behaviour among policy makers and citizens.
- ☐ **Supporting project management**
 - understanding audience concerns to better target messages;
 - motivating beneficiaries of a project to participate in the process;
 - improving efficiency of projects by informing internally and externally.
- ☐ **Positioning and branding an organisation or project**
 - enabling internal communication so that all staff understand the mission and goals;
 - explaining the roles and functions of the organisation/ project;
 - reporting on the achievements of the organisation to acquire support and reputation and to support fund raising;
 - branding the organisation or project.

Drawn from FAO Communication for Development Group (2006) Communication for Sustainable Development, World Congress on Communication for Development

EXAMPLE: CEPA role in the National Biodiversity Strategy and Action Plan NBSAP, India

The NBSAP of India was a project of the Ministry of Environment and Forests funded by GEF. Rather than proceeding with the original intent to entrust the task of writing the NBSAP to a team of consultants, the Ministry decided to entrust the task to an NGO, Kalpavriksh Environmental Action Group, for the same cost. The NBSAP process launched in 2000, and undertaken until 2005, initiated a unique process of decentralised environmental planning.

The NBSAP approach was based on “the premise that biodiversity has ecological, cultural, spiritual as well as economic value and impinges on every citizen. Planning for its conservation should therefore be owned and shaped by as many individuals as possible in an equitable process that allowed the most marginalized voices to be heard.” This process recognised that a wide range of people whose livelihood depends most on biodiversity, and who have the greatest stake in conservation are usually not involved in centralised policy planning.

“A key element of the approach was that the wider ownership of the process, the greater the chances of the plan being accepted and implemented at national, state and local level.” Tens of thousands of people were involved at state and sub state levels in a process that increased awareness of biodiversity, empowerment through participation, and local initiatives to implement local plans.

The communication tools used in this NBSAP process are classified into 5 types:

1. Tools to raise awareness about the NBSAP and biodiversity conservation.
2. Tools to evoke active responses and inputs into the plan.
3. Tools for reviewing or sharing collected information.
4. Tools for administrative coordination and communication between the formal components of the NBSAP institutional structure.
5. Tools for technical planning and communication between the formal components of the NBSAP institutional structure.

Some of the tools, such as those used in biodiversity festivals, celebrated the local cultural and emotional aspects of biodiversity. Others are national level such as the “Call for Participation” brochure that was printed in 19 languages.

Apte, T. (2005) *An Activist Approach to Biodiversity Planning* London: IIED

What is good practice in using CEPA?

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

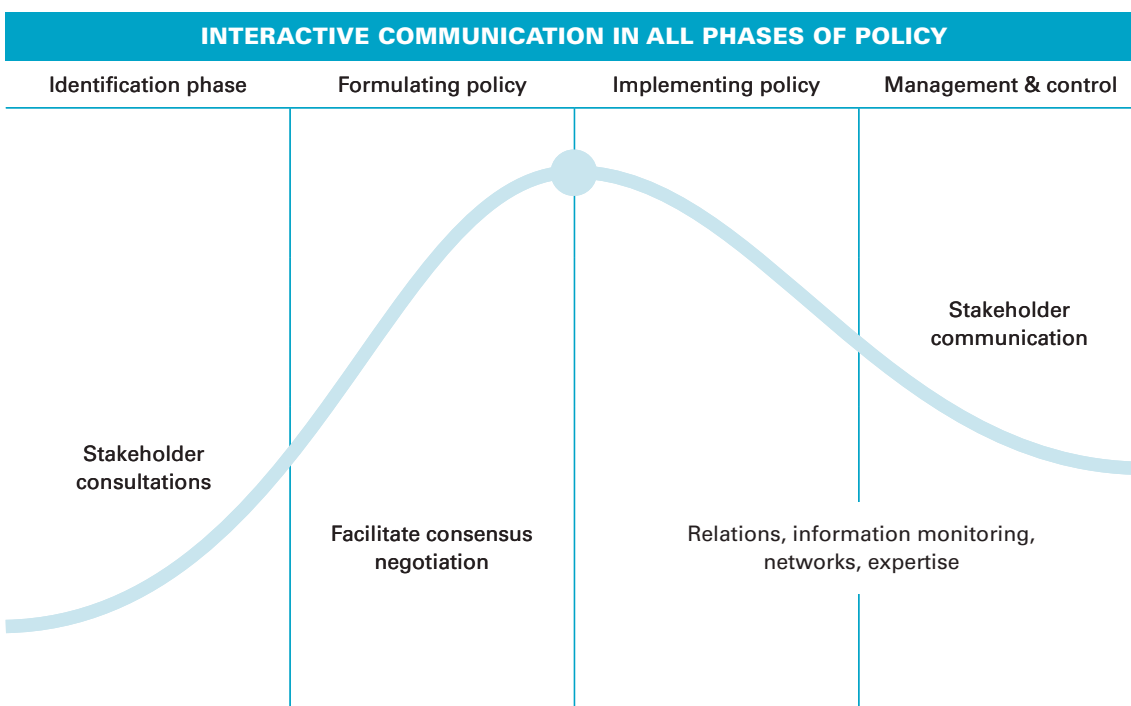
Use CEPA as a part of the policy process

The Contracting Parties to the Convention on Biological Diversity need to develop effective communication, education and awareness to stimulate a change in those practices that act against conserving biodiversity and the sustainable use of natural resources.

It is important to recognise that CEPA has different roles in different parts of the policy process. The same applies to projects and programs used to implement the NBSAP.

CEPA needs to be part of the policy and project cycle from the outset to help develop more acceptable and feasible policies and projects.

To be effective, the Contracting Parties need to first engage stakeholders in defining the issues and possible solutions. In this consultation the role of communication and education is assessed as well as the need for it to support appropriate legal and economic instruments that can bring about change. This means that CEPA should form a central part of implementing NBSAPs by each Contracting Party.



The policy phases and the role of CEPA

Identification phase: During the policy identification phase CEPA's role is to put the issue on the agenda, and to track the role of various organisations in society that are doing so. The government plays a low profile role, assessing how important the issue is, and the diversity of views held. Communication services listen to what people say and how people feel about the issue, and track the public dialogue in the mass media, and the views of stakeholder groups. This allows the government to pin point specific issues affecting the target groups of this area of biodiversity policy. Opinions are communicated by the government, attention is drawn to the issues and support is mobilised and the themes are defined. The CEPA methods used in this phase are: opinion and attitude surveys, mass media content analysis, management by speech, networking with NGOS, scientific intuitions and interest groups; and regular briefings and interviews and meetings with interest groups and the press.

Formulating biodiversity policy: In this phase CEPA is used to raise public awareness of the issues regarding biodiversity loss, increase the public's understanding of the policy proposals and create broadly based support for the issues. The problems tackled are those which legislators have accepted but for which

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

solutions have yet to be found. At this stage the target groups are opinion leaders, decision makers and the general public. The CEPA methods used are knowledge, attitude and practice (KAP) surveys, assessing and deciding on how communication will be integrated in the policy mix of instruments, designing the CEPA strategy, and consultation with those who will be involved.

Implementing the biodiversity policy: At this stage the aim is to communicate information about how to implement the policy. The idea is to communicate the substance of the policy and the accompanying measures to specific target groups. As intermediaries such as associations or NGOs play an important role in reaching target groups. Here, CEPA is used to mobilize networks and stakeholders, to explain benefits of participation and to build capacity for them in mobilising society. Methods of CEPA include information campaigns, specific information materials, marketing and advertising, training, education, consultation with target groups and stakeholders.

Management and control: Here CEPA provides a service to sustain newly adopted attitudes and behaviour. The aim is to provide information about the policy that is being pursued as well as provide feedback reactions to that policy. CEPA may be in the form of an active service explaining complex regulations and legislation, or announcing modifications of policy instruments such as to incentives or legislation.

While the operational context for the use of CEPA instruments differs per country or cultural setting, the use of CEPA at the outset of the policy process is a basis for success worldwide.

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Use CEPA as a policy instrument

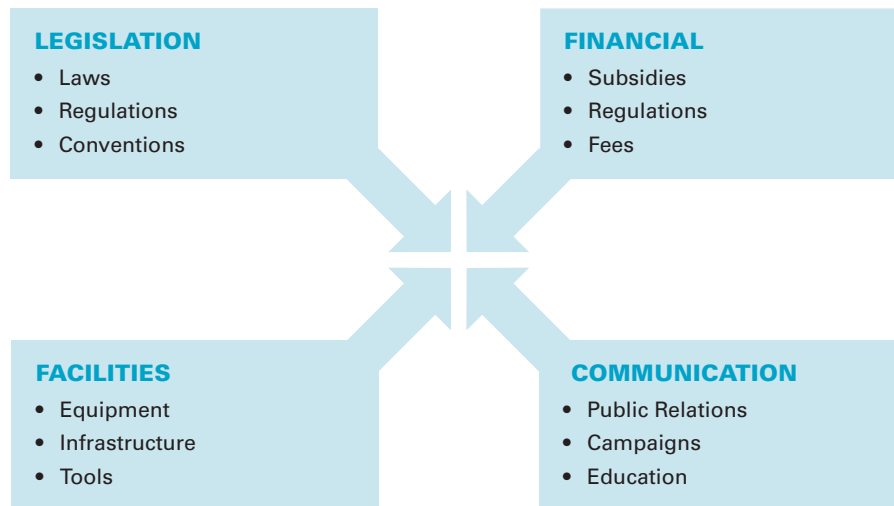
Success in achieving any biodiversity policy or NBSAP objective depends on effective use of instruments that enable and support people to change how they act.

CEPA is a tool to effectively engage and manage multi-stakeholder dialogue to plan and implement policy. With appropriate handling, these processes develop a sense of ownership of the problem and the solutions so that action is sustained.

CEPA can be used as an instrument on its own when the barriers to change are not too great, and people are prepared to make a change voluntarily.

Mostly CEPA is used along with other instruments, to explain the policy and the subsidy, regulations or structures that have been put in place to support action. For example CEPA:

- is used to explain the subsidies to support farmers who lose domestic stock to wild predators;
- provides the means to work with stakeholders to design appropriate crowd control measures such as providing parking areas and buses in a protected area to reduce the impacts of vehicles and people in fragile areas;
- provides support for people to adopt new technologies or livelihoods such as organic farming or drip irrigation for crops;
- provides training for people who lack skills to undertake certain biodiversity conservation actions. Communication can help provide skills and capacity.



What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Use CEPA at all stages of the NBSAP process

CEPA plays an important role in planning, updating and implementing a NBSAP. The CEPA tools used in these different phases vary.

What role does CEPA play in NBSAP planning and updating?

Often a NBSAP is prepared by expert consultants. While consultation with social groups may be included in this effort, often limited implementation is the result.

A process of communicating with people who have most to gain from biodiversity conservation, and who depend on it for their livelihood is an essential basis for developing plans which are meaningful and acceptable.

The very process of involving stakeholders in the planning process can stimulate local action. In India (see example) a national participatory process was used to develop the NBSAP. This relied on CEPA to raise awareness about the NBSAP effort and biodiversity conservation; to evoke active responses and inputs into the plan; to review or share collected information; for participatory planning and to communicate within the NBSAP institutional structure.

As a result of this planning process it is possible to assess what instruments may be required to support change, and to assess the role of CEPA in implementation, as an instrument on its own as well as supporting other instruments. A CEPA strategy is drawn up to support the NBSAP implementation.

What role does CEPA play in implementation?

During implementation, CEPA is an instrument for change in knowledge, attitude and behaviour towards biodiversity conservation.

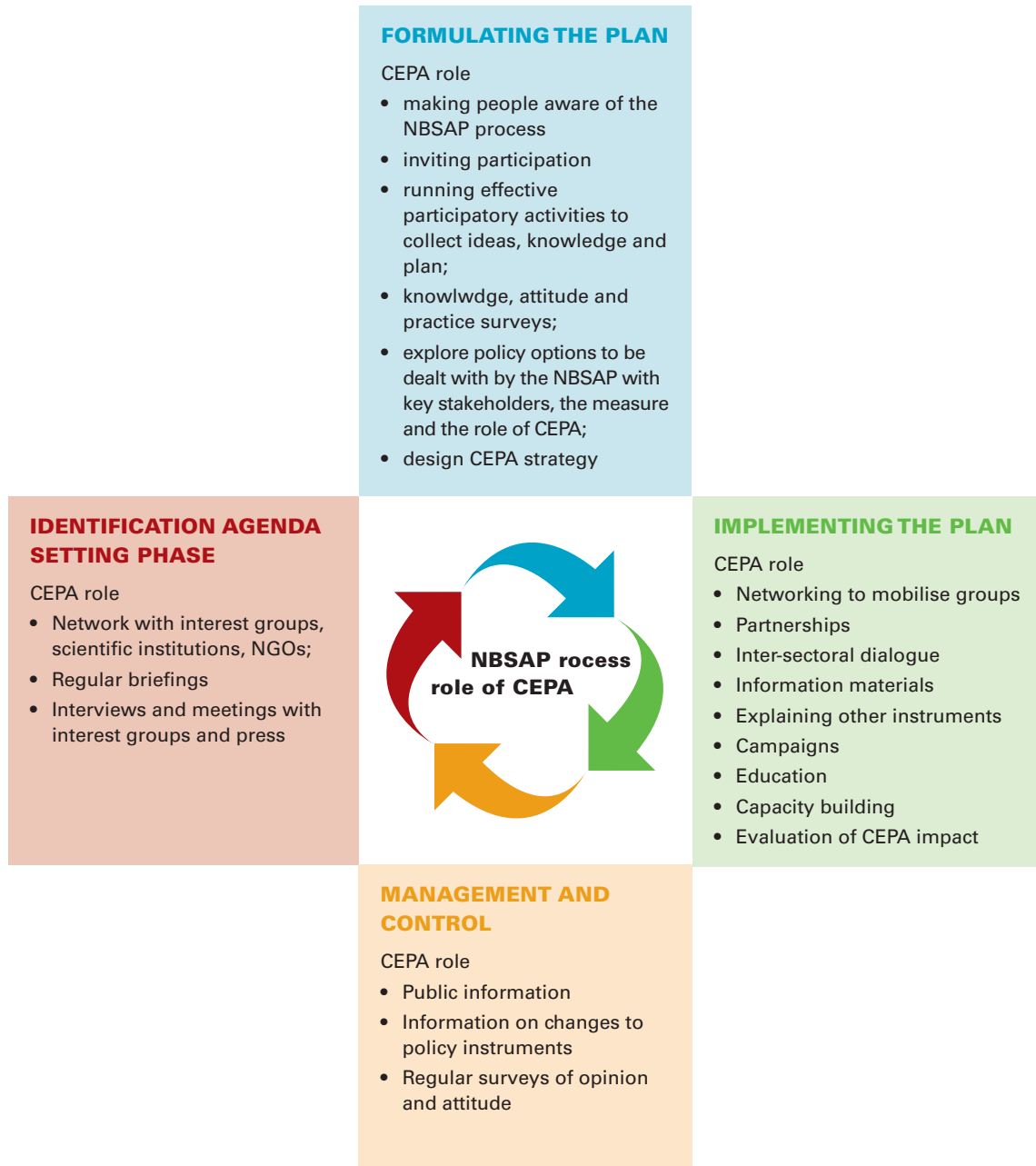
- CEPA is used to communicate policy and the measures to achieve it.
- CEPA mobilises networks and partners to cooperate to solve biodiversity problems.
- CEPA develops capacity so that various actors can implement the change actions.
- CEPA provides a means to critically reflect on actions so as to improve performance in managing biodiversity.
- CEPA supports learning in society to innovate, whether it is in new ways to operate or new institutions to provide improved governance for biodiversity.

The role of CEPA is often disregarded or only considered once everything is planned. Practice shows that this is a pitfall and reduces the potential effects of communication and education strongly.

Even though most people rationally know the importance of the start up phase of any project, using communication at this time and planning for CEPA often receives too little attention.

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?



What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

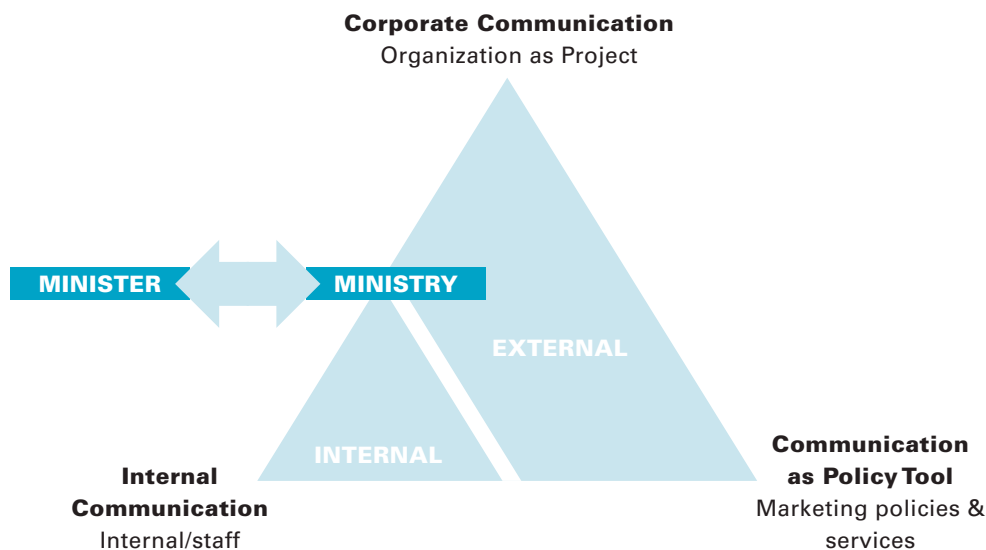
Using internal and external communication

All organisations need both internal and external communication to ensure their funding, the achievement of their policies, the marketing of their services and products and their licence to operate.

Effective governments use CEPA:

Internally: To orient staff to the vision, mission, objectives and approach of the organisation, to develop capacity, and increase morale. How the ministry and department staff behave and their attention to providing services and delivering on their responsibilities affects the reputation and credibility of the organisation (influencing the corporate image and brand). Internal communication helps to have all staff singing from the same song sheet.

Externally: To market the organisation and its role in society to the public, known as corporate communication, since it promotes the whole of the organisation and its licence to operate. Secondly external communication is used to communicate policies, other instruments and services to interest, motivate and develop working relations with stakeholders and partners to achieve conservation goals as described in the previous fact sheets on CEPA as a policy instrument.



What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

CEPA is more than “we just have to give people the scientific facts!”

As biodiversity experts we are all enthusiastic about our field. We believe that if the wider population had the benefit of our knowledge then they might support more enthusiastically measures to support biodiversity. Unfortunately scientific information alone will not motivate most people who are outside scientific circles to listen and eventually change their attitudes and behaviour.



What can be done?

Identify the emotional or practical reasons why stakeholders act as they do. Translate scientific facts into stimulating concepts and messages that appeal to stakeholders, are relevant to them, and connect with their emotions and personal benefits.

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Knowing that “perception is the only reality”

This idea of reality is shaped by culture, education, peers and personal experience.

A biodiversity expert has his or her own perception of the world and of biodiversity which has been shaped by a certain range of experiences. A biodiversity expert holds certain assumptions, beliefs and values. Being an expert means that there is an associated language or jargon which stimulates particular ideas or concepts that are not necessarily understood by others.

Someone from a different walk of life has their own idea of how the world works and the role of biodiversity in it. For them that is reality. The fact that other groups have a different view of nature does not mean that they are wrong. There is no one truth!

A common mistake

A common mistake of biodiversity experts is to want to “educate” other people to convince them to think in the same way that they do. Biodiversity experts can often overlook that even ecologists disagree on the best course of action for conservation!

What can be done?

The first step in communicating biodiversity is to listen, and to respect the other persons’ point of view. To be heard and understood requires understanding that how people see your issue before trying to communicate with them.

PERCEPTION IS THE ONLY REALITY

A fisherman may know a lot about the sea and life in it. He may have a different way of looking at it than a biologist. Their perceptions are influenced by their social, cultural and economic realities, their education and base of knowledge. To each what he perceives is reality.

In Sri Lanka a dialogue with representatives of civil society and business showed that they linked the word ‘biodiversity’ with conservation, protected areas and species in their minds; and as something complex and scientific which ordinary people and policy makers find hard to understand.

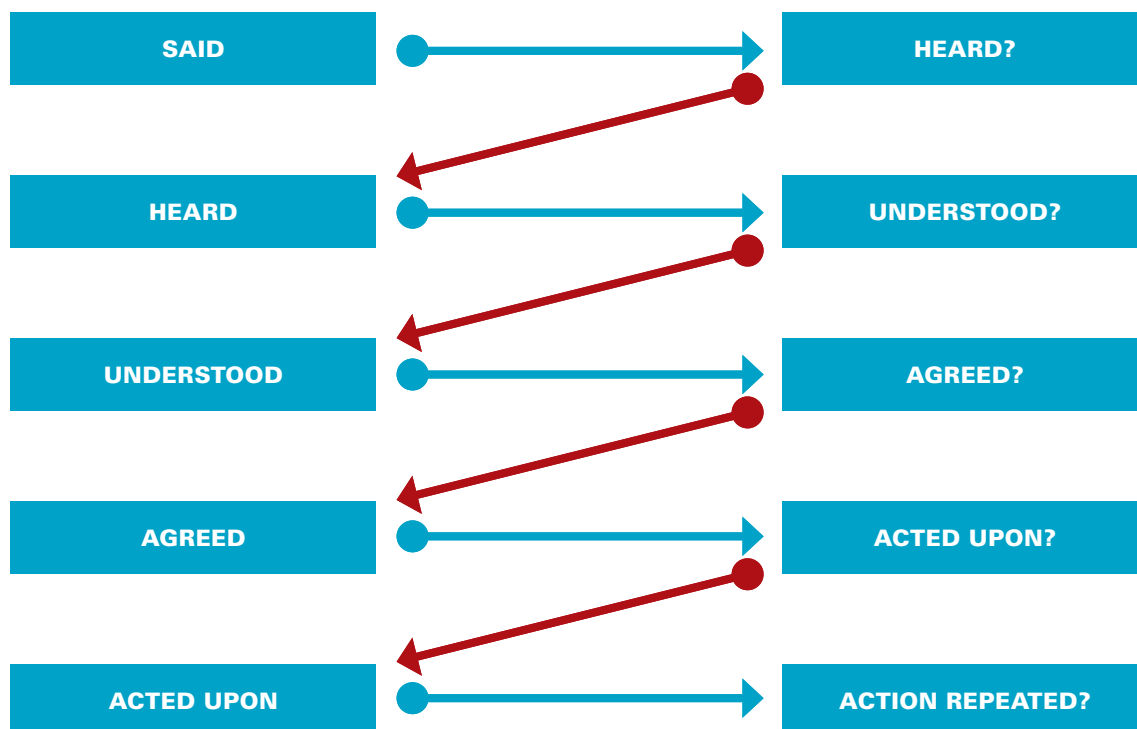
Source: The Biodiversity Thematic Study for the National Capacity Self-needs Assessment Project carried out by the Ministry of Environment Sri Lanka, 2006

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Knowing that “said does not mean done!”

Just because something is communicated does not mean it will be acted upon. There are several barriers to having information heard, understood agreed to and acted upon. Said does necessarily mean it is done.



- **SAID** is not necessarily **HEARD**
- **HEARD** is not necessarily **UNDERSTOOD**
- **UNDERSTOOD** is not necessarily **AGREED UPON**
- **AGREED** is not necessarily **ACTED UPON**
- **ACTED** is not necessarily **REPEATED**

Good practice is based on first finding out about how your stakeholder group perceives the situation and the motivations that are likely to lead to action.

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Getting attention for your message

Today people are bombarded with thousands of messages daily. To have your message heard you need to compete with the interests people have and with all the “noise” in society that diverts attention.

People listen to what appeals to them

People tend to listen to what fits with what they know or believe, and select what they give their attention to. If they have no interest they may not listen to or read environmental messages. They may not therefore see or hear your carefully prepared message!

What is to be done?

Rather than trying to educate about biodiversity per se, associate your message with the interests of your stakeholder or audience and can be applied by them in their everyday lives.

That means finding out about the interests of the person or group you are communicating with first. It might be you talk about food, water, health, carbon trading or security, or even about doing a good job, to bring about an interest to cooperate on biodiversity.



What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Take into account the need to frame your issue

People have conceptual maps in their minds—or frames—that help them sort incoming information quickly and to make sense of it. Frames serve to organise the central ideas of an issue, help communicate why an issue might be a problem and what should be done. Journalists use frames to organise stories and to appeal to intended audiences. People tend to use opinion leaders to make sense of issues rather than analysing information for themselves, and tune into those opinion leaders or media channels that they trust. The first words of a story can trigger a certain “mental model” in people’s minds so that they say to themselves “aha so this is about” and stop listening to the details. This can make it difficult to change people’s ideas.

Research shows “framing” is a valuable tool for redefining an issue. Different strategies are needed to communicate in ways that either resonate with the values and predispositions of particular audiences or that directly address fundamental misconceptions. In the table the general set of frames that appear to span science-related issues are used to illustrate how biodiversity is defined in accord with these frames. In each situation work is needed to identify the issue-specific phrases, images, and cultural references that trigger these underlying social meanings, and to better understand the communication channels that engage specific audiences. (Nisbet¹)

Frames for distinct segments of the public that are used to conceptualize and respond to biodiversity.

| FRAME | BIODIVERSITY ISSUE DEFINED AS |
|----------------------------------|--|
| Social progress | Providing for quality of life, security from natural disasters, food security, water security, cultural diversity; human rights for a quality environment |
| Economic development | Economic values of ecosystem services; ameliorate floods, tsunamis; direct benefits to the poor in use of natural resources; value of species and genetic diversity in potential to develop adaptability in agricultural crops, new pharmaceuticals, especially in view of climate change. |
| Pandora’s box/ alarmists | The impending loss of species and medicinal plants for human survival; the increasing impacts of climate change on species survival, such as the plight of polar bears with Arctic sea melting; ecosystem breakdown and threats to human survival, invasions if alien species |
| Runaway science/fatalism | Precautionary principle in avoiding the impact of genetically modified organisms on biodiversity and the poor |
| Morality/ ethics | Responsibility as stewards, to protect other species and their “right” to exist, provide diversity to future generations, or preserving the planet as a matter of religious morality |
| Scientific uncertainty | Variety of species unnamed and unknown, adaptive strategies to limit impacts of climate change on distribution and evolution of species, pathogens, disease carrying populations, invasion by alien species |
| Public accountability | Partnerships for biodiversity conservation with communities, business and government |
| Third way/ alternate path | Co-management of natural resources, direct benefits to communities from biodiversity management and use, peace parks across national borders; |
| Conflict/ strategy | “Greenies” care more about species than people |

Adapted from Nisbet <http://scienceblogs.com/framing-science/>

1. W. Nisbet at <http://scienceblogs.com/framing-science/>

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

One of the criticisms of alarmist framing of the environmental story (now being emphasised in climate change media) is that it likely leaves readers “without a sense of agency,” giving the impression that “the problem is just too big for us to take on.” Furthermore, when “the news media does cover what can be done, the dominant focus is on small actions, rather than any forward looking, system-wide policy solutions.”²

What can be done?

Connect your message to “frames” or metaphors that are valued by your audience. Avoid the alarmist, Pandora’s box framing.

Particularly in dealing with the media, it is important that you do not repeat words used by the interviewer if they stimulate a frame that is negative to how you would like ideas to be categorised. Rather avoid the words used and frame the points in the language you wish to deliver.

Moving from one-way communication to two-way communication

Biodiversity managers increasingly find that making “expert” decisions and expecting others to abide by them is difficult to achieve. The “transmission of information model” of communication, whereby information on decisions is passed from senders (usually experts) to receivers, is also experienced as unsuccessful.

THE INFORMATION TRANSMISSION MODEL

Biodiversity managers find the “transmission of information model” fails, as it overlooks the fact that scientific information does not necessarily motivate those who are not so interested in biodiversity.

Instead there is a deeper understanding of communication and education as a two-way process that is interactive and participatory. The two way approach is oriented to developing shared meaning amongst those with different perceptions of the problem and the likely solutions. This approach draws on participatory field experience and understandings that adults learn best through dialogue. Adults like to feel respected as responsible self directed learners, discover knowledge for themselves and have their knowledge and experience valued and shared.

Networking: An important part of learning through dialogue, mentoring and demonstration are the interactions of people in networks and communities of practice. Networking is frequently facilitated by e-mail and internet, allowing contacts over large areas and over time.

Participation: Increasingly community participation is promoted as an educational and learning process in which communities, with the assistance of facilitators, identify their vision, work out plans to address their needs, and become agents of their own biodiversity conservation and management initiatives. This approach creates conditions for innovation and more systemic thinking about biodiversity, and is likely to explore the structural changes needed to support biodiversity conservation.³

2. BBC news story on the release of a report Warm Words, How are we telling the climate story and can we tell it better? Gill Ereaut and Nat Segnit (2006) by the Institute for Public Policy Research (IPPR) <http://news.bbc.co.uk/2/hi/science/nature/5236482.stm>

3. C.V. Rajasunderam in Introduction: A Canadian—African Dialogue in Participatory Development Communication in Guy Bessette and C.V. Rajasunderam eds (1996) Participatory Development Communication A West African Agenda IDRC

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Appreciating the need for learning at many levels

Sustainable development and biodiversity conservation mean changes from current practices and policies to new practices and policies. These changes are more than a 'negotiated settlement' and require understanding from totally new perspectives and the questioning, challenging and changing of old assumptions, paradigms and values. Solutions are often not immediately apparent and uncertainty abounds. Moving forward requires a creative, responsive and adaptive outlook, and on the capacity for different stakeholders and sectors to be able to constructively engage with each other. To realise these changes, the capacity for learning and innovation becomes paramount.

Learning to make innovative change needs to take place at three levels:

1. at the individual level by developing new knowledge and skills through training, communities of practice, inter-disciplinary learning and exchange networks and distance learning;
2. at the organisational level to establish new priorities, new procedures, and new practices, to reposition their services and to be able to deal with the innovations to be implemented;
3. at the society level through new agendas, new partnerships, networks and new ways of interaction and participation.

Appreciating multi-stakeholder processes

The Multi stakeholder process recognises that most complex problems will never be solved by one group alone. The only option is to bring those with an interest in the issue together and engage the different perspectives from science, community, farmer, environmentalist, economic, policy and political in dialogue. Multi-stakeholder processes enable different perspectives to be presented and debated, scenarios and options to be evaluated, decisions to be taken, action implemented and learning based on reflection on the actions.

Such processes involve working with all the complexities of how humans interact—culturally, socially, politically and economically. Multi stakeholder processes are more than 'workshop facilitation'. Rather it is about designing and facilitating processes that may run over a number of years and takes into account power relations and conflicts, integrates scientific and community perspectives, builds the capacity of stakeholders to effectively participate and creates a supportive institutional environment. In effect these processes are about new ways of governance and societal learning.

Much is now known about how to design and facilitate these processes in a way that will enable them to be more effective, and improve the quality of reflection and learning by individuals, organisations, communities and societies. Supporting these processes requires CEPA expert skills. A comprehensive data-base of methodologies and tools can be found on the Multi Stakeholder Processes Resource Portal (www.wi.wur.nl/msp).

Multi stakeholder processes and terms such as adaptive management, collaborative management, participation, citizen involvement, collaborative management, community participation, communities of practice (cops), dialogue, communities of practice, interactive decision-making and societal learning have proliferated in the natural resources management (NRM) literature.

Societal learning is an overarching concept related to the capacity of societies and communities to be more learning orientated in the way they tackle important problems and in particular sustainable development.

Ideas from J. Woodhill 2005 Facilitating Complex Multi-Stakeholder Processes, A Societal Learning Perspective. Working Document

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

EXAMPLE: Said is not always done

Said: A Protected Area manager is concerned about endangered flowers because farmers mow the grass for stock feed too early in the year for them to set seed. He prepares a leaflet to explain the need and background to mow on a specified later date in the year. The Protected Area Newsletter has a message that farmers can pick up this leaflet at the local mayor's office. However, the leaflets are not collected as the farmers do not read the Protected Area Newsletter.

Heard: The Protected Area manager finds out his mistake from a local police officer. The next year a poster is displayed at the entrance to the local church, as all farmers go there on a Sunday. The poster explains the scientific facts about biodiversity and asks farmers to collect the leaflet at the mayor's office. Again the leaflets are not collected, as the farmers did not realise the right date for mowing.

Understood: The Protected Area manager finds out that the expert language used in the poster is not understood. So the next year a new and simpler poster gives a clear message: only start mowing from 18 June onwards. Despite this effort, there is no result. The message is received and understood; but not agreed upon. The farmers found it insulting to their religion that the poster suggests to start mowing on a Sunday.

Agreed: The next year, the mistake of choosing a Sunday is not made. However, the result is the same. The Protected Area manager finds out the reason. Mowing later means that the farmers lose on the quantity of hay that they can store for winter feeding. This hurts their business. Without financial compensation—no matter what information is given through brochures and posters—people do not change their behaviour.

Acted: A dialogue with opinion leaders from the farming communities results in an attractive proposition. Farmers who mow after the right date will receive a financial bonus with a minimum of bureaucracy. That year most farmers mow at the right time. The Protected Area manager is happy and satisfied.

Sustained: However, next year it went wrong. The farmers had forgotten the date as they were not notified in time.

EXAMPLE: Solving a biodiversity issue as a social process

Natural resource management in Lake Victoria

Lake Victoria which Borders Kenya, Tanzania and Uganda is the source of the Nile River. The edge of the lake is populated by some of the world's poorest people. The lake itself has become an important fishery resource as a result of the introduction of the Nile Perch.

The export of Nile Perch to Europe created a significant local industry impacting on the local and national economies. Over-fishing ensued and dwindling stocks made it difficult for fishermen. Some resorted to using poison as a quick way of catching fish.

The Nile Perch was immediately banned from the European Union because of food safety concerns and the whole local fishing industry collapsed.

Overcoming this situation required a complex multi-stakeholder process. Scientists, local communities, policy makers from three countries, fish exporting companies and European regulators all had to cooperate to find solutions*.

In such a social process, the way stakeholders establish relationships, interact with each other, learn and change is highly dependent upon the way communication, education and public awareness are addressed.

* Citation from in Woodhill, J. 2005, Facilitating Complex Multi-Stakeholder Processes, A Societal Learning Perspective, Working Document work out reference

EXAMPLE: CEPA modalities

Strengthening capacities at various levels

In Ilha Grande, an island off the Brazilian coast, the community decided to cultivate shellfish in under-water farms to attract more tourists and local economic development. To do this, everyone underwent a re-education process.

Adults went to workshops to learn techniques for breeding in captivity. Families received support and guidance for building septic tanks. The local government decided to complete water and sewage treatment works.

Shellfish was the topic in classrooms to enhance children's interest. Today, mariculture is done in a sea of clear and crystalline water and a satisfied population harvests a better and healthier life.

Drama: getting a message across by touching peoples emotions

To involve people, nothing is more powerful than working on their emotions, and connecting with the motives which drive people. The success of the environmental education program based on theatre in South Africa proves this.

By working with young people ranging from 18 to 20, supervised by artists from different regions of the country, plays are produced that dramatize the problems people are experiencing with protected areas, biodiversity and conservation.

Issues such as river pollution, deforestation, illegal fishing and killing birds are dealt with in ways that combine humour while striking a cord with people's own experience. The plays are performed in various villages and towns, provoking discussion, sowing ideas for changed behaviour and leaving behind a trail of transformations wherever they go.

Contributed by Ricardo Carvalho, Director of Ecom, Brazil

What is good practice in using CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

CHECKLIST: Role of government communication in different policy phases

- ☐ In the **identification** phase the role of communication is to place biodiversity issues on the agenda. Various organisations in society play a role here. Communication services listen to what people are saying so that problems can be identified promptly and issues for the target groups pin pointed. At this stage, activities involve communicating opinions, drawing attention to the issues, mobilising support and defining themes, through regular briefings, opinion and attitude surveys, mass media content analysis, systematic networking with interest groups.
- ☐ In the **policy formation** phase communication plays a role in raising public awareness of the biodiversity problems, increasing understanding of the policy proposals creating broadly based support for the issues. At this stage there is two way dialogue between government and opinion leaders amongst stakeholders to consult on the policy proposals; knowledge, attitude and practice surveys; design of the communication strategy and its role in the mix of other instruments.
- ☐ In the **policy implementation** phase the aim is to communicate information about how to proceed, the substance of the policy and the accompanying measures to specific target groups. Communication is used:
 1. **To support other instruments:** by helping to improve their effectiveness by informing people about new laws, subsidies or facilities;
 2. **As an instrument on its own** through campaigns by which policy makers influence knowledge, attitudes and hopefully stimulate action in the desired direction. CEPA can impact on individuals directly to “do the right thing” (if it is not too difficult) or its impact can be by developing social pressure from peers about “fitting in”
 3. **As a part of other instruments** whether planned or not. Communication is always a part of other instruments, for example, if the government brings in a tax on carbon emissions, this communicates that the government is serious about curbing greenhouse gases.
- ☐ In the **management and control** phase, communication is used to sustain newly adopted attitudes and behaviour. The aim is to feedback reactions to that policy, to provide an active service to explain the policy and regulations and to announce modifications to policy instruments.

CHECKLIST: Interactive policy making

- ☐ **Advantages of involving stakeholders in interactive policy making**
 - Interests, goals and experiences of different stakeholders that might hinder policy implementation will be clarified at an early stage so that they can be dealt with effectively;
 - Seemingly separate problems such as water, ecosystem diversity, climate change and agriculture can be linked and solved in relation to each other;
 - Creative solutions from practitioners can be integrated;
 - Local and indigenous knowledge about the issue is brought into the decision making process;
 - Stakeholder support is developed during the policy making process; otherwise stakeholder support has to be won after the policy is announced, which can be difficult.
- ☐ **When will interactive policy making work?**
 - When people are aware that they are a stakeholder in an issue and that they can have an impact;
 - When there is mutual inter-dependence (i.e. people negotiate if they have an objective and realize that they need each other to reach it, and each stakeholder has a reasonable level of power);
 - When contradictory interests are more or less the same size;
 - When stakeholders have concrete opportunities to meet with each other and understand each others' language.
- ☐ **If the above conditions are absent then we need to try to create those conditions by:**
 - Making stakeholders aware of the issue and that it is possible to find a solution;
 - Providing support to less powerful stakeholders to organize themselves and formulate their ideas, and
 - Creating concrete opportunities for people to come together in a manner that is designed to build trust.

Rientjes, S. (2000) Communicating Nature Conservation A manual on using communication in support of nature conservation policy and action, ECNC

How to answer questions 'why bother with CEPA'?

How to answer questions ‘why bother with CEPA’?

‘Why bother with CEPA?’ is a question that NBSAP focal points, administrators and experts often have to face. This section helps answer some of the most frequently asked questions about CEPA based on expert research and experience.

What’s the point of developing a communication and outreach strategy?¹

- Communication, education and public awareness influence how citizens judge the overall image of an organisation and its policies.
- An agency or department that wants to project an efficient or high performing image will need a communication and outreach strategy in place.
- Getting CEPA right is one of the simplest and most effective ways of improving the image of an organisation and achieving organisational goals.

The cooperation of major stakeholders is imperative to successful biodiversity conservation and sustainable use. To gain this support you must find out:

- what stakeholders think and how they feel about biodiversity and the issues at hand;
- what is likely to motivate stakeholders to act for conservation;
- how to present ideas in the stakeholder’s language or vernacular;
- how to establish meaningful relationships.

To realise conservation goals help is needed from communication and education experts.

<?>. Main points from Local Councils, a business case for communication <http://www.idea-knowledge.gov.uk/idk/aio/90058>.

Why all this concern with concepts such as ‘brand identity’ or ‘reputation management’?

We in biodiversity conservation are not a brand like Coca Cola or Pepsi. To gain attention for your biodiversity issue, and to be credible in what you ask people to do, you need to be known as a reputable source of information and advice for biodiversity or in other words, how is the Department viewed by the public? This is your brand.

Government departments or ministries aren’t private companies, but the principles of and rationale for ‘brand and reputation management’ are the same. There should be clear, consistent messages, a professional and recognisable ‘look and feel’ to communication emanating from an organisation and the credibility that comes from delivering what is promised to the customers—the public.

1. Main points from Local Councils, a business case for communication <http://www.idea-knowledge.gov.uk/idk/aio/90058>.

Why bother about CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

Why bother to invest in internal communication when resources are tight. Surely money is better spent on the real issues: biodiversity research and conservation?

Research shows a direct link between high performance of the organisation and staff motivation. Investing in effective internal communication among the staff of an organisation is in reality investing in the real issues!

The link between information and satisfaction applies as much to your own staff as it does to local residents. The vast majority of civil servants are also citizens and local residents. If you can influence their perceptions about the NBSAP, you can turn them into ambassadors for the NBSAP.

Main points from Local Councils, a business case for communication <http://www.idea-knowledge.gov.uk/idk/aio/90058>.

How are our biodiversity experts, conservation managers, civil servants and other experts engaged with planning and implementing NBSAPs, expected to have the time to carry out communication and education tasks as well as their 'day job'?

Communication and education is a part of the 'day job', and an integral part of everyone's work. CEPA is as important as managing a budget or a team. Investing in communication training and communication support to managers, pays dividends by way of better service delivery, more satisfied 'customers' and better informed and motivated staff. Communication professionals can support this process.

We want to invest more in CEPA for biodiversity, but how much, and where?

The best places to start are to invest in professional CEPA staff, internal communication and direct communication, education and awareness raising with citizens, organisations and the private sector.

When departmental resources are efficiently used there can be more money and staff time available at no extra cost. There are many ways to introduce low cost improvements to communications. The first is to adequately invest in the things that matter, like quality staff, or professional CEPA services.

Main points from Local Councils, a business case for communication <http://www.idea-knowledge.gov.uk/idk/aio/90058>.

Very few government agencies or ministries have expert staff devoted to strategic communication although many have press and media officers.

High spending on communication does not guarantee success or an increase in reputation. Conversely, low spending on communication almost always results in low citizens' satisfaction ratings.

Why bother with CEPA?

SECTION 1 | WHY DO WE NEED CEPA?

The media is biased against biodiversity. What's the point of trying?

Most citizens gain their information about the government through the media. To have your agency's messages reach the general public, it helps if you have built a sound relationship with the media.

MANY GOVERNMENT DEPARTMENTS AND MINISTRIES DO HAVE POSITIVE AND FLOURISHING RELATIONSHIPS WITH THE MEDIA.

A poor relationship with the media can be due to personality clashes or a lack of understanding of how the media operates. (See Section 3 for more information on working with the mass media). If the relationship between your agency and the media has soured, it is up to your department or agency to try and repair the damage. You have much to lose if you do not.

If we marketed our services properly, we wouldn't be able to cope with the demand. It's better to stay just as we are.

Encouraging poor communication as a form of gate keeping is not good practice. The best way to manage expectations, inform citizens and local residents is to communicate with them honestly and accurately. By using two-way communication effectively managers can be better informed about options for delivering services, even when there are difficult choices to be made about budgets and meeting high demands.

How can I support extra spending on CEPA when really it's all about spin through 'cleverly' packaging the information?

Research shows that citizens, local communities, and civil servants, are influenced by solid information, not 'spin'. There is clear evidence about what people want to know and how they want to receive that information. Basing NBSAP communication and education on firm evidence and making sure it stays within the laws and regulations related to government publicity, are ingredients for successful NBSAP communication and education.

Main points from Local Councils, a business case for communication <http://www.idea-knowledge.gov.uk/idk/aio/90058>.

EXAMPLE: Quotes on the relevance of CEPA by NBSAP actors

“I hardly understood what [CEPA] would be about, I certainly did not realise that it would refer to two-way communication. I just had a vague concept of communication, and now I understand much better. I can see much more clearly how important it is that when other instruments are used they should be communicated properly, because the efficiency of those instruments multiplies with communication.”

Hungarian national authority interviewee

“The direct contact [through CEPA in the Natura 2000 process] has diminished many of the prejudices that these services [institute, forestry and agricultural service] had against each other... I don't know if there ever has been something like that in the Slovene government, that different ministries etc. would go to the public together, with the same ideas with the same message, instead of fighting in public.”

Slovene Ministry for the Environment interviewee

“[Government officials understanding the importance of CEPA are more effective]. Instead of devising rules, they achieve more by making contact, understanding people, especially local stakeholders, and reaching compromise. They realise that people are not their enemies, instead they connect and become part of the area, and the local people accept them.”

Slovene national agency decision-maker

Source: Outcome Review Report, Capacity building project implemented by the IUCN Commission on Education and Communication 1997–2003, Funded by the Dutch Ministry of Agriculture, Nature and Food Quality and the Dutch Ministry of Foreign Affairs, April 2004, Bobbi Schijf

How to sell the use of CEPA

How to sell the use of CEPA internally

Most Government decision makers agree that communication, education and awareness are important for the success of their policies or plans. Yet only a few governments back this moral support with proper investment and resources. Is this because of a lack of understanding among decision makers as to what CEPA can do? Is there doubt that communication/CEPA can provide the support to do an effective job?

For a NBSAP coordinator it is important to sell the idea of investing in CEPA to have an adequate budget allocation. This can be achieved both by demonstrating new ways of working by using CEPA to implement a NBSAP, and communicating the results of this work.

Internal communication for Biodiversity Focal Points

Internal communication is about communicating within your own organisation, a function that is often overlooked. However it is one of the first steps to make government communication effective.

Internal communication enables a NBSAP coordinator to gain support within her or his organisation for biodiversity objectives and plans. Unless the Ministry's employees and its agencies support the NBSAP and the goals of the CBD, it is not possible to be effective and credible in external communication.

Through internal communication the NBSAP focal point gains understanding about where other sections of the organisation might link to the NBSAP priorities and how biodiversity conservation can be incorporated into the work of other sections.

Many government departments have limited staff. It makes sense to identify and regularly meet with the focal points of other environmental conventions, such as Ramsar, UNFCCC, CITES to learn from each other, coordinate education and communication and work together to gain support for convention implementation.

An important function of internal communication is to involve your colleagues and supervisor in the work you are doing and to seek a role for them. This leads to their involvement, ownership and increased support. See the checklist for important informal ways to communicate internally. There and that are far more effective than formal means such as memos.

A GOOD MOTTO IS "COMMUNICATE INTERNALLY BEFORE EXTERNALLY."

How to sell CEPA in external communication

NBSAP coordinators and CBD focal points need to communicate with many and varied external audiences. The purpose of external communication is to explore opportunities for collaboration, to advise on NBSAP priorities, to make people aware of policies and actions for biodiversity and to implement biodiversity policy.

The NBSAP coordinator needs to gain the support of decision makers in the Ministry to use CEPA to engage other stakeholders in biodiversity conservation and the sustainable use of ecosystems and resources.

The first step is to be aware of the government's rules and formal procedures on how to deal with media or to engage other layers of government. Seek advice and help from the press officers and communication experts of the Ministry or other Government agencies when planning your intervention.

Communicating with local and grass root initiatives

In many countries awareness raising and education activities for biodiversity and sustainable development are frequently undertaken by NGOs and local communities. However, often governments are suspicious of the activities of these NGOs. The NBSAP coordinator can demonstrate new ways of working and using CEPA as a way to network organisations that are working for biodiversity. Using and facilitating existing bottom up initiatives can be very useful to NBSAP coordinators. Invariably NGO and community organisations have considerable impact on society because of the credibility of their organisations.

EXAMPLE: Case for internal communication

A Ministry of Environment is implementing the Convention on Biological Diversity (CBD) and draws up a national Biodiversity Strategy. Specifically for this project, a new expert is appointed. After a year of hard work and feedback from external experts and some stakeholders in biodiversity the first draft of the Biodiversity Strategy is ready. The expert presents the draft strategy in a meeting with the directors of the Ministry. The feedback is that half of the proposals are already covered by existing activities of other directorates and that what he proposes is impossible given the existing relations with the Ministry of Agriculture.

Lesson learned: External communication starts with internal communication. First seek ideas and feedback as you go along. Feedback at the end is too late.

EXAMPLE: Case for internal communication

The management of a protected area (PA) wants to raise the profile of the protected area amongst the population that lives inside it. As one of the PA action points, the management would like the village schools to engage in environmental education. A teacher is interested to take up this challenge and phones the office. The telephone is not answered. She calls the next day with the same result. Another day, somebody picks up the phone and listens to the request to arrange a school excursion to the area. The answer received is: "I do not know about this at all and I have no time for it." The teacher abandons the idea.

Lesson learned: External communication starts with internal communication. Make sure the whole organisation knows the new plan and how to contribute to it.

CHECKLIST: Best practices for government communication

Research has uncovered a wealth of good practices on communication. Although there is no one blueprint for the ideal approach, good government departments understand communication is an integral part of effective service delivery and not a last minute addition. These departments link their own corporate priorities to their citizens' wishes and develop communication initiatives that fit the needs of citizens, communities and the private sector. Some common elements emerging from the research indicates that to be effective these agencies must/should:

- ☐ Lead communication from the very top, politically and managerially.
- ☐ Have a strong and consistent brand identity.
- ☐ Recruit, retain and value professional communication staff.
- ☐ Have a corporate communication strategy and a clear set of messages.
- ☐ Know their key stakeholders, and audiences and how best to reach them.
- ☐ Put special emphasis on communicating with 'hard to reach' groups.
- ☐ Communicate often and in a consistent, relevant and creative ways.
- ☐ Consult extensively and act on the results.
- ☐ Communicate the 'hard stuff'.
- ☐ Promote 'pride of place' about the local area as well as the council.
- ☐ Have one or two personalities as key spokespeople.
- ☐ See the media as partners, not enemies.
- ☐ Prioritise internal communication and encourage all staff to be good communicators.
- ☐ Have a good web site and use electronic communication to target information and create a dialogue with local residents.
- ☐ Benchmark their communication and set themselves tough targets for improvement.
- ☐ Concentrate on 'outcomes' not just 'outputs'.

Main points from Local Councils, a business case for communication <http://www.idea-knowledge.gov.uk/idk/aio/90058>.

CHECKLIST: How to improve government communication

Research and consultancy work with ministries has identified some common approaches to prioritising future investment and improvement in communication. If you are thinking of changing the way your ministry or department communicates, this can serve as a useful checklist.

- ☐ **BE CORPORATE:** taking an honest look at how and why your ministry communicates across all departments. Often the cost and time savings of a more corporate approach can fund new communication activities.
- ☐ **ENSURE FOCUS:** develop a simple, prioritised set of key messages to key citizen groups, staff and other stakeholders.
- ☐ **BE SYSTEMATIC:** develop a communication strategy that outlines how these messages will be communicated to all key audiences, with clear deadlines, budgets and responsibilities.
- ☐ **SHARPEN THE BRAND:** abolish departmental logos, ensuring the ministry looks and acts like one organisation and make sure all communication is produced in a professional way.
- ☐ **INVEST IN COMMUNICATION WITH LOCAL PEOPLE:** invest in a regular newspaper/magazine for citizens and other audiences, an A-Z guide to ministry services, a range of coordinated publications about specific services and a user-friendly website.
- ☐ **PRIORITISE INTERNAL COMMUNICATION:** identify a clear responsibility for internal communication and develop a range of two-way communication channels with staff.
- ☐ **INVEST IN STAFF:** find and keep high quality, well-motivated communication professionals.
- ☐ **BE AMBITIOUS:** benchmark against the best in the class and set targets for improvement.

From Local Council, business case for communication <http://www.idea-knowledge.gov.uk/idk/aio/90058>

CHECKLIST: Internal Communication means and channels

| MEANS | PURPOSE | COMMENT |
|---|--|---|
| <input type="checkbox"/> In-house Newsletter (electronic or printed): | Regularly provide brief information items about recent facts and events. | Advantage: <ul style="list-style-type: none"> • easy to make, reproduce and distribute. |
| <input type="checkbox"/> Policy Manual | Provides information on the history and mission of the Ministry, its current policies and activities. | Disadvantage: <ul style="list-style-type: none"> • Has to be regularly updated. |
| <input type="checkbox"/> Orientation Programme | Introductory programs for new staff to enable them to quickly get to know the organisation and its activities. | |
| <input type="checkbox"/> Bulletin Boards (Now there are also digital bulletin boards and websites) | A cheap and easy way to distribute internal information quickly. | Advantage: <ul style="list-style-type: none"> • If placed at a strategic location (near the elevator, photocopier, coffee room, etc.), they are usually well read. Disadvantage: <ul style="list-style-type: none"> • Not good to reach external or mobile staff. • Often look messy (Note: the media is the message!), making them unfit for some messages. |
| <input type="checkbox"/> Staff Meetings | Regular staff meetings are a good way to: <ul style="list-style-type: none"> • stimulate internal communication and distribute information; • generate more support in the organisation for the mission, priorities and current campaigns. | Useful if they allow for two-way communication: Staff should have equal opportunity as management to put issues on the agenda. |
| <input type="checkbox"/> Skills development | Staff training develops confidence, and agency | Requires an annual budget |
| <input type="checkbox"/> Social events | Excursions, dinners, lunches and celebrations promote two way communication, informal brainstorming and professional information exchange. | They can be small and need not to be extravagant. |

How to make a strategic start with CEPA

How to make a strategic start with CEPA

SECTION 1 | WHY DO WE NEED CEPA?

How to plan CEPA strategically

Implementing a National Biodiversity Strategy and Action Plan requires the support of CEPA, communication, education and public awareness. NBSAP focal points are often under resourced for the NBSAP implementation. Therefore thinking strategically is of utmost importance, as is focusing on a few priorities and to finding the best way to leverage impact. The challenge is to increase the scope and scale of actions beyond “demonstrations” by involving key opinion leaders, networks and stakeholders who can have a significant impact on biodiversity conservation.

NBSAP coordinators need a CEPA strategy to prioritize where and how to invest the time and effort and to give direction to national CEPA efforts.

Deciding on how to formulate a CEPA strategy requires answering several preliminary questions:

- What are the CEPA priorities in the NBSAP to work on?
- What results are sought from the intervention?
- What groups should be involved in the CEPA programme?
- How do I achieve the best quality result with the time, and resources available?

The strategic planning helps to determine where to position the actions of the national coordinator. Rather than trying to undertake the educational actions her/himself, it may be more efficient to:

- coordinate ongoing actions by supporting networking, briefing those running biodiversity/ development/ and health projects on biodiversity priorities; give moral support to their activities; build on what is working well; share information amongst the actors;
- facilitate partnerships and strengthen relations amongst multi stakeholder groups and develop capacity to collaborate on resolving complex issues;
- engage in intra and inter departmental dialogue to mainstream biodiversity into the activities of other sections/ sectors at national and local levels;
- where funds are sufficient, manage a strategic communication campaign in support of certain policies.

How to make a strategic start with CEPA

SECTION 1 | WHY DO WE NEED CEPA?

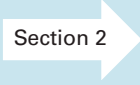
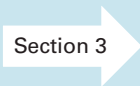
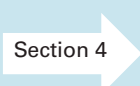
How to select where to start with CEPA

Depending on the situation analysis and the resources available, there are various entry points to use CEPA to support NBSAP implementation. The table below gives guidance on the entry points and CEPA objectives and approaches when choosing a CEPA strategy.

When resources are limited the approach of connecting with existing CEPA initiatives offers a good start to build public support and capacity for biodiversity CEPA. Section 2 of this guide offers tools for an approach based on networking, developing partnerships and collaboration.

A more influential level to start is to use CEPA to bring biodiversity issues to the attention of other sectors so that biodiversity becomes integrated into their work. The focus of activities is to build relations with stakeholders to eventually collaborate and integrate biodiversity. Section 3 provides details on activities to mainstream biodiversity.

An even more influential strategy is to strategically plan CEPA for behaviour and policy change. Section 4 provides guidance on how to undertake this planning.

| ENTRY POINTS | OBJECTIVES | FOCUS OF ACTIVITIES | SECTION OF THIS GUIDE |
|--|---|--|---|
| Connect with and build on existing CEPA initiatives in civil society | Building public support to increase capacity and resources | Awareness raising and networking with local initiatives | Section 2  |
| Use CEPA as a policy instrument to implement the NBSAP | Agenda setting and building support in various sectors; creating an enabling environment for biodiversity | Stakeholder engagement and mainstreaming | Section 3  |
| Use CEPA to support major behaviour change through strategic planning of communication and campaigns | Supporting major changes in specific practices and policies with communication and education | National/general and sectoral/ thematic campaigns carried out in partnership with various stakeholders | Section 4  |

How to make a strategic start with CEPA

SECTION 1 | WHY DO WE NEED CEPA?

How to undertake CEPA when working on a tight budget

Government biodiversity focal points can support and make use of many of the awareness and environmental education activities being carried out by NGOs to meet NBSAP priorities. These are often externally funded. Sometimes biodiversity projects are run by international NGOs which can provide other benefits to the national efforts, from providing capacity building to access to international networks and information.

Even projects that are oriented to health and development concerns can provide avenues to include biodiversity issues, e.g. mangrove conservation and regeneration are important in reducing damage from natural disasters like cyclones and tsunamis.

WHAT CAN YOU DO?

- Identify national and local environmental education activities undertaken by national and international organisations.
- Identify key development projects that could provide opportunities to work on sustainable livelihoods or integrate biodiversity issues.
- Monitor what is going on from web sites, reports or workshops.
- Establish contact—by telephone or by a meeting - with key NGOs and individuals who are playing a role in biodiversity / development related education.
- Select those organisations with which you want to work on priority issues and where you will gain the most leverage.
- Offer to provide coordination, information and strategic input:
 - Link groups working on similar aspects to reduce duplication and assist them to learn from each other.
 - Explore ways to steer the focus of CEPA programs if important groups are being missed.
 - Provide opportunities for the different actors to exchange knowledge and to explore avenues for collaboration and partnerships.

For example in Spain, Friends of the Earth undertook a survey of conservation NGOs education programs. The survey asked biodiversity experts to name which groups are causing most damage or loss to biodiversity. Analysis of the results showed that many education programs focused on schools while the main groups who are perceived to cause biodiversity loss or damage were mostly not targeted by education programs. Such an overview is useful to guide where to invest scarce resources.

How to select the approach to influence formal education –top down or bottom up

The government decides that introducing biodiversity into the formal education is a NBSAP priority. There are two basic strategies that can be used to start this process of integration:

- a) a top down process by working with the Ministry of Education, or
- b) a demand based bottom-up strategy, which creates interest among parents, children and teachers about biodiversity (e.g. through mass media interventions).

In the first, the NBSAP focal point makes contact with the Ministry of Education to explore opportunities for integrating biodiversity into the curriculum and teacher professional education and inservice programs.

In the second the NBSAP works with other actors in society to stimulate interest in biodiversity, so that teachers, parents and children ask for more opportunities to learn about biodiversity.

In Section 3 there are more details on how to introduce biodiversity into the formal education sector.

How to make a strategic start with CEPA

SECTION 1 | WHY DO WE NEED CEPA?

EXAMPLE: How to start CEPA action

Coordinating CEPA in Bolivia

In Bolivia a review of conservation and education activities recommended developing and strengthening mechanisms to bring together people, resources, information, experiences and materials for exchange, collaboration, and cooperation to build a strong base for forest, water and biodiversity action.

The review identified the importance of the government to assume leadership in the national coordination of education and communication and to strengthen ‘strategic alliances’—collaborative action between governmental institutions, non-governmental organisations, universities, and the private sector on specific environmental education and communication issues.

Source: Environmental Education and Communication (EE&C) for Behavior Change Its Role in Forest, Water, and Biodiversity Resource Management for Sustained Economic Growth in Bolivia, USAID/Greencom, 2001

Maximising the use of local networks in India

One of the lessons learned from the Indian biodiversity strategy planning is that “It is vital to survey and make use of the locally available human resources and networks in order to maximise opportunities.” It was observed that often the coordinating agency for the NBSAP process did not make use of existing networks to achieve their aims.

In Utar Kannada the network of spice growers association, with 600 members, was not tapped as a formal body despite the district being an important spice growing area implications to the state of the environment.

On the other hand in northern coastal Andhara good use of existing NGOs and adivasi (tribal) networks, ‘piggy backing’ on ongoing meetings and mobilising networks made it possible to get valuable micro-level information on biodiversity from remote areas.

Tejaswinin Apte 2003 An activist approach to biodiversity planning—a handbook of participatory tools used to prepare India’s National Biodiversity Strategy and Action Plan, IIED p.126

EXAMPLE: How to start—greening education in El Salvador

This project involved the Ministry of Environment and the Ministry of Education to develop a policy to bring environment into education in schools.

Activities with the mass media led to a significant increase in coverage of environmental topics. One of the best examples was the newspaper El Diario de Hoy, which signed an agreement with GreenCOM in 1994 to dedicate one issue per month of its Sunday children’s magazine supplement, Guanaquín, to environmental topics.

From 1995 through the first half of 1999, the paper printed 54 Guanaquín supplements devoted to environmental subjects, with an average printing of 112,000 copies each. A GreenCOM evaluation in 1996 found that 86 percent of teachers used Guanaquín to prepare their classes and 83 percent of students used it in their homework and conducted many of the suggested experiments. Mass media activities motivated teachers to cover environmental topics in their classrooms.

NGOs were also encouraged to learn that the mass media could be used to publicize their environmental messages. In turn, the interest in environmental issues that teachers and NGOs generated among various population segments motivated the media to provide yet more coverage of environmental topics.

By “heating up” the public dialogue on environment and natural resources, some private businesses felt compelled to focus on their environmental track records with public relations campaigns.

Extract from Case Study—El Salvador: Making Environmental Issues a National Priority by GreenCOM Project, 2005.
http://www.greencom.org/greencom/project_profile.asp?id=1

EXAMPLE: CEPA Strategy Germany

Starting point 1998

- National development of the Clearing-House Mechanism (CHM) in 1995 showed limited knowledge of biodiversity and the CBD;
- Question: how to raise awareness of biodiversity and the CBD?
- Start with the formal education sector: mix field work and nature observations with the internet: project Nature Detectives.

First steps

- Cooperate with the formal education sector through the German School-Net (filled the “nature niche”);
- Design a first-year pilot activity with two main nature observation topics, evaluate reactions of schools;
- Positive feed-back stimulated continuation with 12 topics per year and a couple of special actions and competitions;
- Print flyers, posters, CDs, HTML eLearning tools, publish articles;
- Several questionnaires helped to adjust the project concept.

Strategy

- Develop an innovative mixture of practical field work/observations and a reporting mechanism on the Internet;
- Offer working and simple observation topics as well competitions and other actions making the project interactive and “living”;
- Design main topic briefs and coherent allowing short- as well as longer-term work;
- Integrate partners from different institutions, universities, schools
- Use incentives for participation; i.e. prizes for the competitions or for well designed published reports.

Evaluation

- Project has been awarded several times
- International cooperation i.e. Frogs Around the World with Canada; A Plant takes Flight with School-Net South-Africa; International Biodiversity Competition with Palau;
- Still growing participation from schools;
- Change from only a school project to a more public oriented one.

www.naturdetektive.de

Dr. Horst Freiberg, Naturschutz und Kartographie, Germany, presentation CEPA Fair COP 8, 2006 Curitiba

EXAMPLE: CEPA Strategy Antigua and Barbuda

Starting point

- Limited knowledge of general environment management issues;
- Limited education on biodiversity issues;
- Biodiversity normally linked to folk tales and customs, no incentive for protection;
- In well known species cases e.g. whaling, locals are put off by efforts of “environmentalists” and “tree huggers and have a negative view of Biodiversity.

First steps

- Identify the baseline of education;
- Conduct needs assessment particularly in NGO groups;
- Conduct public programs on TV and radio;
- Conduct another Assessment.

Evaluation

- Communication between the Convention focal point and local population was not good;
- Public Awareness insufficient: underlying issues were not known;
- Within the school systems children knew more about polar bears than local biodiversity.

Strategy

- Hire a teacher with no knowledge of Biodiversity to work with schools and a variety of audiences, including top policy makers;
- Design a TV program that builds on the work being conducted within schools;
- Conduct national campaign focused on biodiversity and importance to health and jobs;
- Influence the formal Education program—curricula and production of texts and textbooks;
- Source: funding from international agencies and private sector.

Evaluation

- Biodiversity is not included within formal education program;
- Text books being produced with local knowledge;
- Call in programs are more interesting since persons are calling with more informed questions;
- TV program a success and now being funded by the private sector as part of their advertising campaigns.

Diann Black-Layne, presentation IUCN-SCBD CEPA Side Event COP 8, 2006 Curitiba

How to monitor and evaluate CEPA

How to monitor and evaluate CEPA

SECTION 1 | WHY DO WE NEED CEPA?

Why evaluate?

Evaluation provides proof of the results, outcomes and impacts that a program sets out to achieve. It demonstrates the impact of that CEPA program and the changes in knowledge or action achieved with the target group. The results of an evaluation are used to justify or assess the value of the investment and the process used. The questions asked are:

- What happened as a result of the CEPA program?
- What changes took place?
- What proportion of the target group changed?
- What impacts occurred in terms of biodiversity conservation?
- Was quality achieved for the input of funds and staff time?

Evaluation clarifies those lessons that can be broadly applied to the next phase of work, as well as those specific to that program. Evaluation is an important means of learning about how to bring about change.

Evaluation provides evidence to build support for CEPA interventions and the results need to be communicated.

When are evaluations undertaken?

Evaluations are undertaken usually at the end of a program and are often undertaken by a team external to the program. The terms of an evaluation are usually specified by a funding agency and are a necessary phase of externally funded projects. Evaluations may be undertaken mid term in the case of large programs.

Increasingly evaluations are being undertaken in a participative way with the participants in the program during and at the end, with support or guidance from an external evaluator.

Why monitor a CEPA program?

Monitoring a CEPA program is used to assess the process of the CEPA program so that adjustments can be made to the strategy and its delivery. Monitoring asks:

- What is happening in the delivery of the CEPA strategy?
- Why is that happening?
- What are the interim effects of the program? (Greencom)

Peers and participants in the program critically reflect on the effectiveness of the approaches and the underlying assumptions of the work regularly. Regular reflection creates a situation that encourages adaptation of the program while it is underway.

A diary is a valuable way to regularly record impressions, concerns, and points about how to improve the work as it is being implemented. Interviews with participants, observation and testing of learning are also used to monitor progress.

From GreenCom Fact Sheet on Evaluation, Washington DC. www.greencom.org

How to monitor and evaluate CEPA

SECTION 1 | WHY DO WE NEED CEPA?

How to evaluate CEPA?

The evaluation of a CEPA program depends on the clarity of the objectives and the statement of outputs (products) and outcomes (impacts) to be achieved. Rather than evaluating how many brochures were printed or posters distributed (outputs), it is preferable to try to express the actual impact or outcome of the communication or education. Indicators are then developed to measure the progress towards that impact.

It is important to make clear the objectives and outcomes of the CEPA program from those of the overall conservation program which CEPA supports. Of course the CEPA program is intended to have an impact on the conservation objectives. However there may be other instruments in play that also influence conservation outcomes, such as incentives to take up other economic pursuits.

- CEPA programs are about changing people's level of awareness, knowledge, understanding, confidence and skills to perform conservation activities and attitudes to conservation. Most desired are changes in practices or the component behaviours of those practices. The more that the program's objectives are quantified the easier it is to assess the result, e.g. 80% of the population in the surrounding area, know after 2 months that it is illegal to hunt animals in the new protected area; or 40% of the local forest population take up alternate livelihoods within 12 months so that they are not dependent on slashing the forest undergrowth to favour the growth of cardamom.
- Conservation objectives are about increases in species diversity or population, the sustainable use of biodiversity, the area of ecosystems protected.

A CEPA evaluation needs to answer the question:

- What did your CEPA work accomplish in changes of knowledge, attitude and practice?
- What outcomes did it achieve?

A good evaluation depends on how well the program was designed and implemented to reach the results. Evaluation checks whether the right things were done to achieve the objectives (process evaluation) or the changes that have occurred (comparative evaluation).

How to monitor and evaluate CEPA

SECTION 1 | WHY DO WE NEED CEPA?

What evaluation methods to use

The objectives of the evaluation can either be expressed in quantifiable terms in qualitative ways, or a combination of both.

- Quantitative evaluations give results in numbers which help in seeing long term trends and gauging the value of various approaches. For example knowledge can be tested and linked to different age groups, gender or regions.
- Qualitative evaluations tend to use data collection methods such as:
 - in-depth, open-ended interviews;
 - direct observation; and
 - written documents.

The evaluation can focus on the process of the CEPA program or on the impact:

- Process evaluation describes what happened during the evaluation, how each part of the program was implemented, and how consistent were the activities compared to those planned.
- Comparative evaluation measures the changes that occur and the extent that these can be attributed to the program. It is challenging to assess whether a CEPA program has had an impact on knowledge, attitudes and practices (behaviour) in the target group, as many factors can intervene in the situation besides the CEPA program.

In comparative evaluation two approaches can be used as shown in the table.

| TIMING OF SURVEY | EXAMPLE |
|-------------------------------|---|
| Before CEPA program and after | A survey of knowledge, attitudes and practices (KAP) with groups before the CEPA program and also afterwards to assess changes. Comment: It can be difficult to attribute any changes directly to the CEPA program. |
| After CEPA program | Undertaking a survey after the CEPA program and comparing knowledge attitudes and practices of a group involved in the CEPA program with a matched or control group who were not involved. |

How to maximise learning from an evaluation with participatory approaches

Increasingly participatory approaches are used to decide on the program outcomes and indicators as well as in monitoring and evaluation. This reflects an increasing desire to collaboratively problem solve, share responsibility for decision making and to develop learning communities and organisations.

Participatory evaluation is undertaken with those involved in the program, though it can be useful to have an external evaluator to assist in guiding the process.

Approaches to participatory learning and evaluation are also called action research or action learning.

KEY PRINCIPLES INCLUDE:

- Local people must be active participants—not just sources of information.
- Stakeholders evaluate, outsiders facilitate.
- Monitoring and evaluation should strengthen stakeholder capacity for analysis and problem solving.
- The process should build commitment for implementing the recommended corrective actions.

Deepa Narayan, (1993) Participatory Evaluation: Tools for Managing Change in Water and Sanitation, World Bank Technical Paper No. 207 Washington, DC: World Bank.

How to monitor and evaluate CEPA

SECTION 1 | WHY DO WE NEED CEPA?

EXAMPLE: Choosing the tools to use in evaluation

There are many tools to evaluate the processes and impacts of your CEPA program. Which tool depends on what you want to evaluate. The table below lists common aspects that are evaluated and how to measure them.

| WHAT IS TO BE EVALUATED | EVALUATION TOOLS TO MEASURE |
|-------------------------------------|--|
| Data collection | Records, logs, journals, attendance lists |
| Program quality | Expert review, observation, staff self analysis, staff performance |
| Participant reaction | Drawings, photographs, journals, logs, post it boards, suggestion boxes, comment cards, testimonials, anecdotes, observations |
| Participant knowledge and behaviour | Surveys, interviews, concept maps, observations, focus groups, photographs, questionnaires, presentations, videos |
| Action research | Journals, tape recorded sessions, videos, observations to support participant reflection and analysis |
| Media Impact | Phone, mail, face to face surveys, visits |
| Materials Quality | Readability, pre-tests, test, observation |
| Participant involvement | Participatory rapid appraisal techniques such as discussion groups, mapping, models, sorting photographs, calendars, timelines, trend lines, rankings, pie charts, matrices, action plans, numbers involved. |

From GreenCom Fact Sheet on Evaluation, Washington DC. www.greencom.org

EXAMPLE: Methods of evaluation

The following matrix created by the *Communications Consortium Media Center* can help you decide the method of evaluation to use to measure specific outcomes.

Matching evaluation methods with outcomes

| OUTCOME | METHODS |
|---|--|
| Campaign Activity Implementation | Event/Activity Tracking Case Studies: A tracking and account of press conferences, media briefings, editorial board appearances, TV news placements, radio talk show bookings, etc. as outlined in the campaign's strategy. |
| Institutional Capacity | Event/Activity/Staff Tracking: Monitoring key leaders' use of the Internet to assess improvement in their communications skills, better use of technologies and their integration of communications into the overall strategies of the campaign. |
| Media Coverage | Media Tracking and Issue Trend Analysis: Counting media placements in coverage of an issue at specific time points during project implementation. |
| Media Framing | Media Content or Framing Analysis: A review of the content and framing media coverage around campaign-related issues (usually for a sample of media coverage in target markets) to determine how issues are presented and messages used. |
| Awareness, Attitudes, Saliency, Behavior Change | Polling: Public or target-audience polling, preferably at points before, during, and after campaign implementation, to establish trends in public reactions to campaign-related messages and issues. |
| Public Will | Surveys, Polling, Website Tracking, Direct Response: tracking the actions of organization connected to the campaign and of their members for evidence of increased membership or volunteer presence, voting patterns, public support and demand, and public willingness to inform or participate in the policy process. |
| Policymaker Support | Policymaker, Surveys, Policymaker Tracker: Surveying policymaker' reactions and support for campaign-related issues, tracking of bills sponsored, votes on legislation, etc. |
| Policy Change | Policy Tracking: Monitoring specific policies related to the campaign's issues. This is often difficult to connect definitively to the campaign, but changes can be tracked and correlated to campaign activities. |

<http://www.wkkf.org/Default.aspx?tabid=90&CID=385&ItemID=5000077&NID=5010077&LanguageID=0>

EXAMPLE: National surveys of environmental knowledge and attitudes

Many governments undertake large national (or state, province) surveys every few years to assess changes in environmental attitudes and knowledge over time. This allows the government to evaluate the impact of environmental policy and provides guidance on future directions for CEPA. Brazil, Canada, Australia, Sweden and the Netherlands are amongst those countries that regularly survey their populations. These surveys are usually undertaken by professional consultancy firms, though they require substantial budgets.

In the Australian state of New South Wales (NSW) the Department of Environment and Conservation undertakes a survey “Who Cares about the Environment?”

These surveys have been undertaken every three years for 12 years and track trends and changes in what people think about environmental issues.

In 2006 the research included both qualitative and quantitative components. The quantitative research consisted of telephone surveys with a representative cross-section of people in NSW. The qualitative phase followed the surveys to explore issues more suited to in depth discussion, with focus groups segmented on the basis of participants’ level of environmental interest, knowledge and behaviour. This component of the research focused on concepts of ‘the environment’ and the factors influencing the range of environmental attitudes and behaviours within the different segments. This approach made it possible to gain a greater understanding of differences in environmental behaviours and to use this research to take account of these differences in designing policy and programs.

The qualitative research demonstrates that many people are confused about appropriate pro-environmental behaviour at an individual level, as well as the efficacy of specific actions in addressing environmental problems. There is support for a range of tools for effecting change, namely economic incentives, education, infrastructure provision, regulation and enforcement. This research assists in understanding the nature of differences across different segments in the population and to respond to people’s needs by addressing different motivators and barriers for different issues.

See report Who Cares? <http://www.environment.nsw.gov.au/whocares/whocares2006.htm>

SECTION 2

How to network and raise awareness

What is in this section?

Communication, education and public awareness CEPA are tools to implement a NBSAP. Often the NBSAP coordinator has little financial resources to use for CEPA. This section provides information, examples and checklists about how to make the maxim use of networking to achieve your NBSAP objectives. Networking has many aspects and this section describes these modalities such as tracking, collaborating and supporting other activities. It also covers how to effectively inform on NBSAP actions and how to consult, collaborate and form partnerships to make progress.

In this section guidance is also given on how to establish base line awareness for biodiversity conservation and how make use of events, such as “international days” to advance knowledge about biodiversity.

As in all sections the toolkit is comprised of:

CEPA Fact Sheet

The fact sheets explain why and how to network and raise awareness in view of the limited time and resources available to the NBSAP coordinator.

Example

The examples show what has been done to develop networks and awareness in support for biodiversity.

Checklist

The checklists are handy reminders when planning networking or awareness raising activities.

Contents

| | |
|--|-----|
| Introduction to networking | 79 |
| INTRODUCTION: Why network? | 80 |
| FACT SHEET: What are the basics of networking? | 81 |
| How to undertake tracking | 82 |
| FACT SHEET: Why and how do I undertake tracking? | 83 |
| EXAMPLE: Kinds of activities to identify | 84 |
| EXAMPLE: Tracking format | 86 |
| CHECKLIST: Where to track CEPA activities in the country | 87 |
| How to inform | 88 |
| FACT SHEET: How do I inform most effectively? | 89 |
| FACT SHEET: How is it best to use written information? | 89 |
| CHECKLIST: Writing short information articles for websites, opinion pieces and web sites | 90 |
| CHECKLIST: Newsletters | 91 |
| CHECKLIST: Suggested topics for a newsletter | 92 |
| FACT SHEET: How to make effective presentations? | 95 |
| CHECKLIST: Preparing for a presentation | 96 |
| CHECKLIST: Writing a presentation | 97 |
| CHECKLIST: Giving a presentation | 98 |
| How to consult on issues | 100 |
| FACT SHEET: How do I go about consulting on issues? | 101 |
| EXAMPLE: Questionnaire for stakeholder interviews on introducing biodiversity into the formal education system | 102 |
| CHECKLIST: Basis for choosing between different types of interviews | 103 |
| CHECKLIST: Basis for choosing between different types of interview questions and techniques | 104 |
| CHECKLIST: Explorative interviews | 105 |
| CHECKLIST: Group techniques for meetings: doing things differently | 106 |
| CHECKLIST: Brainstorming to gather ideas from groups | 107 |
| CHECKLIST: Participatory Technique: Conversation Cafe | 108 |
| CHECKLIST: Participatory Technique: Carousel | 109 |
| CHECKLIST: Participatory Technique: Buzz groups | 110 |
| CHECKLIST: How to facilitate buzz group discussions | 111 |
| CHECKLIST: How to share ideas from many groups | 112 |
| CHECKLIST: How to gain divergent ideas rather than business as usual suggestions | 113 |
| Supporting community biodiversity actions | 114 |
| FACT SHEET: How do I best support community biodiversity initiatives? | 115 |
| EXAMPLE: Providing moral support | 116 |

| | |
|---|-----|
| Choosing with whom to collaborate | 118 |
| FACT SHEET: With whom do I collaborate for biodiversity? | 119 |
| EXAMPLE: Collaboration with relief agencies | 120 |
| EXAMPLE: Collaboration for World Environment Day, Sierra Leone | 120 |
| EXAMPLE: Collaboration for Environmental week in Palau | 120 |
| EXAMPLE: National collaboration Sierra Leone | 121 |
| EXAMPLE: Collaborating with another CBD party | 122 |
| Networking to add value to biodiversity actions | 124 |
| FACT SHEET: Why do I network to add value to my biodiversity efforts? | 125 |
| FACT SHEET: What networking opportunities are there? | 126 |
| FACT SHEET: How to manage networking as a NBSAP coordinator | 128 |
| CHECKLIST: Types of networks | 129 |
| CHECKLIST: Opportunities for collaborating on CEPA | 130 |
| CHECKLIST: Network management for a NBSAP coordinator | 131 |
| EXAMPLE: Global CEPA networks | 132 |
| Partnerships to add value to biodiversity actions | 134 |
| FACT SHEET: Why form a partnership? | 135 |
| EXAMPLE: CEPA in partnership in the Amazon Region Protected areas Program | 136 |
| EXAMPLE: CEPA partnerships in the Great American Chaco | 137 |
| CHECKLIST: Criteria for co-operation in public- private partnerships | 138 |
| How to raise basic awareness for biodiversity | 140 |
| FACT SHEET: How to make use of the International Day for Biological Diversity to raise public awareness | 141 |
| FACT SHEET: How to raise awareness | 141 |
| FACT SHEET: How to undertake basic awareness raising activities through a website | 142 |
| FACT SHEET: What awareness raising components are to be included on the NBSAP website? ... | 143 |
| EXAMPLE: Web based awareness raising Germany | 144 |
| EXAMPLE: Biodiversity games | 144 |
| EXAMPLE: Biodiversity Day in Mali “Falaise de Bandiagara | 145 |
| EXAMPLE: GEO Magazine/ GTZ Bio Marathon on Biodiversity day | 146 |
| EXAMPLE: Suggestions of what the public can do | 147 |
| EXAMPLE: CEPA strategy Germany | 148 |

Introduction to networking

Introduction to networking

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

Why network?

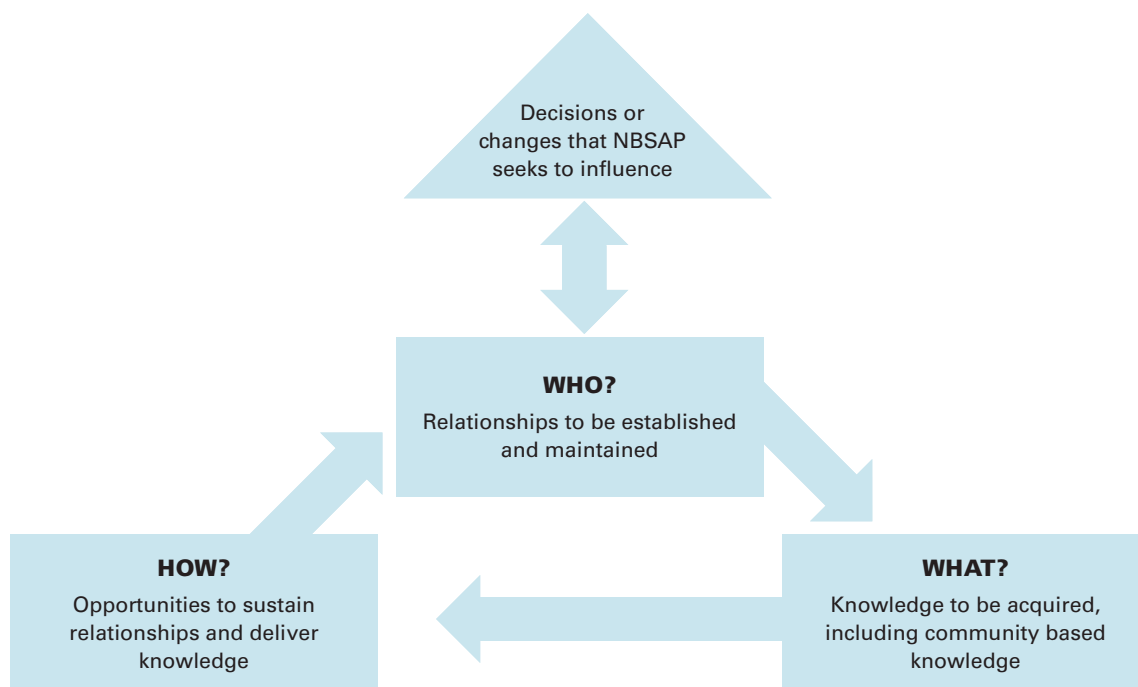
It is important that NBSAP co-ordinators, who are very often civil servants, with hardly any government budgetary allocations, think about their priorities and where they will gain most impact from their limited time.

Governments rarely have the resources for a comprehensive nation wide campaign to communicate with and educate all levels of society about biodiversity. Often the resources are so limited that the NBSAP coordinator might feel constrained in implementing the Plan. None-the-less a NBSAP coordinator can undertake vital CEPA activities to raise awareness and still do a lot towards achieving the NBSAP priorities.

The National Biodiversity Strategy and Action Plan (NBSAP) priorities specify the major changes in actions or decisions that have to be influenced to conserve biodiversity. The priorities guide:

- The stakeholders, groups or individuals with whom it is necessary to work, or to establish and maintain relationships;
- The knowledge that is needed to address these priorities.

The challenge for the NBSAP coordinator is how to best connect the knowledge, including that from local biodiversity conservation initiatives, with the decision making process. **Networking** can facilitate making this connection.



Networks provide for a mutually beneficial relationship that significantly adds to the value the various actors.

Introduction to networking

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

What are the basics of networking?

Networking provides informal and formal ways to know what is going on, who is doing what and when. By networking the NBSAP coordinator can find ways to keep biodiversity issues on the agenda of key groups and to support these groups' efforts.

One of the advantages of tracking what is happening, building relations with the various actors interested in your cause, and engaging stakeholders in a proactive way, is that you can help to coordinate activities, reduce duplication and support many people who can be engaged in working constructively with you. The NBSAP coordinator can help individuals and groups to learn from each other and to share ideas and experience.

Networks can help support others to find or make connections, rather than “cold-calling” themselves someone that they do not know.

Additionally, CBD focal points can gain great value by reporting back to biodiversity “actors” about Convention issues that are being discussed internationally.

To make the best of networking a NBSAP coordinator can use various modalities as shown in the table below to keep people working for biodiversity in touch with each other.

Examples of the modalities of networking

| MODE OF ENGAGEMENT | EXAMPLE |
|--------------------|---|
| Track | Internet news tracking |
| Inform | e-newsletter |
| Consult | Stakeholder meetings Surveys |
| Support | Grants Access to information Access to networks |
| Collaborate | Focused project |
| Network | Join an existing network |
| Partner | Major joint project |

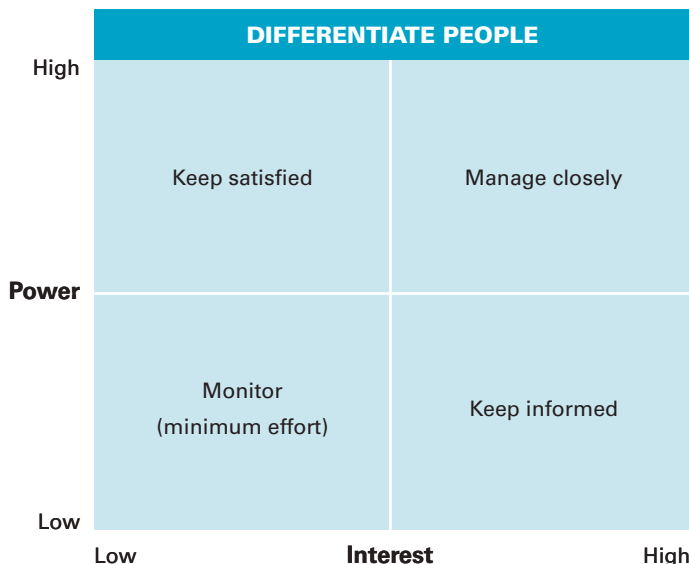
What is meant by networking?

Networking means exchanging information and establishing personal connections. Networks are increasingly seen as playing an important role in the way problems are solved, organisations are run and the degree to which individuals achieve their goals. Networks play a role in influencing the spread of new ideas and practices. Increasingly Internet networking is becoming popular enabling people to share ideas at international and national scales as well as locally. (Wikipedia¹)

How do people network?

People network in many different settings: on the telephone, in hallways, in company lunchrooms, at professional conferences, at trade shows, company meetings, classrooms, lounges, hallways, elevators, in airports and airplanes, trains and buses, restaurants, hotel lobbies and waiting rooms and so forth. Networking needs opportunities to make new contacts and good social skills and can be carefully planned or spontaneous.

To maximise efforts of networking segment the people in your network according to their interest and power to make change for your NBSAP objectives, as shown in the figure below. Those with high power and interest to make change are important to you and need to be managed closely to be an ally. Those with less interest in biodiversity, but great influence, keep satisfied with the information and interaction.



1. www.Wikipedia.org

How to undertake tracking to support networking

How to undertake tracking to support networking

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

Why and how do I undertake tracking?

Tracking is an important activity for a CBD focal point or NBSAP coordinator to network. Tracking helps the coordinator to know:

- What biodiversity initiatives are occurring at the local level?
- What biodiversity initiatives are undertaken by government at various levels?
- What activities to conserve biodiversity or raise awareness are undertaken by national and international NGOs, universities, natural history museums, etc?
- Who are key contacts and how to reach them?

Biodiversity activities can be tracked in different ways from:

- A web search.
- Subscribing to and scanning newspapers, magazines and newsletters (i.e. hard copy and/or electronic versions)
- Collecting project documents and reports, brochures and educational materials.
- Visiting institutions, NGOs and local initiatives to get to know their work.
- Attending conferences and biodiversity related events.
- Informal meetings with colleagues and peers (lunch time discussions, recreational hours, etc.).
- Regular meetings with NGOs.
- Checking calendars of events.

Data storage

The information amassed by tracking needs to be efficiently stored so that it is easily accessible, and ready to use or disseminate to others.

One of the important parts of tracking for networking, and to support good relationship management, is storing and updating names and addresses of key people.

The following examples and checklists provide a guide to the kind of activities to look for when tracking. These provide opportunities to which to add important NBSAP messages. **How to undertake tracking**

EXAMPLE: Kinds of activities to identify**Biodiversity edutainment in a Natural History Museum**

In 2002 the Hugo van Lawick Foundation organised with the Natural History Museum of Boma, Tanzania, an exhibition with edutainment events. The activities were based on photos and films by the legendary photographer, Hugo van Lawick, who worked for more than thirty years in Tanzania. More than 3,300 children and 750 adults visited the 17-day event. The average of 240 visitors per day (200 children and 40 adults) was more than the museum had ever received on a single day.

**Biodiversity education in schools**

The Hugo van Lawick Foundation has worked with teacher training colleges and schools in the Iringa district in Tanzania from 2003 to develop biodiversity education programs. The programs include classroom activities for schools, field trips, community actions for safe drinking water and nurseries to grow indigenous trees that provide food and fodder.

Interview with Godi van Lawick, Tanzania; photos Godi van Lawick

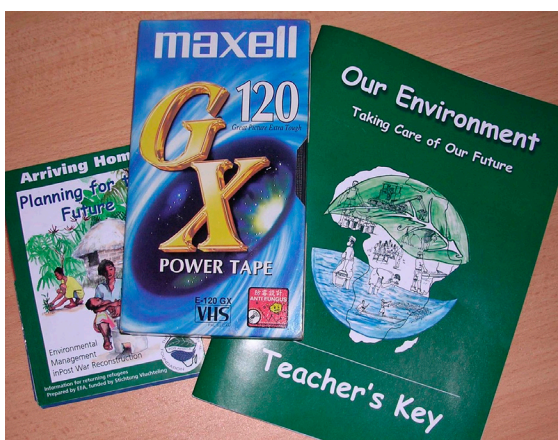
EXAMPLE: Kinds of activities to identify



University activities

With the support of the Hugo van Lawick Foundation the teacher training colleges of the Ruaha and Tumaini University trained 30 teachers in biodiversity education during 2003. The course ended with an examination. The teachers were afterwards involved in developing and implementing educational materials in the primary and secondary schools in the district.

Photos: Godi van Lawick



Materials for war affected communities in West Africa

Key among CEPA activities carried out by NGOs are educational materials and public awareness raising programs in communities around the country, highlighting the threats to biodiversity and the communities' role in both destruction and protection of biodiversity. The main target areas for these activities are war-affected communities where the subsistence activities of refugees and returnees place enormous pressure on local forests and nearby conservation areas.

Photo: Environmental Actors

EXAMPLE: Kinds of activities to identify



Biodiversity education in a National Park

Mr. Shafuri, game warden of Ruaha National Park in Tanzania acts as guide and teacher to the school children from villages near the Park. Because of his very stimulating natural teaching talents and know how, he is able to give members of the Student Exhibition Team from the teacher training colleges an excellent example of how to inspire and activate children.



Community activities

In the small villages of Idodi and Pagawa in Tanzania, the local communities are involved in improving the management of their natural resources and ecosystems, with the help of the Hugo van Lawick Foundation. Initiatives involve improving the water supply, an anti-rabies vaccination campaign, planting trees and setting up a honey harvesting project. Through learning by doing, awareness is raised about the importance of biodiversity, and new practices are introduced for conservation and sustainable use.

Interview with Godi van Lawick, Tanzania; photos Godi van Lawick

EXAMPLE: Tracking format

If you have no resources to have a data base set up, tracking can be organised using an Excel sheet as a simple way to keep data. Excel enables information to be sorted. The column with email addresses can be copied into an email newsletter. The following headings might be used:

- Biodiversity issue
 - Place
 - Organisation
 - Contact name
 - Contact information
- Website
 - Publication/ Products / Projects/ Events
 - Date information updated
 - Notes

| Biodiversity issue | Place/region | Organisation | Contact Name | Contact phone | Contact email | Mail address | Website | Products /Events | Date | Notes |
|--------------------|--------------|--------------|--------------|---------------|---------------|--------------|---------|------------------|------|-------|
| | | | | | | | | | | |
| | | | | | | | | | | |

CHECKLIST: Where to track CEPA activities in the country

Activities to improve knowledge, attitudes and behaviour relating to biodiversity of audiences are undertaken by:

- ☐ Natural history museums
- ☐ Zoos and botanical gardens
- ☐ Visitor centres in wetlands and national parks
- ☐ National and International NGOs
- ☐ Development aid donor agencies
- ☐ Departments, ministries and other governmental agencies
- ☐ Schools, youth and student groups
- ☐ Universities and teacher training centres
- ☐ TV, radio, newspapers and magazines
- ☐ Local communities
- ☐ Religious institutions
- ☐ Humanitarian relief organisations
- ☐ Private sector (engaged in tourism, natural resource management, and projects of multinationals)

How to inform in support of networking

How do I inform most effectively?

NBSAP coordinators are tasked with informing about biodiversity to many and varied stakeholders. Information is vital to your network.

For a start, NBSAP coordinators or CBD focal points have to inform other experts, departments, agencies and organisations about notifications from the Convention Secretariat relevant to them. They are responsible for preparing a response to the Secretariat following a notification.

As well coordinators need to inform relevant actors in society about the Convention on Biological Diversity in general and the NBSAP in particular.

Especially important is raising awareness amongst stakeholders that biodiversity underpins national development and economic advancement.

Managing this information flow about biodiversity requires planning a schedule of 'who', 'why', 'what' and 'when' to communicate information.

NBSAP focal points use many different methods to inform these different audiences depending on the resources at hand. The most frequently used methods include:

- emails, letters, phone calls;
- short reports or articles;
- NBSAP newsletters;
- information meetings and presentations.

Selecting the way to inform

When selecting ways to inform it is always useful to understand how people retain information. Research shows that audiences do not easily remember all the information that is provided to them and that more interactive methods of delivery lead to higher retention.

- Lecture = 5%
- Reading = 10%
- Audiovisual = 20%
- Demonstration = 30%

- Discussion Group = 50%
- Practice by doing = 75%
- Teach others/immediate use of learning = 90%

How is it best to use written information?

Most frequently biodiversity information is shared as written information by way of reports, articles, newspaper advertisements and newsletters

Short reports and articles can keep news and ideas flowing and keep biodiversity alive in the minds of many people in society. See the checklist for important writing tips.

Newspaper advertisements are used to inform the general public when there are legal obligations to provide the public with information or invite consultation or participation. This type of communication is often governed by various rules, so a NBSAP coordinator or CBD national focal point would need to work closely with the relevant communication unit in his/her Ministry or agency.

NBSAP newsletters inform contacts, audiences and various stakeholder groups about progress on the NBSAP. Newsletters can be distributed by e-mail, posted in a printed form or placed on a website. The checklist provides tips for effective use of newsletters.

Websites are increasingly used to feature articles, newsletters and press releases on biodiversity and to provide information for different target groups.

CHECKLIST: Writing short information articles for websites, opinion pieces or newsletters

- ☐ When writing an article for the website or newsletter, keep in mind that you are actually writing a story. So make sure it is well-written.
- ☐ Always provide easily understandable information, as if you were telling your mother or grandmother a story about your professional experience (i.e. avoid jargon and technical language).
- ☐ Is your story newsworthy? What is happening in the world that relates to your story?
- ☐ The story needs to convince readers to continue reading (i.e. by the 4th paragraph of an op-ed the reader needs to know what the story is about).
- ☐ Keep it short: try to limit to 150-200 words.
- ☐ Provide a strong and unexpected angle (e.g. something that links the small specific issue with the bigger picture of biodiversity).
- ☐ Be organized with a beginning, middle and an end.
- ☐ Be simple: develop only one idea/do not clutter your article.
- ☐ Be original: find something that people do not know about or present it in a different manner (e.g. start with a small anecdote about something that offers new information).
- ☐ Be personal: the story should resonate with the audience.
- ☐ Offer expertise: people are searching for expertise in an information-overloaded world.
- ☐ Do not only focus on bad news (i.e. there is a mistaken perception that only bad news is of interest; studies have actually shown that media coverage of good and bad news is the same.)
- ☐ Offer perspective: especially historical (i.e. comparisons to similar events of the past or comparisons to the future what would have happened if something had not been done).
- ☐ Timeliness: "the half life of a story is measured in days not weeks".
- ☐ Avoid meaningless conclusions (they are often chopped out), anger, alarmism, hyping things up and excessive speculation.
- ☐ Provide tips on actions that can be taken and where to get more information.

CHECKLIST: Newsletters

☐ General

- External readers will not be interested in a newsletter that is only about what's happening in the Ministry.
- A newsletter must reflect and understand the readers' interests and knowledge level.
- The most successful newsletters are those that contain news and information that readers can use. In other words, news that is timely and informative.
- A good newsletter teaches. It should be written and designed to be read thoroughly.

☐ Frequency

- The frequency of a newsletter should reflect the pace at which the Ministry creates news on the NBSAP.
- If the newsletters are sent out too frequently, the content is most likely fluffy and relatively uninteresting.
- If newsletters are sent out with old information, it will be stale and out-dated.

☐ Avoid...

- Patting yourself on the back.
- Providing members with old news, or 'no-news'.
- Photos of staff and VIPs (use only photos of partners and NGOs).
- Jargon.
- 'We know best attitude'.

☐ Make sure...

- All newsletters are in the agreed house style of your Ministry and contribute to the desired corporate image.
- You regularly evaluate readers' satisfaction, their knowledge level and main fields of interest.
- You have yearly planning that takes into account important events that may create news.
- You communicate with readers in a way that:
 - ▶ they increasingly contribute to the newsletter, and is easy for readers to respond and give feedback;
 - ▶ it is fun to read the newsletter (e.g. include an opinion poll, a game, etc.).

CHECKLIST: Suggested topics for a newsletter

- ☐ **Invite readers to contribute to any aspect of the newsletter. Provide information on:**
 - news and feature stories about the planning or implementing of the NBSAP, how the budget is spent, how the Ministry views its partners and audiences;
 - the actions of partners and stakeholders;
 - 'person-on-the-street' or partner or NGO interviews;
 - communication or education poll and survey information;
 - news items about communication and learning;
 - publications and new products;
 - new resources and websites on biodiversity;
 - profiles on new partners and NGOs;
 - statistical information on biodiversity and specific areas of expertise;
 - reprints of major meeting documents, presentations or speech excerpts;
 - reprints of media coverage and articles;
 - opinion columns;
 - a calendar of events;
 - private sector activities relating to biodiversity (e.g. extractive industries, forestry, fisheries etc.)
- ☐ **Provide for**
 - Q&A sections;
 - partner or NGO feedback;
 - letters to the Environment Minister.

How to use information meetings

NBSAP coordinators frequently use meetings with key contacts from various audiences and stakeholder groups to share information.

Before calling a meeting it is important to analyse the issue to determine whether a meeting is the most effective way to share information. Sometimes a newsletter or even a few phone calls are more effective.

ORGANISING INFORMATION MEETINGS

Plan your meeting within the context of the larger information process of the NBSAP. The information meeting may form one element in a process. For any meeting it is just as important what is done to prepare for the meeting and what is done to follow up on the meeting.

Consider:

- **Before**—what steps are taken to prepare?
 - ▶ written information to prepare for the meeting;
 - ▶ brochures or leaflets about the issues concerned.
- **After**—what steps are taken to follow-up?
 - ▶ written report of the meeting;
 - ▶ thank you letters to supporters and speakers;
 - ▶ press releases about the project/issue, etc.

CHECKLIST: Organising an information meeting

- ☐ Set up a task force with those who will be involved in organising the meeting.
- ☐ Make a plan for the preparations, the meeting itself and the follow up (the activities, planning and division of tasks). Discuss the plan with your task force.
- ☐ Make appointments for the location, catering and the equipment that must be present (microphone, overhead projector, flip chart, slide projector).
- ☐ Make appointments with the chairperson and the spokesperson. Give a briefing to each on the contents of their contribution.
- ☐ Decide on the media that must be developed like slides, information sheets, a brochure, etc. Make a work plan for the development of these media and give briefings to those involved.
- ☐ Make a plan for your press contacts.
- ☐ Send invitations to your audience and press.
- ☐ Check equipment and catering on the day.
- ☐ Keep track of messages in the media after the meeting.
- ☐ Decide which steps should be taken as a follow-up.
- ☐ Send a report to those who were present.

How to make an effective presentation

Presentations can be powerful instruments to inform target groups about the issue. They may even persuade people to your point of view. To be effective a presentation needs to be thoroughly prepared.

SOME KEY POINTS TO REMEMBER WHEN PREPARING A PRESENTATION

Handling nervousness

- Research shows that 85% of public speakers experience some degree of anxiety and nervousness before their presentation.
- The audience is usually not aware of the speaker's stress.
- A thorough preparation and testing of the presentation on a small familiar audience helps develop confidence.
- Practice the whole presentation to keep within the time and especially the opening remarks.

Use your talent

If you have a good sense of humour and are a good 'story teller' illustrate the essence of your presentation with a practical example using a few jokes or cartoons.

Being clear about the purpose of the presentation

Be very clear about what you want the people to know or do at the end of your presentation. Be clear to whom you are speaking.

For example the purpose might be:

'I want part of the audience to be willing to co-operate in updating our NBSAP'

'I want the target group to know about the potential negative effects of a new road or other infrastructure project'

'I want the target group to take part in a campaign during Biodiversity Day'

The following checklists give tips on preparing and making good presentations. How to inform through presentations

CHECKLIST: Preparing for a presentation

- ☐ **1. Purpose of the presentation**
 - What do I want to accomplish with the presentation? The target should be realistic and definite.
 - Determine the main purpose. Is it to inform, to change attitudes or to influence behaviour?
- ☐ **2. Knowing your audience**
 - Which NBSAP target groups are represented in the audience?
 - Is the audience interested, disinterested, positive or negative about the subject of the presentation?
 - How much does the audience already know about the subject?
 - What is the level of the audience? Which 'language' do they understand?
 - How does the audience perceive you and the Ministry? Do they regard you as an expert, a coalition partner or an 'opponent'?
 - What could the audience gain by listening to your presentation?
 - What can you expect from the audience? What kind of feedback, questions and reactions?
- ☐ **3. Knowing your self**
 - What are your strong points in making presentations? How can you use these strong points in the presentation?
 - What are your weak points in making presentations? How can you cope with these weak points?
 - Practice the presentation in front of friends or colleagues, or the mirror to increase confidence in keeping to time and making the presentation flow.
- ☐ **4. Knowing the situation**
 - How much time do you have?
 - Where will the presentation take place? How big is the room?
 - How many people will attend the presentation?
 - What visual aids are available? (i.e. white board, overhead projector, video).
 - Make sure you have a copy of the presentation on CD if it is powerpoint and on a memory stick and that you can open it before leaving home.

CHECKLIST: Writing a presentation

Usually a presentation, like most stories, consists of three building blocks: the introduction, the central part, and the conclusion.

☐ **1. The introduction** serves two purposes:

Firstly, the speaker needs to *attract* the attention of the audience.

In most cases the first few sentences do not have the full attention from the audience as people adapt to the speaker and finish conversations. So it is recommended to start with some 'warming up' information and not to give essential information in the first sentences.

Secondly, the speaker needs to *inform* the audience what you are going to talk about, why it is important (motivation), and how the presentation is constructed (the 'story line').

The audience should also be informed about how long the presentation will last and whether it is possible to ask questions during the presentation. Then the audience knows what can be expected and can focus on the essentials of the presentation.

☐ **2. The central part:** This part contains the message of the presentation.

- The information presented should be carefully selected with focus on the objective of the presentation and tailored to suit the characteristics of the audience.
- The structure of the presentation is important.

First write down all ideas that are relevant information. Then select the information and categorise it in logical building blocks. Judge the relevance of each potential element of the presentation with the following perspective: does this information contribute to achieving the goals of the presentation?

☐ **3. The conclusion:** This part summarises the main messages of the presentation and draws conclusions from what has been said. Give the audience the opportunity to ask questions and thank the audience for their attention.

Make it clear to the audience when you reach the final part of the presentation so that the audience expects the end. This avoids an abrupt ending and the audience can focus on the conclusion.

CHECKLIST: Giving a presentation

- ☐ Take your time to put down your notes and check the projector: do not rush to start.
- ☐ Look at the audience from the beginning, contact is essential for impact.
- ☐ A good start is important. The first few sentences are needed to attract the audience's attention. Make sure you feel confident about the first things you are going to say.
- ☐ Remember to speak louder and clearer than you do when engaged in a normal conversation.
- ☐ Focus on different people in the audience and speak to them for a sentence or two.
- ☐ Use your body and gestures to add dynamism to your presentation.
- ☐ Use variations in voice, and pace to keep the audience's attention: pause (many speakers have the tendency to speak continuously, afraid for a moment of silence which is actually appreciated by the audience), use real life examples to illustrate points, ask rhetorical questions.

Remember

- ☐ Keep hands out of pockets jingling money while you speak.
- ☐ Talk to the audience not the screen.
- ☐ Check your Powerpoint slides have key words, diagrams and illustrations to illustrate your point—not loads of text!
- ☐ Limit visual effects in your Powerpoint slides as they can distract your audience from your message.

How to consult on issues

How do I go about consulting on issues?

Consulting is an important task for NBSAP focal points. It usually allows focal points to:

- comply with requests from the CBD Secretariat for reports on certain issues; and
- plan, gain support, implement and update the NBSAP with stakeholder groups.

There are various methods for consulting available to NBSAP focal points.

The most frequently used are telephone interviews, mail questionnaires, web based surveys and stakeholder meetings.

Telephone interviews are an effective and cheap means to acquire qualitative information about a certain issue providing a very fast way to collect input, ideas and advice. The interview questions should be mostly open-ended. Additional qualitative information can be gathered after interviews by way of questionnaires or web based surveys.

Mail questionnaires are an effective and cheap way to acquire quantitative information about a certain issue. The questions are mostly closed. The response rate is influenced by the length of the questionnaire, the complexity of the questions, the credibility of the sender and the motivation to complete the questionnaire. It helps if answering is also fun!

Web based surveys are a cheap way to gain information and have the additional advantage of cheaply and quickly processing the responses to a questionnaire automatically. There is good software freely available to conduct web based surveys, e.g. Moodle (www.moodle.org) or Monkey Survey (www.monkeysurvey.org). The same criteria and guidelines apply in designing mail questionnaires.

Stakeholder meetings are an effective way to gain in depth feedback and advice from audiences. However they demand good preparation and involve costs for external facilitators, renting the room, hiring equipment, catering and often travel expenses for the participants. For a successful stakeholder meeting make sure that the opinion leaders in each of the various stakeholder groups are invited. The meetings should be participatory and not confined to formal speeches that often characterise government meetings.

EXAMPLE: Questionnaire for stakeholder interviews on introducing biodiversity into the formal education system

These questions would be used in a telephone or face-to-face interview.

1. What is your opinion about how biodiversity is with in the curriculum, the textbooks and examinations at present? What opportunities are there to improve the position of biodiversity?
2. What should be the main policy line to integrate biodiversity in the formal education system? What objectives have to be reached?
3. Suppose the integration process is successful, what would have been decisive factors for its success?
4. What should be the tangible results of the process on integration?
5. What would be criteria to measure success for the various stakeholders?
6. How do you see your role in the process, what role can your organisation play? How should the process be managed and guided? Who should take the final decisions?
7. What is the added value of collaborating in this process with different stakeholders?
8. How can teachers, schools and NGOs become involved and motivated to cooperate? How should participation be organized?
9. What other advice, suggestions or other comments do you have?

CHECKLIST: Basis for choosing between different types of interviews

Directive interviews: In this type of interview the conversation is structured and standardised for all those interviewed. The interviewer uses prepared questions and follows a pre- tested questionnaire. This type of interview is used for gaining particular information, such as facts on how biodiversity is used to support household economy. The data is easy to process though the interviewees may feel confronted by this style of information gathering.

- ☐ Conversation: standardized, structured
- ☐ Content: prepared questions
- ☐ Instrument: questionnaire
- ☐ Use: special information needed, e.g. facts
Acceptance by participant: +/- (more or less)
- ☐ Achievement of objective: +
- ☐ Ease of processing of data: +

Non directive interviews: In this style of interview the conversation is open and free though limited to some selected topics. It is used to gain ideas about the opinions of people, which are recorded in or against a checklist. However it has limitations in the ease with which the data can be processed and the objectives are achieved.

- ☐ Conversation: open, free, not structured
- ☐ Content: prepared topics
- ☐ Instrument: checklist
- ☐ Use: general information needed, e.g. opinions
- ☐ Acceptance: +
- ☐ Achievement of objective: +/-
- ☐ Ease of processing of data: +/-

See Checklist for types of questions and techniques.

CHECKLIST: Basis for choosing between different types of interview questions and techniques

Interview questions can be of two types

- ☐ **Open questions:**
 - Allow for a lot of possible answers;
 - Always start with questions that ask what? Why? Where? Who? How?
 - Stimulate long answers, opinions and nuances.
 - Create a high degree of acceptance and goodwill.
 - Are non-directive.
 - Risk distraction.
- ☐ **Closed questions:**
 - Only some answers are possible (yes/no).
 - Start always with a verb.
 - Stimulate short relevant answers, stimulate facts and confessions
 - Are directive.
 - Leads to your objective.
 - Can be suggestive to the participant and lead to resistance.
- ☐ **Verbal technique enables:**
 - Summarizing to check your understanding, to motivate further response, and to close a main question.
 - Highlighting or repeating the answer to clear up understanding of the information.
 - Though it is more confronting, and can create tension, it can eliminate contradictions.
- ☐ **Non-verbal technique enables:**
 - Observation of the participant for non-verbal signs which also provide information.
 - Silences which can stimulate trust, concentration, understanding, though also tension.

CHECKLIST: Explorative interviews

| THE PARTY INTERVIEWED | STAGE OF DYNAMIC DIAGNOSIS | EXAMPLES OF QUESTIONS BY INTERVIEWER |
|-----------------------|---|--|
| Information | <input type="checkbox"/> Explore | <p>"What do you mean by..."</p> <p>"Can you give an example..."</p> <p>"How should I see this ..."</p> <p>"When did it start ..."</p> <p>"What were your main ideas..."</p> <p>"Where were the ..."</p> <p>"What could have caused ..."</p> <p>"What was your main concern..."</p> |
| More information | <input type="checkbox"/> Summarize <input type="checkbox"/> Enhance | <p>"so you mean to say"</p> <p>"If I understand you correctly"</p> <p>"For you the main issue/question can be formulated as"</p> |
| Clarification | <input type="checkbox"/> Widen horizon | "If I understand you correctly I should look at this issue/question also in the light of" |
| More information | <input type="checkbox"/> Reformulating the question <input type="checkbox"/> Defining Results and success criteria | <p>"The way you describe the issue, I would imagine that what we could do is"</p> <p>"Suppose, the venture is a real success, what would be decisive success criteria..?"</p> <p>"What should be done definitely by whom and when?"</p> <p>"What should be the effect of this?"</p> <p>"When would you personally be really satisfied?"</p> |
| | <input type="checkbox"/> Closure | "What steps to be taken can we agree on?" |

CHECKLIST: Group techniques for meetings: doing things differently

☐ Speakers

- *Traditional:* Long lectures/presentations by notable speaker(s), or panel of too many speakers in a row.
- *Different approach:*
 - ▶ Present audience with 5 minute “teaser”: Take 5 written questions from the audience and answer them and use them to build the rest of the presentation—this takes skill.
 - ▶ Chat show format of “interrogating” speaker(s)—totally reactive, humour is good, but it can be the host who dominates and not the speakers.

☐ Questions and Answers

- *Traditional:* Take questions from the audience from which you choose a few in the remaining 10 minutes.
- *Different:* This can be done in theatre-style auditorium:
 - ▶ Let the audience answer the questions. Participants write down two questions and people are asked to contribute answers to them until the question is satisfactorily answered.
 - ▶ Ask the audience a question: Let people think then share in pairs their answer.

☐ Plenary Discussion

- *Traditional:* Open the floor for discussion, and three participants and the speaker monopolize the remaining time.
- *Different:* Change the way the room is set-up and use:
 - ▶ Carousel Technique, Buzz groups and Conversation Cafés
 - ▶ Brainstorming groups based on regions or some other criteria.
 - ▶ Breakouts with speakers—speakers gather in different parts of the room and are able to discuss points with the audience.

☐ Preparing participants

- *Traditional:* Agenda and synopsis, if you are lucky
- *Different:*
 - ▶ Live, inter-active internet (short) chat in advance with a notable speaker that is archived on the website.
 - ▶ Short, regional email-conferences (asynchronous) with questions and discussion. The discussion is logged.
 - ▶ Resources page on the web, with papers, bibliographical web links, video clips, etc.

From presentation by Gillian Martin-Mehers, IUCN Learning Coordinator

CHECKLIST: Brainstorming to gather ideas from groups

Brainstorming is a free listing of ideas in which everybody's contribution is valued. Although most people seem to understand the term, there is still a lot of confusion about its actual use. Brainstorms can be used for different purposes in different situations to:

- ☐ **assess the understanding** and/or experience of the group about an issue. This is done while introducing a new issue or topic and can give you a sense of how familiar the group is with it.
- ☐ **energize or break the ice:** This is done during a presentation. It is a very quick way to get the whole group to focus their thinking.
- ☐ **jumpstart a discussion:** This helps a group quickly identify many aspects about the subject even if they are just beginning to think about it.
- ☐ **show diversity within a group.** Brainstorming will draw out a wide range of thoughts on a given topic.
- ☐ **generate a list of ideas** relating to a difficult problem.
- ☐ **bring a large group back together again** after people have been working in small groups. It is the fastest way to share the main points of the various discussions in the small groups.

What can you brainstorm about?

Most groups use brainstorming for very limited purposes—generating lists of needs or solutions to a problem. But it is possible to use brainstorming for many different things depending upon the purpose of the exercise. Here are some examples of things which can be brainstormed:

- lessons from the past;
- causes of common problems;
- new goals;
- unexpressed concerns;
- hidden beliefs or assumptions;
- helpful people and resources;
- sources of inspiration;
- ways to build teamwork;
- obstacles/opportunities to meeting new goals;
- ways to improve how a meeting is run.

See the Checklist on facilitating brainstorming.

From 'The ART of Building Facilitation Capacities: A Training Manual' published by RECOFTC in 2002. Optional sessions 2
<http://www.recoftc.org/site/index.php?id=357>

CHECKLIST: Participatory technique the conversation café

A conversation café aims to capture the informal friendly environment of a café while allowing ideas to be shared and developed in depth. A topic and some questions are usually suggested by the host. Participants can write their ideas on a paper tablecloth that can be read and added to by subsequent visitors to the table and used to report back to the whole group. Each table might discuss a different aspect of an issue.

- ☐ **Establishing basic agreements** on how to behave during a café conversation:
 - Acceptance: suspend judgments as best as you can.
 - Listen: with respect.
 - Curiosity: seek to understand rather than to persuade.
 - Diversity: invite and honour all points of view.
 - Sincerity: speak what has 'personal heart' and meaning.
 - Brevity: go for honesty and depth, but don't go on and on.
- ☐ **Organising discussion**
 - Assemble small group(s) around tables of about 6 and the host explains the process and agreements;
 - Designate the topic which can be addressed by all the tables, or divide the issue up into parts, with each table having a sub issue;
 - The time for a meaningful discussion is about 60–90 minutes.
 - A "talking stick" can be used to determine the order of speaking—it is passed from the person who spoke to the next in order so each has a turn;
 - Round 1. Pass the talking stick to each person who speaks briefly to the topic. There is no feedback and no response.
 - Round 2. Again by passing the talking stick each person deepens their comments or speaks on what has meaning now.
 - Dialogue: Open spirited conversation. Use the talking stick only if there is domination, contention or lack of focus.
 - Final Round: by passing the talking stick each person says briefly what was meaningful to them.
- ☐ **To deepen discussion questions** can be asked by any participant:
 - What happened that led you to this point of view?
 - How does this affect you personally and professionally?
 - I am curious can you say more about that?
 - Here is what I heard.... Is that what you meant?

CHECKLIST: Participatory Technique the Carousel

This approach is used to build ideas on how to deal with certain issues. The idea of a “carousel” comes from the principle that groups move around the room to focus on different questions at different work stations. Each group works with the ideas put there by the group before the, and reworks the ideas.

- ☐ Set up flip charts around the room (4–5 stations) and write a different question or topic on each.
- ☐ Appoint a facilitator to each flip chart station who is briefed to focus the discussion on the question at that station and to brief each group on the discussion that has gone on before.
- ☐ Divide the participants into small groups, and give each a different coloured marker.
- ☐ Each group generates and adds their ideas to the sheet in their colour and can modify those of the group before them.
- ☐ On a signal each group moves to the next sheet where they read what has been written before and either piggy-back on an idea that is already listed or add a new idea.
- ☐ When all groups have contributed to each sheet, review the thoughts on each flip chart with the whole group.

If this technique is being used to brainstorm then each station is used to gather all ideas which are accepted without judgment.

CHECKLIST: Participatory technique “Buzz groups”

Buzz groups are small group discussions on a specific topic or question that are undertaken for a short time. Typically a buzz group consists of only two to three people.

Why use buzz groups?

Buzz groups are used to:

- ☐ achieve participation among all members of the group;
- ☐ promote small-group interactions;
- ☐ provide a safe environment for everyone to participate;
- ☐ energise people as they allow for a discussion on the issues that are being discussed;
- ☐ helps activate learners' prior knowledge;
- ☐ work together around a particular focus or task;
- ☐ assess the participant's understanding;
- ☐ allow for feedback from the whole group to be gathered.

When to use buzz groups?

- ☐ Buzz groups can provide a break during plenary to give participants the opportunity to exchange their thoughts and opinions with their neighbors.
- ☐ They provide time to digest the content of a presentation, exchange ideas, express opinions, draw on their own experiences and link these to the main discussion.
- ☐ Buzz groups can be used to reflect on what is being learnt and for participants to think about how they might apply the learning in their work.
- ☐ Buzz groups also serves as a method for problem solving.

CHECKLIST: How to facilitate “Buzz Group” discussions

☐ 1. Explain the purpose and procedure

When you form buzz-groups for the first time, you will need to explain the purpose and procedure to the group. For example: I would like to hear what you think and I want to do this in buzz groups. Has anybody heard of buzz groups? (If so, ask him or her to explain) You will sit in small groups and discuss the same issue or question together. The noise that will be generated in the room is like that of bees in a beehive—buzzzzzz... This way everybody will be heard, firstly in the small group, then by reporting back afterwards.

☐ 2. Forming buzz-groups

Give specific directions such as: ‘Turn to two people sitting closest to you’ or ‘Get together with somebody from the same project area’ or ‘This time I would like you to pair up with the person you know the least’.

☐ 3. Describe the task

The task must be something that can be done in five to ten minutes. If it is more complicated, divide it up into parts. Write the task in clear language on the board or flip-chart. Leave it there throughout the discussion.

☐ 4. Specify the time limit

Time restraints help groups focus on the task. Before the “buzzing” starts let everyone know how much time is available for the task.

☐ 5. Monitor progress

Circulate from group to group as they are buzzing. This is not a time to relax. It is important you monitor the group’s process, helping to clarify the task, and helping those participants that are blocked, etc. However, take care not to interfere too much.

☐ 6. Act as time keeper

Time does fly when buzz groups get together. By calling out ‘two minutes left’ you help the groups by reminding everyone to share the time.

☐ 7. Invite groups to report back

If you are working with just a handful of groups, the simplest way is to ask each group to report in turn. If there is only limited time ask them to call out ideas or answers randomly.

☐ 8. Process the output

If you want people’s input, you need to acknowledge their contributions and then summarize, analyze or build upon them. It is good to share the ideas from these groups. (See Checklist.)

From ‘The ART of Building Facilitation Capacities: A Training Manual’ published by RECOFTC in 2002. Optional sessions 2
<http://www.recoftc.org/site/index.php?id=357>

CHECKLIST: How to share ideas from many groups

- ☐ **Cream off the top:** Not all groups need to report individually, only those who have something new to contribute. This reduces repetition and encourages enthusiastic participation the next time you ask participants to work in groups.
- ☐ **Ranking:** If the task involves list making, ask the groups to collect their ideas, and then rank the items in some order—by importance or urgency for example. Ranking the list simplifies it and makes it easier to share.
- ☐ **One point at a time:** Get group reporters to report only one point per turn. This avoids situations where the first group reports the bulk of the information preventing the others from contributing.
- ☐ **Comparing:** If given the same assignment ask groups to display their outputs side by side, and ask groups to read the displays, looking for similarities and differences etc., there are no presentations.
- ☐ **Rotating feedback:** Ask groups to display their outputs in different corners of the room. Ask each group initially to stand in their own corner, and then rotate the groups until each group has seen all the other groups' outputs. Ask them to write questions or give constructive feedback either directly on the flip-chart or on separate post-its pasted on the flip-chart.
- ☐ **Spinning wheel:** Reverse the flow of information. Instead of asking the whole group to move around the displays, get participants to move from one display to the other. Ask that one member stay behind and act as interpreter. After participants have had time to check the other lists, they return to their own.
- ☐ **Tips for sharing by display:** Inform everybody before they set off into their small groups that they will not share the outcome in presentation form but by displaying their output. Explain the purpose and procedure of this.
- ☐ Flip-charts need to be self-explanatory and well written if they are to be compared with others.
- ☐ **Facilitating participants' feedback:** The most effective learning takes place among peer groups. Encouraging participants to analyze each other's outputs is therefore a powerful learning method.
- ☐ **Wrapping up the display:** When all groups have presented their feedback and read the feedback on their work from the others, make another round with the whole group, discussing the main feedback points. Add your own feedback only when necessary. Ask people to summarize the main lessons learned from the exercise. Congratulate them for their hard work and constructive feedback (if appropriate).

From 'The ART of Building Facilitation Capacities: A Training Manual' was published by RECOFTC in 2002. Optional sessions 2 <http://www.recoftc.org/site/index.php?id=357>

CHECKLIST: How to gain divergent ideas rather than business as usual suggestions

How to run a brainstorm

- ☐ 1. Arrange the room.
- ☐ 2. Ask everybody to move the chairs so they face the writing area (blackboard or flip-chart).
- ☐ 3. Clarify and post the following ground rules.
 - Anyone may put anything on the list that seems relevant to her or him (even confusing and silly ideas).
 - There should be no arguing about whether or not something belongs on the list.
 - There should be no discussion. Ideas should be just called out.
- ☐ 4. Post the group's task in the form of a question.
- ☐ 5. Ask for one or more volunteers to serve as chart writers. Ask them to record all contributions using clear handwriting. A visual record often sparks further contributions without censoring.
- ☐ 6. Start listing ideas. Ask people to call out their ideas one at a time. If anyone begins discussing an item, politely remind the whole group about the ground rules.
- ☐ 7. Continue until there are no more ideas and wait until everybody has had an opportunity so all feel a sense of ownership over the whole range of ideas.
- ☐ 8. Towards the end of the allotted time, let participants know there are only two more minutes. This often results in one final burst of ideas.

What can you do with the list of ideas generated?

It is important to conclude the brainstorming exercise. If the list is not too long debrief by reflecting on the list as a whole. Ask the group what they think of the list. In most cases, though, the generated list is long. Therefore the group has to find a way of reducing the list to a manageable number of items. This can be done in various ways:

- ☐ 1. Creating categories and sorting items into them.
- ☐ 2. Grouping the items in clusters and naming them. Clustering is a challenging task for any group and therefore the facilitator can play an important role in this step.
- ☐ 3. The group can decide to prioritize what's on the list e.g. the most needed, the most urgent or the most practical. Sub-groups can be assigned the task of expanding on promising ideas.

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 2 <http://www.recoftc.org/site/index.php?id=357>

How to support community activities

How to support community activities

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

How do I best support community biodiversity initiatives?

NBSAP coordinators can support community biodiversity initiatives in various ways gaining support for their own messages without requiring much funding.

| SUPPORT OPTIONS | WHAT CAN BE DONE BY A NBSAP FOCAL POINT |
|---|--|
| Access to networks and information | Help initiatives of NGOs and local communities by helping them to find information or experts. Help with decision making procedures relevant to their projects. |
| Moral support | Help community or bottom up CEPA activities by bringing the group into contact with a minister or another high government official. The presence of a high level person during an event gives moral support to the project, adds credibility and authority to it and enhances the motivation of the people involved. |
| Publicity support | Help generate publicity for local or NGO initiatives by referring to these projects in reports, newsletters and other official publications. |
| Support with help with formal procedures | Guide NGO initiatives or projects of international organisations through formal procedures such as customs declarations, international money transfers, accessing donors and foundations, etc. |
| Financial support and grants | <p>Suggest possible funding sources for NGO activities:</p> <ul style="list-style-type: none"> • the small & medium grant programs of GEF; • the small grants program of embassies; • the IUCN Netherlands Committee, (for countries eligible for Dutch development cooperation see www.iucn.nl); • assist them contacting international organisations such as WWF (www.panda.org) or Conservation International (www.conservation.org); • Sometimes governments have their own system of tender or subsidies for NGOs. It can include inviting NGOs to participate in a yearly tender to finance projects for broad awareness raising and education for sustainable development or on a biodiversity issue, such as raising awareness for conserving a specific wetland. |

EXAMPLE: Providing moral support

The Honorable Joseph Mungai (MP), Minister of Education and Culture of Tanzania, surrounded by members of the Tumaini Biodiversity Education Student 'Dream Team'. The presence and interest of the minister reinforced the students motivations.

Photo: Godi van Lawick

EXAMPLE: Support with authority and credibility

Opening Ceremony of the Biodiversity Education Project, at the Tumaini University in Tanzania, supported by the Hugo van Lawick Foundation. Guest of Honor M. Pinda (MP), Minister of NUN—OW -Tamisemi stated: "I urge you to continue with the your activities, and set up a country wide program! And know that the government fully supports you."

Photo: Godi van Lawick

Collaborating for Biodiversity

With whom do I collaborate for biodiversity?

Collaboration is a key strategy for NBSAP coordinators to raise awareness and also get external support for biodiversity. There are various possibilities for collaboration:

Working with NGOs and international organisations

Working with NGOs to raise awareness about biodiversity builds on the advantage of the credibility of NGOs with the general public as senders of conservation messages. NGOs may have special technical or educational expertise. Working with international organisations provides the advantage of access to their knowledge, experience, networks and resources.

Working with other CBD parties

Collaboration with other CBD parties on CEPA has the advantage of peer to peer exchange. It also strengthens the ties and understanding between audiences of different countries in a globalizing world. This can also highlight the transborder aspects of biodiversity (e.g. issues with migratory species, trans-boundary protected areas.)

Linking with actors for the UN Decade for Education for Sustainable Development 2005–2014

In many countries activities are undertaken by the Ministry of Education, the formal education sector, the national committees for UNESCO, environmental education networks and other organisations within the framework of the United Nations Decade on Education for Sustainable Development. These are opportunities to position biodiversity as a core element of sustainable development. UNESCO is the coordinator for the Decade and activities can be seen at www.unesco.org/education/desd/. The European region has developed a strategy and indicators for the Decade which can be seen at UNECE: <http://www.unece.org/env/esd/welcome.htm>

Working with relief organisations

Relief organisations supporting human's displaced by war or disasters can be valuable agencies to collaborate with to help stem threats to local biodiversity in the hurried use of materials from forests such as for shelter and firewood.

EXAMPLE: Collaboration with relief agencies

In several countries of West Africa, UNHCR and the World Food Program have supported environmental awareness and education programs in collaboration with the ministries of environment and agencies responsible for biodiversity conservation. The programs address health, refugee protection and social conflict prevention as well as replanting deforested areas and establishing tree crop plantations to compensate land owning communities for hosting refugees. Educational materials are produced and distributed to refugees to demonstrate practical ideas such as composting, energy efficient mud stoves, establishing tree nurseries, etc.

EXAMPLE: Collaboration for World Environment Day, Sierra Leone

Every year the Environmental Forum for Action (ENFORAC), a consortium of all the environmental organisations and two universities collaborate with the Ministry for Environment and Forestry and UN agencies to celebrate World Environment Day. This one day event usually includes an address by the Minister for Environment or other senior government officials followed by demonstrations of practical activities. Examples of activities are domestic energy conservation devices that emphasize, amongst others, the importance of biodiversity conservation.



Photo: Environmental Actors

EXAMPLE: Collaboration for Environmental Week in Palau

Palau observes Earth Day every year as part of Environmental Week. Several years ago the President of Palau issued an executive order designating the Palau Environmental Quality Protection Board (EQPB) as the coordinating agency for this activity. Staff of EQPB form a committee with stakeholders including national and state agencies, NGOs, and community groups.

The form of the activity varies from year to year. Some years there are various activities for an entire month, sometimes a week, and sometimes only on Earth Day itself. Activities have included trash collection on land and underwater, coral reef monitoring, free bus rides for a week or a month, invasive weed clean-ups, etc. Every year on Earth Day there is a fair with information booths, contests, and so on to attract interest.

Interview with Joel Miles, Office of Environmental Response and Coordination, Palau

Belau Modekgnei High School students on Watershed hike,
Photo Palau Conservation Society



EXAMPLE: National collaboration Sierra Leone

In October 2004, the Forum for Environmental Action in Sierra Leone organised a week long national conference on the theme 'Sustainable Environmental Management'.

The conference identified the absence of environmental education in the school curriculum as cause for grave concern. The conference recommended immediate action on the part of the government to take the necessary steps to introduce environmental education into the formal school curricula.

Since then, the newly created Commission for Environment and Forestry has been working closely with the Ministry of Education and other actors to develop the appropriate curriculum and educational materials for the eventual introduction of environmental education into the school program. While it is clear that there is political will, the key challenge remains identification and allocation of the requisite financial and technical resources to 'actualise' this initiative.

Tommy Garnett, Chairman Forum for Environmental Action, Sierra Leone



Photos : Environmental Actors

EXAMPLE: Collaborating with another CBD Party**Palau and Germany**

In Palau a small CEPA initiative was realized through cooperation with the International Biodiversity Competition, organized by the German web-based youth-multimedia project “Naturdetektive” of the German Federal Agency for Nature Conservation (BfN), also CHM-NFP. This project offers access to students and schools into the ‘world of biodiversity’. It offers each country the opportunity to gain experiences in bilateral cooperation on CEPA activities and the use of the internet.

Nature detectives

Every two weeks, different pictures showing animals or plants from tropical and other foreign regions are presented on the web along with questions about these species, and their environmental, biological and cultural relevance. Participants answer these questions electronically via a web-form. The winner receives a prize after each round. Big book publishers donate the prizes.

Tailoring to our needs

For Palau, it meant collecting visuals and information about species typical for the region (e.g. the Palau spider, breadfruit, betel nut, etc.) Information was gathered from various stakeholders, along with digital photographs, and integrated into Palau’s CHM website.

Up scaling after lessons learned

From 2006 onwards, there was an arrangement to share the information more widely in Palau through a local newspaper: *Island Times*. Readers can call in or e-mail the correct answers to the newspaper. The organisms featured have also been discussed on a local radio talk show. This flexibility is important as not all schools and households have access to the internet in Palau. Teachers in Palau schools will also use the competition as a teaching tool in science and computer-literacy classes. To date, the project has featured agro-biodiversity, marine biodiversity, and endemic Palauan forest birds. The German “Bud Quiz” program in HTML has been adapted for use in Palauan schools as a “Mangrove Quiz”, along with fact sheets on mangrove plants.

<http://www.palau.biodiv-chm.org>; www.naturdetektive.de

Interview with Joel Miles, Office of Environmental Response and Coordination, Palau and Dr. Horst Freiberg, German Federal Agency for Nature Conservation, Germany.

Networking for biodiversity

Networking to add value to biodiversity actions

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

Why do I network to add value to my biodiversity efforts?

Networking consists of exchanging information and establishing personal connections. Networking is friendly, low-key and essential in our complex society. People network in many different settings, the telephone, in hallways, in company lunchrooms, at professional conferences, at trade shows, company meetings, in airplanes, trains and buses, hotel lobbies and waiting rooms. Some networking is carefully planned and some just happens. Networking can take place outside of government environments, where ever there are opportunities to make new contacts, and as long as an individual has good social skills.

Networking provides benefits by helping individuals to help others find or make connections, rather than “cold-calling”.

Networks provide an important means for NBSAP focal points to overcome a shortage of resources. Networks enable mutually beneficial relationships to develop that add to the value of the various biodiversity actors in society.

Networks can add value in bringing about more systemic changes for biodiversity and sustainability. Ever since Agenda 21 the idea of many stakeholders undertaking dialogue and learning together to solve the complex socio-economic issues associated with maintaining our ecosystem services have gained ground. These multi stakeholder networks combine players across sectors, knowledge disciplines and space. Examples at the global level are the Marine Stewardship Council and the Forest Stewardship Council which are looking at how more systemic change can be brought about. Networks can bring about systemic change at the national level.

Networks result in learning through dialogue, achieved through e-lists, communities of practice, fora, workshops or training. These learning events are referred to often as social learning, as people’s ideas of themselves and their relationships to others change. By bringing people together across geographic, sectoral, or other boundaries to think, work, and learn together, more whole system awareness can be developed and a space created for more fundamental system change. “Change happens through exposure to new ideas, and generally in face-to-face interactions.” (Caplan, J. interview in Waddell, S. 2005 *Social integration: A global societal learning and change perspective*, UN-DESA)

Networking to add value to biodiversity actions

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

What networking opportunities are there?

Networks can take many forms depending on their purpose. The most common are information networks. However if change is to be developed for biodiversity conservation then networks that are oriented to the purpose of stimulating reflection and learning are most important. The purposes of the following networks increase in purpose as to the depth of change sought: knowledge networks, community of practice, task network, purposeful network, societal change network, and generative change network. (See Steve Waddell's classification in the Checklist.)

There are many networking events and network groups that can be of use to NBSAP coordinators to advance their message. They may be internationally inspired events such as World Wetlands Day (February 2nd) or Biodiversity Day (May 22nd) or Earth Day (International UN Equinox March 20 or 21st or USA sponsored April 22) or World Environment Day (5 June).

Three commonly used methods of networking are described below and other types of networks are listed in the checklists.

Internet networking events or groups

Internet networking makes use of discussions, sharing of expertise and task oriented virtual dialogue using the World Wide Web. The interactions can include meetings, debates, chat, video conferencing and instant messaging allowing members to interact over vast geographical areas at low cost. Increasingly the Internet is used for webinars, short for a **Web**-based **seminar**, a workshop or seminar that is transmitted over the Web. Webinars can be interactive so that participants can give, receive and discuss information. While members of the network might mainly communicate online and virtually these groups can also promote, prepare for or advertise physical meetings and events. IUCN for example has prepared international biodiversity education and public awareness meetings on line before people came together to discuss issues that needed face to face dialogue.

Primary advantage: Convenience, allows interaction across broad geographical regions.

Disadvantage: Commitment, activity and consistency of efforts can vary.

Important considerations: Active networker to manage tasks and send prompts; work plan and task orientation to achieve results, costs of internet connections need to be reasonable.

General biodiversity networking events or groups

These are physical face-to-face events that are usually open to all government and civil society professionals, unless invitations are restricted. Networks take advantage of general events to interact such as the opening of an exhibition in a natural history museum or the launch of a biodiversity campaign, or Biodiversity Day. Business cards are exchanged and professionals introduce their businesses to one another hoping to find a match for their interests. "Elevator speeches" are used to introduce people.

An **elevator speech** is concise and lasts no longer than 20 seconds. It includes your name, your organisation's name, what you do and who or what you are looking for.

Special CEPA networking events

CEPA events are physical meetings at which the professional participants focus on their interest in CEPA. Experiences, resources, ideas, and contacts are shared contributing to improving activities and skills of all concerned and at times stimulating collaboration. These events help in making decisions on actions to undertake to improve the situation for CEPA such as changes in policy or developing capacity building activities together. The events include CEPA workshops, conferences of educators or activities of CEPA networks.

Networking to add value to biodiversity actions

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

EXAMPLES OF CEPA NETWORKS

International

IUCN Commission on Education and Communication CEC <http://cec.wcln.org/>

Countdown 2010 www.Countdown2010.net

Convention on Biological Diversity CEPA focal points network

<http://www.cbd.int/programmes/outreach/cepa/home.shtml>

Ramsar—Wetlands Convention CEPA network http://ramsar.org/outreach_index.htm, and a public e-mail discussion group has been inaugurated (ramsar-cepa-eng-join@indaba.iucn.org)

UNFCCC Climate Change Education and Outreach http://unfccc.int/cooperation_and_support/education_and_outreach/items/2529.php

Global Rivers Environmental Education Network www.green.org/

Foundation for Environmental Education www.fee-international.org/

Biodiversity Education Network www.bioednet.org/

Regional Environmental Education program www.sadc-reep.org.za/

National Associations for Environmental Education

Australian Association for EE <http://www.aaee.org.au/>

Canadian Network for Environmental Education and Communication

<http://www.eecom.org/english/index.html>

North American Association for EE NAAEE www.naaee.org/

Environmental Education Association South Africa EEASA <http://www.eeasa.org.za/>

Networking to add value to biodiversity actions

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

How to manage networking as a NBSAP coordinator

As networking can bring such benefits to a NBSAP coordinator, especially when funds are limited, there are some basic actions to undertake within a work plan.

Preparing for networking

Reflect on the NBSAP situation and where gains need to be made and where networking might assist. Ask colleagues about who might help and update the list of contacts and tracking of organisations involved. Draw up a list of what has been accomplished under the NBSAP and who has been a help. Prepare an 'elevator speech' which identifies where you are looking for support for the next actions for the NBSAP.

Basic Networking

Family and friends are important people to inform about your work and to test how clearly you communicate ideas. Remember people are influenced by peers and close social contacts, so you can develop allies for your cause.

Network with alumni from your university and other universities as this provides an important professional network in which you can share ideas and information, and make contacts in many organisations. Attending professional meetings and joining professional organisations are important to expand contacts. Remember also to network within your own organisation to keep abreast of what is going on and where, by having casual exchanges, coffee or lunch with colleagues from different sections.

Advanced Networking

The NBSAP coordinator can increase networking activities by giving presentations, publishing articles, arranging information interviews, and sending out an email-letter to the network. Regular updates on news and opportunities to connect with biodiversity activities can be provided on a website or through a personal a web log (blog). To ensure that contacts made can be revisited a relation management system needs maintaining and updating.

With more funding, the NBSAP coordinator can organise network meetings with people from different sectors to explore visions and solutions to complex biodiversity issues. The actions proposed by such meetings need adequate support to bring about change in actions for biodiversity.

CHECKLIST: Types of networks

- | | |
|--|---|
| <input type="checkbox"/> 1. Information network | This is most often what people think of when they think of a 'network'. Through it participants share information about a common interest. It does not develop a common agenda. |
| <input type="checkbox"/> 2. Knowledge network | The goal is to produce new knowledge, skills and tools in the network. It has a defined research agenda. Participation allows sharing costs and enhancing access to data. |
| <input type="checkbox"/> 3. Community of practice | Participants share and develop information, knowledge, wisdom and capacity. This requires deep dialogue and open sharing, is self-organised and has a joint-action development agenda. Benefits of participation include rapid development of answers to questions of common interest. |
| <input type="checkbox"/> 4. Task network | People may form a network when they want to undertake a specific task that requires diverse resources and coordination of action. When the task is finished the network dissolves. |
| <input type="checkbox"/> 5. Purposeful network | Used when an issue requires ongoing attention by a group of people or organisations, and they coordinate their action and resources on an indefinite basis. |
| <input type="checkbox"/> 6. Societal change network | This type of network produces social learning and change among members who are from different sectors. The members are stakeholders for an issue, who undertake deep dialogue and open sharing, and collective coordinated and synergistic action. The change requires their collective competencies and networks. |
| <input type="checkbox"/> 7. Generative change network | Social learning and change is also produced by this type of network, but the main goal is to generate innovation, change or action beyond each participant's boundaries. The work is done for network members and those beyond —thereby expanding participation. This too requires deep dialogue, open sharing and collective coordinated and synergistic action. |

Free after Waddell, S. (2005). *Societal learning and change. How governments, business and civil society are creating solutions to complex multi-stakeholder problems*. Sheffield: Greenleaf Publishing Ltd. p 136.

Networking to add value to biodiversity actions

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

CHECKLIST: Opportunities for collaborating on CEPA

| OPPORTUNITY | COLLABORATING WITH | ADDED VALUE |
|--|--|--|
| <input type="checkbox"/> UN Decade for Sustainable Development | Ministry of Education Open Universities UNESCO committees | Biodiversity as core element of sustainable development |
| <input type="checkbox"/> Countdown 2010 | European Commission, Ministries of Environment IUCN, NGOs | Biodiversity as inheritance of future generations |
| <input type="checkbox"/> Ramsar Convention | Wetland centres, Ministries of Environment, Protected Areas, NGOs | Biodiversity as umbrella concept and 'larger picture' |
| <input type="checkbox"/> UNFCCC | Ministries of Environment WWF, NGOs | Biodiversity as indicator for change and adaptation |
| <input type="checkbox"/> Poverty reduction | Development cooperation organisations or disaster relief organisations | Ecosystem services, income generation, prevention of future repair costs |
| <input type="checkbox"/> Tourism | Hotel owners associations, tour operators | Biodiversity as unique selling point for tourism |
| <input type="checkbox"/> Events, e.g. Biodiversity Day, Launch of the updated version of a NBSAP, World Environment Day | Office of Prime Minister or President or Minister of Environment. NGOs Zoos Natural History Museums Schools Protected Areas | Biodiversity as inheritance of future generations; ecosystem services; prevention of future repair costs |
| <input type="checkbox"/> CBD | Other CBD Parties | Exchange of knowledge and resources |

CHECKLIST: Network management for a NBSAP coordinator☐ **Phase 1: Preparation**

- Evaluating the NBSAP situation.
- Preparing an “Accomplishments File” on NBSAP implementation.
- Preparing an ‘elevator speech’ to be clear about expertise being sought.
- Obtaining information from colleagues and peers to help with the issues.
- Making contacts.

☐ **Phase 2: Basic Networking**

- Friends and family.
- Networking with alumni.
- Networking (cautiously) within the organisation where one is employed.
- Attending professional meetings.
- Participating in professional organisations.

☐ **Phase 3. Advanced Networking**

- Giving presentations.
- Publishing articles.
- Organizing a blog and/or a website.
- Arranging information interviews.
- Sending a letter to a broad range of network members.
- Maintaining and updating a relation management system.

EXAMPLE: Global CEPA networks

Governments worldwide have promised to reduce biodiversity loss by 2010. Countdown 2010 helps governments to move from words to action. More than 100 partners ranging from national to local governments, non-governmental organisations and businesses have taken up this challenge. They have created Countdown 2010, a powerful network of active partners working together to tackle the causes of biodiversity loss. Each partner commits additional efforts towards the 2010 biodiversity target. Acting together, they create a joint momentum to save biodiversity. <http://www.countdown2010.org/>



The Commission on Education and Communication (CEC) is a global network connecting communication and education professionals for knowledge sharing, learning and strategic advice. The Commission on Education and Communication is part of IUCN—the World Conservation Union, the world's largest conservation network. CEC is a voluntary membership network that connects several hundred expert educators and communicators from all sectors.

CEC members participate in three working groups:

- World Conservation Learning Network
- Education for Sustainable Development
- Strategic Communication



The Commission is led by a Steering Committee and a Chair elected every four years at the IUCN World Conservation Congress. The IUCN Members—states, governments and NGOs—approve the mandate for the Commission's operations. <http://cec.wcln.org/>

Partnerships for biodiversity

Partnerships to add value to biodiversity actions

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

Why form partnerships?

- Partnerships can accelerate action for biodiversity conservation.
- Partnerships allow for pooling various competencies, perspectives, contacts and resources from a range of stakeholders.
- Partners share responsibility for implementation.
- Partnerships can be set up with formal contracts or be informal and driven by a shared vision or goal.
- Partnerships help build capacity, stimulate innovation and support motivation for action.

The decision to set up a partnership usually implies a commitment. This commitment means there may be formal agreements developed and signed, there may be financial or other obligations involved, and the new relationship can mean changes in the way each organisation works. Sometimes partnerships between international agencies and national organisations are developed for biodiversity. As CEPA is an important aspect of success in any biodiversity action, NBSAP coordinators need to ensure that CEPA considerations are built into the planning of any partnership from the beginning.

SOME KEY FEATURES OF SUCCESSFUL PARTNERSHIPS

- Compelling motives for the partners to come together;
- A common vision;
- Undertaking of real work together beyond information sharing to taking action;
- Mutual clarity about what each party hopes to gain from the partnership;
- Attention is given to decision making mechanisms in the partnership;
- Learning to work together while being flexible to change and adapt with experience;
- Good transparent communication between the partners;
- Communicating the results of the partnership to others;
- Joint monitoring and evaluating of the partnership;
- Respect and trust developed amongst the partners.

EXAMPLE: CEPA in partnership in the Amazon Region Protected Areas Program (ARPA)

One of the largest and most ambitious conservation projects ever undertaken, ARPA—Amazon Region Protected Areas is a program led by the Government of Brazil and implemented in partnership with the Brazilian Biodiversity Fund (FUNBIO), the German Development Bank (KfW), the Global Environment Facility (GEF), the World Bank and WWF.

ARPA is a 10-year effort aimed at bringing 12%—50 million hectares, or 500,000 km²—of the Brazilian Amazon under protection and to establish a US\$240 million endowment fund to finance the effective management of protected areas in perpetuity. The program was announced by the Brazilian government in 2002 and commenced implementation in 2003.

Implementing the program means intensive communication between partners to guide the work and to assure its funding. There is also intensive communication with local stakeholders as ARPA follows a participatory approach. Some of the tangible examples of education and communication activities undertaken by the partnership are:

- Tumucumaque expedition August 2005 with journalists from Brazil and USA with daily reports and photos posted at WWF websites and stories sent by satellite phones.
- Parque Nacional do Juruena expedition June/July 2006 with coverage in real-time for Brazil and abroad, with materials sent through satellite phones and published at WWF websites.
- ARPA fund and awareness raising concert at the Carnegie Hall New York. After the concert, WWF organized a cocktail for potential donors and special guests with a video on ARPA.
- Support provided for public consultation with local communities to debate the establishment of new protected areas. This involves tools to mobilize participants, to explain the benefits and to raise awareness and support during and after the meetings.
- Communication support provided to board meetings of protected areas to explain the management plans, good environmental practices, and identify important issues in the communities.
- Awareness raising to enable agreements to be established with local communities on sustainable fishing.

Interview with Rebecca Kritsch, Communications Leader for WWF Amazon Keystone Initiative, Brazil; www.worldwildlife.org/wildplaces/amazon/projects/arpa.cfm

EXAMPLE: CEPA partnerships in the Great American Chaco

Argentina, Bolivia and Paraguay have established a partnership for the sustainable management of natural resources in the Great American Chaco. The Chaco-Region is the second biggest forest area of South America after the Amazon forest.

In response to the demand for a network of 25 governmental and non-governmental institutions working in the region, a joint CEPA project was started with the support of the German Agency of Technical Cooperation (GTZ). The project aims to raise awareness and contribute to the work of different institutions that are carrying out projects and activities to conserve natural resources and stimulate rural development.

Through a series of scoping exercises, national and international meetings and negotiations, the institutions entered into partnership with the Ministries of Education and the Environmental Secretariats of the three countries to produce educational materials for formal and informal education; to engage in 'train the trainer' activities; and to start workshops and courses for 'multipliers' who can commence courses in the provinces, universities and other educational institutions.

Each of the ministries checked the content and the methodologies in relation to their national policies for universities and schools curricula. The ministries committed resources and other support for the national launch and for the subsequent dissemination workshops.

Provincial governments contribute to the costs of the provincial workshops that are tailored to suit the needs of the participants from the provincial formal education sector, governmental environment institutions and NGOs.

The partnership also agreed to provide special 'points' to help teachers and civil servants attending the courses to gain a pay raise or higher positions. In the first four months (September–December 2006), 76 'multipliers' and 224 teachers and technicians were trained in the application of this very innovative, regional approach.

Interview with Ing. Rosmarie Metz, Coordinadora GTZ Proyecto Manejo Sostenible de los RRNN en el Chaco Sudamericano, Argentina

CHECKLIST: Criteria for co-operation in public-private-partnerships

- ☐ **Effectiveness**
 - More opportunities to engage key positions at:
 - ▶ Administrative level;
 - ▶ Management level;
 - ▶ Professional level.
 - Better access to:
 - ▶ Government;
 - ▶ Target groups of biodiversity policy.
- ☐ **Efficiency**
 - Faster and a more flexible response.
 - Maximal cost effectiveness.
- ☐ **Equity**
 - Guarantee for a balance in participation.
 - Guarantee for a balance in benefits.
- ☐ **Enhancement**
 - Based on existing expertise.
 - Complimentary to existing activities:
 - ▶ Professional expertise;
 - ▶ Other special expertise;
 - ▶ Specific markets;
 - ▶ Specific assignments;
 - ▶ Specific intermediaries and stakeholders.
- ☐ **Excitement**
 - Inspiration and motivation for joint activities.
 - Support for joint activities.
 - Credibility and confidence to achieve desired results.

How to raise basic awareness for biodiversity

How to raise basic awareness for biodiversity

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

How to make use of International Day for Biological Diversity to raise public awareness

Each year on May 22nd, the Secretariat and Parties to the Convention on Biological Diversity mark the importance of biodiversity for human well-being by celebrating International Biodiversity Day. This day is an excellent opportunity to build connections with important sectors. The Secretariat of the Convention on Biological Diversity has established an internal task force to coordinate global efforts to raise the profile of the annual International Day for Biological Diversity (22 May), and celebrations for the proposed International Year for Biological Diversity in 2010.

The Task Force discusses the themes to be selected each year and what support to provide to the Parties to celebrate this event. The support consists of fact sheets and posters about the theme selected. The Executive Secretary releases a message and the CBD website has special features—see www.biodiv.int.

How to use this opportunity

National focal points and NBSAP coordinators can use the international and national exposure of Biodiversity Day to raise awareness in general, and more particularly on specific strategic national priorities of the NBSAP. Often they do so by organising a series of events such as exhibitions, debates, awards, outdoor activities for schools and communities. By working up some local news stories and informing the press (newspapers, radio and television) about the event, International Day for Biological Diversity can grow into a media event.

The reports on Biodiversity Day (accessible on the CBD website) offer a wealth of ideas to use this occasion to raise awareness.

Whom can you get on board?

Involving NGOs in planning and implementing International Day for Biological Diversity events can multiply the impact of those undertaken by the government alone. All sectors of society need to work together on biodiversity conservation and a “Day” can be a focus for cooperation. Audiences often targeted for the Day are the media, politicians and decision makers, the private sector, youth and schools.

What is most important?

Tailoring your message for each audience and ensuring that it is vital for effective awareness raising.

How to raise awareness

NBSAP coordinators and CBD focal points often have to raise awareness among the general public on specific issues as part of a process to influence behaviour.



Bill board along the road to Monrovia, Liberia (Photo Tommy Garnett)

TOOLS TO ENHANCE AWARENESS AMONG THE PUBLIC AS CONSUMERS

The following tools are often used to provide information to allow consumers to make informed choices about products, services and activities that may affect conservation and management of biological diversity:

- news paper advertisements;
- brochures;
- bill boards and posters;
- free publicity through interviews in media;
- environmental labelling;
- educational materials for schools.

How to raise basic awareness for biodiversity

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

How to undertake basic awareness raising activities through a website

Networking in its different forms, as illustrated in this section is a basic skill and activity of NBSAP coordinators.

One basic service for public awareness is a NBSAP website.

How to build an NBSAP website

The CBD Clearing House Mechanism (CHM) offers CBD focal points and NBSAP coordinators a useful tool to build a meaningful NBSAP website. Ideally it is part of the national Clearing-house Mechanism website, though it could be a stand-alone site. All CHM sites can be found at: <http://www.cbd.int/chm/nfp.asp> and at <http://bchcbd.naturalsciences.be/belgium/home.htm>.

What elements could be in a NBSAP website?

- The current version of the NBSAP.
- A calendar of meetings and consultation activities.
- The relevance of the NBSAP to different sectors and ways they can become involved.
- Links to resources for NBSAP creation, such as UNDP, etc.
- A section for youth where children can find links to biodiversity games (see example below), or where schools can find classroom and outdoor activities.
- A section with frequently asked questions or consumer tips.
- Calls for tender to carry out specific functions.
- An awareness component (see CEPA Fact Sheet)

What features should be stressed?

- Simplicity is key.
- The homepage should look attractive as it is the business card or face of the website and organisation.
- The most basic sections of the website should be informative and static.
- All information should be accessible in not more than three clicks.
- The rubrics by which the web site is organised need to be based on what your clients look for, rather than an expert's view.

How to raise basic awareness for biodiversity

SECTION 2 | HOW TO NETWORK AND RAISE AWARENESS

What awareness raising components are to be included on the NBSAP website?

Importantly the NBSAP site includes special sections for outreach to particular audiences. A simple way to achieve this is to make links with special educational or outreach websites, and some useful links are shown in the box. These avenues aim to raise awareness about biodiversity and help people to understand what they can do and to become involved.

As well people's interest is drawn and developed through interactive elements on the website such as:

- Forum for discussions.
- Bulletin board for new information.
- Calls for input on issues or action.
- Interactive tools and games.
- Video or audio tools (e.g. speeches of the relevant Minister, videos of biodiversity events, etc).
- Providing opportunities for dialogue with people in a documentary following a TV broadcast.

USEFUL LINKS TO UPGRADE A NBSAP WEBSITE

- Greenfacts is a Belgian NGO with a mission to bring complex scientific consensus reports on health and the environment to the reach of non-specialists: <http://www.greenfacts.org/biodiversity/index.htm>
- UNEP—World Conservation Monitoring Centre WCMC biodiversity section has an education series on "Biodiversity Benefits People" www.unep-wcmc.org/biodiversity/
- Frequently Asked Questions about biodiversity by the Global Terrestrial Observing System www.fao.org/gtos/tems/mod_div.jsp?div_PAGE=divqaa
- Questions and Answers on biodiversity loss from the European Commission <http://ec.europa.eu/rapid/pressReleasesAction.do?reference=MEMO/04/27>
- "Biodiversity and Conservation: the web of life" at the Field Museum of Chicago www.fieldmuseum.org/biodiversity/
- Briefing paper for students on Biodiversity provided by the United Nations cyberschoolbus based on the Millennium Ecosystem Assessment: www.un.org/cyberschoolbus/briefing/biodiversity/

EXAMPLE: web based awareness raising Germany

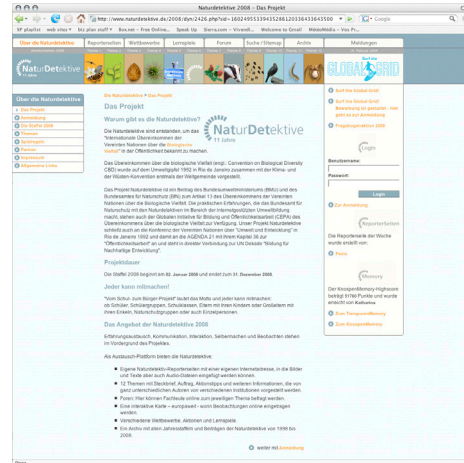
Nature Detectives

The overall objective of the youth multimedia project *Naturdetektive* is to develop new and innovative ways of discovering and rediscovering nature and to raise awareness about biodiversity. The project platform facilitates participation, interaction and communication among participants. To reach this goal an innovative mixture of practical field work and the virtual presentation of this work as “reports” and “observations” was developed on the website.

The project provides practical views on how new media and especially the Internet, can be used to increase interest and understanding by the participants in nature and biodiversity through a variety of activities that are also fun. It contributes to Article 13 of the Convention on Biological Diversity (CBD) on “public awareness raising on the Convention” and to the UN Decade of Education for Sustainable Development DESD 2005–2014.

The project is principally directed to schools and school classes but it also offers opportunities for parents to participate with their children and for nature conservation groups and other interested individuals to participate.

www.naturdetektive.de Dr. Horst Freiberg, Federal Agency for Nature Conservation, Germany



EXAMPLE: biodiversity games

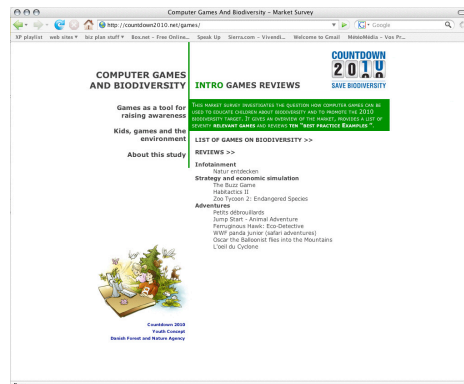
Leisure interests of children

Computer games on an environmental issue seem natural since both computer games and environment are in line with children's leisure interests. More specifically, 77% of 6 to 13-year olds are interested in animals, 64% in computer games, 63% in nature and the environment and 52% in the internet. Girls are fonder of animals while boys prefer computer games; however there is no gender difference in the interest for nature and the environment.

Study about computer games and biodiversity

The German Agency for Youth Communication collaborated with Countdown 2010 to study how computer games can be used to educate children about biodiversity and to promote the 2010 biodiversity target. The study gives an overview of the market and provides a list of 70 relevant games and reviews the 10 ‘best practice examples’.

<http://countdown2010.net/games/>



EXAMPLE: Biodiversity Day in Mali, “Falaise de (Cliffs of) Bandiagara” 2005

Partners

- Ministry of Environment of Mali, Mission Culturelle de Bandiagara, and German Development Service (DED).
- Preparation period: 10 weeks.

Budget

- ~20.000 € and in-kind contributions.

Actions

- Inventory of biological diversity and ecological quality of the cliff of Bandiagara and the neighbouring Dogon plateau, which is 500km from the capital Bamako.
- Expert roundtable and panel discussion in Bamako on “Biodiversity in Mali” with focus on the interconnection between traditional and local knowledge, the use of biological resources for food security and medicinal plants (e.g. the use of endemic *Acridocarpus monodii* against diseases such Malaria.)

Results: Biodiversity-monitoring and knowledge-exchange

- Joint exploration of the “Falaise de Bandiagara” by more than 1000 participants: scientists, politicians, environmentalists, journalists, traditional Dogon healers, hunters, farmers, local population and bi-lateral and multilateral donors.
- Exchange of ideas and experiences about biodiversity and the use of genetic resources for herbal medicine.
- Discussion of possible concepts, and measures for the conservation and sustainable use of biodiversity.
- Local and national estimation / appreciation raising of environment, conservation and protection of biodiversity for securing sustainable nutrition and poverty alleviation.
- Discussion about endemic plants leads to agenda setting of Access and Benefit Sharing as a political issue.
- Mainstreaming linkage between biodiversity conservation and poverty alleviation into donor coordination.
- Awareness raising in politics and media at all levels (from local radio to governmental TV).

Suhel al-Janabi, GeoMedia. Consultant to GTZ BIODIV Program “Implementing the Biodiversity Convention”. More info: www.gtz.de, www.biodiversity-day.info/2005/index_en.htm

EXAMPLE: GEO Magazine/GTZ Bio-Marathon on Biodiversity Day

“Only what we understand we will value and protect”

Idea and expected impact

- Raising public awareness through media covered biodiversity assessments made by mixed stakeholder groups.
- Making people aware and proud of “their” biodiversity.
- Introducing the conservation topic into non-biodiversity sectors of media, politics and planning.
- Action-oriented expeditions.

Concept

- Joint bio-monitoring of a defined area within 24 hours. Exploration teams consist of different stakeholders.
- Attracting decision makers with media presence and vice versa.
- Giving the day a topic (e.g. Biodiversity and Climate Change, Natural Resources and Poverty, Traditional Knowledge.) makes the event more meaningful to the public, partners, the press and politicians.
- Being applied: experts point out the relationship of particular species or eco-systems in the context of the day’s topic.
- Framing the B-Day: to improve the impact of the action day close preparatory or follow up activities can be organised e.g. journalist exchange seminars, press conferences, 1 or 2 day (scientific) workshops / symposiums on the B-Day topic.

Organisation and participants

- Conceptual planning with all partners for B-Day should start at least four months in advance.
- Besides steering the process at national level the B-Day “on the spot” must be organized in close cooperation with district authorities, universities, municipalities, schools, NGOs, etc.
- Scientists, as a back stop, are crucial to the planning and organisation and as resource persons in the field.
- Integrating media right from the beginning secures maximum outreach. An action day with politicians, scientists and students undertaking joint bio-monitoring in a scenic environment provides a media appealing platform.

Suhel al- Janabi, GeoMedia. Consultant to GTZ BIODIV Program “Implementing the Biodiversity Convention”. More info: www.gtz.de, www.geo.de; www.biodiversity-day.info

EXAMPLE: Suggestions of what the public can do

Ten things we all can do to make a difference

1. Reduce climate change impacts by taking public transport, bike, walk, or carpool to work at least one day a week, and avoid air travel where possible.
2. Buy food, preferably organic food—vegetables, fruits, dairy, eggs, and meat and from a farmer's market at least one day a week.
3. Eat sustainably harvested seafood and farmed fish that is herbivorous, like catfish, tilapia, and shellfish. Avoid farmed carnivorous fish like salmon and shrimp.
4. Install at least one compact fluorescent light bulb in your home. It will save roughly 30 EUR in electricity and replacement bulb costs each year, and reduce carbon emissions by a ton every three years.
5. Turn off lights in empty rooms.
6. Lower the thermostat by at least 1 degree ° C in winter.
7. Stop using herbicides and pesticides on your lawn.
8. Learn the environmental positions of all those who represent you in government and support the candidates who have the best records and platforms.
9. Tell everyone at home, school, place of worship and work about what you are doing to conserve biodiversity and ask them to join you.
10. Above all, do not waste—reduce your consumption, buy only what you really need, and re-use and re-cycle whatever and whenever you can.



<http://www.countdown2010.net/article/executive-group?id=38>

EXAMPLE: CEPA Strategy Germany

Starting point 1998

- National development of the Clearing-House Mechanism (CHM) in 1995 showed limited knowledge on biodiversity and the CBD;
- Question: how to raise awareness on biodiversity and the CBD?
- Strategy: start with the formal education sector: mix field work and nature observations with the internet: project Nature Detectives.

First steps

- Cooperate with the formal education sector through the German School-Net (filled the “nature niche”);
- Design a first-year pilot activity with two main nature observation topics, evaluate reactions of schools;
- Stimulate positive feed-back with 12 topics per year and a couple of special actions and competitions;
- Print flyers, posters, CDs, HTML eLearning tools, publish articles;
- Administer several questionnaires to adjust the project concept.

Strategy

- Develop an innovative mixture between practical field work/observations and a reporting mechanism on the Internet;
- Offer working and simple observation topics as well competitions and other actions making the project interactive and “living”;
- Design main topics that are brief and coherent allowing short-term as well as longer-term work;
- Integrate partners from different institutions, universities and schools.
- Use incentives for participation (e.g. prizes for competitions or for well designed published reports).

Evaluation

- Project has received awards several times;
- International cooperation obtained (i.e. Frogs Around the World with Canada; A Plant takes Flight with School-Net South-Africa; International Biodiversity Competition with Palau);
- Continued and increasing participation from schools;
- Changed scope from only school to a more public oriented project.

www.naturdetektive.de

Dr. Horst Freiberg, presentation CEPA Fair COP 8, 2006 Curitiba

SECTION 3

How to engage stakeholders and mainstream biodiversity

“in today’s world we depend on each other”

Kofi Annan

What is in this section?

Since UNCED in 1992, the importance of multi-stakeholder processes have been emphasised to achieve an integration of environmental, economic and social aims. Stakeholders are people with an interest in or influence on your issue—in this case—biodiversity. So to achieve the NBSAP objectives, coordinators need the cooperation of stakeholders. This section gives an introduction as to how communication, education, participation and public awareness, (CEPA) can be used to work with stakeholders to develop support for biodiversity conservation.

The section also provides tools to assist the NBSAP coordinator to “mainstream” biodiversity into other sectors. Mainstreaming biodiversity is about having NBSAP issues supported in the actions of other sectors, particularly to avoid the unintended loss of or impacts on biodiversity. The most strategic path is to work for a “win-win” arrangement that meets the obligations or mandate of both sectors. Being strategic means it is not necessary to educate or persuade all the stakeholders to “love” biodiversity! Pragmatically, it is about how to work with stakeholders to achieve their objectives while supporting biodiversity interests.

In this section NBSAP coordinators can choose amongst the tools to update knowledge and skills to be able to reach out to and engage non-experts in biodiversity according to the particular circumstances. Here you will find out how to use CEPA interventions to:

- engage various stakeholders,
- to integrate or mainstream biodiversity in different sectors such as:
 - Other ministries, departments, agencies or institutes;
 - Mass media;
 - Formal education

How to support stakeholder engagement by:

- developing capacity of stakeholders;
- handling participation of stakeholders

CEPA Fact Sheet

The fact sheets explain why and how to engage stakeholders and how to be strategic in view of the limited time and resources available to the NBSAP coordinator.

Example

The examples show what has been done in some instances to use CEPA for mainstreaming and engaging stakeholders.

Checklist

The checklists are handy reminders when planning an intervention with stakeholders

Contents

| | |
|--|-----|
| Introduction to engaging stakeholders and mainstreaming biodiversity | 156 |
| FACT SHEET: Introduction | 157 |
| EXAMPLE: Problems to implement the biodiversity plan | 159 |
| What are stakeholders? | 160 |
| FACT SHEET: What are stakeholders? | 161 |
| CHECKLIST: Identifying stakeholders | 162 |
| How to engage various stakeholders | 164 |
| FACT SHEET: How to engage stakeholders by using opinion leaders | 165 |
| FACT SHEET: How to engage stakeholders by using informal communication | 165 |
| FACT SHEET: How to engage stakeholders by using focus groups | 166 |
| FACT SHEET: How to select the approach according to the size of the stakeholder group | 166 |
| FACT SHEET: How to select the approach when the issue is complex | 168 |
| FACT SHEET: On what basis are stakeholders engaged | 169 |
| FACT SHEET: How to engage decision makers and politicians | 170 |
| EXAMPLE: Failed government interventions because of not engaging stakeholders | 170 |
| EXAMPLE: Engaging community through biodiversity knowledge fairs | 171 |
| EXAMPLE: Engaging the business sector in biodiversity | 172 |
| EXAMPLE: Engaging municipalities in biodiversity | 172 |
| EXAMPLE: Linking biodiversity conservation to the MDGs | 172 |
| EXAMPLE: Engaging decision makers | 173 |
| How to integrate biodiversity into other government sectors | 174 |
| FACT SHEET: What are the basic elements to integrate biodiversity into other sectors' policies? | 175 |
| FACT SHEET: How to negotiate to integrate biodiversity into other sectors' policies | 176 |
| FACT SHEET: How to steer the process to integrate biodiversity into other sectors' policies | 176 |
| EXAMPLE: Integrating biodiversity into the poverty reduction | 179 |
| EXAMPLE: Mainstreaming biodiversity into other ministries | 179 |
| EXAMPLE: Preparing for an introductory workshop on the biodiversity strategy for other sectors | 180 |
| EXAMPLE: Scenario for an introductory workshop on biodiversity strategy for other sectors | 181 |
| CHECKLIST: Aftercare of the Introductory Workshop on Biodiversity Strategy for other sectors in Slovenia | 182 |
| CHECKLIST: Preparing negotiations towards a win-win solution about a new infrastructure project in an environmentally sensitive area with other ministries | 183 |
| CHECKLIST: Mainstreaming biodiversity into other sectors | 184 |
| CHECKLIST: Communication skills for effective stakeholder engagement and mainstreaming | 185 |
| CHECKLIST: Preparing for negotiations | 186 |
| How to inspire the press. How to work with mass media | 188 |
| FACT SHEET: How important is mass media? | 189 |
| FACT SHEET: What are the trends in mass media? | 190 |
| FACT SHEET: What is important to understand to be able to relate to the interests of mass media | 190 |

| | | |
|--|--|------------|
| FACT SHEET: | How to approach the press | 192 |
| FACT SHEET: | Why are field trips crucial? | 192 |
| FACT SHEET: | How to deal with “bad” stories in the media? | 193 |
| FACT SHEET: | What is the role of visual tools? How long will the story be remembered? | 193 |
| EXAMPLE: | A field trips in Ecuadorian Chocó | 194 |
| EXAMPLE: | How to inspire journalists using awards | 195 |
| CHECKLIST: | Field trips for journalists | 196 |
| CHECKLIST: | How to identify a “news” worthy story on biodiversity issues | 197 |
| CHECKLIST: | How to write a press release | 198 |
| CHECKLIST: | why bother about biodiversity | 199 |
| How to integrate biodiversity in school curricula | | 200 |
| FACT SHEET: | What strategies can be used to integrate biodiversity in school curricula? | 201 |
| FACT SHEET: | How to drive the strategy forward | 202 |
| EXAMPLE: | Environmental Education Networks | 203 |
| EXAMPLE: | Creating a demand for biodiversity education and ESD in the formal education system in Germany | 204 |
| EXAMPLE: | Combination of top down and bottom up approaches in Norway | 204 |
| EXAMPLE: | El Salvador push—pull strategy | 205 |
| How to strengthen the capacity of stakeholders | | 206 |
| FACT SHEET: | How to strengthen capacity of stakeholders | 207 |
| FACT SHEET: | What are some elements of effective learning? | 208 |
| EXAMPLE: | Strengthening capacity and the enabling conditions in West Africa | 209 |
| CHECKLIST: | Adult Learning | 210 |
| CHECKLIST: | Empowerment approach for capacity building | 211 |
| EXAMPLE: | One day CEPA training workshop | 212 |
| How to ensure public participation | | 214 |
| FACT SHEET: | What is public participation? | 215 |
| FACT SHEET: | What are the most frequently used modes of public participation | 216 |
| FACT SHEET: | How to provide information for participation? | 217 |
| FACT SHEET: | How to gain public interest and encourage participation in NBSAP | 217 |
| FACT SHEET: | How to attract public interest in NBSAP | 218 |
| EXAMPLE: | Strategic communication of a biodiversity report | 219 |
| FACT SHEET: | How to make public hearings a success | 220 |
| EXAMPLE: | Land Care study on ways to influence behaviour to improve environmental management | 221 |
| EXAMPLE: | CEPA adds value to public hearings on Natura 2000 | 222 |
| CHECKLIST: | Community involvement in research and management activities | 223 |
| CHECKLIST: | Public participation in environmental impact assessments | 224 |
| CHECKLIST: | Participatory monitoring and assessment | 225 |

Introduction to engaging stakeholders and mainstreaming biodiversity

How to engage stakeholders and mainstream biodiversity

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to engage stakeholders and mainstream biodiversity

Introduction

The Convention on Biological Diversity (CBD) calls on Parties to integrate the conservation and sustainable use of biological diversity into relevant sectoral or cross-sectoral plans, programs and policies (Article 6(b)).

The Convention also advocates Parties to adopt the “Ecosystem Approach” which requires the participation of all sectors of society in the conservation and management of biodiversity.

To implement a National Biodiversity Strategy and Action Plan, NBSAP coordinators and CBD focal points have to seek the cooperation of other stakeholders in government (e.g. other ministries and departments) and other segments of society (e.g. land owners, hoteliers’ associations, communities, NGOs, media, etc.).

To gain this cooperation with stakeholders and to place biodiversity on the agenda of other Ministries, other levels of government or other sectors in society, a range of communication, education and awareness interventions are needed. This involves networking (as described in Section 2), and also establishing working relations, defining common goals, influencing decision making processes, negotiating, strengthening capacities and updating knowledge.

Many of these stakeholders may have little or no understanding of biodiversity or disregard scientifically prepared plans, policies and existing mechanisms (e.g. for sustainable use, quarantine procedures, EIA procedures, etc.) due to a lack of awareness of their importance and the serious implications of overlooking them on economic development and poverty alleviation.

In Sri Lanka a recently concluded study showed that there was inadequate understanding among non-conservation sectors (including both state agencies and the business sector) and provincial, regional and municipal authorities about biodiversity and other environmental plans and policies, and their responsibilities to implement these plans.

Source: The Thematic Assessment on Biodiversity for the NCSA project by the Ministry of Environment Sri Lanka, 2006.

NBSAP coordinators are faced with a serious need to invest in making contact with these departments and stakeholders, to fill this knowledge gap and to find ways to work together with stakeholders to bring about the changes required in the policies and practices of such groups.

Among the requirements identified jointly by all stakeholders in Sri Lanka was:

- (a) a well planned communication strategy to permit continuous dialogue and communication with selected development sector agencies, business and policy makers, and
- (b) capacity building in conservation agencies to communicate, promote and ‘sell’ their image and work plans.

Source: The Thematic Assessment on Biodiversity for the NCSA project by the Ministry of Environment Sri Lanka, 2006.

This presents seemingly a massive communications undertaking to inform all stakeholders about biodiversity.

How to engage stakeholders and mainstream biodiversity

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How can the tasks of communicating with so many groups be done effectively?

It may be counter productive to launch into trying to “educate” all the stakeholders. It is more effective to ‘listen’ to these stakeholders and explore opportunities where common ground can be established and stakeholders may find motives and reasons to change their policies and practices in a more environmentally friendly way. Often these motives and reasons have little to do with knowledge of biodiversity.

LISTENING IS KEY TO COMMUNICATION

Communication to mainstream biodiversity requires NBSAP coordinators to ‘listen’ to other stakeholders. This helps to explore and use opportunities to establish common ground, ‘find’ motives and reasons for stakeholders to change their policies and practices in a more nature friendly way. Often these motives and reasons may have little to do with biodiversity conservation *per se*.

To be effective and strategic, NBSAP coordinators need to identify the most important stakeholders and find the best ways in which to engage them to gain their support for mainstreaming biodiversity conservation.

EXAMPLE: Problems in implementing a biodiversity plan

In 1999 Sri Lanka published a National Biodiversity Conservation Action Plan (BCAP) prepared with wide participation. The Plan was recently updated. However, a study of capacity needed to implement the BCAP in Sri Lanka under the recently concluded National Capacity Self-needs Assessment funded by the GEF showed that:

- Development and financial sectors have poor appreciation of the vital links between sustainable use and biodiversity with national development and economic advancement.
- Stakeholders outside conservation fields are unaware of the BCAP and CBD requirements.
- Development sector agencies give little attention to biodiversity loss in their plans and programs.
- Agencies allocating national funding provide inadequate budgetary allocations for biodiversity conservation.

Underlying causes

A roundtable discussion with state conservation agencies, business sector representatives, regulatory bodies and development and financial sector agencies in government yielded important insights about the underlying causes:

- BCAP coordinators lack coordinating mechanisms and capacity to mainstream biodiversity to other levels of government and society.
- Policy makers, high level administrators and technical staff in energy, irrigation, mining, financial, tourism and physical planning sectors lack awareness about the technical aspects of biodiversity issues and the links between biodiversity conservation, economic development and poverty eradication.
- Non-conservation sectors and policy makers do not understand the impacts of biodiversity loss (through unsustainable use, habitat and species loss, threats from invasive species and GMOs, etc.) on livelihoods and the national economy.
- Conservation agencies have low communication capacity to 'sell' their plans and programs effectively to the financial and development sectors.

Recommendations from the roundtable in Sri Lanka

- Build the capacity of the CBD focal point to implement a well planned biodiversity communication strategy that targets:
 - a. high level policy makers, planners and administrators (at central and regional levels) in selected important development sectors that impact or depend on components of biodiversity, and
 - b. the business sector.
- Establish a mobile communication unit as part of the strategy for an active and continual dialogue with other sectors/agencies to help mainstream biodiversity.
- Build capacity in state agencies responsible for biodiversity conservation and selected NGOs for customised communication planning, negotiation, etc. (i.e. training of trainers) and to promote corporate image/objectives/plans.

Source: *The Thematic Assessment on Biodiversity for the NCSA project* by the Ministry of Environment Sri Lanka.

What are stakeholders?

What are stakeholders?

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

What are stakeholders?

External stakeholders

A CBD focal point or NBSAP coordinator has to deal with many different sectors external to his/ her ministry, such as industry, mining, agriculture, energy, water, transport, spatial planning, tourism, forestry, and fisheries. Within those sectors there are various stakeholders. Stakeholders can be ministries, government agencies, private sector associations, local governments, landholders, women's groups or community associations. These are external stakeholders.

Stakeholders

Stakeholders are those people or organisations which are vital to the success or failure of an organisation or project to reach its goals.

Primary stakeholders are

- (a.) those needed for permission, approval and financial support and
- (b.) those who are directly affected by the activities of the organisation or project.

Secondary stakeholders are those who are indirectly affected.

Tertiary stakeholders are those who are not affected or involved, but who can influence opinions either for or against.

Internal stakeholders

When dealing with stakeholders we often concentrate on external stakeholders and forget to communicate (internally) with stakeholders in one's own Ministry. Communication on a regular basis with these "forgotten" stakeholders is essential to gain support for the work at hand

The "forgotten stakeholders" are internal stakeholders

- Direct superiors of the CBD focal point and the NBSAP coordinator.
- Planning staff in one's own ministry who allocate funds and staff.
- Colleagues in one's own ministry responsible for other conventions, e.g. Ramsar, UNFCCC, CITES or CBD related issues.

See Section 1 on internal communication

CHECKLIST: Identifying stakeholders

An NBSAP aims to expand the boundaries of a protected area to include all of an important forest, a part of which presently lies outside the park.

☐ **Primary Stakeholders:**

- Whose permission, approval or financial support is needed to reach the goal?
 - ▶ Regional Nature Conservation Authority
 - ▶ Ministry of Environment
 - ▶ Ministry of Forestry
 - ▶ Ministry of Regional Planning
- Who is directly affected by the plan or activity?
 - ▶ Landowners and or residents in the forest
 - ▶ Forestry companies
 - ▶ Tourism operators
 - ▶ Recreational and other users (hunters, bird watchers, bikers, hikers, riders etc.)

☐ **Secondary Stakeholders**

- Who is indirectly affected by the plan?
 - ▶ Local business
 - ▶ Landowners and or residents outside the protected area
 - ▶ Environmental NGOs

☐ **Tertiary Stakeholders**

- Who is not involved or affected by the plan, but can influence opinions either for or against it?
 - ▶ Local opinion leaders (religious leaders, business or trade union leaders, teachers, local celebrities)
 - ▶ Local media
 - ▶ Ecology departments of universities, research institutes
 - ▶ National media: through environmental inserts in newspapers or special programs

How to engage various stakeholders

How to engage various stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to engage stakeholders by using opinion leaders

Desk research may be sufficient to identify stakeholders.

However to engage stakeholder groups requires more personalised approaches, i.e. face to face contacts, phone calls and building relationships.

Getting help from opinion leaders

Not all members of a stakeholder group are the same. It is therefore important to identify the opinion leader/s in each group to contact them and involve them in planning the interventions to engage the entire stakeholder group and so minimize the risk of stakeholders not cooperating in the end.

OPINION LEADERS ARE PEOPLE....

- other people would follow
- with many different fields of interests
- trusted for the value of their information
- who are involved in many different networks
- skills and interest to connect people who would benefit from the contact

Networking and informal communication are effective ways of identifying opinion leaders. This needs face to face contact.

Opinion leaders may not be experts in biodiversity, but their views and beliefs should be treated with the utmost respect.

How to engage stakeholders using informal communication

Informal communication is often an effective way to reach certain stakeholders to facilitate the biodiversity conservation agenda. However more formal means of communication may be required for some stakeholders.

INFORMAL COMMUNICATION

In general this is the exchange of information on a personal basis.

It is not bound by the rules and standards that apply to formal relations between organisations or between organisations and individuals.

Informal communication is very effective to establish and maintain relationships, to discuss sensitive issues and to gain better and more detailed personal feedback.

Informal communication takes place at face to face meetings; often in informal settings such as in the corridors of the workplace, the office canteen, or at social functions.

In Sri Lanka, the Coastal Conservation Department, the Urban Development Authority and the Central Environment Authority, felt that the most effective coordination was achieved through informal links, particularly among mid career professionals. This enabled participants to informally clarify issues vital for decision making.

How to engage various stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to engage stakeholders using focus groups

Focus groups are one of several approaches used to deepen understanding about how a group feels about a biodiversity issue. This gives leads as to how to better engage that stakeholder group for that biodiversity issue.

Other commonly used methods are formal interviews and surveys.

FOCUS GROUPS

Focus groups are made up of a small number of people from the stakeholder group/s. This technique is commonly used for commercial and social marketing to test new products, ideas, and ways to market.

A focus group is particularly effective when preparing a communication strategy for a biodiversity plan. An analysis of the results of a focus group can show how to engage the rest of the stakeholder group for a biodiversity issue.

Focus groups:

- are a major tool for 'listening' to stakeholders of a specific social group (e.g. a segment of consumers, stakeholders affected by a planned policy);
- use a non-directive type of interviewing;
- draw on group interaction to gain greater insight into why certain opinions are held;
- can be used to improve planning and design of new products or programs;
- for evaluation and to provide insights and qualitative data for communication and marketing strategies;
- have been used for years by good consumer-orientated companies and are now increasingly used in politics, policymaking and policy implementation.

How to select the approach to use according to the size of the stakeholder group

The communication approach varies with the size of the stakeholder group. A particular issue concerning tourism impacts on biodiversity may only involve six major hotels on an island. In this case, the approach to engage the hotel management in the issues is fairly simple. It involves visits to the managers of the hotels and undertaking some joint problem solving with the hotel staff.

On the other hand if the task is to reach many hotel companies and tens of thousands of land owners a very different communication approach has to be strategically planned. The approach with a large group can be thought of as the same problem as introducing and disseminating an innovation in society. The biodiversity policies, new technologies or new practices are like introducing an innovation.

Everett Rogers¹ proposed a model that suggests the social uptake of an innovation starts with the most imaginative people and then diffuses through society as people **subjectively assess it according to:**

- Whether the relative advantage of the innovation is perceived as better than the idea it supersedes from the point of view of economic benefits, social prestige, convenience, or satisfaction.
- The degree to which the idea is compatible with existing values and practices.
- The ease and simplicity of the idea.
- The possibility to trial and experiment with the idea on a limited basis.
- The ease of seeing the results of an innovation.

The spread of any innovation usually starts with a very small group of people who are called "innovators" or "pioneers". The "innovators group" is the one to which you direct your first efforts. After them, the next group to take up the innovation are called "early adopters", e.g. the farmers who first take up organic farming. The early adopters may have more education than average and be less risk adverse, e.g. those that take

¹ Rogers, E. 1995 *The Diffusion of Innovations*, The Free Press, New York, 4th edition

How to engage various stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

up organic farming may be not completely dependent on farming for their income and have a strong interest in nature. Others in society watch to see the results. If the first efforts are successful, others may follow the example. As more and more take up the new idea, a tipping point is reached when some 17% adopt the innovation leading to broad adoption, as shown in the figure below.

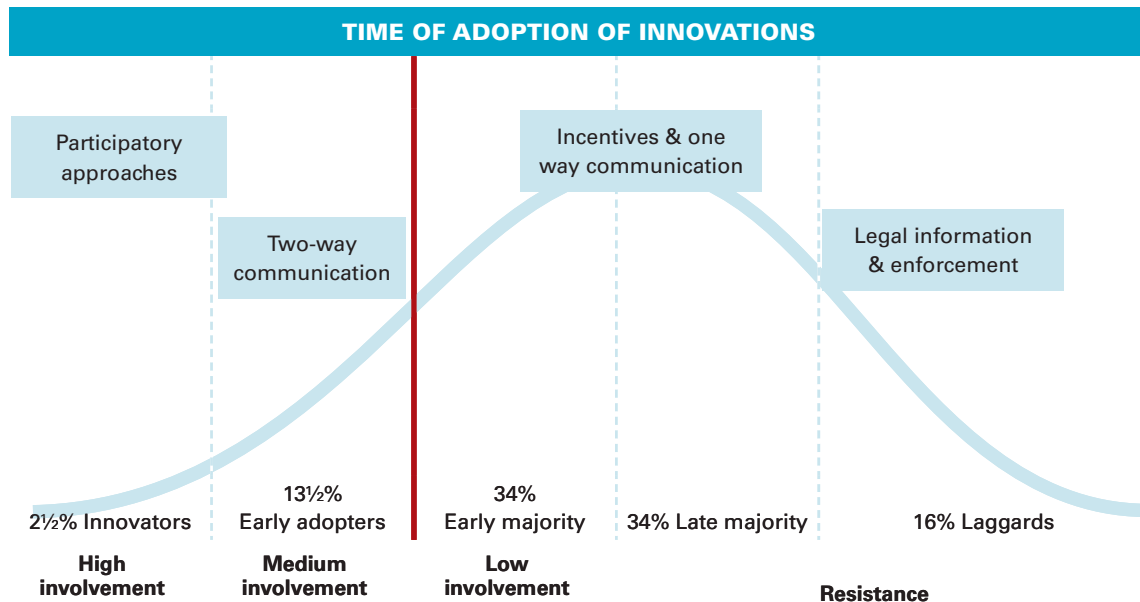


Figure adapted from E. Rogers <http://www.valuebasedmanagement.net>

The innovators: The communication approach first focuses on the small group of innovators or pioneers in a two way dialogue. The innovators assist to design the approach through a process called participatory action research, and experiment with the idea or technology and give feedback about how to better adapt it to the situation. Opinion leaders in the stakeholder group can help identify the pioneers and interest them in a new approach for biodiversity conservation. There may be others also.

For example in Latvia, the state forest inspectors and forest extension staff proved to be a useful source of information as to who are innovative private forest owners and who would be willing to experiment with integrating biodiversity concerns into their forest management.

The early adopters: To attract more people to adopt the innovation, two way communication is used to share ideas and to help overcome any doubts amongst the group of early adopters. Peer to peer learning through demonstration is a valuable way to build support and adapt the approach.

The early and late majority: Once about 17% of the stakeholder group has taken up a new idea the market is ripe for a large scale campaign to scale up the adoption of the innovation and engage an even larger group (the **early majority** and later the **late majority**). By this time it is clear what type of information and incentives are needed to overcome barriers to take up the new practice. If the 17% threshold is not reached, the biodiversity innovation will be limited to a few pilot projects.

The sceptics: Naturally not all people make the effort to adapt and lag behind the social trend. In those cases regulation might be required to bring about change.

How to engage various stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to select the approach to use when the issue is complex

Different approaches are used according to the complexity of the issue.

When the issue is easy to understand, the messages simple and the expected outcome well-defined, the CEPA interventions to engage stakeholders will be different to those used when the issue is complex and the outcome unpredictable.

When the issue is not complex and the outcome is clearer, then one way communication suggesting the actions to take is appropriate, e.g. to address prohibition of trade on a certain endangered species. However when planning CEPA to engage stakeholders in the re-introduction of large mammals, or the restoration of a forest landscape, then more participatory approaches are appropriate.

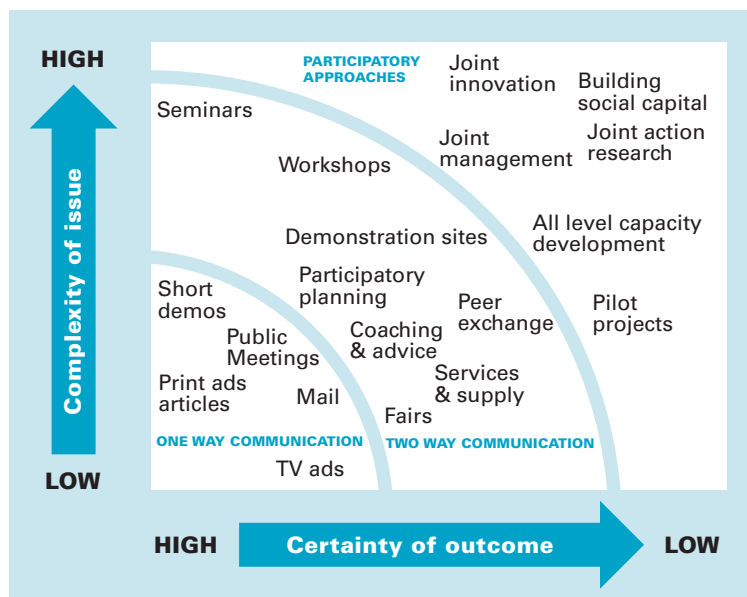


Figure: When uncertainty and complexity increase more pilot projects, participatory research and joint innovation and management approaches are required. Les Robinson see http://media.socialchange.net.au/people/les/What's_best.pdf

On what basis are stakeholders engaged?

When working with stakeholders, their expectations have to be managed.

This is to ensure good relations are maintained, people do not feel let down or disillusioned when expectations are not met, and know to what extent they are being asked to be involved before they agree to do so.

For each biodiversity issue decide in advance to what extent or for what purpose, you are going to engage with each stakeholder group.

This needs to be clearly communicated to the group at the outset.

Modalities of engagement

| STAKEHOLDER AS: | OBJECTIVES OF ENGAGEMENT |
|-----------------------|---|
| Client | Satisfaction of stakeholders |
| Partner in dialogue | Creating a basis for mutual understanding |
| Producer of ideas | Exploration of feasible alternatives |
| Co-producer of policy | Creation of ownership of solutions |
| Agenda setter | Follow-up on wishes from grass root level |
| Jointly responsible | Creation of joint management model |
| Stakeholder decides | Delegation of powers to stakeholders |

How to engage various stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to engage decision makers and politicians

CBD focal points and NBSAP coordinators are often confronted with a lack familiarity and understanding about biodiversity and the CBD among politicians and decision makers in other sectors or levels of government. Even though reports, memos and other publications are regularly distributed, there is no guarantee that they are read, understood or agreed with. From the communication perspective, memos do not communicate!

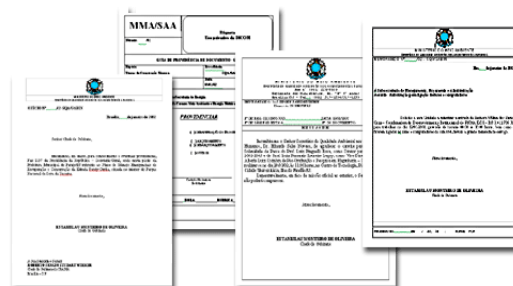
Another frequently heard call is to “educate the decision makers”.

Do we have to educate everyone?

Biodiversity experts tend to feel that the way forward is to educate politicians and decision makers by organising workshops. From a communication perspective it is necessary to ask:

- Do decision makers have time for this?
- Do they feel the need and desire to be educated?
- Do they see the relevance of such workshops?
- Will such workshops even be counter-productive?

MEMOS DO NOT COMMUNICATE



Experience has shown that trying to make all politicians and decision makers biodiversity experts can be futile, and that it is more effective to accept their level of knowledge and interests and concentrate on how best to put biodiversity on their agendas. The two main modalities for this are formal and informal communication.

When to use formal and non formal communication

Formal communication

Formal communication is the exchange of information that adheres to the rules and standards that apply to formal relations between organisations or between organisations and individuals. Formal communication is effective to establish clear and precise transactions and statements and takes the form of letters, contracts, articles and speeches during official meetings and recordings from those meetings. An example is a letter from the Minister of Environment to his colleagues or to members of parliament.

Official talks and meetings are modalities of formally communicating about the CBD, the NBSAP or a specific biodiversity issue.

Combining informal and formal communication

It is often effective to combine formal communication with informal communication to achieve the desired outcomes with politicians. Informal communication can be:

- a short conversation before a meeting of the Cabinet or Parliament;
- a personal letter, mail or telephone call;
- an article in a magazine frequently read by decision makers;
- a high level lunch or dinner for decision makers. Such occasions are used for a short speech about the importance of a specific biodiversity issue by a high profile person. At the end an invitation is extended to the politician's staff to attend a special workshop where the policy implications will be discussed in more detail.



Photo: Ecom, Brazil

EXAMPLE: Failed government interventions because of not engaging stakeholders

Decree to establish nature reserve

In 1988 the government (of what is now the Russian Federation) decided to make a state nature reserve “Kerzhenskiy” in the Nizhnii Novgorod region, around the settlement Rustay. Local residents were accustomed to go to the forest for hunting and fishing. The day the forest became legally part of the state nature reserve the local people had to stop this activity. This meant that they lost any possibility to supply their families with forest products which are very important for their families’ income.

Local protests

Local residents protested against this situation. Representatives of the regional authorities participated in a public hearing with the local residents where they gained information about the problem and heard about the positions of both residents and administrators of the reserve. The regional authorities promised to discuss options further with the reserve administration and leaders of the Rustay settlement.

Negotiations

After long negotiations it was agreed that a zone of 7 kilometres would be established for hunting and fishing for only those who were living in the Rustay settlement. The conflict lost some of its tension but was not solved completely because other disputes on the use of the forest were not solved.

Damage repair is much more costly

The government should have discussed their ideas for the reserve with the local community and engaged them in planning before starting to develop the legislation. If this discussion had taken place before the reserve was established, the conflict would not have emerged, at least not in these proportions. When the views of the local community have not been taken into account in advance, as in this case, the main function of the government is to communicate with all the actors involved in the conflict to find a way to resolve it. Engagement and support from the local community for the reserve cannot be expected unless much time and money is spent on more intensive communication to solve the situation.

Source: ECAPP Distance Education Course

EXAMPLE: Engaging the community in Biodiversity Knowledge Fairs

The UNDP Equator Initiative has demonstrated the value of community and biodiversity knowledge fairs in creating linkages between community practitioners and policy makers at the local, national and global scale. The Equator experience can be used at national level to create strategic opportunities for dialogue.

Actions

- **Identify best practice:** Establish a system to identify best practice in community-based biodiversity conservation and poverty reduction.
- **Convene community leaders:** Create open and inclusive space for community-based biodiversity conservationists at policy fora to share experiences and establish a common policy agenda.
- **Facilitate knowledge exchange:** organize sessions around biodiversity and poverty reduction themes; promote exchange of best practice.
- **Create linkages:** Establish lasting relationships between community leaders and policy makers through participation in policy meetings.
- **Make space:** Create designated seats for community representation in decision-making processes/ working groups.

- **Catalyze research:** Define the policy environment favourable to successful community-based biodiversity conservation and poverty reduction.
- **Support lasting partnerships:** Implement the newly acquired skills and techniques both by community leaders and policy makers.

Results: Community best practices are integrated into policy making for biodiversity conservation and poverty reduction. Communities provide policy makers with first hand knowledge of the conditions for successfully linking biodiversity conservation and poverty reduction to generate long-term income, and to provide an incentive for governments to invest in biodiversity conservation. Communities are confirmed as indispensable drivers of development, therefore, they must be consulted when creating policy at the local, national, and global level.

The Equator Initiative (www.equatorinitiative.org) is a partnership of many organisations and governments with the CBD

EXAMPLE: Engaging the business sector in biodiversity

Leaders for Nature Initiative

The IUCN National Committee of the Netherlands is an NGO serving the Dutch IUCN members, government and NGOs.

The National Committee manages an initiative, ‘*Leaders for Nature*’, aimed at helping corporate leaders understand their role in the protection of nature and to act according to their understanding.

‘*Leaders for Nature*’ currently involves approximately 100 representatives from the Dutch business community, including 60 Chief Executive Officers (CEOs) who are mostly from large internationally operating corporations.

The sessions, which have run since 2004, aim to increase the understanding of human interaction with the natural environment, to inspire the corporate leaders, and jointly discover effective methodologies to achieve change. ‘*Leaders for Nature*’ uses a systemic approach that combines the ecosystem approach with long term “sustaining the business” strategies. It also focuses on the responsibility of business leaders.

The ‘*Leaders for Nature*’ initiative has resulted in several concrete projects within corporations and innovative financing mechanisms for the protection of nature. In 2006, the Netherlands Nature Initiative wrote an open letter signed by 85 CEOs and other Senior Executives to the Dutch political establishment requesting a stronger governmental involvement in the protection of nature and the environment.

Interview with Pieter van de Gaag, Senior Advisor, Netherlands Committee for IUCN. <http://www.iucn.nl>

How to engage various stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

EXAMPLE: Engaging municipalities in biodiversity



Photo Countdown 2010 website

Danish Municipalities to share responsibility for endangered species

Didn't get a pet for Christmas? Ninety eight Danish mayors did—at least symbolically. In a New Years Greeting sent out to all mayors, the Danish Environmental Minister Connie Hedegaard presented each mayor with a species endangered in their district and asked them to take responsibility to save this species by 2010 and beyond.

An administrative reform has recently reorganised Danish municipalities. Accordingly, nearly 75 million EUR will be invested in the restoration of nature over the coming three years. This money—and the enthusiasm of all municipalities involved—is expected to contribute to the strategy to reduce the loss of biodiversity by 2010 and beyond.



Photo Countdown 2010 website

Helsinki City Public Works Department's Crafts Workshop receives Countdown Certificate of Honour for 2006

The natural landscaping of the former Vuosaari landfill site, with ingenious and unique reuse of waste soil, its introduction of wholly domestic species and, in particular, the environmental education of children and youth at the site, singled out the Crafts Workshop of the Helsinki City Public Works Department's Environmental Production branch as the clear winner of the Finnish Countdown 2010 competition.

Interview with Sebastian Winkler and Wiepke Herding, Countdown 2010 Secretariat, IUCN regional Office for Europe, <http://www.countdown2010.net/article/danish-municipalities-to-share-responsibility-for-endangered-species>

EXAMPLE: Linking biodiversity conservation to the Millennium Development Goals (MDGs)—Poster approach

Starting point

- Limited awareness at all levels of the linkage between biodiversity conservation and the Millennium Development Goals (MDGs).
- The MDG number 7 on Environment is not sufficiently recognised.
- Biodiversity conservation is not widely seen as a key driver for achieving the other MDGs.

Idea

- Creation of a presentation format, which
 - clearly shows the importance of biodiversity conservation measures for attaining all MDGs;
 - is useful at all levels (local, sub-regional, regional, etc.) of development cooperation;
 - presents data, information, results and effects of specific project approaches and their relations to the MDGs;
 - showcases involvement of stakeholders and donors.

Steps so far

- Developing a poster concept to present a series of examples of community based biodiversity conservation approaches in the run up to and at the Millennium Review Summit 2005 in New York.
- Since then, the posters serve as a tool for horizontal exchange of best practices among projects, as a tool for dialogue with political decision-makers, donors and partners, and for raising awareness among many audiences on the links between biodiversity conservation and poverty alleviation. Poster presentations of more than 30 projects are created so far.

Further development

- Cooperation with UNDP/Equator Initiative: Elaboration of software to easily create a Biodiversity—MDG poster without any graphic / layout program; offline and online application; global distribution of CDs with MDG poster books.

Suhel al-Janabi, GeoMedia. Consultant to GTZ BIODIV Program “Implementing the Biodiversity Convention”. More info: <http://www.gtz.de/en/themen/umwelt-infrastruktur/umweltpolitik/14936.htm>. To create your own poster, login under <http://onlinegeneration.com> or go to the Toolkit CD Rom. How to engage stakeholders?

EXAMPLE: Engaging decision makers

The IUCN National Committee of the Netherlands is a NGO serving the Dutch IUCN members, government and NGOs. Several years ago it initiated a ‘*Working Group The Hague*’ for informal exchange and dialogue on international nature conservation issues and their political and socio-economic aspects. This group meets four times a year in The Hague near the Parliament.

The Working Group has members of parliament and their assistants, civil servants, experts and representatives of conservation NGOs. It is chaired by the current chair of the Dutch Socio-Economic Council.

The IUCN National Committee of the Netherlands puts up issues for discussion that are, or should be, on the Dutch political agenda. To stimulate parties to talk freely, no minutes are kept of the discussions, just a summary without names according to the “Chatham House Rules”.

The Working Group has proved to be an effective tool to supply members of parliament with insight into differing perspectives on issues that support their decision making process. One result of these dialogues is a 2005 parliamentary motion to make structural finance of the nature-parks in the Dutch overseas territories possible.

The working group also made the Netherlands governmental support possible in the effort to protect the peat lands of Central Kalimantan. Another example of the impact of the Working Group has been the breaking of a deadlock on a governmental decision to procure only certified forest products for government housing.

Interview with Pieter van de Gaag, Senior Advisor, Netherlands Committee for IUCN and Secretary to the Working Group The Hague, www.iucn.nl

How to integrate biodiversity into other government sectors

There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction.

John F. Kennedy (1917–1963)

How to integrate biodiversity into other sectors

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

What are the basic elements required to integrate biodiversity into other sectors' policies?

CEPA plays an important role in putting biodiversity on the agenda of other sector's ministries, or government departments and in having biodiversity issues integrated into their policies and practices. For simplicity the generic term of "ministries" is used in the following text to refer to ministries or government departments, agencies or institutes.

Getting an appointment

The first step is to get an appointment and that can be difficult. People in other ministries may not know about or understand biodiversity, the CBD, the NBSAP, or the links their ministry might have with biodiversity. Hence, they may not be willing to spend much time on the issue or even let you have an appointment to discuss it.

Process of relationship building

The process to put biodiversity on the agenda of another ministry needs an investment in relationship building and an effort to find common grounds to work together and to identify common objectives. Care needs to be taken that the interaction does not generate the perception that you are 'dropping some of your obligations on the desk of someone else'. From the communication, education and awareness perspective developing relations is vital to success. It takes time and patience and a lot of listening to appreciate the other person's and sector's way of working.

Negotiation

Once the way is opened to discuss the issue, negotiation is an important part of the process. Traditional negotiating is sometimes called *win-lose* because of the assumption that the negotiation is like dividing up a fixed "pie" and one person's gain results in another person's loss. This is only true when a single issue needs to be resolved, such as the price in a simple sales negotiation. If you enter negotiation with this mindset, you risk alienating the other person from considering your issue.

When multiple issues are discussed, differences in the parties' preferences make win-win negotiations possible. In those cases parties often refer to negotiations as joint 'problem solving' or "baking a cake together".

How to integrate biodiversity into other sectors

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to negotiate to integrate biodiversity into other sectors' policies?

Negotiate means '*to confer (with another) with a view to agreement*', (Oxford Dictionary) and the principles of negotiation are based on the assumption that we value relationships and people.

Quid pro quo

Negotiating requires first determining what you must have and what you are willing to give up (i.e. bargaining chips). Of course giving anything away on biodiversity conservation can seem difficult! The bargaining chips can be things that cost you nothing or very little, but can be important to the other party.

When the agricultural policy in Slovenia changed from more intensive to extensive practices it created a more favourable condition for nature conservation (See the Example). The subsidies to support extensive cultivation could be accessed at the Ministry of Agriculture, however the "know how" to apply the principles of more sustainable agriculture was in the Environment Ministry. This proved a strong starting point for co-operation between the two Ministries.

"Win-win"

The ideal case is to gain as much for biodiversity as you can while the other party also feels that they have achieved their interests too. This is a win-win result where often the advantage is you discover better solutions.

You may advocate looking for a "win-win" outcome, though the other party may not be helpful. They may even try at the beginning to intimidate you by saying that this is not our business, or saying they have no time, or raising doubts on the economic feasibility or even the scientific data about the state of biodiversity. It is important to persist and to influence the discussion by exploring underlying needs and from there build solutions that acknowledge and value those needs.

ASK QUESTIONS LIKE:

- "Why does that seem to be the best solution to you?"
- "What's your real need here?"
- "What interests need to be served in this situation?"
- "What values are important to you here?"
- "What's the outcome or result you want?" (Conflict Resolution Network)

How to steer the process to integrate biodiversity into other sectors' policies

There are 8 steps to work through to have biodiversity integrated into other sectors' policies and actions. All depend on different forms of CEPA—from internal communication, to informal and interactive communication to communicating externally the results of a successful partnership.

1. Define clear goals and interests using internal communication

The mainstreaming process starts with a preparatory (or doing your 'homework' step). Here internal communication is used to gain colleagues and superiors agreement on the process and its aims. This first step, in your own organisation is very important. Internal communication aims to define the goals and priorities very clearly that the organisation wants from the other ministry and from the negotiation. In this step the legal and political consequences of mainstreaming are mapped.

How to integrate biodiversity into other sectors

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

EIGHT STEPS TO MAINSTREAM BIODIVERSITY INTO OTHER SECTORS



2. Identify conflicting interests

Internal communication within your own organisation can uncover from your colleagues much valuable information about the likely potential areas of conflict and opportunities in the negotiations, as well as specific interests of the other ministry in the biodiversity issue. Additionally colleagues may know of valuable contact persons in other ministries who can facilitate the relation building.

3. Engage in open dialogue using informal communication

Once you are ready to interact with the other ministry, informal and interactive external communication predominates. Use informal communication as much as possible to work on relations and problem solving with the other ministry. Staff of different ministries can be invited to workshops, meetings or “working” lunches to introduce the NBSAP process or biodiversity issues. These and other opportunities for informal communication are used to establish the first relationships and develop mutual respect that will make it easier to work together on seeking solutions.

Government ministries often have minor rivalries, so it is important to try to overcome these and invest in personal relationships. Try to think of the other ministry as “partners” rather than ‘as the enemy’. Respect their level of knowledge about biodiversity.

4. Develop a range of win-win solutions

Once relations are developed, and both sides are familiar with the issues, brainstorming and shared problem solving are used to develop first ideas of cooperation. Engaging in joint fact finding with other sectors is also a smart move—even if the facts are already clear to the CBD focal point or the NBSAP coordinator. It might sound like ‘re-inventing the wheel’. What is important is that it helps the other party to become more involved, to trust the findings - it then becomes ‘their own wheel’. Interactive communication and informal communication supports this step. Once the negotiation is over, an agreement or deal may need some formal means of communication to have it adopted by each organisation.

When exploring how biodiversity issues can be integrated into the policies of a certain sector, it is better to start on a conditional basis for example with statements starting with “suppose...” rather than with definite proposals.

How to integrate biodiversity into other sectors

SECTION 3 HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

5. Develop jointly the criteria to evaluate success.

In an interactive dialogue decide together how you will assess whether the deal is being implemented satisfactorily.

6. Use a neutral party as facilitator

A neutral 'outsider' to facilitate meetings may be a good idea, to allow both parties freedom to innovate.

7. Create a positive public image through use of the media

A media strategy helps to remind the busy NBSAP coordinator how and when to promote the activities of the NBSAP. Being proactive in developing contacts with the media, and providing stories, especially joint ones about cooperation between ministries can enhance the image of all ministries involved and about actions for biodiversity. Announce or celebrate the cooperation publicly.

8. Organize monitoring, evaluation and continuation of the dialogue.

Both formal and informal communication plays a role in maintaining relations and assessing progress of the implementation.

Throughout the process of mainstreaming and negotiation never forget the importance of internal communication to keep colleagues informed of progress.

Using many CEPA aspects

The real process of mainstreaming biodiversity involves many CEPA aspects which are illustrated in the following examples and checklists

EXAMPLE: Integrating biodiversity into the Poverty Reduction Strategy

The World Bank funded Poverty Reduction Strategy Plan (PRSP) Secretariat in Sierra Leone hires a team of technical biodiversity experts to establish contact with the relevant government agencies responsible for biodiversity issues. Research is undertaken on several aspects of biodiversity and poverty alleviation.

The Secretariat organizes a one day consultative process, inviting all the known environmental organisations operating in the capital. The results of scientific studies of biodiversity related themes are presented including the effects of mining, farming, fishing, conflicts, human displacement, and industries, etc. on biodiversity.

After the presentations, various working groups are formed to discuss and recommend measures by which the problems identified can be integrated in the poverty reduction strategies.

Issues discussed include:

- What is the status of biodiversity in the country?
- What is the socio-economic situation in biodiversity rich areas?
- Who are major stakeholders?
- Who are custodians of biodiversity rich areas, what is their socio-economic situation?
- How do they relate to the biodiversity issues?
- What changes in behaviour are we asking from them?
- What would motivate them to change?
- What would that mean for changes in policies and practices of other actors?
- What would be the role of government, what of other actors?
- What can be the role of local communities?
- How will change be monitored and evaluated?

Interview with Tommy Garnett, Chairman Forum for Environmental Action, Sierra Leone

EXAMPLE: Mainstreaming biodiversity into other Ministries in Slovenia

Ministry of Defence

“It was very interesting when we came to the Ministry of Defence. They just said—‘Do your business and we’ll do our business.’ But then, we said we would like to do so. But you know the problem is that Slovenia as a country signed the Rio Convention, and each sector should find its place.

“Then, we started to look for the common points. At once, we realized that for military exercises it is all the same to have them in April or in July. But for the birds, in some areas, it is not. So, we concluded we can plan differently and have no exercises in these nesting periods. This is how they started to cooperate and found further possibilities for common solutions.”

Ministry of Agriculture

“Traditionally we were ‘on two sides of the river’. The main task of the Agricultural ministry was to increase production and that was usually possible through intensification and expanding agricultural land mainly into wetlands.

“Then the agricultural policy changed and money was available for more extensive practices which are in line with nature conservation interests. The subsidies could be accessed at the Ministry of Agriculture but the reasoning was in our Ministry. So that proved a strong starting point for co-operation. It is still not easy. There are a lot of negotiations but that is a part of communication, as well. So, as soon as you can define a real common interest, you can start co-operation.”

Interview with Peter Skoberne, Under-secretary, Ministry of Environment and Spatial Planning, Slovenia

EXAMPLE: Preparing for an Introductory Workshop on the Biodiversity Strategy by the Environment Agency for other sectors in Slovenia

Objectives

1. Establish personal relationships with other sectors;
2. Inform other sectors about CBD, biodiversity basics, process to formulate Slovenian Strategy and Action Plan and work done so far;
3. Other sectors perceive that biodiversity concerns their policy area, and feel involved, see usefulness of further bilateral exploratory talks, participating staff ask their superiors to be present in these talks and become ambassadors for NBSAP within their own ministries.

Actions

- Appointment and terms of reference of a workshop coordinator;
- Plenary briefing of NBSAP team members on structure, policy issues, their role as facilitators of group sessions and focal points for bilateral follow-up discussions with each Ministry (hand outs given with details and guidelines); list of people to be invited from other Ministries;
- Face to face briefing for those not present at team briefing;
- Phone calls and reminders to invited participants: to find out choice for lunch, assistance for transport, expectations, ideas on biodiversity;
- Table arrangement decided for morning plenary (heterogeneous tables, with Agency staff at each table): name cards done for participants (with correct spelling of names!);
- Work out seating arrangements for lunch: Agency staff to sit next to people from other sectors (coloured flags for Agency staff);
- Briefing of speakers and facilitators;
- Prepare workshop documentation and handouts for participants: program outline only, with no details; business cards prepared for Agency staff.
- Evaluation forms prepared for feedback from participants;
- Name cards placed on tables for morning session;
- Material organised: flip charts, tape, markers, overhead projector, slide projector and computer.
- Tasks and roles for follow-up clarified (report with photos to be sent to participants, thank you letter signed by the Minister, Agency staff briefed on strategic approach for every bilateral follow-up talk (i.e. on perceptions, restraints, opportunities, tone of voice, listening with respect, etc.))

Branka Hlad, Environment Agency, Slovenia and Frits Hesselink, HECT Consultancy, Netherlands

EXAMPLE: Scenario for Introductory Workshop on Biodiversity Strategy for other sectors in Slovenia

Receive participants with coffee, and give them a program handout with a list of participants, coloured cards to allocate lunch tables, and a copy of the draft analysis and strategy (summaries). The participant list includes photos and statements about biodiversity from each participant gathered during telephone interviews. Seat participants at tables for 6–8 people

| | |
|-------|---|
| 09.00 | Welcome by hosts |
| 09.15 | Short explanation of the program (<i>Workshop Chair</i>) |
| 09.20 | Brief introductions around the table with name and expectations. |
| 09.25 | Introduction to Biodiversity Convention (<i>Agency</i>) |
| 09.40 | Each table discusses what question to ask. |
| 09.50 | Answers to questions (<i>Agency</i>) |
| 10.10 | Introduction on basic concepts of biodiversity (<i>Agency</i>) |
| 10.25 | Reflection at each table: what was most meaningful? |
| 10.45 | Coffee break (Agency team members mix with guests) |
| 11.15 | Introduction on sustainable use of biodiversity (<i>Agency</i>) |
| 11.30 | Reflection at each table: what was most meaningful? |
| 11.45 | Introduction on biodiversity and agriculture |
| 12.00 | Reflection at each table: what was most meaningful? |
| 12.15 | Introduction on the Slovenian Biodiversity Strategy (<i>Agency</i>) |
| 12.30 | Reflection at each table: what was most meaningful? |
| 12.45 | Closure morning session, explanation of afternoon group work (<i>Workshop chair</i>) |
| 13.00 | Lunch—informal communication |
| 14.30 | Group work brainstorming on questions. Such as: how to deal with biodiversity in different situations in society? Agriculture, economic planning, public awareness & education? What are opportunities to tackle biodiversity issues? What is happening already? What are roles for different stakeholders? What is necessary for success? What would be an effective approach? What steps should we take to facilitate official sector input? Which questions still have to be answered? |
| 15.45 | Fill in evaluation forms |
| 16.00 | Plenary presentations of group discussions |
| 16.30 | Concluding remarks by workshop chair (next steps) |
| 17.00 | Drinks |

Branka Hlad, Environment Agency, Slovenia and Frits Hesselink, HECT Consultancy, Netherlands

CHECKLIST: Aftercare of the Introductory Workshop on Biodiversity Strategy for other sectors in Slovenia

- ☐ **Report of workshop contents:**
 - Introduction by Minister;
 - Copy of introductory presentations;
 - Copy of presentations from the group work;
 - Photo of sheets capturing lessons learnt, advice for next steps;
 - Photos of workshop sessions and lunch;
 - Summary of concluding remarks of workshop chair;
 - Expectations inventory from morning groups & evaluation remarks;
 - List of participants and address data (+ photo & statements).
- ☐ **Letter to thank participants, signed by Minister of Environment, Letter to thank Ministers of various invited ministries, signed by Minister of Environment.**
- ☐ **Follow-up telephone calls to make appointments for bilateral talks with 19 representatives from 12 ministries to explore common action points for NBSAP, discuss possible texts and further procedures for cooperation.**
- ☐ **Follow-up visits by NBSAP team members from Agency to different departments and governmental institutions.**
- ☐ **Scenario for visits includes:**
 - Start with small talk: setting time and agenda for meetings;
 - Scope out general impressions on workshop and report;
 - Explain NBSAP: procedure and main contents—Ask for questions;
 - Find out the issues important for other sector in their policies and strategies (i.e. what strategy documents exist; who takes decisions about these strategies? What could be entry points?
 - Questions: What is your opinion about our first ideas? How could we formulate these action points better?
 - Questions: When will your ministry be satisfied with the NBSAP process? What other suggestions? What should be the next steps?
- ☐ **Follow-up communication on final texts and actions.**

Frits Hesselink, HECT Consultancy, Netherlands and Branka Hlad, Environment Agency, Slovenia

CHECKLIST: Preparing negotiations towards a win-win solution about a new infrastructure project in an environmentally sensitive area with other ministries

| ISSUE | NEW INFRASTRUCTURE IN SENSITIVE AREA |
|---|--|
| <input type="checkbox"/> Biodiversity concern | <ul style="list-style-type: none"> • Loss of species • Loss of ecosystem services • Loss of cultural landscape features • Other disturbances |
| <input type="checkbox"/> Potential bargaining areas | <ul style="list-style-type: none"> • Alternatives to proposed location of infrastructure • Enhanced infrastructure with safeguards for biodiversity • Compensation of costs for relocation of species or other mitigation measures • Compensation with extension of protected area(s) elsewhere • Consistent and transparent selection criteria for future infrastructure projects • Improved dialogue, relations and reputation |
| <input type="checkbox"/> Possible outcomes or agreements | <ul style="list-style-type: none"> • Alternative solutions • Investment in technical measures to avoid or mitigate negative effects • Same species or ecosystem services protected elsewhere at reduced costs* • Mutually agreed compensation of conservation measures • Improved relations that offer opportunities for win-win situations in future negotiations • New and improved criteria for infrastructure projects <p>* this may not be feasible in all situations</p> |

CHECKLIST: Mainstreaming biodiversity into other sectors

- | | |
|---|---|
| <input type="checkbox"/> 1. Define clear goals for the implementation of the NBSAP | <ul style="list-style-type: none"> • Clarify, as concretely as possible, the results desired. • Analyze the decision making procedures within your own ministry, its position in the government and its reputation in society. • Map the legal obligations and political consequences of mainstreaming. (*this is particularly important if the EU Birds or Habitats Directives are involved) • Formulate an implementation plan for the CBD and the NBSAP. |
| <input type="checkbox"/> 2. Identify conflicting views and interests | <ul style="list-style-type: none"> • Identify the most relevant stakeholders in other ministries and in society. • Analyze and understand their interests, responsibilities and values/opinions. • Review and grade the various (potential) conflicts. • Identify opportunities for collaborative working (e.g. in relation to socio-economic development, river catchment management; forestry programs, etc.). |
| <input type="checkbox"/> 3. Engage in an effective and open dialogue | <ul style="list-style-type: none"> • Develop respect and acceptance between Ministries (and sections/departments within and under Ministries). • Consult stakeholders before taking final decisions. • Think about changing your own attitudes from regarding 'stakeholders as enemies' to 'stakeholders as partners'. • Ensure joint fact finding. • Agree on procedures for information-exchange. |
| <input type="checkbox"/> 4. Develop a range of win-win alternatives | <ul style="list-style-type: none"> • Brainstorm about options to provide win-win situations. • Consider the options in the light of problems and opportunities. • Focus the discussion on conditional agreements. • Cooperate on developing a package deal that meets the main interests of each group. |
| <input type="checkbox"/> 5. Develop jointly criteria to evaluate success | <ul style="list-style-type: none"> • Engage in a dialogue to establish criteria to judge policy options in an objective way. • Focus the discussion on criteria for the issue, not on personal attitudes or standpoints. • Form external 'coalitions' with other partners to support objective judgement. |
| <input type="checkbox"/> 6. Use neutral parties as facilitator during discussions. | <ul style="list-style-type: none"> • Identify neutral persons to facilitate the discussions. • Formulate in advance the responsibilities of the facilitator. • Identify the most effective process for facilitation. • Engage neutral parties during the implementation of the results of the negotiations. • Accept responsibility for a successful outcome. |
| <input type="checkbox"/> 7. Create a positive public image through use of the media | <ul style="list-style-type: none"> • Formulate a media strategy for the NBSAP. • Develop pro-active contacts with the media. • Anticipate how to adapt your media strategy in case of negative publicity. • Ensure supplementary publicity through the web and other interactive channels. |
| <input type="checkbox"/> 8. Organize monitoring, evaluation and a continuation of the dialogue | <ul style="list-style-type: none"> • Agree on planning for future interaction and how to monitor the progress of the discussions. • Identify who is responsible to check on results. • Agree on procedures for joint evaluation and continued negotiations. • Give positive feedback on the negotiation and decisions. • Maintain contact, with phone calls, emails, and through informal social opportunities. |

CHECKLIST: Communication skills for effective stakeholder engagement and mainstreaming

- ☐ **1. Always take the initiative**
 - Do not wait until you find yourself in a defensive position.
 - Look at the issue and the solutions from various perspectives.
 - Avoid as much as possible that others dictate the steps you take in the process.
- ☐ **2. Be result oriented**
 - Develop real alternatives for issues at an early stage.
 - Focus on solutions and not only on analysis and theories.
 - Focus on actions that help to realize the desired results.
- ☐ **3. Aim at consensus**
 - Develop an approach to build relations and confidence.
 - Listen carefully and try to understand different interests.
 - Develop options to accommodate these interests.
- ☐ **4. Act in a responsible way**
 - Behave in the way you want others to behave.
 - Avoid expert behaviour and language.
 - Work within the framework of your mandate.
 - Be open and explicit about the motives of your actions.
- ☐ **5. Invest in your credibility**
 - Always consult others (internally and externally) before taking a decision.
 - Only engage in realistic commitments.
 - Avoid being non transparent.

CHECKLIST: Preparing for Negotiations☐ **Our negotiators**

Decide whether to use an individual or a team; name individuals, or form a team and identify the role of each of the team members; decide the name of the person who makes the final decision on the negotiations.

☐ **Research information about the other side**

- Review past contacts with the other ministry/department.
- Make a list of the three most important elements of the issue to be discussed and provide the reasons.
- Review the other ministry's funding situation and how that affects their considerations.
- Find out about what type of persons are the negotiators?
- What is his/her relation to the issue?
- What is most important to their negotiator?
- What alternatives to our ideas and suggestions are available for them?
- Who is their decision maker? Will she/he be at the negotiations?
- What are their expectations of this meeting?

☐ **Verify key considerations from our agency's point of view**

- Do we have a mutual understanding of the mission and objectives?
- Scope out the aspects/ issues essential to us?
- What are the main deliverables/ results we want?
- What factors affect our schedule to achieve resolution of the issue?
- What are the potential areas of liability regarding possible decisions?

☐ **Define our position:**

- What do we want? Define our:
 - ▶ opening position;
 - ▶ goal to be reached;
 - ▶ minimum acceptable outcome.
- Key points or draft text items for a contract to formalise the negotiations.
- The type of cooperation we would like to pursue with the other party.
- What alternatives do we have?

☐ **Check preparation for the negotiation session**

- Agenda agreed
- Rehearse the negotiations (decide on questions to start the discussion)
- The negotiation environment—adequacy of the room size; seating arrangements; access to telephones, photocopier, FAX, secretariat help, etc.
- Are there distractions in the meeting area from noise, light, temperature?
- Arrangements for refreshments and any other special arrangements at the venue.

How to inspire the Press

How to work with the mass media

How to inspire the press

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How important is the mass media?

Public opinion is an important element in influencing policies. Public opinion can become so strong it pressurizes government decision makers and the private sector to change policies and practices.

Mass media - print, broadcast and digital - is an important means of informing large portions of the public and of stimulating dialogue on an issue in society. The “press” includes those involved in publishing newspapers and news magazines, as well as those in broadcast and digital media.

Working with the press is an important task for CBD focal points and NBSAP coordinators. To know how to inspire the press on your issue, it is important to understand the world of the mass media.

In most developed countries, where there are many options to acquire information, the mass media no longer has a major role in driving public opinion or changing behaviour.

SOME FACTS ABOUT MEDIA IN EUROPE

| | 1960 | 2004 |
|-----------------------------|-------|-------------|
| TV Channels per home | 5.7 | 82.4 |
| Magazine titles | 8,400 | 17,300 |
| Radio stations | 4,400 | 13,500 |
| Internet broadcast stations | | 25,000+ |
| Pages indexed by Google | | 4.4 billion |

Source: Forrester Research, April 2004

In biodiversity-rich countries, proud of their natural treasures, mass media does continue to exert some influence on decision-making. It also plays an important role in promoting conservation and encouraging governments to do so. The mass media can appeal still to national pride by publishing or airing information about nature with a positive perspective.

How to inspire the press

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

What are the trends in mass media?

The media industry uses a vast array of approaches to distribute environmental information to the world's 6.4 billion inhabitants. Approaches vary between countries, regions or even within the same country.

In Asia, Africa or Latin America, especially in the distant rural areas, radio is still the most important source of information.

Within one country there can be great contrasts between the media available in rural areas and urban areas as the result of the rapid spread of innovations such as the Internet, mobile telephones, iPhones and Blackberries in urban areas. Some of the fast changing media modalities terms and acronyms are listed in the table below.

| MEDIA MODALITIES AND HABITS ARE CHANGING EVERY DAY... | | | | |
|---|-------|------------|-------|----------------|
| TiVO | CDRom | Chat | Skype | On line gaming |
| DVD | HDTV | Wikis | PSP | Flickr |
| MP3 | UMTS | Podcasting | ADSL | DTV |

The competition for people's attention is huge.

The "anarchy of information" from the internet has affected the news industry. The media no longer acts as the "filter" of information for the general public. The consumer is more and more in control of what he or she chooses to read or watch. Consumers can "surf" through the vast array of TV channels available to find programs of interest. Consumers can get the news from a variety of newspapers, radio and television outlets from all over the world on the internet. The internet provides a vast source of information. In fact the consumer can create their own website made in a journal style and provide commentary on news or politics. This is a weblog—commonly known as a "blog" which may include audio or "podcasting". It is estimated that there are around 60 million blogs forming what is called social media.

What is important to understand to be able relate to the interests of the mass media?

How do biodiversity experts think about the media?

A lot of biodiversity experts, particularly scientists, feel that the mass media can and should play a more dominant role in positioning the importance of biodiversity in society and shaping public perception and attitudes more positively for conservation. Some biodiversity experts see the press as enemies, who lack an interest in biodiversity, are biased against it, and who favour unfriendly biodiversity news and lifestyles.

Experts attribute this lack of media attention to ignorance about biodiversity, and strongly advocate 'educating' the media.

However, scientists also need to be educated about how the media works and how to deal with the media!

What challenges do media face?

The internet has increased competition in the media. New television channels compete with traditional channels and the internet.

Newspapers' editors are besieged with information yet have to deal with a continual decline in subscribers and advertisers. Faced with the business of selling papers, they look for information that helps them do so.

In developed countries newspapers lose more and more subscribers to free news on the web and in printed form. People read no more than 10% of a newspaper and watch less than 0.1% of what is on TV. That is why competition is so brutal in the media world!

How to inspire the press

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to get through. What appeals?

Understanding the pressures faced by the media highlights the challenge of getting biodiversity information across to the public. Biodiversity news has to compete with terrorism, conflicts, social issues, economics, local politics and sports in the media.

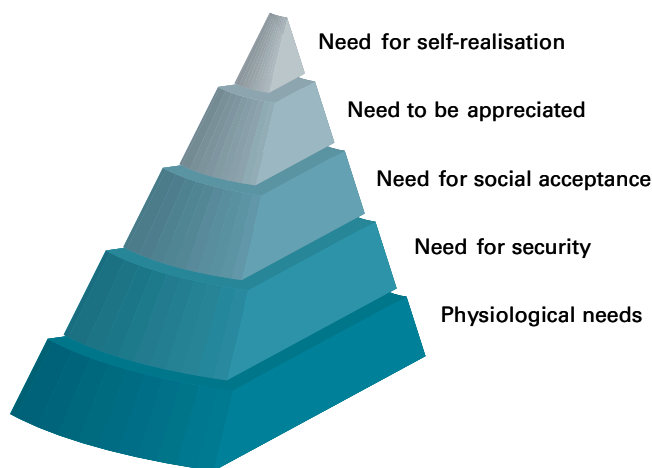
In biodiversity-rich countries, such as Brazil, biodiversity issues still rank among the top interests. This makes publishing or airing an environmental story easier, provided it is appealing to the public.

In contrast, most people in developed countries perceive biodiversity loss as “sad, but let’s move on”, because it is happening elsewhere. People feel a lack of personal control for stemming the loss of biodiversity so these issues are more likely to be replaced by horror-inducing incidents closer to home, nuclear accidents, terrorism or even climate change.

NEWS NEEDS OF THE URBAN CITIZEN

Maslow developed the concept of people’s hierarchy of needs. The diagram of Maslow’s pyramid suggests that basic needs have to be met before people attend to higher level needs. In Europe and other highly urbanised societies, the consumer is not overly concerned with meeting basic physiological needs. The consumer is more focused on social needs of acceptance or on esteem or self actualisation. This means that a citizen in a developed country has to be approached by the media as a “concerned consumer”.

Consumers tend to like cinema and television celebrities and prefer exclusiveness and desirability. They favour adventure and wonder rather than grim scientists or unsmiling experts. Consumers prefer spokespersons for biodiversity they can identify with. The stories told by interesting people may have a much higher chance of being used successfully by the mass media.



MASLOW'S PYRAMID

Maslow's pyramid shows the hierarchy of needs of people. After the basic needs for food and shelter are secured, people wish to assure their security, then are concerned with social acceptance, being appreciated and realising their potential. To get attention and interest, the media often focus their messages to these higher needs.

INCREASING MEDIA INTEREST

Using high profile people to spread a message can be very effective. However, you need to be careful when selecting the spokesperson—it has to be someone with a true understanding of the issues.

Linking your story to other events, such as the international launch of the IUCN Red List, is also a good way to promote a story.

How to inspire the press

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to approach the press

Take a long term perspective to develop relationships with the press and to inspire journalists to better appreciate biodiversity issues.

Some key points to keep in mind are:

- It is very important to build trust with the press or media professionals;
- Invest in establishing personal relationships with reporters and editors.

Gaining a reporter's trust opens up new perspectives. Reporters *are* always looking for new contacts and sources, including sources that can better explain biodiversity to them.

SOME KEY STEPS FOR DEALING WITH REPORTERS OR JOURNALISTS

- Find out the names and contacts of the people who handle environmental, conservation, science or health stories in each media outlet.
- Invite them to events so they better understand the issues and are able to meet interesting characters.
- Take journalists on field trips to experience biodiversity issues first hand.
- Understand and accept the fact that journalists will have a lower level of knowledge about biodiversity than you do. A reporters' workload does not allow for a lot of study.
- Spell things out clearly to the reporter.
- Avoid a didactic tone or preaching. Journalists are very quick and they will learn much faster than you think.

Should the press be invited to NBSAP meetings and events?

Absolutely! Include the press. Some biodiversity experts feel that journalists will misunderstand a complicated issue or write negatively about conservation and avoid inviting the media to meetings. They prefer journalists to publish a story only after the scientific articles or reports are published.

The best way to gain media space is to establish a frank and open relationship with journalists, so invite them and provide scientific reports or background material before meetings to attract their interest. If possible give a short briefing on the issues to the press before the meeting.

Why are field trips crucial?

In biodiversity rich countries the most important news stories are in the provinces, not in the cities. A journalist based in a major city may not fully understand the importance of biodiversity until he or she goes to where the action is. Nevertheless, media outlets will rarely deploy scarce funds to send reporters to distant places to cover biodiversity stories. A good solution is to provide journalists with interesting field trips, sponsored by a respected organisation, focused on conservation issues. Funded expeditions present a unique opportunity for journalists to travel and seek out an interesting line for several stories, overcoming the usual lack of funding in press agencies.

THE ADVANTAGE OF FIELD TRIPS

Paying for airline tickets, local transportation, accommodation and meals for journalists from a newspaper or television station helps to overcome the first obstacle to having a story placed on biodiversity, the lack of funding to travel to report on biodiversity in distant places.

Funded field trips provide the following advantages:

- A unique opportunity for the journalist to travel;
- A striking story for the media outlet without spending any funds;
- An increased understanding of the issues from the journalists;
- More media attention devoted to conservation matters and to the conservation organisations sponsoring the trip.

Invest in journalists with a good capacity, interest and drive to develop stories. Understand however, that the trip does not necessarily guarantee that the journalist will come back with a good story.

How to inspire the press

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to deal with “bad” stories in the media

If the story broadcast or printed seems to be “bad press” do not close the door to that journalist. Call him or her and propose other stories and offer more materials. Avoid confrontation over the story.

If this does not work out, take a positive attitude to the “crisis”. At least your issue is in the media and as they say, “no publicity is bad publicity”.

How can you avoid reporters’ “twisting” the story?

Mostly stories are twisted because a journalist did not have enough time or capacity to write a good story. To prevent this happening:

- work with reporters you trust and with whom you have a good relationship;
- share all the information you have about that topic;
- provide a clear press release clearly presenting the issues and a complete press kit with maps, charts, photos, data and graphics.

How can you avoid reporters or editors oversimplifying and modifying stories?

Provide follow-up for a simple story with a more substantial story for release on the second-day. A follow-up story might be an opinion-editorial (op-ed) because the day after a story has been covered op-ed editors are looking for people with expertise to expand on the same subject.

It is important to create strong and faithful media relationships. Whenever possible work with editors as well as reporters. Give editors new opportunities to better understand biodiversity issues and invite them on field trips too.

What is the role of visual tools?

Graphics, such as maps, graphs, photos or video images, are very important to all media outlets. Try to be creative in the use of images. Biodiversity images are usually extremely suitable for television, and providing good quality footage helps to have your story broadcast. Again a good relationship with television reporters and film producers encourages media networks to produce and broadcast nature and conservation programs.

How long will the public remember our story?

People are bombarded with so many messages in a day, that your message may not stay “top of mind”. If your story is forgotten the good news is that two days after it appears, all print media stories (and even radio and television pieces) are placed on the internet. The story stays on-line for several years available for people to read about your issue.

Keeping press clippings and making photocopies of articles available can provide opportunities for people to read about the issue at other times.

EXAMPLE: A field trip in Ecuadorian Chocó

In July 2006, I supervised the organisation of a field trip of journalists to the Chocó, a biodiversity-rich region in Ecuador, at the edge of the Pacific coast. A group of 19 media professionals, representing newspapers, magazines, radio and television, participated in the four-day visit.

The first day was reserved for travelling from the capital Quito to San Lorenzo, a six-hour drive down the Andes. Biologists accompanying the journalists talked about the devastation of the Andean region, as well as the process of destruction of the Chocó rainforest.

The second day was dedicated to indoor discussions during which participants exchanged experiences and biologists from Conservation International and local stakeholders were asked to present their cases and stories. Each emphasised the importance of protecting the fragile ecosystems.

During the third day, the group visited the Cayapas-Mataje Ecological Reserve, a national protected area of 50,000 hectares, established to halt the development of shrimp nurseries in the region.

In the reserve, the journalists went to Pampanal de Bolívar, a fishing village. There they interviewed local officials and fishermen who explained first-hand how they fought against the shrimp companies that were destroying the ecosystem. They also discussed with locals the various advantages and challenges presented by the existing reserve.

The media professionals also followed a group of women, called “concheras” who were harvesting shellfish in mangroves. They photographed the women at work and learned first-hand about their lifestyle and difficulties.

On the last day we had a wrap-up meeting, where we pledged to stay in touch for at least a year. The rest of the day was set aside to travel back to Quito. The evaluation of the field trip received high marks.

Contributed by Haroldo Castro, former Vice President of Global Communications at Conservation International and member of IUCN CEC Steering Committee

EXAMPLE: How to inspire journalists using awards

The Biodiversity Reporting Award (BDRA) started in 1999, has as its objectives to:

- Increase the quantity of environmental reporting;
- Improve the quality of environmental reporting through capacity-building and training;
- Recognise the outstanding work of key journalists covering environmental issues, and stimulate their continued efforts;
- Strengthen the relationship between conservation and media.

In 2006, the Award was co-organized by Conservation International (CI), Fundación Biodiversidad (part of Spain's Ministry of the Environment), the International Center for Journalists (ICFJ), and the International Federation of Environmental Journalists (IFEJ).

The eighth award in 2006 received a total of 588 articles, submitted by 363 journalists from 148 media outlets from Latin America and Madagascar. The Biodiversity Reporting Award BDRA website (www.biodiversityreporting.org) compiles more than 1,900 environmental stories, written in four languages by some 800 journalists.

The key components for the success are:

- Building strong partnerships between organisations related to environmental journalism and biodiversity conservation;
- Using the Internet as the main platform, cutting costs and for stimulating all procedures from disseminating information to designing a straightforward judging process;
- Inviting experts as jurors to evaluate the national awards. These veteran environmental journalists and academics have donated their time and experience to evaluate the articles.
- Awarding first place winners from each country with an all expenses paid trip to participate in an international conference on environmental media or conservation.
- Organizing award ceremonies in each one of the BDRA countries. The events are high-profile national gatherings, acknowledging the best journalists and also the commitment of media outlets to conservation.

Contributed by Haroldo Castro, creator and Executive Director of the "Biodiversity Reporting Award" 1999-2006

CHECKLIST: Field trips for journalists☐ **Before the trip**

- Select a group of journalists (between 4–20) that would be personally interested in travelling and writing about the destination.
- Check their availability to travel during the dates you plan.
- Send a formal invitation letter to his or her editor, stating that the invitation is a personal one for the specific journalist.
- Prepare materials related with the trip, including fact sheets, maps, graphs, photos, or video footage.
- Confirm participation several times, specifically before buying a domestic airline ticket and one or two days before departure.

☐ **During the trip**

- As soon as possible, brief the journalists about the agenda and distribute the appropriate materials.
- Do not try to baby-sit the participants or manipulate their interests. Play an honest game and understand that journalists prize their freedom.
- Organize informal gatherings between the journalists and local leaders, always highlighting the topics of the story and its main stakeholders.
- Instigate conversations and discussions among the participants. Although they are travelling, this is not vacation time and they should use any free moment to learn and exchange ideas.
- Organize a final meeting before leaving the field, ensuring they share the pros and the cons of the trip. Do not be defensive and listen to all comments as this will help plan future field trips.

☐ **After the trip**

- Explain that they have complete freedom to write whatever they want about the issue and that you are available for additional information.
- Ask them to send you a copy of the publication, a radio or video clip, or an Internet link of the story that they will publish, as you will need it for your own report.
- Follow-up with all journalists that have participated in the trip, ensuring that they have all the materials to publish a good story.

Contributed by Haroldo Castro, member of IUCN CEC Steering Committee

CHECKLIST: How to identify a “news” worthy story on biodiversity issues

☐ The Proximity criteria

A journalist prefers to cover an event which takes place in his or her region because a reader prefers to read about his village rather than a distant country. This is what media call “*the rule of the dead per kilometre*”: One person killed one kilometre away is equivalent to 4000 people killed 4000 kilometres away. Proximity can also be geographical, chronological, social, and psycho-affective.

☐ The Identification criteria

Less than 2% of the total media coverage deals with environmental issues because of the difficulty of having readers identify with conservation. To make the story more relevant, environmental communicators should try to find a human face or interest behind the story or messages.

☐ The News criteria

News is something that is new. Today is more interesting than yesterday, but less than tomorrow. News is like a butterfly, something nice but that dies in two days’ time.

☐ The Surprising criteria

According to a recent survey, people remember only 7% of a TV news program just two hours after it has been broadcast. Most of the time they remember what surprised them for one reason or another. The phrase used in journalism schools to illustrate this fact is: “*If a dog bites a man, it is not a news story. If a man bites a dog, it becomes a news story.*” This is a fundamental rule that leads a communicator to be a story hunter.

☐ The Story-telling criteria

This is valid particularly for features. A message, be it environmental, political or humanitarian, is best explained through a story. For example, don’t say that a river is severely polluted. Try and tell the story of a tribe of fishermen whose sheer existence is threatened by the loss of fish caused by the heavy pollution of the river.

Josué Anselmo, former IUCN Media Officer

CHECKLIST: How to write a press release

News agencies, such as AFP or Reuters, provide instant news, which is continuously updated. News agencies provide a service to world media plus governments/UN/companies/banks, etc.

AFP receives dozens of press releases per day and sends their journalists to several press conferences per day in each major city. This illustrates the competition amongst information providers and the need to focus on sending smart and exiting news. A press release should have a strong news angle, be clear, concise, and short.

Guidelines for writing a press release:

- ☐ **Non-technical language with a maximum of 400 words and seven paragraphs;**
- ☐ **Include a human element/context;**
- ☐ **Provide concrete examples; figures are welcome; always show proportion using phrases such as “which is equivalent to...”**
- ☐ **1st paragraph—News angle at the top, clearly name the source in the introduction;**
- ☐ **2nd paragraph—Develop the main idea;**
- ☐ **3rd paragraph—Direct quote to back up the main idea;**
- ☐ **4th paragraph—Some background to give the context;**
- ☐ **5th paragraph—A second quote if needed;**
- ☐ **6th paragraph—A larger perspective and vision for the future;**
- ☐ **Contact person and details, who should be able to respond as soon as possible.**
- ☐ **Press releases should preferably be sent by e-mail or fax.**

Josué Anselmo, former Media Officer IUCN Communications Unit

CHECKLIST: Why bother about biodiversity?

- ☐ Humans are dependent on biodiversity which provides food, medicines and raw materials, and delivers many other goods and services that support human life. Forests, for example, provide wood, oxygenate the air, purify water, prevent erosion and flooding, moderate climate, and turn waste into nutrients or raw materials, such as oil and gas.
- ☐ Experts estimate the value of the goods and services provided by ecosystems at €26 trillion a year, twice the value of human production yearly.
- ☐ Between 10,000 and 20,000 plant species are used in medicines worldwide.
- ☐ Habitat fragmentation, degradation, and loss of forests, wetlands, coral reefs, and other ecosystems pose the biggest threat to biological diversity. With the loss or degradation of habitats, plant and animal species disappear. For example, forests contain many of the known terrestrial species, but approximately 45% of the Earth's original forests have been cleared, most of which happened during the past century.
- ☐ Species have been disappearing at 50–100 times the natural rate, and this is predicted to rise dramatically. Based on current trends, an estimated 34,000 plant and 5,200 animal species (including one in eight of the world's bird species) face extinction. Beside habitat loss and degradation, alien invasive species have become a major threat to indigenous species as their natural habitats are overcome and colonized.
- ☐ Global atmospheric changes, such as ozone depletion and climate change, increase the pressure on threatened species. A thinner ozone layer lets more ultraviolet-B radiation reach the Earth's surface where it damages living tissue. Global warming is already changing habitats and impacting on the distribution of species.
- ☐ Agricultural diversity that has developed over thousands of years of plant cultivation and animal domestication is being lost. This is mainly due to modern commercial agriculture which focuses on a relatively few crop varieties and animal breeds.

European Commission, Press release Biodiversity loss, facts and figures, 2004

How to integrate biodiversity in school curricula

How to integrate biodiversity in school curricula

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

What strategies can be used to integrate biodiversity in school curricula?

Just as the NBSAP coordinator wants to mainstream biodiversity in mass media and other government sectors, to have them take up the issue and incorporate it in their practice, a strategy is needed to work with the education sector.

CBD focal points and NBSAP coordinators have basically two strategies to integrate biodiversity in the formal education system of primary, secondary and tertiary education: Either by positioning biodiversity as a:

1. separate content area for the curricula;
2. component of environmental education for sustainability (EEfS) or education for sustainable development (ESD).

Biodiversity education as separate content

The advantage of the arguing for biodiversity as a separate content area is that there is control over how to introduce the important aspects of biodiversity into the formal education system. In this approach the focus is to support and to equip teachers with the skills and understanding needed to include the scientific, economic and social aspects of biological diversity conservation in their education programs. The disadvantage of this strategy is that biodiversity has to compete with many other 'interests' with which the formal education system in many countries is 'bombarded'. (e.g. peace, health, chess, AIDS, violence etc.).

Biodiversity as a component of ESD

The advantage of positioning biodiversity as a component of environmental education for sustainability or education for sustainable development is that ESD is high on the agenda of Ministries of Education at the moment, as many governments and educational organisations are participating in the UN Decade for Education on Sustainable Development (2005-2014). ESD enables schools and institutions of higher education to engage in 'hands on' educational programs that involve the wider community in the educational process. The disadvantage is that there is little control as to how much biodiversity in reality will be taught in the classroom.

How to integrate biodiversity in school curricula

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to drive the strategy forward

Define a Strategic objective

It is important to formulate an overall strategic objective for the use of either of the two approaches—biodiversity education as a separate content area or as a part of ESD. For example: “students at the end of their education—before entering the labour market—have the necessary competences to make informed decisions that impact on biodiversity and sustainable development in their jobs”. From this formulation, specific objectives are developed for the various subjects in primary, secondary and tertiary education.

Top down and bottom up approaches

ESD and/or biodiversity education can be introduced into the formal education system by using a top down or a bottom-up approach. In the top down approach the formal education system directs schools to take on board the new content area. In the bottom-up approach a demand is created from the schools for these content areas.

What is a top down or ‘push’ approach?

In the top down approach the Ministry of Environment works in partnership with the Ministry of Education, with curriculum development institutions, authors of education publications, publishers, teacher training institutions, examination boards and school inspectors. Schools are provided with the relevant materials, teachers are trained in the application of the new methods and content and examinations test the new competences and knowledge. This process takes at least five to ten years to be fully implemented. Invariably this collaboration is based on years of work undertaken by NGOs in biodiversity education or ESD or by pioneer teachers and schools.

KEY ACTORS IN TOP DOWN APPROACH

- Ministry of Education
- Curriculum development institutions
- Teacher training institutions
- Examination boards
- Education inspectors
- Publishers of educational materials
- Professional organisations of teachers

What is a bottom-up or ‘pull’ approach?

In the bottom-up approach the Ministry of Environment, in collaboration with the Ministry of Education, stimulates the formation and maintenance of networks of schools working on biodiversity education or ESD. The networks may be national or linked to international initiatives (e.g. Globe, ENSI, FEEE, etc.), where information is downloaded for classroom assignments and activities. Electronic networks amongst schools enable sharing of findings, reports and student discussion of projects. Radio and TV are effective means to trigger schools to participate. Self-evaluation tools that enable teachers to check their competences and effectiveness in ESD or biodiversity are also popular ways to stimulate demand from teachers.

Combination of approaches

Often Ministries of Environment and Education apply a combination of approaches to overcome the long lead time to rewrite curricula and institutionalise new content in the system. Content influences can occur by using strategic moments such as during normal updating of a subject’s curricula, or taking advantage of issues high on the political agenda, like climate change, to inject change.

EXAMPLE: Environmental Education Networks

ENSI is an international government based network established under the auspices of OECD—CERI (Centre for Education, Research and Innovation) in 1986. The international secretariat is based in Solothurn, Switzerland. Over the last year, ENSI has developed an official partnership with UNESCO in the framework of the UN Decade on Education for Sustainable Development (UN DESD) and the United Nations Economic Commission for Europe (UNECE) in relation to the UNECE strategy on Education for Sustainable Development.

ENSI brings together school initiatives, school authorities, teacher training, educational research institutions and other stakeholders from more than twenty countries worldwide and its membership is growing. Its core business is cutting edge research and policy reflection in the field of Education for Sustainable Development—www.ensi.org

GLOBE (Global Learning and Observations to Benefit the Environment) is a worldwide hands-on, primary and secondary school-based education and science program—www.globe.gov/

For Students, GLOBE provides the opportunity to learn by:

- Taking scientifically valid measurements in the fields of atmosphere, hydrology, soils, and land cover—depending upon their local curricula.
- Reporting their data through the Internet.
- Publishing their research projects based on GLOBE data and protocols.
- Collaborating with scientists and other GLOBE students around the world.

For Teachers, GLOBE provides assistance through:

- Training at professional development workshops, Teacher’s Guide, “how-to” videos, and other materials.
- Continuing support from a Help Desk, scientists, and partners.
- Contact with other teachers, students, and scientists worldwide.

For International and U.S. Partners, GLOBE provides:

- Train-the-Trainer workshops.
- Guidance and support for mentoring teachers.

EXAMPLE: Creating a demand for biodiversity education and ESD in the formal education system in Germany

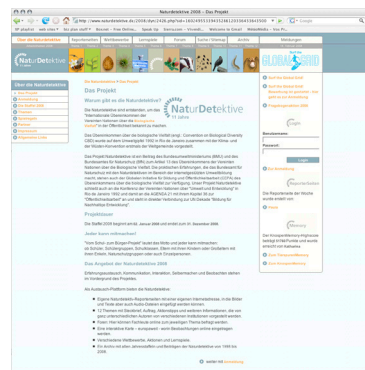
Nature Detectives

The overall objective of the youth multimedia project *Naturdetektive* is to develop new and innovative ways of discovering and rediscovering nature and to raise awareness about biodiversity. It contributes to Article 13 of the Convention on Biological Diversity (CBD) on “public awareness raising on the Convention” and to the UN Decade of Education for Sustainable Development DESD 2005–2014.

The project facilitates participation, interaction and communication amongst participants, through the website, in a mix between practical field work and virtual presentation of the work as “reports” and “observations”. The project provides a practical example of how new media and especially Internet, can be used to increase interest, understanding, and create fun for the participants in nature and biodiversity.

The project is principally directed to schools though it also offers opportunities for other users, such as parents to participate with their children or for nature conservation groups and other interested individuals.

www.naturdetektive.de Dr. Horst Freiberg, Federal Agency for Nature Conservation, Germany



EXAMPLE: Combination of top down and bottom-up approaches

The Norwegian Ministry of Environment and the Ministry of Education are cooperating closely on environmental education, from kindergarten to university level. Environment is integrated in the normal curricula for the various directions of studies and within specific subjects, e.g. geography, history, biology, technology, social science etc. The environment was not a mandatory part of the curricula until 2006 - it took time to reach that formal decision. Still there is a lot of work to do to follow up with teacher training, program development and cooperation with school-owners.

Norway has joined the UN's Decade of Education for Sustainable Development 2005–2014. The Ministry of Education is mandated to involve several ministries in a strategy group to develop a Norwegian Action Plan for Education for a Sustainable Development. The strategy aims to develop a pedagogical system for formal education on how to deal with sustainable development.

The website miljolare.no (www.sustain.no) was alre

ady developed as a pedagogical instrument to integrate environment in school subjects. This system is used in the new strategy as a framework for how the different subjects can contribute to sustainable development. It covers all environmental issues from biodiversity to energy, waste, air and water pollution, planning and transport. Included are also themes dealing with conflict solutions and democracy development.

Regular campaigns are organized on specific issues in addition to guidelines and projects matching the formal curricula. In 2006 the campaign was dealing with the climate change on which the main Norwegian broadcasting company (NRK) collaborated with the Directorate of Education and the Ministry of Environment.

NRK ran the campaign for 4 months through several programs within biology and social sciences, both on radio and TV. This triggered the schools to get involved as they could see the results of their work in the regular internet based system (miljolare.no) and also very often on TV. Close to 1000 schools participated. The evaluation of the campaign was very positive and made the teachers and school owners more interested in using the program.

Sylvi Ofstad, Senior Policy Advisor Ministry of Environment, Norway

EXAMPLE: El Salvador example of push-pull strategy GreenCOM

After the civil war ended, El Salvador's Ministry of Education undertook major reform of the country's schools. GreenCOM, a USAID funded NGO used this strategic moment to introduce environmental education into formal education. This integrated strategy undertook the following:

- 1. Establishing environmental education as one of the main cross-cutting components of national education reform**, by setting up an environmental education unit in the Curriculum Development Department of the Ministry of Education. This was able to influence teaching at primary, secondary and tertiary levels.
- 2. A national environmental education policy** was developed based on input by participants at a national conference.
- 3. Training teachers to cover environmental subjects** and supported by a set of four environmental education teaching guides prepared by the Ministry with support from GreenCom.
- 4. Developing materials for trained teachers**; in addition to the teacher guides, GreenCOM helped develop a series of classroom materials and gained the collaboration of the private sector to fund production of educational materials and environmental newspaper supplements.
- 5. School-community project development** provided opportunities for school involvement in solving the environmental problems of their surrounding communities. Students in a school near El Imposible National Park, for example, established a tree nursery to reproduce native species from the park.
- 6. Activities through the mass media** led to a significant increase in coverage of environmental topics. "One of the best examples was the newspaper *El Diario de Hoy*, which signed an agreement with GreenCOM in 1994 to dedicate one issue per month of its Sunday children's magazine supplement, *Guanaquín*, to environmental topics. From 1995 through the first half of 1999, the paper printed 54 *Guanaquín* supplements devoted to environmental subjects, with an average printing of 112,000 copies each. A GreenCOM evaluation in 1996 found that 86 percent of teachers used *Guanaquín* to prepare their classes and 83 percent of students used it in their homework and conducted many of the suggested experiments."

http://www.greencom.org/GreenCOM/project_profile.asp?id=1

How to strengthen capacity of stakeholders

How to strengthen capacity of stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to strengthen capacity of stakeholders

Engaging stakeholders and mainstreaming biodiversity into other sectors not only implies raising awareness, agenda setting and participation, it also implies strengthening the capacities of stakeholders to manage the changes needed to conserve biodiversity. This is a long term process.

STRENGTHENING CAPACITIES—FREQUENTLY MADE MISTAKES

Strengthening people's capacities is seen often only as training. A normal reflex is: let's organise a training workshop, let's send staff for courses abroad, or let's write a manual or guidelines. However, training workshops may end up with the wrong audiences, or with participants who cannot apply the newly acquired knowledge at home; either because it is not practical enough or because the organisational structure, priorities or procedures do not allow for it. Many people trained abroad do not return to their country or job. Guidelines and manuals often end up on bookshelves unread.

It is possible to avoid these mistakes by involving the disciplines of education, including adult learning and professional updating.

At what level do capacities need strengthening?

Strengthening capacities for biodiversity is mostly about learning how to manage change. Managing change involves new approaches and new “know how” at three levels. It takes place at the:

- **individual level** oriented to develop new knowledge, new attitudes, new skills, new professional behaviour in a person;
- the **organisational (or program) level** oriented to develop new priorities, new procedures, new job descriptions, new practices in an organisation, and
- The **institutional or systemic level** oriented to develop new agendas, new rules of engagement, new partnerships, new ways of interaction, new attitudes towards exchange, cooperation and participation, new policies, new governance and new enabling conditions.

An ongoing process in learning organisations

Strengthening capacities is increasingly seen as an ongoing activity for organisations to better prepare for the challenges of tomorrow. Biodiversity departments might learn from modern management ideas, which invest regularly in capacity development. As pressures on biodiversity mount, government organisations need to invest in capacity development to become learning organisations which are innovative and adapting to the changing times.

Capacity building part of policy and NBSAP implementation

Communication and education (CEPA) play different roles in each phase of biodiversity policy. Capacity building is also required to support stakeholder engagement in the implementation of biodiversity policies throughout the policy cycle.

Content management and learning management

A range of capacity development opportunities are emerging that go far beyond the classical teaching and training methods of graduate and postgraduate courses and training workshops.

Biodiversity experts should play a role as resource persons in capacity strengthening programs. However, planning and implementing effective capacity strengthening programs needs specialists in professional updating, adult learning and change management—i.e. CEPA specialists to ensure the capacities are going to be embedded in organisations and institutions.

CEPA specialists understand the process of learning, how it brings about change and how to manage that change process. As Kurt Lewin recognised in his work with groups, “*Motivation for change must be generated before change can occur. One must be helped to re-examine many cherished assumptions about oneself and one's relations to others.*”

How to strengthen capacity of stakeholders

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

Individuals and organisations have many defensive reactions that resist change or learning, requiring help to reflect and consider new ways of seeing the world. Managing that change process in individuals, and organisations in ways that do not develop resistance, is a specialist undertaking.

What are some elements of effective learning?

Some principles for effective learning/teaching include:

- People believe more in knowledge that they have discovered themselves than in knowledge presented by others;
- Learning is more effective when it is active rather than a passive process;
- People remember 20% of what they hear, 40 % what they hear and see; 80% what they discover themselves.
- Acceptance of new ways of reasoning about acting, attitudes and behavioural patterns cannot be brought about by a piecemeal approach – one's whole cognitive, affective, behavioural system has to change;
- It takes more than information to change our theories of why and what we do, attitudes and behavioural patterns;
- It takes more first hand experience to generate valid knowledge;
- Behaviour changes will be temporary unless the reasons for and attitudes underlying them are changed;
- For changes in behaviour patterns, attitudes and action theories to be permanent, both the person and the social environment have to change;
- The more supportive, accepting and caring the social environment, the freer a person is to experiment with new behaviours, attitudes and theories;
- It is easier to change a person's theories, attitudes and behavioural patterns when he or she accepts membership in a new group. The discussion and agreement that takes place within a group provides a personal commitment and encouragement for change that is not present when only one person is being changed;
- New groups with new role definitions and expectations for appropriate behaviour are helpful in educational efforts. A person becomes socialized by internalizing the normative culture of the groups to which s/he belongs. As the person gains membership in a new group, new normative culture is accepted and internalized.

Based on Malcolm Knowles 1950 <http://www.infed.org/thinkers/et-knowl.htm> and Kurt Lewin, K 1951 <http://www.infed.org/thinkers/et-lewin.htm> And Paulo Freire <http://www.infed.org/thinkers/et-freir.htm>

EXAMPLE: Strengthening capacity and the enabling conditions in West Africa

The Green Actors of West Africa Network (GAWA) had their capacity for media work strengthened both by improving access to expertise and by providing facilities and expertise. Through the support of IUCN Netherlands GAWA now has well equipped video editing studios in Freetown (SL) and Cotonou (Benin), enabling media production. The studios, manned by trained technicians are accessible to all environmental organisations and governmental agencies that wish to produce documentaries on any issues related to environmental protection.

Each of the 11 GAWA member countries has one trained person in filming and editing and has access to technical assistance from the full time technicians based in Freetown and Cotonou. The studios have already produced a series of documentaries for public awareness campaigns and national TV, on topics related to the conservation of whales (in Benin), sea turtles (in Liberia), mangroves (in Senegal) and birds and primates (in Sierra Leone).

Tommy Garnett, Chairman Green Actors of West Africa

CHECKLIST: Adult learning

Malcolm Knowles was convinced that adults learn differently to children, based on the following assumptions.

- ☐ **1. Adults need to know why they need to learn something before undertaking to learn it. The first task of a facilitator is to help the learners become aware of the “need to know”;**
- ☐ **2. Adults need to be seen by others as being capable of self direction, they resent and resist situations in which they feel others impose their will on them;**
- ☐ **3. Many kinds of the richest resources for learning reside in adult learners themselves requiring greater emphasis on experiential techniques that tap into their experience;**
- ☐ **4. Adults readiness to learn becomes oriented increasingly to the developmental tasks of their social roles;**
- ☐ **5. Adults learn new knowledge values and skills most effectively when they are presented in the context of application to real-life situations.**
- ☐ **6. While people are motivated to learn in response to some external motivators like promotions, higher salaries etc, the most prominent are the internal pressures like a desire for increased job satisfaction, self-esteem, quality of life.**

(From Malcolm Knowles 1950 <http://www.infed.org/thinkers/et-knowl.htm>)

Adults are goal oriented and learn best when:

- They feel respected as responsible self directed learners.
- They feel their knowledge and experience are valued and can be shared.
- They are involved in dialogue which shares perceptions, know how, and values based on individual experiences.
- They feel able to trust others, and feel safe in the learning environment.
- They see that the information or skill is immediately useful in performing tasks or to deal with problems they confront in their lives, i.e. it is practical and relevant.

After Stephen Leib 1991 <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

CHECKLIST: Empowerment approach for capacity-building

- **Empowerment is about increasing the skills of individuals, groups and communities to make better decisions for themselves and restoring a sense of their own value.**
 - Provides a supporting framework to enable communities to become self-reliant;
 - Participatory processes enable people to learn from each other in searching for better understanding of their situation;
 - The group discussion aims to awaken people's sense of strength and confidence to examine and analyze their situation;
 - The community identifies problems and solutions;
 - Each person has experience and views, equally valued in the process of learning;
 - Facilitators provide a framework for thinking and questioning the situation and challenges people to take action to take charge of their health and lives;
 - Facilitators provide information and assist with tasks such as monitoring and reporting and supports what people choose to do;
 - Community owns the program and takes responsibility for success and failure.
- **Paulo Freire, who worked with many South American communities said learning must:**
 - Be accompanied by dialogue because it is a mutual learning process and perceptions are different based on individual experiences;
 - Raise the learner's awareness of problems;
 - Engage learners in examination and analysis of the causes of their problems;
 - Promote actions to solve the problems;
 - Encourage reflections on action, to learn from it;
 - Learning leads to change through a cycle of reflection and action in which successes are celebrated and causes of mistakes and failures are critically analyzed.

Paulo Freire <http://www.infed.org/thinkers/et-freir.htm>

EXAMPLE: One day CEPA training workshop (to adapt to your concrete situation)

| TIME | ACTIVITY |
|--------------------------------|---|
| <input type="checkbox"/> 09:00 | Introduction to the workshop goals, schedule and methodology. |
| <input type="checkbox"/> 09:15 | Introduction of participants and trainer—Share your experience on using CEPA tools in your daily work. |
| <input type="checkbox"/> 10:00 | Context setting —What is CEPA? Brief presentation on the tools of communication, education, participation and awareness, and how the intergovernmental system and NBSAP has integrated them into their processes. Case Study on CBD, presentation and discussion. |
| <input type="checkbox"/> 11:00 | Coffee break |
| <input type="checkbox"/> 11:30 | Using CEPA in different contexts —Case studies with questions and discussion. Some key tips for successful CEPA interventions. |
| <input type="checkbox"/> 12:30 | Lunch |
| <input type="checkbox"/> 14:00 | Working Groups —Sharing learning of what works when biodiversity and conservation projects introduce CEPA tools successfully; what are some of the conditions that help improve the effectiveness of the projects? How did these processes start and finish. Breakout rooms or spaces for 4 groups. |
| <input type="checkbox"/> 15:00 | Plenary where working groups share their stories, reflections and results (10 minutes per Working Group). |
| <input type="checkbox"/> 16:00 | Coffee break |
| <input type="checkbox"/> 16:30 | Applications and learning —brainstorming and reflections. How can CEPA tools be applied in the work we are doing? What is one or two of the key learning points from today? |
| <input type="checkbox"/> 17:00 | Closure |

How to ensure public participation

Education is a kind of continuing dialogue, and a dialogue assumes, in the nature of the case, different points of view.

Robert Hutchins (1899–1977)

How to ensure public participation

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

What is public participation?

Public participation is an approach used by governments, organisations and communities around the world to improve their decisions. Participation is based on democratic principles and involves people who are affected by those decisions. The idea of “participation” has many dimensions, from informing and consulting with people to actually sharing power in decision making as shown in the participation continuum table. It is important to be clear at what level of participation you wish to engage with the public.

While participation seems more complex and slow, in the end it is more likely that the changes desired are taken up in society because they are more accepted. In the long run this can be faster and more sustainable as people take responsibility for their decisions. The other advantage is the creativity coming from sharing different knowledge.

| TYOLOGY | CHARACTERISTICS |
|---|--|
| 1. Manipulative participation | Participation is simply a pretence, with “people’s” representatives on official boards but who are unelected and have no power. |
| 2. Passive participation | People participate by being told what has been decided or has already happened. It involves unilateral announcements by an administration or project management without any listening to people’s responses. The information being shared belongs only to external professionals |
| 3. Participation by consultation | People participate by being consulted or by answering questions. External agents define problems and information gathering processes, and so control analysis. Such a consultative process does not concede any share in decision making, and professionals are under no obligation to take on board people’s views. |
| 4. Participation for material incentives | People participate by contributing resources, for example, labor, in return for food, cash or other material incentives. Farmers may provide the fields and labor, but are involved in neither experimentation nor the process of learning. It is very common to see this called participation, yet people have no stake in prolonging technologies or practices when the incentives end. |
| 5. Functional participation | Participation seen by external agencies as a means to achieve project goals, especially reduced costs. People may participate by forming groups to meet predetermined objectives related to the project. Such involvement may be interactive and involve shared decision making, but tends to arise only after major decisions have already been made by external agents. At worst, local people may still only be coopted to serve external goals. |
| 6. Interactive participation | People participate in joint analysis, development of action plans and formation or strengthening of local institutions. Participation is seen as a right, not just the means to achieve project goals. The process involves interdisciplinary methodologies that seek multiple perspectives and make use of systemic and structured learning processes. As groups take control over local decisions and determine how available resources are used, so they have a stake in maintaining structures or practices. |
| 7. Self-mobilization | People participate by taking initiatives independently of external institutions to change systems, they develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used. Self-mobilization can spread if governments and NGOs provide an enabling framework of support. Such self-initiated mobilization may or may not challenge existing distributions of wealth and power. |

Participation Continuum Source: adapted from Pretty (1994), Sattethwaite, Hart (1992) in Pretty, J.N. 1995 Participatory Learning for sustainable agriculture World Development 23: 1247-1263.

How to ensure public participation

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

What are the modes of public participation most frequently used?

In a range of countries public participation is a legal requirement. Often the form of participation takes the form of public hearings or procedures for inviting public comment.

Apart from these formal participatory procedures there are a range of modes of collaborative participation that are often not legally required, though are chosen because of their effectiveness. CEPA interventions are at the core of these modalities. The table below illustrates the characteristics of the different participation modalities.

Characteristics participation modalities

| PUBLIC HEARINGS | REVIEW & COMMENT PROCEDURES | COLLABORATIVE PARTICIPATION MODES |
|---|--|--|
| Often legally required | Often legally required | Not legally required |
| Government proposal | Government proposal | No proposal, but issue |
| Government versus citizens | Government versus citizens | Citizens and other players needed |
| Avid proponents, opponents, interest groups, die-hards | Detailed comments in writing by stakeholder groups | All actors are treated equally in the discussion |
| Very short time for statements | Clarification on comments during public hearings | Process of networking, joint fact finding and, problem solving |
| No interchange with Government experts | No opportunity for discussion among those making comments | Dialogue and capacity strengthening are core |
| No entitlement for citizens to have questions answered. | Government experts respond to individual comments | Education and outreach needed to ensure quality process |
| Relative low budget, short time investment | Relative low budget, more time investment | Considerable investment of time and budget |
| Higher risk of failure of participation. Possible future law suits or wrong decisions | Less risk of failure of participation. Less law suits or wrong decisions | Considerable reduced risk of failure of participation |

How to ensure public participation

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to provide information for participation

A key to public participation is access to all relevant information. Instruments to realize access to biodiversity information are:

- Biodiversity Clearinghouse Mechanism;
- Biodiversity Strategy, Action Plans and Updates;
- “State of biodiversity” reports.

Biodiversity Clearing house Mechanism

To increase public participation, CBD focal points and NBSAP coordinators have the important task of developing accessible clearing house mechanisms to disseminate relevant information on biodiversity and sustainable use. This information has to be generated from different sources: government, research and educational institutions, industry, non-government organisations and individuals.

Often clearinghouse mechanisms are designed from the “supply” oriented perspective of the experts. All relevant technical information is put on a website in rubrics which make sense to the experts, but not necessarily to non-expert users: the general public. To serve the needs for public participation, it is necessary to know what kinds of questions the key users of the clearing house have and order information rubrics accordingly. Even the language used in formulating the rubrics needs, to be that of the end user and not the ‘jargon’ of the expert.

HOW TO MAKE THE CLEARING HOUSE MECHANISM WORK?

- surveys to assess the areas of demand for information;
- organise end-user participation;
- demand oriented design of web-pages;
- dissemination and outreach strategies;
- special pages for schools, students and youth groups;
- special pages for other layers of government;
- inclusion of regular contests, survey or opinion polls;
- inclusion of illustrations, maps and graphics;
- inclusion of a rubric “frequently asked questions”;
- user satisfaction surveys;
- design, publicity and dissemination of the web site!

A number of CEPA interventions can assist in making the clearing house really work for different groups of the public.

How to gain interest of the public to participate in NBSAPs and their implementation

The effectiveness of a NBSAP depends on the quality of the scientific information on which it is based, the technical measures it proposes and on the acceptance of the plan by its stakeholders. Investing in CEPA interventions means there is less risk of having a NBSAP be a ‘paper’ document on a shelf.

CEPA interventions are used and targeted to inform the public about the NBSAP and specific actions to be undertaken. CEPA is used to:

- gain the cooperation or engagement of various sectors in society to implement actions;
- strengthen the capacities of different groups to take responsibility or cope with the changes expected of them;
- help to identify and work with opinion leaders;

CEPA INTERVENTIONS HELP THE NBSAP PROCESS

- for ice breaking, networking and establishing relations;
- stakeholder engagement methods and meeting facilitation;
- strategic communication planning;
- no-jargon summaries tailored to specific audiences;
- tailored information to specific audiences to support change;
- tailored guidelines, professional updating and training to support change.

How to ensure public participation

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

- update NBSAPs and help gain the desired cooperation from stakeholder groups, and
- explore priorities and feasibility of conservation measures.

CEPA interventions that can enhance public participation in a NBSAP process are outlined in the box above.

How to attract public interest in the NBSAP

NBSAPs and other biodiversity reports often have important biodiversity statistics and research information. To bring the data to life and stimulate public demand, it is important to make the launch of the NBSAP report a media event that attracts broad attention.

To gain the attention of specific audiences, e.g. consumers, schools and universities, business, specific material needs to be prepared for them. A summary of the report or issue, without using jargon, is a useful way to lead people to access the report itself. An interactive website can offer an important medium for central information. Intermediaries, such as nature history museums, visitor centres, zoos and conservation NGOs can be asked to organize events that further advertise and disseminate the NBSAP or state of progress report.

CEPA INTERVENTIONS TO POPULARISE A STATE OF THE BIODIVERSITY REPORT

- Website with interactive features, cases, public forums, maps;
- On-line calculator to track footprint;
- Press release and radio/TV event for launch;
- No-jargon summary and interview exclusives for major magazine;
- No-jargon summaries tailored to universities and schools;
- Events in zoos and natural history museums;
- Presentations and presenters for radio and TV programs;
- CDROM with database, report and education/outreach materials;
- Tender for NGOs to organize awareness raising activities.

See the Example: Strategic Communication of a Biodiversity Report

EXAMPLE: Strategic communication of a biodiversity report

To improve exposure to the World Resources Report, WRI planned a number of CEPA interventions.

A key component of their strategy was to prepare an executive summary with many illustrations and diagrams, written in simple language. This Executive summary provided material that could be easily used by magazines and the press, resulting in much exposure on public service broadcasts (PBS), and in print news. The launch of the report around Earth Day helped to make it newsworthy.

All the attention in the press provided a good stimulus for schools, which demanded material. A kit was prepared from the report for school use.

Example of a CEPA strategy used by the World Resource Institute (WRI) to upgrade the 2000-2001 World Resources Report. Presentation by Wendy van Asselt, former WRI Communications Coordinator

WORLD RESOURCES REPORT: 2000-2001 EDITION



How to ensure public participation

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

How to make public hearings a success

Many governments invest in intensive education and outreach campaigns before and after public hearings, review and comment procedures. This optimizes the effectiveness of legally required hearings and increases the quantity and quality of participation and minimises the risks of failure. In these cases governments use a range of collaborative participation modalities.

CEPA INTERVENTIONS SUPPORTING PUBLIC HEARINGS

- Prior informal networking with main stakeholder groups;
- Outreach campaigns to inform people about options;
- Focus groups and surveys to map opinions, resistance and ideas;
- Pilot projects to explore solutions and win-win options;
- Prior publicity and information about public hearings;
- Public hearings close to the residences of affected citizens;
- Neutral facilitators moderating discussion;
- Education materials for schools and informal education;
- Extensive press briefings and advertorials.

Collaborative participation modalities

When there are no legal requirements for public participation such as for environmental impact assessments, public participation can still be a powerful means to improve the quality of decisions for biodiversity. In many countries there is a wealth of experience in collaborative participation such as collaborative planning and management of protected areas, or participatory rural appraisal procedures. However to make use of collaborative participation it is important to realize what obstacles there may be in advance and deal with them. For a start, internal communication is usually required to convince superiors in the Ministry that engaging the public in participating in the decision making leads to better results.

OBSTACLES TO COLLABORATIVE PARTICIPATION

- resistance from existing institutional arrangements;
- changes in role and attitude required from elected officials and civil servants;
- limited time of citizens to give to collaborate;
- managing the expectations of participants;
- lack of resources to engage disadvantaged groups;
- lack of collaborative skills among planners and citizens;
- lack of adequate budget.

EXAMPLE: Land Care study on ways to influence behaviour to improve environmental management NZ

A New Zealand Land Care study concluded that approaches that work to influence people's behaviour to improve environmental management include:

1. **Need to foster shared understanding of individual viewpoints and group participation.** As each individual assesses an issue differently it is important to bring people together to establish a shared understanding of any problem and the pathway to action. When people feel that they have the opportunity to participate in planning future change they are likely to buy into the changes that may be required of them.
2. **Complementary approaches are required to promote action for policy, based on educational initiatives.** Environmental policy trends recognise the need to creatively use the multiple regulatory, incentive, voluntary and property right mechanisms in designing approaches to promote action. The effectiveness of all depends on the supporting framework of education, awareness raising, understanding and ownership to create cooperation amongst social groups.
3. **Change is a developmental process that takes time and different expectations.** Gaining involvement in participatory processes is complex and there are no single methods to use. Participation is not a one off event like consultation. It is ongoing and takes time, and contributes to the capacity of the groups to continue and grow the initiative. Promoting participation implies a different way of working, using different approaches and methods, and different expectations.
4. **Participation needs to be effective at all levels of involvement** from creating an enabling environment at the national policy level in a participatory way and incorporating and coordinating lessons; to program and agency creating the appropriate policy mix in a participatory way; and making radical change in the project operations for participation over and above project planning.
5. **It is important to give attention to task and process.** Effective collaborative initiatives pay attention to both task (e.g. to reduce land clearing) and the process (how people work together in teams, maintain relations and achieve outcomes) and both need to be evaluated.
6. **Transformational change requires group cultural change that spreads to others.** This requires balancing the inter relationships between achieving concrete outcomes and developing effective capacity to make the process keep going.

Allen, W. Kilvington, M. Horn, C. 2002 *Using Participatory and Learning Based Approaches for Environmental Management to help achieve constructive behaviour change*, Ministry of Environment, New Zealand.

EXAMPLE: CEPA adds value to public hearings—Natura 2000

Natura 2000 is a European ecological network established under the European Union's Habitat and Bird Directives. Member states must identify and designate special areas for conservation and protection and take all necessary measures to guarantee conservation and avoid deterioration.

In the Netherlands for many different environmental decisions and measures, there is a legal obligation to inform the public in advance and involve them through public hearings. This obligation also applies for the identification and designation of Natura 2000 sites.

Some years in advance of the public hearings the government starts with a series of informal information meetings in different parts of the country, workshops with ecologists, provincial and municipal decision makers, NGOs and other stakeholders. Discussed are issues such as how to define the most important areas and what is feasible. Professional facilitators guide the dialogues. NGOs are invited to tender to organise local and regional awareness raising activities.

During these proceedings the stakeholders are kept engaged through an electronic newsletter and a magazine. Inhabitants in areas close to the proposed Natura sites are informed by local information meetings and with flyers about the national obligations under the Natura 2000. A special internet website is developed with various legal, ecological, practical and policy information.

Regular formal meetings are held at the ministry with representatives of the main stakeholder groups. The number of these meetings increases to once a month in the last year before the public hearings. Throughout the whole process the press is kept informed to generate free publicity.

Full page advertisements in major newspapers inform the public about the Natura 2000 hearings. The hearings have an information part and a discussion part. After the hearings, the information gathered is taken on board in the final decisions. Afterwards stakeholders are informed through official publications and direct mail.

Interview Bas Roels, Coordinator Natura 2000, Ministry of Agriculture, Nature and Food Quality, NL

CHECKLIST: Community involvement in research and management activities

Local communities often have an excellent knowledge about areas of rich biodiversity, vegetation remnants, options for re-vegetation and rehabilitation. They are often more knowledgeable than experts who come from far away cities or even from abroad. Experts doing biodiversity research and surveys often depend on the knowledge of local communities to help them. The same is true for managing biodiversity and natural resources.

In ensuring effective participation of local communities in research and surveys (for collaborative management similar questions apply) it is important to answer in advance the following questions:

- ☐ What is the role of gender in the livelihoods of the community?
- ☐ Who are key leaders and opinion leaders in different community groups?
- ☐ What is their relation to the biodiversity research topic?
- ☐ What would motivate them to collaborate, what are the obstacles?
- ☐ What prior knowledge is required to engage in the research?
- ☐ What is the relevance of the research to the community from an educational perspective?
- ☐ How can / does research as an activity contribute to their livelihoods and further education?
- ☐ How can the research results add value to their economic status?
- ☐ In cases where community people are mostly illiterate, how can they participate actively and meaningfully in the management of biodiversity rich areas?
- ☐ How will research results be communicated to the community?
- ☐ How will the community be credited for the results?
- ☐ How can a meaningful and lasting basis of mutual respect and trust be established?
- ☐ How can we establish and maintain good working relationships?
- ☐ What communication modalities are needed during and after the research or survey?
- ☐ How can the community be involved in taking charge of the communication?

CHECKLIST: Public participation in environmental impact assessments

If there are no legal obligations to engage the public in environmental impact assessments, public participation nevertheless can be an important instrument to generate more support for government decisions. In order to organize effective participation it is advisable to answer the following questions about public participation in the EIA.

- ☐ **Before a decision is taken on participation in the EIA process ask:**
 - What relevant provisions are there in local legislation?
 - How useful is the future project, for which an EIA is being carried out, to the community, region, country?
 - To what extent will it create jobs / income for people?
 - Who is funding the project? Is it a public or private sector funded project? What is the reputation of the funder and its partners?
 - At what stage of the project is the EIA done (conceptual / design / implementation / post implementation stage)?
 - Are there any public consultations about the proposed / ongoing project to discuss the EIA?
 - Who needs to participate in the public consultations? How will the consultation be publicized?
 - How open to the public will be the EIA report? What role will the report play in the final decisions on the project?
 - How will the hearing process be structured?
- ☐ **After a positive decision is taken on public participation ask:**
 - Have we invited all relevant stakeholders? Are they properly informed? Do they have the relevant documents, maps etc.?
 - How do we manage expectations of various interests groups?
 - Do we need neutral and professional facilitators for the process?
 - How do we generate a constructive atmosphere?
 - How do we organize the process of joint fact finding, information gathering and evaluation?
 - How do we organize the process of joint evaluation of data and information and formulating an advice for decision makers?
 - How do we organize communication about the decision?

CHECKLIST: Participatory Monitoring and Evaluation

Participatory monitoring and evaluation represents a different philosophy to monitoring to the usual program or project approach. Therefore it asks different questions. Participatory monitoring and evaluation has the following characteristics:

- ☐ It is important for all stakeholders to have ways to evaluate the participatory process in which they are involved;
- ☐ It demands clear objectives and indicators of success that promote accountability and which can be monitored and evaluated by the relevant participants and decision makers at all levels;
- ☐ Needs to reflect on the results of past actions and enables people to think more clearly about their future actions;
- ☐ Involve both quantitative and qualitative elements;
- ☐ Can include approaches like self evaluation, beneficiary assessment, participatory impact monitoring , participatory assessment monitoring and evaluation;
- ☐ All approaches have in common active and meaningful involvement of one or more stakeholders in the design, implementation, analysis and critical review of monitoring and evaluation activities;
- ☐ Builds upon the tools used in participatory action research, social research and M&E theory and practice;
- ☐ Looks at the participatory process itself as a means to an end (the process of participation) and as an end in itself (enhanced participation of people and/or quality of involvement);
- ☐ Encourages the use of evaluation as a learning tool and allows the perspectives of team members to be articulated, and information to feed into program design and adaptation;
- ☐ Useful if a third party is involved to raise important questions for participants to answer;
- ☐ Plan strategies for approaching and involving each person or group at the beginning of the evaluation exercise.

From Allen, W. Kilvington, M. Horn, C. 2002 *Using Participatory and Learning Based Approaches for Environmental Management to help achieve constructive behaviour change*, Land Care Research, Ministry of Environment, New Zealand. p. 35-37

SECTION 4

How to plan communication strategically

“Failing to plan is planning to fail”

What is in this section?

Biodiversity conservation depends on the actions of many people and organisations. CEPA is a means to gain people's support and assistance.

CEPA fails when the activities are not properly planned and prepared.

Planning and preparation for CEPA identifies pitfalls, ensures efficient use of resources and maximises effect.

Section 1 dealt with importance of CEPA to achieve biodiversity objectives. It explained the role of CEPA in NBSAP formulation, updating and implementing.

Section 2 provides CEPA tools to make use of networks. Much can be done with networks and networking to implement the NBSAP with limited resources.

Section 3 provides CEPA tools to involve stakeholders in implementing the NBSAP.

Section 4 provides tools to strategically plan communication, assisting to develop a communication plan step by step.

In all sections the toolkit is comprised of

CEPA Fact Sheet

Providing theory and practice pointers on how and why to use CEPA

Example

Providing a small case study of how CEPA has been used to illustrate the fact sheets

Checklist

Providing a handy reference list to check your CEPA planning against

Contents

| | |
|---|-----|
| Introduction Why plan communication strategically? | 231 |
| FACT SHEET: What is strategic communication? | 231 |
| EXAMPLE: Communication Plan for a Biodiversity Day Campaign | 232 |
| CHECKLIST: communication planning | 233 |
| Step 1: Analysis of the issue and role of communication | 234 |
| FACT SHEET: How to analyse the problem | 235 |
| FACT SHEET: How to identify the role of communication | 235 |
| FACT SHEET: When is communication alone not enough? | 236 |
| FACT SHEET: How to decide the role of communication in a biodiversity issue | 236 |
| EXAMPLE: Communication without a situation analysis | 238 |
| EXAMPLE: Communication alone cannot solve the problem | 238 |
| EXAMPLE: Biodiversity issues that are too broadly formulated to communicate properly | 239 |
| EXAMPLE: Starving wolves attack villages in Siberia—no role for communication | 239 |
| EXAMPLE: Crocodiles protection: vial role for communication | 240 |
| EXAMPLE: Communication based on insufficient analysis of the biodiversity issue | 240 |
| Step 2: Selecting target groups/audiences and stakeholders | 242 |
| FACT SHEET: Target groups: Whom do you want to reach? | 243 |
| FACT SHEET: How to determine target groups | 243 |
| CHECKLIST: Target group research designs | 244 |
| EXAMPLE: Understanding the target group | 245 |
| CHECKLIST: Target group research methods | 246 |
| CHECKLIST: Target group analysis | 247 |
| Step 3: Determining the communication targets | 248 |
| FACT SHEET: What effects do you want to accomplish? | 249 |
| FACT SHEET: How to determine communication targets | 250 |
| EXAMPLE: Objectives to influence knowledge, attitudes and behaviour | 251 |
| EXAMPLE: Communication objectives | 251 |
| Step 4: Developing the strategy and selecting partners | 252 |
| FACT SHEET: What broad approach are you going to use to communicate? | 253 |
| FACT SHEET: How to develop a strategy | 253 |
| FACT SHEET: Is it more effective to communicate directly or use intermediaries? | 254 |
| FACT SHEET: Is it more effective to focus on sending messages or a two way process? | 255 |
| FACT SHEET: Is it more effective to focus on an informative, emotional or an action approach? | 256 |
| EXAMPLE: Communication strategy to get feedback from the general public | 257 |
| EXAMPLE: Communication approaches | 257 |
| CHECKLIST: Choosing when to work with partners | 258 |

| | |
|---|-----|
| Step 5: Determining the messages | 260 |
| FACT SHEET: What are you going to communicate? What is the message? | 261 |
| FACT SHEET: How to formulate a communication message? | 262 |
| FACT SHEET: How to pre-test communication messages? | 263 |
| EXAMPLE: Communication messages | 264 |
| CHECKLIST: Pre-testing messages | 265 |
| Step 6: Determining the communication means | 266 |
| FACT SHEET: How to get the message across | 267 |
| FACT SHEET: What communication means to use | 267 |
| FACT SHEET: How to select effective communication means | 268 |
| CHECKLIST: Selecting communication means | 269 |
| Step 7: Organising communication and briefing partners | 270 |
| FACT SHEET: Who does what? How to organise your communication efforts | 271 |
| FACT SHEET: How to work effectively with partners | 271 |
| CHECKLIST: Briefing partners | 272 |
| Step 8: Planning: Milestones and Activities | 274 |
| FACT SHEET: How to plan communication activities | 275 |
| CHECKLIST: Communication planning | 276 |
| CHECKLIST: Failure factors in communication planning | 277 |
| Step 9: Budget for communication | 278 |
| FACT SHEET: What does it cost? How to budget for communication | 279 |
| FACT SHEET: How to communicate with a tight budget | 279 |
| CHECKLIST: Funding sources | 280 |
| Step 10 Monitoring and evaluation | 282 |
| FACT SHEET: What did we accomplish? How to evaluate communication | 283 |

How to integrate biodiversity into other sectors

SECTION 3 | HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

Why plan communication strategically?

- Planning contributes greatly to success.
- Some key questions to consider at the start of the process are:
 - Where are you now and where do you want to be?
 - What will you need to do to get there?
 - What role can communication, education and training play to achieve your goals?
 - How will you learn from your experiences en route?

| No strategic planning | Strategic planning |
|--|---|
| Focus on deciding the media before the message | Targets, audience and message clarified before deciding on the media to choose for the message. |
| Creative people come up with a 'cool' and fun idea | Creative people plan to achieve desired outcomes |
| Focus on media | Focus on audience, message & content |
| Content and message are secondary to media and often cannot answer 'why' or 'what' questions | Media is considered as a tool to achieve objectives |

Communication is part of the entire policy and strategy implementation process

To implement the NBSAP there are many projects to be prepared and undertaken. Even though most CBD focal points and NBSAP coordinators know the importance of a project's inception phase, this stage often receives little attention. Especially the role of communication is often not well considered in the inception stage. Usually communication is considered only after plans, policies or projects are prepared. Practice shows that this is a pitfall and strongly reduces the potential for successful project implementation.

Ad hoc communication is not effective

There is an enormous difference between communication strategically planned and that without strategic planning. How often do we hear people say "lets make a video to inform everyone" before any thought about what is the result to be achieved?

What is strategic communication?

Strategic communication is planned and accomplishes a purpose.

Strategic communication is targeted to a particular audience or audiences.

Strategic communication is designed and delivered to produce the desired outcomes which may be changes in policy, practices of an organisation or individual behaviour.

Strategic communication aims to achieve results with the best possible use of time and resources.

There are two broad approaches to communication

Instrumental communication: The communication plan is organised to raise the interest of the public, politicians and other special groups for a particular issue, or to generate support for policies or plans. Communication may be used alone or with other policy instruments like financial incentives or regulations.

Interactive communication: The communication plan establishes active dialogue with certain interest groups to fully involve them in planning, implementing or evaluating a policy or NBSAP component.

THE 10 STEPS FOR COMMUNICATION PLANNING ARE:

1. Analysis of the issue and the role of communication.
2. Selecting target groups/audiences and stakeholders.
3. Determining the communication targets.
4. Developing the strategy and selecting partners.
5. Determining the messages.
6. Selecting the communication means.
7. Organising communication and briefing partners.
8. Planning (in terms of milestones and activities).
9. Budgeting of activities.
10. Monitoring and evaluation.

EXAMPLE: Communication Plan for a Biodiversity Day Campaign in the Netherlands

Issue

How to involve people—especially youth—in new thinking and new ‘doing’ for a sustainable world. How to use the national and international exposure of Biodiversity Day?

Target groups

Teachers, Youth from 12–17 years, Parents, Municipalities, NGOs.

Communication objectives

- Enlarge knowledge about the causal links with regard to biodiversity.
- Convey a feeling that everyone can provide a useful personal contribution.
- Provide action perspectives that deliver visible results.

Strategy

Explore the potential of a national campaign that is attractive to join, is clear about what to do, triggers bottom up initiatives, can provide a basis for follow-up and offers a maximum of opportunities for free publicity. Start with a feasibility study among key stakeholders.

Message (to be tested)

Biodiversity Day: the world is changing, give your ideas and join in.

Means (to be tested)

- Interactive web site with information on biodiversity and classroom and outdoor activities;
- Poster competition: pre-selection of posters by Art Schools, well known artists used as national jurors, best posters to be printed and used in municipalities;
- Competition to make a biodiversity commercial using mobile phone video, with the best one to be broadcast on national TV. Local and national discussion forums with youth, politicians, business, NGOs, government;
- Formal agreements that make commitments: such as at home on car use, energy saving, spending two hours with the family telling stories on nature experiences by candle light on biodiversity day, visiting a biodiversity exhibition etc.

Organisation, Budget, Planning, Evaluation

The choice of partners, intermediaries, fundraising, time frame, milestones and evaluation methods to be decided on the basis of the feasibility study.

Source: HECT Consultancy, Netherlands

CHECKLIST: Communication planning

THE FOLLOWING GUIDELINES HAVE PROVED TO BE OF HELP WHEN DEVELOPING A COMMUNICATION PLAN.

- ☐ **TIMEFRAME:** first you have to clarify if you are designing a communication strategy with long term goals, a communication plan with short term goals or a communication plan for a specific project.
- ☐ **TARGET:** second you need to be conscious of whether you are dealing with a communication campaign that is organised to raise the interest of the public, politicians and other special groups for a particular issue, or to generate support for policies or plans—this is **instrumental communication**. (*The Biodiversity Campaign uses instrumental communication*).
- ☐ It may be that your communication plan is for establishing active dialogue with certain groups and fully involving them in planning, implementing or evaluating biodiversity policy or projects—this is **interactive communication**. (*The feasibility study among stakeholders in the example of a Biodiversity Campaign is a form of interactive communication*).

THE 10 STEPS FOR COMMUNICATION PLANNING ARE:

1. Analysis of the issue and role of communication.
2. Selecting target groups/audiences and stakeholders.
3. Determining the communication targets.
4. Developing the strategy and selecting partners.
5. Determining the messages.
6. Selecting the communication means.
7. Organising communication and brief partners.
8. Planning (in terms of milestones and activities).
9. Budgeting of activities.
10. Monitoring and evaluation.

SOME TIPS:

- When implementing, regularly check how feasible the plan is, and what disasters may occur.
- Be flexible in adapting the plan in case of shortages in money or time.
- As success breeds success, it is better be less ambitious and start with a plan that almost certainly will lead to success, than be too ambitious and not make any real impact.

Step 1: Analysis of the issue and role of communication

Step 1: Analysis of the issue and role of communication

SECTION 4 HOW TO PLAN COMMUNICATION STRATEGICALLY

How to analyse the problem

Before you develop a communication strategy, you must know clearly what is the biodiversity conservation issue and if and how communication can contribute to solving it. Understanding the real issues underpins designing a communication strategy. Accurate insight of the causes and effects is crucial to convince target groups, potential partners, decision makers and other sectors or levels of government that a specific issue needs to be tackled urgently.

This is the first essential step for any communication plan to prevent wasting energy, time and financial resources in communication efforts which will have no effect.

How to start?

First identify the biodiversity issue and analyse the character and extent of the problem.

How to identify the role of communication

To identify the role of communication it is necessary to ask the parties responsible or interested in the issue:

What is the current Knowledge, Attitude and Practices (behaviour) of the target groups and stakeholders involved?

A shorthand way to refer to Knowledge, Attitudes and Practices is KAP.

What reactions do the target groups and stakeholders have to changes that might be suggested to conserve biodiversity?

It is important to clarify what are the desired changes in the people involved in this issue?

- Is it to **change the attitudes of people** and/or organisations, or
- **change the mind sets**—the way people look at a certain issue, or
- **change** the way people feel about an issue, or (**more difficult**)
- **change behaviour?**

To assess the role of communication in this change process it is necessary to understand if the problem is due to:

- A lack of awareness that the issue is important;
- Negative attitudes towards the issue or the solutions;
- Lack of skills or “know how” to make a change.

In these cases the different states of knowledge, attitudes and practices need different communication solutions, and communication may be used as a sole instrument.

A BIODIVERSITY ISSUE CAN BE ANALYSED BY ANSWERING THE FOLLOWING QUESTIONS:

- What is the extent of the biodiversity issue in qualitative and quantitative terms?
- What makes the issue urgent? Which are the consequences if no action is taken?
- What is the context and what are the causes of the issue?
- Which activities cause the biodiversity issue?
- Which parties are responsible for these causes and activities?
- Which parties have interest in these activities?

(See also stakeholder analysis in section 3)

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: NO PROPER PROBLEM ANALYSIS

The role of communication is usually poorly defined when implementing NBSAPs. First the issue is poorly defined. The people who are targeted are not understood in terms of their reasons for their actions or barriers to changing. The outcomes of the communication are not defined clearly.

Example 1: Communication “to address threats to biodiversity” is too vague, when the real communication issue is “to reduce the pressure of visitors camping on the habitat of a rare flower species”.

Example 2: Posters or leaflets with beautiful pictures and messages about the importance of an area that is to be protected may not be very useful if the real communication issue is to address people’s perception that a new protected area will mean restrictions to their normal way of life, business, recreation or new investments.

The communication needs more than pictures, publications or mass media. Rather interviews, hearings, roundtables and open negotiations may be more effective.

Step 1: Analysis of the issue and role of communication

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

When is communication alone not enough?

Biodiversity issues are often complex as there are often many actors with different interests and viewpoints involved. The desired changes for conservation may benefit or disadvantage the different parties involved. The resistance to change might be due to a lack of financial resources, a lack of alternative ways of generating income, and a lack of technical resources or infrastructure. In these cases communication alone cannot solve the problem.

When the desired change of behaviour for conservation does not benefit the people involved, then other instruments need to be used. Communication can support the use of these instruments. Instruments to bring about change are:

- Legislation and regulation: i.e. laws, directives, restrictions, conventions;
- Financial incentives: i.e. subsidies, deposits, fees, taxes, compensation;
- Facilities: proper equipment, machines and tools, infrastructure.

COMMUNICATION FOR THREE CATEGORIES OF BIODIVERSITY ISSUES

From a communication perspective, three categories of problems can be distinguished:

- Biodiversity problems with causes which can be fully addressed and solved with communication as a **sole instrument**—i.e. voluntary changes are possible in knowledge, attitudes or practice.
- Biodiversity problems where a combination of communication related causes and other causes exist which can be solved using communication as a **supporting instrument** for other incentives.
- Biodiversity problems with causes which have **no relation with communication** and which can only be solved with other instruments and measures.

How to decide the role of communication in a biodiversity issue

QUESTIONS THAT HELP IDENTIFY THE POTENTIAL OF COMMUNICATION TO CHANGE THE BEHAVIOUR OF TARGET GROUPS.

Are individual benefits larger than disadvantages?

- What are the main benefits/disadvantages of the desired behaviour change for the target groups?
- Are the disadvantages bigger than benefits or advantages? If so, communication is best used as a supporting instrument (e.g. to explain new regulations).

Attitude positive or negative?

- What is the current attitude of the target group on the issue?
- If the attitude is positive, internal motivation might be sufficient to change the behaviour, and communication can be used to stress advantages.
- If the attitude is negative, the role of communication depends on the awareness of the problem.

Is the target group aware of the problem?

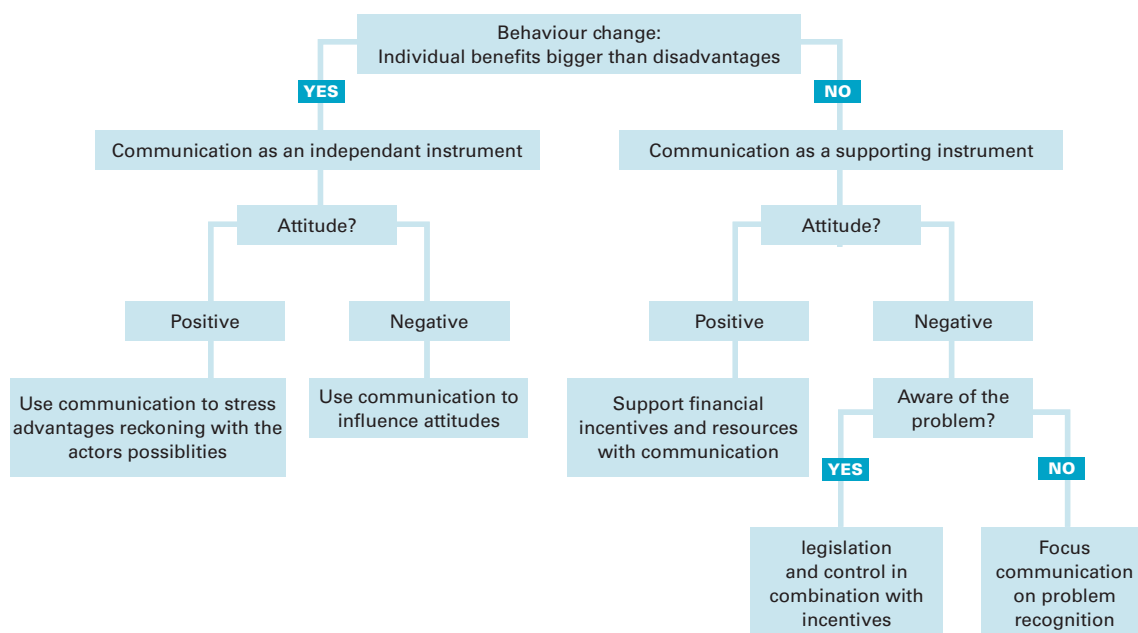
- If the target group already knows about the issue then a change in practice will only occur with legislation, controls and incentives. Communication can be used to explain the rules.
- If the target group lacks knowledge about the problem, communication should be focused on problem recognition.

These steps are explained in the two following figures.

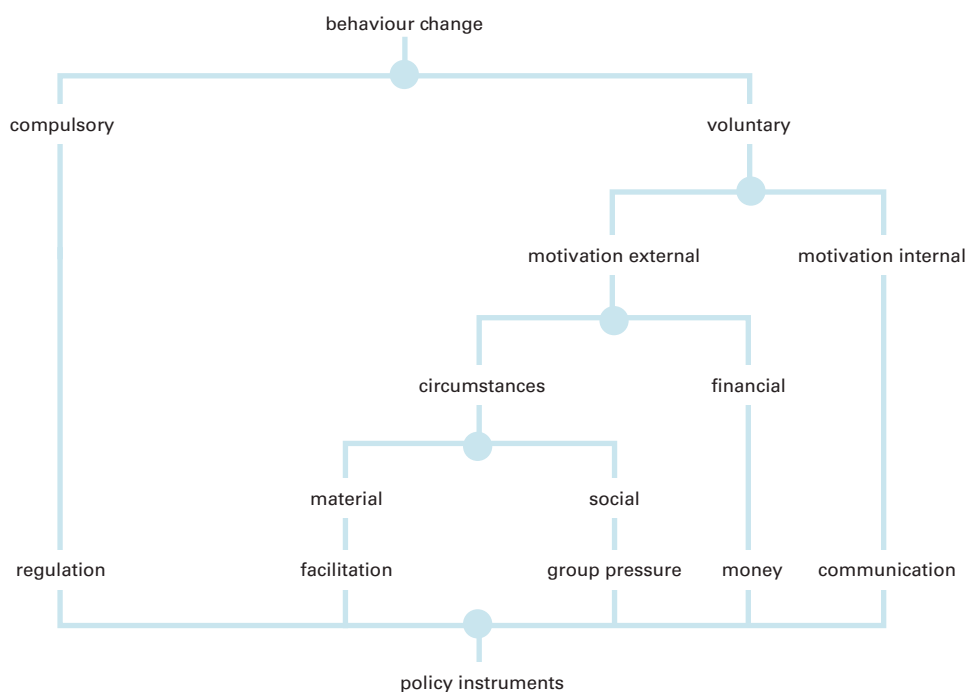
Biodiversity conservation requires changes in people's knowledge, attitudes and practices. People weigh up the benefits and disadvantages before making changes in their behaviour. The diagram below helps to clarify the role of communication, from a behaviour change perspective, in bringing about changes according to perceived benefit, as a sole instrument or as a support to other instruments.

Step 1: Analysis of the issue and role of communication

SECTION 4 HOW TO PLAN COMMUNICATION STRATEGICALLY



The diagram below is another way of showing what policy instruments might be used in bringing about changes in behaviour either voluntarily or compulsorily through regulation. Communication can be a sole instrument when people are motivated internally by their own values or concern e.g. for future generations. Where actions requested to conserve biodiversity are more difficult, external inducements or policy instruments are needed to motivate or assist people to change. Subsidies or financial support may help e.g. people to cover the risk involved in a change of practice. For others, providing material such as turtle friendly fishing nets may facilitate change.



Source: Cees Van Woerkum, Behaviour change and policy instruments 1999

Step 1: Analysis of the issue and role of communication

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

EXAMPLE: Communication without a situation analysis

Logging in Karelia

The logging enterprise of the settlement Piaozero in the Republic of Karelia in the Russian Federation has been in existence since 1973. During all these years – with licenses issued by the Karelian government – almost the whole forest in the area was cut down. In 2000 the only forest left for use by a logging enterprise is located in the North of the Republic.

NGO protests

Russian environmental NGOs with support of their Finnish colleagues consider this forest unique and a biodiversity rich ecosystem which is very important for the European environment. The NGOs commenced a protest campaign against the planned enterprise and the licensing practice of the Karelian government. The conflict attracted international attention.

Government communication

The protest forced the Karelian government to pay more attention to the situation and the various stakeholders. The head of government visited the settlement Piaozero and had long discussions with local residents, the administration and workers of the logging enterprise. He assisted an initiative of the Russian NGOs to organise a workshop in Piaozero. During this workshop all the positions were revealed, but no consensus was achieved. Until today (2002) the situation continues to be very critical but the conflict is not resolved.

Too late, no situation analysis, wrong message

The government should have communicated with the NGOs initially. When addressing the issue, the government should have realised that the basis of the conflict is the economic and social issues in the area. The question for discussion, therefore, should not have focused on “to cut or not to cut”, but on “what are the best ways and means of improving the social and economic situation with minimal destruction of the forest.”

Source: ECAPP Distance Education Course

EXAMPLE: Communication alone cannot solve the problem

Signboards are not enough

Every weekend, a National Park receives a few hundred visitors from nearby cities. The visitors do not enter the park but stay close to the parking lot in a small area especially designed for picnics and enjoy the weather and the idea that they are out in nature. When they leave, a lot of litter is left behind. The Park management finds it difficult to invest in more cleaning personnel. The director of the park does not want to use wardens or the local police to patrol and enforce better environmental behaviour, as he considers the visitors to be good ambassadors and supporters of the park. He decides to put up signboards requesting the visitors to leave the place as clean as they found it.

There was no improvement in the situation even with the signboards. The Director doesn't understand why. Finally, one of the wardens asks him how the visitors could clean up after themselves, as the signboards request, when there aren't enough waste baskets.

As in this case, communication alone cannot often solve the problem. People need the necessary infrastructure and services to be able to act appropriately. Here communication is used to support the use of the services or provisions.

Sending information messages alone is not enough

A bay close to a city has many different species of shellfish. The inhabitants of the city collect them for food. A few species are rare and threatened. To protect these species, the local authority introduced a new regulation restricting their collection. The shellfish collectors were informed about the new regulation (giv-

ing knowledge). However, knowing about the regulation does not mean that the shell collectors will stop gathering the rare species. The people need to believe that it is in the best of everyone's interests that the rare species should be protected (creating attitude).

Even when the shell collectors agree with the regulation and understand the reasons for implementing it, they may still not obey (or change their behaviour). People might continue gathering rare species because of the money they make. When the desired change of behaviour has more individual disadvantages than benefits, communication is not enough. Other measures are necessary, such as patrolling the beach and fining the transgressors.

EXAMPLE: Biodiversity issues that are too broadly formulated to be able to communicate properly

- Human population growth means growing demands for space and food, thus threatening biodiversity.
- Urban sprawl and intensive agriculture and forestry encroach on habitats.
- Extension of road, rail and electricity networks fragments habitats and scares away some species.
- Overexploitation of natural resources leads to extinction of species.
- Extension of roads, rails and electricity networks fragments habitats and scares away some species.
- Pollution affects the health of animals and plants as much as human health.
- Environmental disasters such as oil spills have devastating consequences on birds and the marine fauna and flora.
- Climate change is predicted to cause many species to move to other regions or become extinct.
- Invasive alien species enter an ecosystem where they don't occur naturally, thrive and overwhelm endemic species reducing natural biodiversity.

The above biodiversity issues can be made more concrete for the purposes of communication (and action) by asking the following questions:

- What is the extent of the issue in qualitative and quantitative terms?
- What makes the issue urgent? Which are the consequences when no action is taken?
- What is the context and what is the cause of the issue?
- Which activities cause the issue?
- Which parties are responsible for these causes and activities?
- Which parties have interest in these activities?

EXAMPLE: Starving wolves attack villages in Siberia—no role for communication

In January 2001, hundreds of starving wolves attacked villages and farms, in the vicinity of the city Krasnojarsk, searching for food. The usually timid animals were desperate for food after weeks of temperatures of -45°C. After they devoured cows, sheep and pigs, the wolves tried to enter houses. In Balachtinsk the people formed commandos responsible for preventing further attacks. A large number of wolves were killed. It is obvious that in extreme situations human survival has priority over environmental protection. To solve this problem in the future, other measures than communication are needed.

Source: ECAPP Distance Education Course

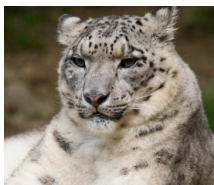
EXAMPLE: Crocodiles protection: vital role for communication

The Philippine crocodile (*Crocodylus mindorensis*) is a critically endangered species endemic to the Philippines. A small and fragmented population survives in densely populated areas in the Northern Sierra Madre. The population is threatened by hunting, destructive fishing methods (i.e. fishing with dynamite, electricity or chemicals), and the conversion of wetland habitats. Negative perceptions of crocodiles are a major obstacle for effective conservation of the species in the wild.

A communication campaign started in 2000 centred on the theme “the Philippines crocodile; something to be proud of”. Booklets, newsletters, calendars and posters were distributed in the area of the crocodile’s habitat. Lectures on crocodiles were given at local schools. Students performed theatre and puppet shows in remote villages. Community consultations were held to listen to the questions and concerns of local people. Training strengthened the capacities of village leaders to effectively manage wetland resources. Ninety-eight percent of people now know the Philippine crocodile is officially protected by law. Hunting and the use of destructive fishing methods have virtually stopped in the area. More importantly, the people actively support the conservation program and take pride that the Philippine crocodile survives in their village.

Merlijn van Weerd, Gwen van Boven and Jan van der Ploeg in: Communicating Protected Areas, IUCN 2004, Chapter 16, page 139

EXAMPLE: Communication based on insufficient analysis of the biodiversity issue



An Environment Protection Agency is worried about the increasing costs of indemnification to be paid for loss of farmers’ property caused by large mammals such as bear, snow leopard or wolf from the various national parks in the mountain region of the country. The management feels that quite often the damage is not caused by these mammals, and that people are unnecessarily scared of them and blame these predators for loss of their chicken or sheep rather than to other causes.

To rectify this, the management decided to produce a local language version of a document on predator kills done by another country. The educational publication includes colour photos, drawings and other biological information about the signs predators leave and how to identify them from their kills. The publication is sold in national parks visitor’s centres and the Agency’s main office in the capital. The Agency hopes that the booklets will be used in schools to help raise environmental awareness to solve the problem. They are surprised to find no change in the practice of indemnification.

Analysis of the problem reveals that the farmers who claim damage are the main stakeholders. The Environment Protection Agency has not given enough thought about whom they want to reach, the beliefs held by farmers about the matter, and the most effective ways to communicate to reach them. The farmers are not directly targeted through the communication means chosen, as they do not usually buy and read books or brochures. Even if they did read the publication, it will probably not have an effect because it is unlikely that the right language is used for this group.

Effective communication needs a proper analysis of the issue first to determine who are the decisive stakeholders and what are their attitudes concerning the issue to be solved. In this case, visiting the farmers, face to face and group meetings would have been more effective.

Source: ECAPP Distance Education Course

Step 2: Selecting target groups/ audiences and stakeholders

Step 2: Selecting target groups/audiences and stakeholders

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

Target groups: Whom do you want to reach?

Before you develop a communication plan, you must first know which target groups you want to reach.

Target groups are relatively homogenous groups of people (in terms of current knowledge, attitudes or practices or interest in the issue). Each target group requires a different communication approach according to their motivation.

Target groups are instrumental in solving the problem. The intent of the communication (or communication plus other instruments) is to gain the target groups' cooperation. Stakeholders include target groups but not all stakeholders are target groups.

WHAT ARE TARGET GROUPS?

Target groups include:

- the people who 'are behaving wrong' or whose behaviour you want to change (e.g. fishermen using dynamite on coral reefs);
- the people who are effected by this behaviour (e.g. the people involved in the local tourist industry);
- the people who have formal responsibility for the problem (e.g. local government officials);
- the people who influence the opinions and behaviour of those involved (e.g. journalists, opinion leaders and celebrities).

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: POOR RESEARCH ON THE TARGET GROUPS

- Focusing on all stakeholders rather than on the main target group. (i.e. the people who can really make a difference to solve the issue).
- Trying to convince stakeholders rather than listening and taking on board their points of view, understanding their motivations and how they relate to the issue.
- Seeing stakeholders in biodiversity issues as 'enemies', rather than agents of change and interest groups that are as legitimate as the sustainable development experts.

How to determine target groups

Many different forms of research are used to inform managers and communicators about target groups.

What is a research objective?

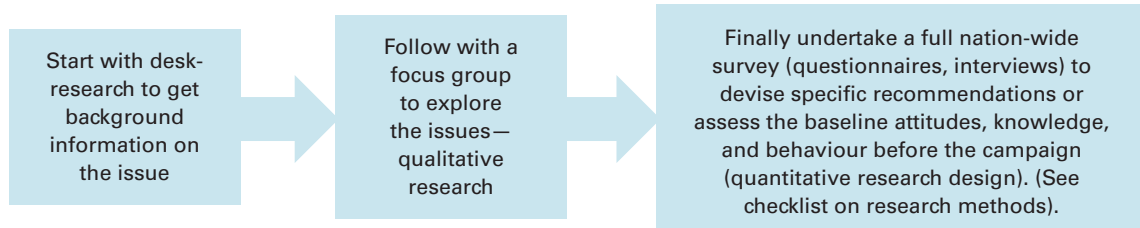
To set the research objectives a good question to ask is, "What information is needed to solve the problem?"

What research methods are used?

The following research methods can be used: desk-research of existing information, interviews, questionnaires, web surveys, focus groups and expert interviews. Often a combination of methods is used.

The research design may be **quantitative**—giving figures that can be extrapolated to a broader population; and/or **qualitative** giving more subtle information derived from open questions; **observational**, whereby the behaviours of people are observed and recorded; **experimental**, whereby a controlled experiment is undertaken to observe the effect of a changed variable.

Example of using different research methods for a single initiative to get to know target groups



It helps to consult a communication expert

It may be wise to consult a communication expert about the most effective research design for your goals and budget. Expert advice is most productive during the phase when the research objectives are defined and the research design is constructed.

CHECKLIST: Target group research designs

Often to assess the knowledge, attitudes and current behaviour of target groups, social research has to be conducted. Methodologically four types of research designs can be distinguished:

☐ **Qualitative research**

- Generally used for exploratory purposes;
- Uses small number of respondents;
- Cannot be generalized to the whole population, and
- Statistical significance and confidence are not calculated.

Examples: Focus groups and in-depth interviews.

☐ **Quantitative research**

- Generally used to draw conclusions and tests a specific hypothesis;
- Uses random sampling techniques to make inferences from the sample to the population;
- Involves a large number of respondents.

Examples: Surveys, web based surveys, interviews, and questionnaires.

☐ **Observational techniques**

- The researcher observes social phenomena, or environmental behaviour in the natural setting;
- Observations can be cross-sectional (i.e. observations made during the same time period) or longitudinal (i.e. observations occur over several time-periods).

Examples: Observation of local communities in the proximity of nature reserves and visitors of parks.

☐ **Experimental techniques**

- The researcher creates a quasi-artificial environment to try to control spurious factors, and manipulates at least one of the variables.

Example: Using new signs to communicate with visitors in a specific area of a park and assessing if knowledge, attitudes or behaviour is affected.

EXAMPLE: Understanding the target group

In Bulgaria a project was initiated close to Central Balkan National Park in a small village Rosino. Because of the economic difficulties and high level of unemployment there were many cases of poaching in the park: cutting trees, hunting wild animals and illegally collecting herbs and fruits.

The aim of the project was to introduce to the local population opportunities for small businesses based on natural resources use. The target group was the community of Rosino village with about 4000 inhabitants of different ethnic origin. The design of the project envisaged the population of the village to be approached through the local school.

The Park directorates' experts, the public relations officer and the agronomist conducted a program to train the school teachers to grow herbs and methods to involve students and parents in taking up this opportunity. The mayor of the village agreed to give some municipal land to the school to be used for these purposes.

The funding for the project was ensured by the park directorate. Children and teachers worked on it all through the year. They grew a good crop of five species of herbs found in the national park, dried them, and with the mediation of the park directorate sold the herbs to a small factory for the production of tea. Meanwhile a local NGO was established in the village to support the environmental education activities.

Several families of the children who had been most active in the past year proposed to take the responsibility for cultivation in the next year. The park will support and maintain the supervisory role, bring in experts where necessary and facilitate the process in the village. By focusing on the school and involving parents in the project, a bottom up process was stimulated. This project takes the local people, their interests and beliefs as the starting point.

Reference: Kamelia Georgieva, Bulgaria in: ESDebate, IUCN 1999

CHECKLIST: Target group research methods☐ **Desk-research**

This involves gathering data that already exists from a large number of sources, such as internal documents, publications of governmental and non-governmental institutions, free access data on the internet, professional newspapers and magazines, annual reports of companies and commercial databases. Desk research is strongly recommended to start any communication activity so as to gain background knowledge on the subject and provide useful leads. This helps maximize output from a research budget.

☐ **Interviews**

Face to face or telephone interviews are effective ways to get information about a certain issue. Telephone interviews are a fast way to collect input, ideas and advice. Additional information can be gathered using questionnaires or web based surveys. Interviews can be used to explore a problem and potential solutions. Some survey methods use telephone interviews with a set questionnaire.

☐ **Questionnaires**

Questionnaires are effective and cheap to get quantitative information. The questions are mostly closed. The response rate is influenced by the length of the questionnaire, complexity of the questions, credibility of the sender and motivation to complete the questionnaire. It helps if answering is fun! A large sample is required as typically returns to mailed or electronic forms are around 20-30%.

☐ **Web based surveys**

Web based surveys have the additional advantage of processing the responses to a questionnaire automatically. There is good software freely available to conduct web based surveys, e.g. www.moodle.org or Monkey Survey www.monkeysurvey.org. The same criteria and guidelines apply as for questionnaires.

☐ **Focus groups**

A focus group is a form of qualitative research in which a group of people are asked about their attitude towards a product, service, or idea. Questions are asked in an interactive group setting where participants are free to talk with other group members. Focus groups are an important tool for acquiring feedback. They particularly allow people to discuss, view, and/or test new services and ideas. This can provide invaluable information about the potential for acceptance of a proposed solution.

CHECKLIST: Target group analysis

Knowing the relevant target groups is essential for developing an effective communication strategy. Reaching the wrong people with the right message will have no effect; reaching the right people with the wrong message will not realize your aim. This phase requires answers to a range of questions. The following checklist may help to analyze target groups.

- ☐ Which target groups are involved?
- ☐ Who is directly affected by the plan or activity?
- ☐ What is the composition of these groups in terms of demographic character (age, income, religion, gender, education and lifestyle)?
- ☐ What roles or positions can be distinguished in the target group?
- ☐ What interests do the target groups have regarding the problem and solutions?
- ☐ Who will benefit? Who will suffer damage or loss?
- ☐ What level of knowledge do target groups have of the problem and solutions?
- ☐ What is the attitude of the target group towards the problem and towards proposed solutions?
- ☐ Can you expect resistance for change?
- ☐ Who is not directly involved, but can influence opinions?
- ☐ What relationship does your organisation have with the target groups? How do they perceive you?
- ☐ What communication means do they use?
- ☐ Is it possible to use intermediary organisations to reach the target groups?

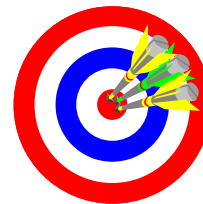
Step 3: Determining the communication targets

Step 3: Determining the communication targets

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

What effects do you want to accomplish?

To achieve the changes in people that are required to reach your biodiversity conservation objectives communication in most cases will need to be used in combination with other instruments. In any project there are communication targets which are different from the biodiversity conservation targets, though each is related.



Communication targets should be:

- clear about the results to be achieved, be specific and measurable;
- realistic, feasible and acceptable;
- about motivating a change in knowledge, attitudes or behaviour by being neither too ambitious nor too 'weak';
- indicating when the results should be achieved.

Targets can range from involving people in problem solving, to seeking attention for an issue, increasing knowledge or awareness, motivating behaviour or developing skills to take action.

A TARGET SHOULD BE SMART:

- Specific
- Measurable
- Acceptable
- Realistic
- Time related

Targets that read as '*we want to increase environmental consciousness of the public in the coming years*' or "*we want to educate the people about the importance of this protected area*" are too vague.

It will be impossible to determine whether the communication efforts are successful or not.

The target '*we want to achieve 95% of the park's visitors have stopped littering*' is specific and measurable.

Communication targets should relate to the NBSAP objectives and mission and can be specific or broad. The communication targets should be linked to the overall department or ministry organisational objectives. Realising the communication targets should contribute to achieving the goals of the NBSAP.

Communication targets are about knowledge, attitudes and practices and are different to conservation targets, which refer to size of a population conserved, or area of an ecosystem protected.

Step 3: Determining the communication targets

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

How to determine communication targets

To determine the communication targets a thorough understanding of the current situation is essential to determine feasible communication targets. It is impossible to identify a realistic target when there is no clarity about what the target group knows about the issue, the attitude they have and how they behave.

THREE CATEGORIES OF POTENTIAL COMMUNICATION TARGETS

Providing knowledge: when the target groups are not, or insufficiently, informed; do not have information about the problem at hand; the cause and effect relationship; or potential solutions, then the communication target is aimed at developing the appropriate knowledge and understanding.

Example: Residents of a protected area do not realise that their fishing methods will harm the environment and will decrease chances of future income.

Changing attitudes: when target groups have the 'wrong' attitude about the problem or issue or towards potential solutions, then the communication target relates making a shift in that attitude, so that at least the attitude does not negatively impact on the conservation issue.

Example: Residents of a protected area have a strong preference for indigenous fishing methods and distrust alternatives.

Changing behaviour: when the target groups behave in a way which endangers biodiversity, then the target of communication is to stop or change that behaviour.

Example: Hunting in a protected area.

Communication targets and evaluation

NBSAP coordinators should define their communication objectives clearly to evaluate progress.

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: NO PROPER DEFINITION OF OBJECTIVES

- the objective of the communication activity is not properly defined or is too vague;
- the objectives are too ambitious to achieve;
- communication experts are not involved in defining the objectives and planning the interventions, but are only tasked to communicate the plan or policy to the stakeholders with minimal or no budget;
- there is lack of knowledge of what is precisely wanted from the target groups and what is required to achieve the result:
e.g. is knowledge needed? new skills and practices?
e.g. do we need an attitude change from them?
- communication goals are set to change other people's behaviour and values, without understanding how the behaviour change can take place;
- the fact that people need social, economic or other benefits for any kind of behaviour change is not considered when objectives are defined;
- indicators are not defined for the communication targets/objectives, making evaluation of the outcome difficult.

EXAMPLE: Objectives to influence knowledge, attitudes and behaviour

The Caspian Sea is a natural area on which many people living in Russia, Turkmenistan, Iran, Azerbaijan and Kazakhstan depend for their livelihood. Sustainable fishing is essential for these livelihoods and to conserve the biodiversity of the Caspian Sea. A series of international initiatives to contribute to a solution to overfishing was introduced recently.

One of the purposes of the communication here can be to inform fishermen in different countries about the new recommendations on fishing—providing new knowledge and developing attitudes in support of the recommendations.

However, only a change in knowledge and attitude will not stop unsustainable fishing because fishermen depend on fishing for their livelihood. Alternatives to generate income have to be introduced to realize a behaviour change.

Communication can therefore only play a supporting role in this biodiversity conservation issue.



Photo ECAPP distance education course

EXAMPLE: Communication objectives

| TARGET | CHANGE IN: |
|---|------------------|
| 80% of the visitors to a nature park should be aware that hiking in specific areas damages nature and wildlife. | Knowledge |
| 80% of car drivers should be aware that public transport is better for the environment than driving. | Knowledge |
| A local community living in a nature park should appreciate the need to protect a specific species which is threatened with extinction. | Attitude |
| Hotels on the island should welcome the introduction of a system of eco-labels and a system of training, control and regulation. | Attitude |
| 75% of government officials working in departments which have an impact on the environment should take the NBSAP into consideration when formulating plans, for instance about infrastructure, agriculture or industrial development. | Behaviour |
| 50% of directors of large extractive industries and 25% of medium size companies should integrate biodiversity issues in their business plans and mission. | Behaviour |

Step 4: Developing the strategy and selecting partners

Step 4: Developing the strategy and selecting partners

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

What broad approach are you going to use to communicate?

The next step is to plan how in broad terms you are going to communicate with the target group to achieve your objectives.

While it is always tempting to want to tell everyone as much as you can, to share your knowledge and enthusiasm for the biodiversity issue, there are not enough hours in the day to achieve this.

Unfortunately not everyone wants to be a convert to your issues either! As your analysis of the target groups' knowledge, interests and motivations reveal, there are different needs for information and other interventions to achieve the desired changes. Sometimes government is not the most trusted in the environmental field, though NGOs or the media are. This has implications for how you might choose to communicate with the target group and who you might work with as partners.

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: COMMUNICATION JUST SEEN AS INFORMATION

- Over loading the audience with facts and information without understanding their level of understanding and needs.
- Thinking that information and facts are the best means to convince people to adopt a particular way of thinking.
- Not realizing that expert information is not always acceptable to the audience; that it may be too scientific or unappealing. The audience then decides that the information is not relevant for them.

An important axiom

"What we say is not necessarily heard, what is heard is not necessarily understood, what is understood is not necessarily acted upon, what is done is not necessarily repeated".

If we realize this, we might find ways for effective communication

How to develop a strategy

The term strategy has its origin in the art of war. A communication strategy determines how your organization or NBSAP aims to achieve its communication targets. The strategy describes fundamental choices about the approach which will be applied.

The following questions guide NBSAP coordinators as to how to develop a communication strategy.

HOW TO DECIDE ON COMMUNICATION APPROACH OR STRATEGY

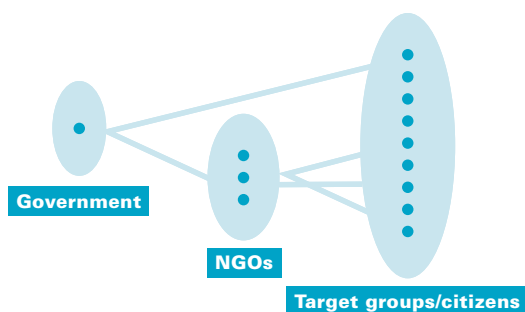
1. Who took the initiative to tackle the problem at hand?
2. Is it more effective to communicate directly with the target groups or is it more effective to communicate through intermediaries?
3. Is it more effective to focus on sending messages, or is it more effective to initiate a two way process?
4. Is it more effective to focus on an informative approach (i.e. providing information about functional aspects of the problem), an emotional approach or a combination of both?

Each of these questions is dealt with in separate fact sheets following.

Step 4: Developing the strategy and selecting partners

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

Strategy design—Is it more effective to communicate directly with the target groups or more effective to communicate through intermediaries and partners?



It can be costly, complex and time consuming for a NBSAP coordinator to communicate directly with an entire target group, especially when the target audience is large and there are many different target groups to be reached. It may be that working with intermediaries is an effective and efficient way to reach your target groups. The advantages and disadvantages to be considered in selecting your strategy are outlined below.

ADVANTAGES OF WORKING WITH INTERMEDIARIES

- It can be more economical.
- Intermediaries can have data bases on the target group to help reach them effectively.
- Intermediaries can have support from a large audience or have grass root support.
- Intermediaries can have a reliable, solid image for the target group and authority based on expertise.

DISADVANTAGES OF WORKING WITH INTERMEDIARIES

- There can be lack control of the message.
- There can be a lack of control on the way the target group is approached.
- There can be lack of control on communication planning and the entire communication process.

OVERCOMING DISADVANTAGES

- Weighing the pros and cons of using intermediaries for each specific situation and selecting the most effective strategy.
- Developing good relationships with organisations with similar missions, or with organisations with missions and activities that can strengthen the mission and activities of the NBSAP.

Step 4: Developing the strategy and selecting partners

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

Strategy design—Is it more effective to focus on sending messages or more effective to initiate a two way process?

Vertical model—sending messages

Communication is often a top down (vertical) process, with the focus on delivering messages and products to target groups. This is the more traditional view of communication.

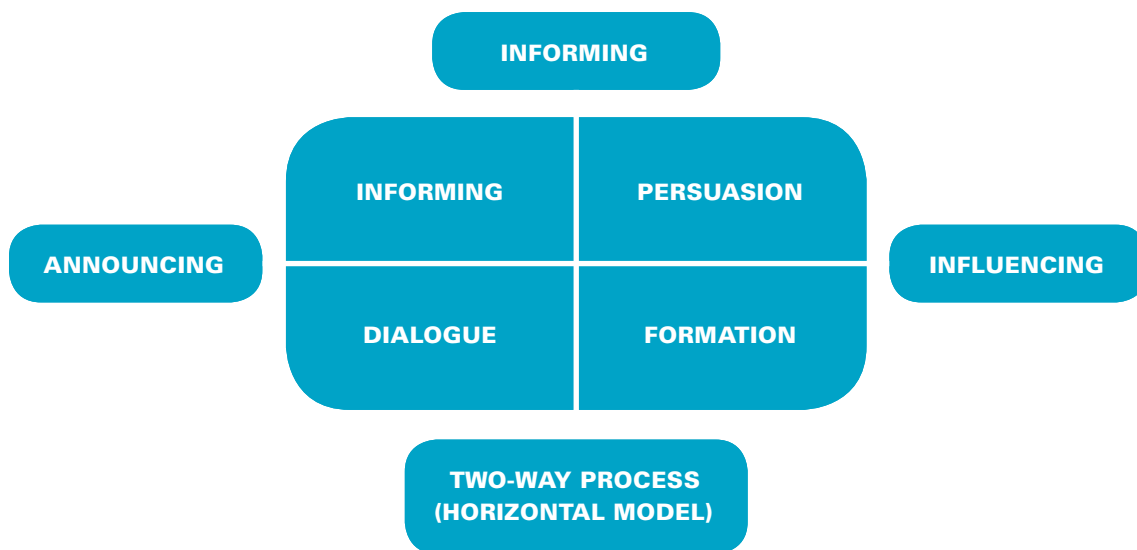
In this 'vertical model', the person who receives the message is more or less a passive object. The one way or vertical model of communication is oriented to informing and persuading in order to influence or put issues on the agenda.

Horizontal model—initiating a two-way process

In the horizontal model of communication the focus is on dialogue to create shared meaning.

Communication is a two-way process. More important in this approach is the focus on process, feedback, dialogue and people rather than on products, messages, issues and technologies. In the two-way approach there is a genuine interest in the target groups being involved in forming policy and actions together (with the government).

The selection of the approach depends on the situation.



WHAT APPROACH IS APPROPRIATE?

- When tackling a relative simple and straight forward problem, focusing on sending messages can be very effective (e.g. to prompt visitors of a national park to stop littering).
- When the problem is more complex and cooperation of different target groups with different interests is required, a two-way communication process will be most effective.

Step 4: Developing the strategy and selecting partners

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

Strategy design—Is it more effective to focus on an informative approach, an emotional approach, an action approach or a combination?

Again the most effective approach depends on the situation. The table below gives examples of the different approaches for consideration as a part of the strategy to communicate with the target group.

| APPROACH | WHAT IS IT? | EXAMPLE |
|--------------------------|---|---|
| The informative approach | Focus is on functional information about the problem, the causes and potential solutions. | A NGO distributing a brochure about pollution in a lake and the proposed activities to solve the problem. |
| An emotional approach | The aim is to create an image with the focus on communicating values which appeal to the lifestyle and values of a specific target group. | A Green Peace campaign aims to give the chemical industry a negative image by showing pictures of enormous industrial complexes which appear frightening and salienating. |
| An action approach | Focus is on the desired behaviour change of the target group. | Leaflet given out on entry that prompts visitors to stop littering in a national park. |

Step 4: Developing the strategy and selecting partners

SECTION 4 HOW TO PLAN COMMUNICATION STRATEGICALLY

EXAMPLE: Communication strategy to get feedback from the general public

Draft legislation on Environmental Impact Assessment

In 2000, the federal government of the Russian Federation elaborated the new concept of state environmental impact assessment. At the end of the year the first draft of the concept was ready. To get feedback on the draft, the government opened the discussion of the document to NGOs and the general public.

Mass media and internet

Notice of the draft concept was published in the mass media and the draft placed on the government website. Feedback was invited from lower levels of government through electronic means. An agreement was reached with a major NGO *Ecoline* to distribute the information through its electronic network of NGOs in Russia. All NGOs were requested to discuss the draft with their constituencies all over the country.

NGO as intermediary

Ecoline put the information on its own website with the request for comments, suggestions and other feedback. *Ecoline* then collected the information from the comments and presented it to the government.

The government invited *Ecoline* to participate in the workshop to discuss the draft concept and to present the results from the public discussion.

Effectiveness

The government selected a very effective strategy of communication with the general public using mass media and electronic means of communication. Especially important was the use of a NGOs' electronic network through the NGO *Ecoline* to organise a wide public discussion in different parts of the country. Because of its good and reliable reputation among NGOs and the public, the NGO got a better response and higher quality feedback than the government would have achieved on its own from these audiences.

Source: ECAPP Distance Education Course

EXAMPLE: Communication approaches

| MESSAGE | APPROACH |
|---|-----------------------------|
| The government is preparing a law on Environmental Impact Assessment, read the draft and send in your comments. | Information approach |
| Use the Pro Silva Method for forest management: it lowers your costs with a factor 5, it creates regular income, and it gives you more undergrowth and improves the immune system in your forest. | Information approach |
| Your forest is not only your property, but also the property of all beings living in the forest and of that of future generations. | Emotional approach |
| We need to save our natural resources for future generations; every human has the right to a healthy environment. | Emotional approach |
| Biodiversity Day: the world is changing, give your ideas and join in our poster competition, phone video competition, and many more activities. | Behaviour approach |
| Now we can stop using chemicals X and replace them with chemicals Y, an environmental friendly alternative which is just as economical. | Behaviour approach |

CHECKLIST: Choosing when to work with partners

A partnership with other organisations can assist you to achieve project and program goals.

At this point in planning your strategy consider the idea of forming partnerships. An organisation which has high credibility among target groups and has communication means at its disposal to reach these target groups can give many advantages.

To decide on whether to undertake a partnership:

- ☐ Develop an overview of organisations who have a relationship with the audiences you want to target and of organisations communicating about similar values, knowledge and practices;
- ☐ Identify the potential advantages of partnerships with these organisations such as the:
 - ▶ Knowledge, skills, networks and other resources;
 - ▶ Greater credibility of your message;
 - ▶ Opportunities to reach target groups.
- ☐ Identify the potential disadvantages of partnerships:
 - ▶ More complex decision making;
 - ▶ Differences in aims and culture;
 - ▶ Resources required to develop partnerships.
- ☐ Weigh up the pros and cons and decide if partnerships can contribute to your project or program.



Step 5: Determining the messages

Step 5: Determining the messages

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

What are you going to communicate? What is the message?

The exchange of messages is the core of the communication process for a NBSAP coordinator. Formulating a good message is vital for the success of any communication. The message reflects what you want target groups to know, feel or do, and reflects why they should know, feel or do it. This section guides you to formulate effective messages.

What goes into a message?

A message is a translation of the communication objective for that target group.

The message uses words that are easy to understand by the target group. The message is in the language of that group.



Illustration from Uganda Wetland Programme

Messages—how to get started

Formulating effective messages requires proper knowledge and understanding of both the problem and the target group/s KAP.

- Make a rough outline of what has to be said to the target groups.
- The main theme of the message should reflect the target of the communication.
- Check that the message is consistent with the organisations' mission and/or policies.
- Then formulate sub-themes which reflect the benefits to the target groups.

How to be creative when formulating messages

Communicators need to add sparkle to bring issues alive! Although conservation is important, it isn't always interesting for non-experts. Formulating communication messages is both an analytical and a creative process. Thinking creatively is possible only when there is a clear picture of the current situation and the changes to be accomplished. To explore creative message ideas organise a brainstorming session.

Brainstorming is a method of problem solving in which members of a group contribute ideas spontaneously. The key to brainstorming is to not interrupt the thought process or question what is said. As ideas come to mind they are captured and in turn stimulate the development of other ideas.

Step 5: Determining the messages

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

How to formulate a communication message

Relation of the message to the organisation (sender)

The message must connect to the image and identity of the sender. If this is not the case, the communication will lack credibility. For example, when corporations which are known to dump hazardous waste or neglect the local community in their operations, distributes a brochure about the importance of biodiversity to the company, the message will not have any impact at all, and may have a reverse effect.

Message—target group

The target group must understand and accept the message in order for it to be effective. So the message must connect to the characteristics of the target group: the existing knowledge, attitude, level of education, lifestyle, interests and their involvement in the problem and solutions, etc.

Message—targets in terms of knowledge, attitude, behaviour

The message must reflect the communication targets (whether targeting knowledge, attitude and/or behaviour). When the main purpose is to inform, the message should contain facts about the problem, causes and solutions. A persuasive message will not be effective in this case.

On the other hand, when the main purpose is to influence attitudes (for instance to build a positive image for a NGO as part of a fund raising strategy) the message should appeal to emotions.

Message—strategy

The message must connect to the communication strategy. Furthermore, the message should reflect the strategic approach: be informative, emotional or action oriented. The tone of voice should also reflect the strategy, e.g. humorous, threatening, fact giving/expert perspective, popular/informal.

Message—communication means

A well known slogan of ‘communication guru’ McLuhan is: *‘the medium is the message’*. It is a fact that the combination of media and messages can either strengthen the effects of communication or weaken it. For instance, when a government distributes a brochure with the message that it values the opinions of local communities concerning wildlife conservation and these communities have never been listened to by the government, the message will lack credibility. However if that message is told by a group of government representatives when visiting a village meeting where the locals are invited to tell what’s on their mind and share their ideas, it will be much more convincing.

Step 5: Determining the messages

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

How to pre-test communication messages and means

When the message is developed it is a good idea to test it, along with the medium being used to see if it is understood as intended. By doing this before going into full production embarrassment and costly mistakes are avoided. In Swaziland for example an artist had drawn women sitting on chairs with men. This culturally incorrect drawing, which should have represented women sitting on the ground, distracted people from the biodiversity message of the document.

Pre-testing checks illustrations and messages for mis-interpretations or lack of clarity before they have been printed or distributed widely. As the message is closely linked with the means of message delivery, it is a good idea to try to use the intended means as well.

Pre-testing is a specific form of market research. Often a qualitative research design is effective with face-to-face interviews with about 20 respondents, ideally from the target group.

Pre-testing a message is often neglected, though this is a vital step.

When pre- testing a 'sample' of the communication message is presented to the target group to check:

- if the message is understood
- if the message is accepted and agreed upon
- if the tone of voice and message design appeals
- the effect of the message on the target group
- unexpected interpretations of message

What is a disaster check?

When there is no time, personnel or budget available for a pre-test, the draft message can be subjected to at least a 'disaster check' with a small number of people who were not involved with the development of the message.

This procedure is called a disaster check because experience shows that when people are involved in developing a communication message, they sometimes are 'blind' to unexpected effects – such as strong resistance caused by the tone of voice of the message. It can be disastrous when these effects become clear in a later stage, for instance after the advertisement is published in the most popular newspaper. A spouse, an acquaintance, neighbours or employees can be used for a disaster check.

EXAMPLE: Communication messages

Communication objectives for pioneers among private forest owners encouraging management for biodiversity

The communication objectives aimed at a pioneer group (those willing to try a new approach) of private forest owners would be to:

- focus their attention on a new way of forest management;
- raise their interest to broaden their knowledge of low-input management methods;
- generate desire to actively engage in applying the new methods to their management practices because of the various benefits of this method.

Messages to these pioneers ...

The main promotional message to introduce the new method of forest management to private owners and forest engineers is:

“Lower your costs, sustain a regular income and provide opportunities for nature and society.”

The various elements of this message are supported by a set of more detailed messages to be communicated over time, such as:

- Traditional reforestation is five times more expensive than the Pro Silva methods.
- Selective cutting creates regular income.
- Make ‘natural’ gaps for regeneration by selective cutting.
- Continue selective cutting only when regeneration follows in the gaps.
- The most important issue is to know ‘which tree to cut’.
- State Forest Service Supervisors are not your enemies, but your advisors for selective cutting.
- Regulation of hunting means more undergrowth.
- The forest is not only your property, but also the property of all living beings.
- The thousands of species living on dead wood are vital for the immune system of the forest.
- Visitors are your customers too!

Source: Varga Béla, Zanati Laszlo and Frits Hesselink, Communicating Biodiversity to Private Forest Owners in Hungary in: Communicating Biodiversity Conservation to Forest Owners in Eastern Europe, major issues and Model Communication Strategies, edited by Piotr Tyszko, IUCN 2004

CHECKLIST: Pre-testing messages

- ☐ **Comprehension:** Does the target group comprehend the messages? Are there unexpected interpretations of your message?
- ☐ **Relevance:** Does the target group feel that the materials are tailored for them?
- ☐ **Noticeable:** Do the materials attract attention of the target group?
- ☐ **Memorable:** Does the target group remember the message after a few exposures?
- ☐ **Credibility:** Does the target group trust the message/sender/source?
- ☐ **Acceptability:** Do the materials and messages connect to the values and culture of the target group? Can you detect mistakes that you can now avoid?
- ☐ **Attractiveness:** Would the target group pick up the flyer, stop to read the poster or watch the TV commercial that was prepared?
- ☐ **'KAP' changes:** After being exposed to the materials, did the target group increase its knowledge about the subject or change its attitudes, beliefs or behavioural intentions?

Step 6: Determining the communication means

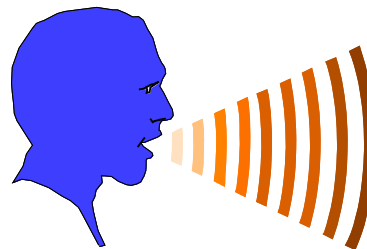
Step 6: Determining the communication means

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY?

How to get the message across

Communication “means” are the links with target groups

In this phase of strategic communication planning, you select the “means” to convey your message to the target group. The communication “means” or “channel” makes the message visual and/or audible to the target group. Communication means have strong impact on the effectiveness of communication because they form the link between your organisation and the target group.



The communication ‘means’ varies

The means chosen can vary enormously from situation to situation. Face to face communication is one of the best means of communication. For NBSAP coordinators, talking to (the right) people outside your agency can be a beneficial and cost effective tool.

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: NO PROPER REFLECTION ON MEDIA CHOICE

- Nature conservation initiatives frequently use tools such as mass media, posters, brochures or films without a proper analysis of the real ‘means’ for solving a certain problem.
- People often forget that the most powerful communication tool is face to face conversation.

Potential pitfalls in choosing the means

| Pitfall | Common result |
|--|--|
| Spending energy and time on developing a communication strategy, then producing the communication means (e.g. a brochure or DVD) very quickly. | Means do not appeal or lack the necessary quality to gain credibility with the target group. |
| Starting to invest in ‘means’ before answering essential questions concerning the strategy (‘jumping to means’). | Very likely that communication efforts will not be effective. |

What communication means to use

The choice of means to communicate the message depends on the communication targets, the characteristics of the target group, the message, the budget and your experience with the means.

Interpersonal means make direct contact between the communicating parties and take many forms.

Examples of interpersonal communication means:

- | | | |
|--|----------------|--|
| • Dialogues, face to face conversation | • Tours | • Workshops |
| • Group discussions | • Home visits | • Telephone calls |
| • Conferences | • Round tables | • e-mail information service (question and answer) |
| • Symposia | • Exhibitions | • Internet debate |
| | • Meetings | |

Advantages

- Every situation is unique because there is interaction;
- There is flexibility because during a dialogue or a meeting one can change the tone of voice, the strategy and the content of the communication and tailor it to the specific situation.

Step 6: Determining the communication means

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY?

Mass media

Examples of mass media means:

- | | | |
|-------------------------------|--------------|--------------|
| • Newspapers | • Letters | • Stickers |
| • Press releases | • Radio | • Banners |
| • Magazines | • Tapes | • Billboards |
| • Newsletters | • Television | • CD Rom |
| • Manuals | • Video | • Website |
| • Brochures, booklets, flyers | • Posters | |

Disadvantages

- The message is 'fixed';
- There is little flexibility for change once launched.

Advantages

- Can reach large audiences;
- Uses the credibility of the mass media.

How to select effective communication means

Does the means help achieve the communication target?

Are the 'means' the most suitable to achieve the targets or objectives of the communication? Answering this question requires good judgment.

Example: Interpersonal communication will be more effective (e.g. house visits, meetings etc.) than mass media (e.g. advertisement in a newspaper) to get cooperation of a local community in a campaign against a nuclear power plant.

Do the means reach the target group?

The means/channels used should be 'available' for the target group and have sufficient credibility with them. There should be a good understanding of the 'means' used by the target group. The means should be ranked in terms of the reach, costs and appreciation (i.e. which media are liked best, are most credible with the target group etc.).

Do the means strengthen the message?

A well known slogan of 'communication guru' McLuhan is: *'the medium is the message'*. The combination of means and messages can either strengthen the effects of communication or weaken it.

Example: When a government distributes a brochure with the message that it values the opinions of local communities concerning wild life conservation, and these communities have never been listened to before, the message will lack credibility. The same message told by a group of government of representatives visiting a village meeting where locals can "tell what's on their mind" and their ideas will be much more convincing.

Are the means within the budget?

The budget is an important criterion for deciding on the 'means'. The production and distribution costs of 'means' should be weighed against the impact required with the target audience. When the budget is tight:

- Consider using the effectiveness of 'cheap' media with a high frequency (e.g. newspapers, free publicity in magazines, newsletters, etc.) than more expensive media (e.g. video) that may not reach the target group as effectively.
- Cooperate with other organisations to use their channels and means; cooperation is a money saver.
- Consider the effectiveness of communicating intensively with the most important target group than communicating more superficially with several.

CHECKLIST: Selecting communication means

- ☐ Does the “means” help reach the communication targets.
- ☐ Are the means credible and suit the characteristics of the target groups so that it is easily accessed?
- ☐ Is the message reinforced by the means?
- ☐ What is the most effective reach and impact of the “means” that suits the budget?
- ☐ What is past experience with the means and its impact?

Always pre-test your message and means!

- ☐ Ensure that the communication means appeal to the target group and have the desired effect;
- ☐ Check that the message has not been interpreted in an unexpected way.

Step 7: Organising communication and briefing partners

Step 7: Organising communication and briefing partners

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

Who does what? How to organise your communication efforts

For your communication to be effective, a great deal depends on organisation.

A clear division of tasks and responsibilities for your communication team is essential for success. If these prerequisites are not met, you will risk missing vital steps and deadlines. It will not be clear how the team will operate and how their activities are coordinated.



FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: DOING EVERYTHING YOURSELF

- Biodiversity experts often do most of the communication activities by themselves to keep control over all the communication to make sure that the information is valid and facts and figures are correct. This may not be effective when experts:
 - Are viewed by the audience as being 'on the other side' to them. Those audiences will then not listen.
 - Lack skills to translate the message to the specific audiences.
 - Do not have the knowledge or skills to organize interactive meetings, etc.

It is better that the NBSAP coordinators manage the process and delegate communication interventions to specialists and organisations that can multiply the message through their constituencies and networks (e.g. by generating free publicity in media, or by using the newsletters or magazines of NGOs, local authorities, etc.)

How to work effectively with partners

NBSAP coordinators no doubt find there is too much to do in their day.



To achieve the complex and time consuming communication with many different target groups on many different issues NBSAP coordinators will probably involve partner organisations.

It is likely that there may be several organisations involved as partners in the communication plan and its implementation.

They may handle different parts of the communication. Briefing each and all the partners is pivotal to having a coordinated and effective approach.

Briefing intermediaries and specialists is a key intervention in organizing communication activities. The checklist below gives some basic guidelines on briefing intermediaries.

Step 7: Organising communication and briefing partners

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

CHECKLIST: Briefing partners

Always put up a briefing on paper (this is often called Terms of Reference), but also discuss the briefing face-to-face. Ask questions to check if everything is understood. A good question at the end of a briefing is: 'What are you going to do now?'

Devote enough time for a briefing.

In the briefing explain and describe:

- ☐ Background to the assignment (i.e. the current situation, description of problem or issue);
- ☐ Task(s) or assignment(s);
- ☐ Target groups (as explicitly as possible: who specifically?);
- ☐ Communication objective (what do we want to achieve?);
- ☐ Communication strategy (how do we want to reach that);
- ☐ Budget;
- ☐ Conditions (house style, formats, reporting, etc.);
- ☐ Examples of desired results (drawings, printings, etc.);
- ☐ Deadlines.

If needed add annexes such as:

- lists with addresses,
- information about competition for your issue,
- information about earlier projects on the issue,
- information about long term objectives of the organisation, etc.).

Step 8: Planning: Milestones and Activities

Step 8: Planning: Milestones and Activities

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY?

How to plan communication activities

NBSAP coordinators need to develop a plan of the necessary communication activities to realize their communication objectives.

A clear schematic overview works best, specifying who does what, when. Sometimes it can be useful to make two plans: one for the preparation of the communication activities, one for the execution phase of the communication.



In some cases the planning needs to be in great detail, in other cases a rough outline is sufficient.

During the planning phases various milestones are set. By such and such a stage this must be achieved otherwise this can or cannot happen...

Some Do's for planning:

- Be realistic in the amount of time needed by taking into account the time to reach the project outputs AND also the time and inputs needed for the organisational process. This is especially important when the NBSAP focal point works with partners and intermediaries.
- Allocate adequate time for planning your communication.
- Allocate time for internal communication, especially with decision makers within the agency or ministry implementing the NBSAP.
- Take into account the skills of the manager responsible for the implementation of the NBSAP communication plan.

**A good motto is
"communicate internally
first before externally."**

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING

- Allocating too little time: Sufficient time needs to be allocated to really benefit from communication - to be able to really discuss with stakeholders, to establish mutual trust and to make stakeholders feel that they are co-owners of a joint venture.
- Rushing into communication activities without setting realistic time frames: Good project management procedures can avoid this.

CHECKLIST: Communication plan

The following questions can guide you when developing a communication plan:

- ☐ Which tasks need to be performed during the preparation of the communication activities?
- ☐ Which tasks need to be performed during the execution of the communication activities?
- ☐ Which persons need to be involved, in which way, during which phases?
- ☐ Who is responsible for specific parts of the plan?
- ☐ Who coordinates the joint efforts?
- ☐ Which milestones can be identified, and who is responsible for checking?

CHECKLIST: Failure factors in communication planning

- ☐ Insufficient use of status/progress reports.
- ☐ Inadequate project manager skills, influence or authority.
- ☐ Insufficient influence from partners.
- ☐ Poor coordination with partners.
- ☐ Lack of rapport with partners.
- ☐ Lack of project team participation in decision making.
- ☐ Lack of project team participation in major problem solving.
- ☐ Excessive structuring within the project team.
- ☐ Poor coordination with the Ministry on implementation.
- ☐ Project more complex than focal agency of Ministry ever has handled.
- ☐ Insufficient funding provided for the communication to be initiated or budget under calculated.
- ☐ Unrealistic project schedules.
- ☐ Inadequate procedures in case of changes in the plan or partnerships.

Step 9: Budget for communication

Step 9: Budget for communication

SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

Step 9: What does it cost? How to budget communication

Most NBSAP coordinators have limited budgets. Deciding how to spend them for the best effect is an important strategic decision. People tend to be put off when initiatives are left half done or expectations are raised. Keeping your relations with your public is vital. Factoring in a budget for communication in your program and project helps assure you are not set up to fail. On the other hand it is better to start small rather than fail because of a lack of funds. There is an important axiom to consider, *Communication Quality—Time—Money are mutually dependent.*



What elements should be considered in calculating the budget?

- **Personnel:** how many employees need to be involved and how much time do they have to work on the project?
- **Personnel:** do you need to hire external consultants and experts? If so, how much will this cost?
- **Material costs:** What are the costs to design and produce the communication means?
- **Distribution costs:** What are the costs to distribute the communication means?
- **Media costs:** What are the costs to publish in newspapers, radio and TV?
- **Organisational costs:** What are the costs of office supplies to be used, mailing, telephone calls, copying, etc.?
- **'Safety budget':** How much should be left for unexpected costs?

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: NO REALISTIC BUDGET

- Quite often large sums are spent on mass media campaigns, which have not much effect;

YET

- Most decision makers are not willing to invest money in more effective stakeholder management approaches (e.g. focus groups, round tables, multi-stakeholder processes) which might take longer than to produce a film, video or TV show, but may be less costly.

How to communicate with a tight budget

Professional communication requires money and staff.

With a tight budget more time is needed to achieve the same quality.

If time is short as well, it is necessary to either lower ambitions and be satisfied with less quality or use a smart strategy.

TIPS FOR SMART COMMUNICATION ON A TIGHT BUDGET:

- A good PR strategy can lead to nation wide coverage in the mass media with little cost.
- Free publicity can be gained by providing the mass media with an exclusive story, especially if it is very news worthy, i.e. links to local events, human angle well developed.
- Use the communication channels of other organisations that want to have a more environmentally friendly image.
- Write an article for magazines which are read by your target groups.
- Use a newsworthy person to speak on your issue.

CHECKLIST: Funding sources

National budget for implementing NBSAPs should include a budget for communication. Some sources of funding from national sources include:

- ☐ **Government revenue allocations:**
 - Direct allocations from government budgets.
 - Government bonds and taxes earmarked for conservation.
 - Lottery revenues.
 - Premium-priced motor vehicle license plates.
 - Wildlife stamps.
- ☐ **Grants, donations and project financing from:**
 - International organisations.
 - Bilateral cooperation.
 - Foundations, non-governmental organisations, Conservation trust funds.
 - Private sector.
- ☐ **Tourism revenues:**
 - Protected area entry fees.
 - Diving and yachting fees.
 - Airport passenger fees and cruise ship fees, taxes and fines.
 - Hotel taxes.
 - Voluntary contributions by tourism operators.
- ☐ **Taxes, licences, fines, royalties:**
 - Real estate tax surcharges for conservation.
 - Fishing access payments.
 - Recreational fishing access fees.
 - Oil spill fines and funds.
 - Royalties from offshore mining, gas and oil.
 - Hydroelectric power revenues.
- ☐ **For-profit investments:**
 - Private sector investments promoting biodiversity conservation.
 - Biodiversity prospecting.

Step 10: Monitoring and Evaluation

Step 10: Monitoring and Evaluation

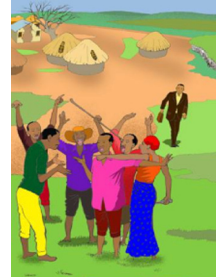
SECTION 4 | HOW TO PLAN COMMUNICATION STRATEGICALLY

What did we accomplish? How to evaluate communication

Evaluation of the communication for NBSAP implementation is a very important step. Evaluation should be aimed at assessing *the outcomes or effects* of your communication efforts during processes of NBSAP preparation, updating and implementation.

Evaluation serves several purposes:

- To justify communication efforts for the leaders of your organisation and its stakeholders.
- To learn which methods are most effective and most efficient for future application.
- To learn how to organise and manage the communication process more effectively in the future.
- To define future steps after considering the results achieved.



Uganda Wetland Programme

It is difficult to evaluate the gains in knowledge, attitudes or practices if there has been no assessment at the outset of the communication planning. It is more difficult when appropriate communication indicators have not been identified when the communication objectives are formulated. Although it seems very logical, in practice evaluation is often forgotten.

Evaluation needs research

Research underpins evaluation. Depending on needs and (financial) possibilities research for evaluation can be:

- thorough (e.g. instance, telephone interviews of a large sample of the target groups to determine if the message has been detected, understood and effective), or
- simple (e.g. interviewing a few opinion leaders and key persons about their perception of communication efforts and the way the communication was organised).

ASSESSING THE EFFECTIVENESS OF COMMUNICATION EFFECTS IS COMPLICATED BECAUSE:

- Communication is not an isolated event and it is hard to attribute an effect from the communication.
- Most target groups are bombarded constantly with messages from a large number of senders.
- A well known saying in the field of advertising is: 'of each dollar spent on advertisement 50% is a waste, unfortunately we do not know which half.'

FREQUENTLY MADE MISTAKES IN COMMUNICATION PLANNING: NO PERFORMANCE INDICATORS AND NO TIME OR BUDGET FOR EVALUATION

- Correct evaluation indicators are not defined when communication objectives are set.
- Evaluation is not accommodated as part of the normal project activities with a separate budget and adequate time.

Without well planned evaluation there can be no real feedback and learning from past experiences.

Biodiversity Glossary¹

Access and benefit-sharing

One of the three objectives of the Convention on Biological Diversity, as set out in its Article 1, is the “fair and equitable sharing of the benefits arising out of the utilization of genetic resources, including by appropriate access to genetic resources and by appropriate transfer of relevant technologies, taking into account all rights over those resources and to technologies, and by appropriate funding”. The CBD also has several articles (especially Article 15) regarding international aspects of access to genetic resources.

Alien species

A species occurring in an area outside of its historically known natural range as a result of intentional or accidental dispersal by human activities (also known as an exotic or introduced species).

Biodiversity

Biodiversity—short for biological diversity—means the diversity of life in all its forms—the diversity of species, of genetic variations within one species, and of ecosystems. The importance of biological diversity to human society is hard to overstate. An estimated 40 per cent of the global economy is based on biological products and processes. Poor people, especially those living in areas of low agricultural productivity, depend especially heavily on the genetic diversity of the environment.

Biodiversity loss

From the time when humans first occupied Earth and began to hunt animals, gather food and chop wood, they have had an impact on biodiversity. Over the last two centuries, human population growth, overexploitation of natural resources and environmental degradation have resulted in an ever accelerating decline in global biodiversity. Species are diminishing in numbers and becoming extinct, and ecosystems are suffering damage and disappearing.

- An estimated 80% of the original forest that covered the Earth 8,000 years ago has been cleared, damaged or fragmented.
- Some experts assess the rate at which species are becoming extinct at 1,000 to 10,000 times higher than the natural rate would be.
- A sample of 23 common farmland birds and 24 common woodland birds monitored in 18 European countries show a decline in numbers by 71% between 1980 and 2002.

Biome

A major portion of the living environment of a particular region (such as a fir forest or grassland), characterised by its distinctive vegetation and maintained largely by local climatic conditions.

Biotechnology

Any technology that is applied to living organisms to make them more valuable to people.

Buffer zone

The region adjacent to the border of a protected area; a transition zone between areas managed for different objectives.

¹ This glossary is based on the following sources. www.unep-wcmc.org/reception/glossaryM-R.htm
http://pubs.wri.org/pubs_content_text.cfm?ContentID=487
<http://www.edu.gov.nf.ca/curriculum/teched/resources/glos-biodiversity.html>
<http://ec.europa.eu/rapid/pressReleasesAction.do?reference=MEMO/04/27>
http://www.foe.co.uk/resource/local/saving_wildlife_sites/glossary/biodiversity_action_plans.htm
<http://www.iucn.org/themes/CEM/ourwork/ecapproach/index.html>
http://en.wikipedia.org/wiki/Ecosystem_services
<http://www.iucnredlist.org/info/introduction>
 The final version of this glossary was checked by Jeff McNeely, the IUCN Chief Scientist.

Carrying capacity

The maximum number of people, or individuals of a particular species, that a given part of the environment can maintain indefinitely.

Co-management

The sharing of authority, responsibility, and benefits between government and local communities in the management of natural resources.

Conservation

The management of human use of nature so that it may yield the greatest sustainable benefit to current generations while maintaining its potential to meet the needs and aspirations of future generations.

Conservation of Biodiversity

The management of human interactions with genes, species, and ecosystems so as to provide the maximum benefit to the present generation while maintaining their potential to meet the needs and aspirations of future generations; encompasses elements of saving, studying, and using biodiversity.

Co-management

The management of a specific resource (such as a forest or pasture) by a well-defined group of resource users with the authority to regulate its use by members and outsiders.

Cultural diversity

Variety or multiformity of human social structures, belief systems, and strategies for adapting to situations in different parts of the world. Language is a good indicator of cultural diversity, with over 6,000 languages currently being spoken.

Drivers of biodiversity loss

The main threats to biodiversity are one or more of the following:

- Human population growth means growing demands for space and food. Human population has grown from approximately 1.65 billion in 1900 to an estimated 6.3 billion today. In 50 years, the UN predicts a world population of 9 billion. More people means less resources for most other species.
- Urban sprawl and intensive agriculture and forestry encroach on habitats. Extension of road, rail and electricity networks that fragments habitats and scares away some species.
- Overexploitation of natural resources means we consume too much of a species or of goods that ecosystems provide. It also includes excessive hunting, collecting and trade in species and parts of species. Due to overfishing, 80% of the fish stocks in the EU face collapse or are of unknown status. In 2001, 40% of all EU fish catches were taken from stocks considered to be below safe biological limits. For certain types of fish, notably cod, haddock, whiting, hake and other round fish as well as salmon and sea trout, the percentage was as high as 60%.
- Pollution affects the health of animals and plants as much as human health. Environmental disasters such as oil spills have devastating consequences for birds and the marine fauna and flora.
- Climate change is predicted, by the end of this century, to raise global temperature by between 1.4° and 5.8° Celsius and the sea level by between 9 and 88 cm. Many species will not be able to adapt or to move to other regions. Over the last century, the average temperature on Earth has increased by about 0.6° Celsius and the sea level has risen by 10 to 20 cm. The 90s were the warmest decade in the last 1,000 years. According to a study published in "Nature" in January 2004, climate change could wipe out a third of the Earth's species by 2050.
- Invasive alien species are species that enter an ecosystem where they don't occur naturally and then thrive and overwhelm endemic species. Often, they are taken there by humans. The tasty Nile

perch was introduced to Lake Victoria in Africa in 1954 and caused the extinction of more than 200 endemic fish species. Imported as a pet from North America, the grey squirrel has caused the extinction of the local red squirrel in the UK and Italy. It is better at competing for food.

Ecology

A branch of science concerned with the interrelationship of organisms and their environment; the study of ecosystems.

Ecosystem

Ecosystems are self-regulating communities of plants and animals interacting with each other and with their non-living environment—forests, wetlands, mountains, lakes, rivers, deserts and agricultural landscapes. Ecosystems are vulnerable to interference as pressure on one component can upset the whole balance. They are also very vulnerable to pollution. Many ecosystems have already been lost, and many others are at risk. The world's forests house about half of global biodiversity. But they are disappearing at a rate of 0.8% per year. Tropical forests are vanishing at an annual rate of 4%.

Ecosystem approach

The Ecosystem Approach is a strategy for the integrated management of land, water and living resources that promotes conservation and sustainable use in an equitable way. The Ecosystem Approach places human needs at the centre of biodiversity management. It aims to manage the ecosystem, based on the multiple functions that ecosystems perform and the multiple uses that are made of these functions. The ecosystem approach does not aim for short-term economic gains, but aims to optimize the use of an ecosystem without damaging it.

Ecosystem diversity

The variety of ecosystems that occurs within a larger landscape, ranging from biome (the largest ecological unit) to microhabitat.

Ecosystem services

Ecosystem services are processes by which the environment produces benefits useful to people, akin to economic services. They include:

- Provision of clean water and air
- Pollination of crops
- Mitigation of environmental hazards
- Pest and disease control
- Carbon sequestration

Accounting for the way in which ecosystems provide economic goods is an increasingly popular area of development. The concept of ecosystem services is similar to that of natural capital. The Millennium Ecosystem Assessment released in 2005 showed that 60% of ecosystem services are being degraded or used unsustainably.

Eco Tourism

Travel undertaken to witness sites or regions of unique natural or ecologic quality, or the provision of services to facilitate such travel that have the least impact on biological diversity and the natural environment.

Endangered species

A technical definition used for classification referring to a species that is in danger of extinction throughout all or a significant portion of its range. IUCN The World Conservation Union defines species as endangered if the factors causing their vulnerability or decline continue to operate.

Evolution

Any gradual change. Organic evolution is any genetic change in organisms from generation to generation.

Ex situ conservation

A conservation method that entails the removal of germplasm resources (seed, pollen, sperm, individual organisms, from their original habitat or natural environment. Keeping components of biodiversity alive outside of their original habitat or natural environment.

Extinction

The evolutionary termination of a species caused by the failure to reproduce and the death of all remaining members of the species; the natural failure to adapt to environmental change.

Fauna

All of the animals found in a given area.

Flora

All of the plants found in a given area.

Gene

The functional unit of heredity; the part of the DNA molecule that encodes a single enzyme or structural protein unit.

Gene bank

A facility established for the ex situ conservation of individuals (seeds), tissues, or reproductive cells of plants or animals.

Genetic diversity

The variety of genes within a particular population, species, variety, or breed.

Grassroots (organizations or movements)

People or society at a local level, rather than at the center of major political activity.

Habitat

A place or type of site where an organism or population naturally occurs.

Habitat degradation

The diminishment of habitat quality, which results in a reduced ability to support flora and fauna species. Human activities leading to habitat degradation include polluting activities and the introduction of invasive species. Adverse effects can become immediately noticeable, but can also have a cumulative nature. Biodiversity will eventually be lost if habitats become degraded to an extent that species can no longer survive.

Habitat fragmentation

Fragmentation of habitats occur when a continuous has become divided into separate, often isolated small patches interspersed with other habitats. Small fragments of habitats can only support small populations of fauna and these are more vulnerable to extinction. The patches may not even be habitable by species occupying the original undivided habitat. The fragmentation also frequently obstructs species from immigrating between populations. Habitat fragmentation stems from geological processes that slowly alter the lay out of the physical environment or human activities such as land clearing, housing, urban development and construction of roads or other infrastructure. Adverse effects sometimes are not immediately notice-

able and sufficient habitats may ostensibly be maintained. However inbreeding, lack of territories and food shortage are some of the problems small populations can encounter. Fragmentation of habitats is therefore expected to lead to losses of species diversity in the longer term.

Habitat loss

The outcome of a process of land use change in which a 'natural'; habitat-type is removed and replaced by another habitat-type, such as converting natural areas to production sites. In such process, flora and fauna species that previously used the site are displaced or destroyed. Generally this results in a reduction of biodiversity.

Hotspot

An area on earth with an unusual concentration of species, many of which are endemic to the area, and which is under serious threat by people.

Indicator species

A species whose status provides information on the overall condition of the ecosystem and of other species in that ecosystem.

Indigenous people

People whose ancestors inhabited a place or country when persons from another culture or ethnic background arrived on the scene and dominated them through conquest, settlement, or other means and who today live more in conformity with their own social, economic, and cultural customs and traditions than with those of the country of which they now form a part. (also: 'native peoples' or 'tribal peoples')

In situ conservation

A conservation method that attempts to preserve the genetic integrity of gene resources by conserving them within the evolutionary dynamic ecosystems of the original habitat or natural environment.

Instruments to protect biodiversity

The Convention on Biological Diversity (CBD) is the principal international instrument in developing sustainable conservation and use of biological resources as stipulated in chapter 15 of Agenda 21. The Conference of the Parties (COP) to the CBD has launched comprehensive programmes of work addressing 5 critical ecosystem-based thematic areas and 13 cross-cutting issues. The adoption of the Ecosystem Approach and the decision to develop a Strategic Plan for the Convention, will greatly contribute to the establishment of a firm policy foundation.

Other biodiversity-related conventions and processes including: the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES); the Convention on the Conservation of Migratory Species of Wild Animals (CMS); the Convention on Wetlands of International Importance, Especially as Waterfowl Habitats (RAMSAR); the World Heritage Convention (WHC); the Meetings of Regional Seas Conventions and the Global Diversity Forum have all made significant contributions to the sustainable management and use of the world's biodiversity.

At the national level, there has been a steady growth in conservation efforts. The number of national organizations involved in conservation has increased, while the number of voluntary conservation organizations and the size of their membership have increased in an exponential manner. The growth in the number of protected areas and the total extent of all protected areas has increased considerably over the last 20 years, but their management and design of these areas is often limited. The problem is that despite these increased national and international efforts, widespread biodiversity loss continues to occur.

Intellectual property rights

Rights enabling an inventor to exclude imitators from the market for a certain period of time.

Invasive species

Invasive species are those that are introduced—intentionally or unintentionally—to an ecosystem in which they do not naturally appear and which threaten habitats, ecosystems, or native species. These species become invasive due to their high reproduction rates and by competing with and displacing native species, that naturally appear in that ecosystem. Unintentional introduction can be the result of accidents (e.g. when species escape from a zoo), transport (e.g. in the ballast water of a ship); intentional introduction can be the result of e.g. importing animals or plants or the genetic modification of organisms.

Inventory

On-site collection of data on natural resources and their properties.

Land use

Land use refers to how a specific piece of land is allocated: its purpose, need or use (e.g. agriculture, industry, residential or nature).

Land use requirements

The requirements are related to growth and yield of crops and trees, animal husbandry, land management and conservation.

Major threats to biodiversity

See drivers of biodiversity loss.

Marine Protected Area

An area of sea (or coast) especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means.

Millennium Ecosystem Assessment (MA)

An international work program designed to meet the needs of decision makers and the public for scientific information concerning the consequences of ecosystem change for human well-being and options for responding to those changes. The MA was launched by U.N. Secretary-General Kofi Annan in June 2001 and it will help to meet assessment needs of the Convention on Biological Diversity, Convention to Combat Desertification, the Ramsar Convention on Wetlands, and the Convention on Migratory Species, as well as needs of other users in the private sector and civil society. If the MA proves to be useful to its stakeholders, it is anticipated that an assessment process modeled on the MA will be repeated every 5–10 years and that ecosystem assessments will be regularly conducted at national or sub-national scales.”

Mitigating measures

Measures that allow an activity with a negative impact on biodiversity, but reduce the impact on site by considering changes to the scale, design, location, process, sequencing, management and/or monitoring of the proposed activity. It requires a joint effort of planners, engineers, ecologists, other experts and often local stakeholders to arrive at the best practical environmental option. An example is the unacceptable impact on biodiversity of the construction of a certain road, that is mitigated by the construction of a wildlife viaduct.

National Biodiversity Strategy and Action Plan

The Convention on Biological Diversity calls on each of its Parties to prepare a National Biodiversity Strategy and Action Plan (Article 6a) that establishes specific activities and targets for achieving the objectives of the Convention. These plans mostly are implemented by a partnership of conservation organisations. Species or habitats which are the subject of NBSAPs are the governments stated priorities for action and therefore raise greater concern where they are threatened. NBSAPs do not carry legal status and listed species and habitat types are not necessarily protected (although some are covered by other legislation).

Native species

Flora and fauna species that occur naturally in a given area or region. Also referred to as indigenous species.

Natural environment

The natural environment comprises all living and non-living things that occur naturally on Earth. In its purest sense, it is thus an environment that is not the result of human activity or intervention. The natural environment may be contrasted to “the built environment”, and is also in contrast to the concept of cultural landscape.

Natural resources

Natural resources are often classified into renewable and non-renewable resources. Renewable resources are generally living resources (fish, coffee, and forests, for example), which can restock (renew) themselves if they are not overharvested. Renewable resources can restock themselves and be used indefinitely if they are used sustainably. Once renewable resources are consumed at a rate that exceeds their natural rate of replacement, the standing stock will diminish and eventually run out. The rate of sustainable use of a renewable resource is determined by the replacement rate and amount of standing stock of that particular resource. Non-living renewable natural resources include soil, as well as water, wind, tides and solar radiation—compare with renewable energy.

Resources can also be classified on the basis of their origin as biotic and abiotic. Biotic resources are derived from animals and plants (i.e. the living world). Abiotic resources are derived from the non-living world e.g. land, water, and air. Mineral and power resources are also abiotic resources some are derived from nature.

Both extraction of the basic resource and refining it into a purer, directly usable form, (e.g., metals, refined oils) are generally considered natural-resource activities, even though the latter may not necessarily occur near the former. Natural resources are natural capital converted to commodity inputs to infrastructural capital processes. They include soil, timber, oil, minerals, and other goods taken more or less as they are from the Earth.

A nation's natural resources often determine its wealth and status in the world economic system, by determining its political influence. Developed nations are those which are less dependent on natural resources for wealth, due to their greater reliance on infrastructural capital for production. However, some see a resource curse whereby easily obtainable natural resources could actually hurt the prospects of a national economy by fostering political corruption.

Non-Governmental Organization (NGO)

A nonprofit group or association organised outside of institutionalised political structures to realise particular social objectives (such as environmental protection) or serve particular constituencies (such as indigenous peoples). NGO activities range from research, information distribution, training, local organisation, and community service to legal advocacy, lobbying for legislative change, and civil disobedience. NGOs range in size from small groups within a particular community to huge membership groups with a national or international scope.

Overexploitation

Overexploitation occurs when harvesting of specimens of flora and fauna species from the wild is out of balance with reproduction patterns and, as a consequence, species may become extinct.

Participatory rural appraisal

PRA is a relatively new and different approach for conducting action-oriented research in developing countries. PRAs are used to help involve villagers and local official leaders in all stages of development work, from the identification of needs and decision making to the assessment of completed projects. The

term can be used to describe any new methodology which makes use of a multidisciplinary team. Rapid Rural Appraisal is a quicker approach that may or may not be participatory.

Patent

A government grant of temporary monopoly rights on innovative processes or products.

Protected Areas

An area of land and/or sea especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means. A protected area can be under either public or private ownership.

Red List

The IUCN Red List of Threatened Species provides taxonomic, conservation status and distribution information on taxa that have been globally evaluated using the IUCN Red List Categories and Criteria. This system is designed to determine the relative risk of extinction, and the main purpose of the IUCN Red List is to catalogue and highlight those taxa that are facing a higher risk of global extinction (i.e. those listed as Critically Endangered, Endangered and Vulnerable). The IUCN Red List also includes information on taxa that are categorized as Extinct or Extinct in the Wild; on taxa that cannot be evaluated because of insufficient information (i.e. are Data Deficient); and on taxa that are either close to meeting the threatened thresholds or that would be threatened were it not for an ongoing taxon-specific conservation programme (i.e. are Near Threatened).

Rehabilitation

The recovery of specific ecosystem services in a degraded ecosystem or habitat.

Restoration

The return of an ecosystem or habitat to its original community structure, natural complement of species, and natural functions.

Seedbank

A facility designed for the ex situ conservation of individual plant varieties through seed preservation and storage.

Species

A group of organisms capable of interbreeding freely with each other but not with members of other species.

Species diversity

The number and variety of species found in a given area in a region.

Succession

The more or less predictable changes in the composition of communities following a natural or human disturbance.

Sustainable development

Development that meets the needs and aspirations of the current generation without compromising the ability to meet those of future generations.

Sustainable use

The use of components of biological diversity in a way and at a rate that does not lead to the long-term decline of biological diversity, thereby maintaining its potential to meet the needs and aspirations of present and future generations.

Taxonomy

The classification of animals and plants based upon natural relationships.

Threatened species

A technical classification referring to a species that is likely to become endangered within the foreseeable future, throughout all or a significant portion of its range. 12,259 species are known by IUCN, the World Conservation Union, to be threatened with extinction. IUCN keeps the world's inventory of the conservation status of animals and plants, compiling data from thousands of scientists and conservationists worldwide. However, the 12,259 threatened species are only the tip of the iceberg. Nobody knows how many species there are on Earth, let alone how they are doing. The total number of recorded living species is around 1.75 million. But more than two thirds are insects and other invertebrates, which are extremely difficult to monitor. An estimate of the real number of species on Earth is 14 million. For its 2003 "Red List of Threatened Species", IUCN was able to evaluate the conservation status of 2% of 1.53 million species for which it has descriptions. The only two well-monitored groups are birds and mammals, so IUCN was able to evaluate 100% of birds and 99% of mammals for threatened status.

Wild species

Organisms captive or living in the wild that have not been subject to breeding to alter them from their native state

Wild life

Living, non-domesticated animals. Some experts consider plants also as part of wildlife.

Communications Glossary¹

Adult learning

Adult learning is a specific methodology for education of professionals and adults. It differs from the methods used in the formal education system as adults learn best when

- learning is accomplished through dialogue
- they feel respected as responsible self directed learners
- they feel their knowledge and experience are valued and can be shared
- they feel able to trust, sense safety in the learning environment
- they see how the skill or information is relevant to their lives or their work
- when they see that the information or skill is immediately useful in performing tasks or to deal with problems they confront in their lives.

Advertising

Those forms of PR and marketing communication aimed at the influencing and /or promoting purchasing behaviour with regard to the services and products of the organisation. Successful advertising is based on principles such as “ perception is the only reality”, “ one picture is more powerful than a thousand words”, “ emotion is what triggers action”. Advertising tools range from billboards and TV spots to direct mail.

Branding

Branding is the use of texts and/or images to create a specific image and positive associations for a person, organization, product or service.

Capacity building

‘Capacity building is the creation of an enabling environment with appropriate policy and legal frameworks, institutional development, including community participation (of women in particular), human resources development and strengthening of managerial systems. Capacity building is a long-term, continuing process, in which all stakeholders participate (ministries, local authorities, non-governmental organizations and water user groups, professional associations, academics and others). Capacity building are activities which strengthen the knowledge, abilities, skills and behaviour of individuals and improve institutional structures and processes in such a way that the organization can efficiently meet its mission and goals in a sustainable way.

Communication

Communication is an activity in which a sender transmits a message, with or without the aid of media and vehicles, to one or more receivers, and vice versa. The way in which communication takes place is referred to as the communication process. The ideal form of communication is a two way process aimed at mutual understanding, sharing of values and action. For governments the two-way exchange of information is a means to gain cooperation of groups in society by listening to them first and clarifying why and how decisions are made. In an instrumental approach governments use communication with other instruments to support biodiversity conservation to address economic constraints and to motivate action. Governments also use one-way communication to inform audiences about policies and legislation.

Communication plan or strategy

A communication plan or strategy sets the communication goals, chooses the right media and messages and sets out the method of evaluation. One first analyses the management or biodiversity issue one wants to address. The second step is to analyse what communication obstacles have to be addressed to reach or change the relevant stakeholders. The third is to define for each group of stakeholders one needs to communicate to (the target group) the communication objectives, the messages and the means.

¹ This glossary is an updated version of a communication glossary developed by the IUCN CEC product group corporate communication, and edited by Frits Hesselink in 2003.

Communication objectives

Communication objectives are different from the organization, policy, project or program objectives. Communication as an instrument for the organization, policy, project or program may have the following objectives: setting agenda, forming opinions, raising awareness or creating involvement, generating support, changing knowledge, changing attitudes, changing behaviour.

Corporate communication

A management instrument that is used to harmonise all forms of communication in such a way that the Ministry acquires and/or retains the image it wishes to acquire and/or retain among its target groups and customers (both internal and external). Two key concepts in relation to corporate communication are image and identity. In successful organisations corporate communication is a priority of the top executives.

Diffusion

Diffusion is a process by which an innovation is communicated through certain channels over time among members of a social system. The members of a social system are on the basis of innovativeness classified in 5 groups: innovators, early adopters, early majority, late majority, laggards behind. Each group needs a different marketing communication approach. The diffusion process contains five steps: knowledge, persuasion, decision, implementation, conformation and adoption or rejection.

Education

Is the guiding of learning processes in the form of instruction, experiencing or setting examples. Formal education is the hierarchically structured, chronologically graded educational system running from primary through the tertiary institutions. Non formal education are organized educational activities outside the established formal system, intended to serve an identifiable learning clientele with identifiable objectives. Informal education is the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as family, friends, peers and media. Education is a set of processes that can inform, motivate and empower people to support biodiversity conservation, not only by making lifestyle changes, but also through promoting change in the way that institutions, business, and governments operate.

External communication

All forms of communication that are geared towards external target groups. There are two types of external communication: press communication (or media relations) and communication aimed at the general public or specific external target groups.

Focus group

A major tool for listening is the use of focus groups. A focus group is a non-directive type of interviewing a specific social group: a segment of consumers, voters or stakeholders in a policy issue. It is a technique in commercial and social marketing. It draws on group interaction to gain greater insight into why certain opinions are held. Focus groups are used to improve planning and design of new products or programs, to provide means for evaluation and to provide insights and qualitative data for communication and marketing strategies. Good consumer-orientated companies have been using focus groups for years. Increasingly they are used in politics, policymaking and policy implementation.

Formal communication

Formal communication in general is exchange of information that adheres to the rules and standards that apply to the formal relation between organizations or between the organization and the individual. It is an effective form of communication to establish clear and precise transactions and statements. Formal communication takes place in written form through letters, contracts, articles and speeches during official meetings and recordings of those meetings.

Formal Education

Formal education is the hierarchically structured, chronologically graded educational system running from primary through the tertiary institutions.

Framing

Framing is a process of selective control over the individual's perception of media, public, or private communication, in particular the meanings attributed to words or phrases. Framing defines how an element of rhetoric is packaged so as to allow certain interpretations and rule out others.

House style

The house style of an organisation is the codification of the rules how to communicate externally. A house style manual contains standards with regard to logo, colours, lay out, typography etc. in all forms of written communication. It also contains procedures and standards for oral communication and organizational behaviour. House style is an instrument of corporate communication and culture. It is closely connected with marketing. In successful organisations management and control of house style is a priority of the top executives.

Identity

(Corporate) Identity is the way an organisation wishes to be perceived by the outside world. The corporate culture is an essential part of the corporate identity.

Image

(Corporate) Image is the way a person or organisation is actually perceived by the outside world (clients and stakeholders). The corporate image is the result of the actions and behaviour of an organisation and its staff.

Information

Information is the deliberate and systematic transfer of knowledge by means of processed facts and data aimed at opinion forming or decision making.

Informal communication

Informal communication in general is exchange of information on a personal basis and adheres less to the rules and standards that apply to the formal relation between organizations or between the organization and the individual. It is an effective form of communication to establish and maintain relationships, to discuss sensitive issues and get better and more detailed personal feedback. Informal communication takes place by face to face meetings often in informal settings, corridors, happy hours, pizza lunches etc.

Informal Education

Informal education is the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as family, friends, peers and media.

Intermediaries

In communication an intermediary is a third party that offers intermediation services between a sender and the intended receivers of communication messages. The intermediary acts as a conduit for the messages and facilitates communication. Typically the intermediary offers some added value to the transaction that may not be possible by direct communication, e.g. credibility, knowledge of the target group etc.

Corporate Information

The information on the organisation has three functions: disclosing, performing a public service, acting as an instrument to support organizational policies or programmatic objectives.

Internal communication

All forms of communication within an organisation. Internal communication has a strong link with the corporate culture. It is geared towards the interests both of the organisation and of its staff. It takes the form of both formal and informal communication.

Interpersonal communication

All forms of communication involving direct interaction between two or more people. It is the opposite of mass communication. Inter personal communication is highly appreciated by the “ receivers”. It satisfies their needs of acknowledgement. Tools are visits, phone calls, interviews, informal meetings, personal letters. The effectiveness of a personal approach is the possibility to customize the message, receive feedback and ensure action.

Knowledge management

The set of disciplined and systematic actions that an organisation takes to derive the greatest value from the knowledge it acquires, creates, stores, shares and uses.

Knowledge networking

The process of sharing and developing knowledge through human and computer networks. Knowledge resulting from people sharing information with one another formally or informally. Knowledge networking often occurs within disciplines (such as programmers communicating with one another) and projects (such as all of the people working on a new software product sharing information with one another).

Lobbying

Lobbying or public affairs are a specialised form of public relations. It refers to those activities aimed at building up and maintaining informal relations with formal decisionmakers. The informal relations are used to influence decision making processes in the interest of the organisation, its program and/or objectives.

Marketing

Those corporate activities aimed at systematically identifying, satisfying and creating the needs of current and potential market parties. The optimal form of marketing is a mix of product, price, place and promotion (marketing communication). Marketing is connected with continuous research of the market, the current and potential customers.

Marketing communication

Those strategic activities—based on research of trends, target groups and/or customers—to promote the services or products of an organisation based on such principles as “ perception is the only reality”, “ it is better to be first than to be best”, “exclusivity is better than imitation” and other principles of trends in society. The communication is aimed at acquiring a top brain position for the brand or product. The core business of an organization influences the major choices of marketing communication strategy, as a consumer oriented business has a different market than a business to business operation. A nature conservation fund has a different market than a nature conservation research institute.

Maslow’s hierarchy of needs

Maslow’s hierarchy of needs is often depicted as a pyramid consisting of five levels: the four lower levels are grouped together as deficiency needs associated with physiological needs, while the top level is termed growth needs associated with psychological needs. While our deficiency needs must be met, our being needs are continually shaping our behaviour.

Mass communication

All forms of external communication which are theoretically accessible to everyone, as use is made of mass media and mass communication vehicles. The characteristics of mass communication are that it reaches a large number of people at the same time; it is easy for the receiver to ignore the message; it is not possible to customize the message for individual receivers; it is difficult to obtain feedback; it is relatively cheap per receiver reached.

Message

The message of communication is the content one sends to the receiver. In communication planning one formulates the message in terms of the desired residue of the communication in the mind of the receiver. These are often one-liners, with an emotional undertone appealing to the values of the receiver and inviting him/her to the desired attitudes or actions. The message is always transmitted by a person or by other means. The body language or the choice of the medium has to support the message, if not the result can be counter productive ("the medium is the message").

Networking

Networking consists of exchanging information and establishing personal connections. People network in many different settings: on the telephone, in hallways, in company lunchrooms, at professional conferences, at trade shows, company meetings, classrooms, lounges, hallways, elevators, airplanes, trains, busses, hotel lobbies and waiting rooms. Some networking is carefully planned and some just happens. Networking is friendly, low-key and essential in our complex society. People network to: advance their careers, advance their own business, to increase their impact on the world and to improve their social lives.

Non Formal Education

Non formal education are organized educational activities outside the established formal system, intended to serve an identifiable learning clientele with identifiable objectives. This can be e.g. professional updating courses organized by professional associations, trade unions, women's organizations, NGOs etc.

Process or interactive communication

All forms of communication, both internal and external, which are designed to ensure that a policy-making, program, project or management plan development process proceeds as smoothly as possible and that through an optimal involvement of major stakeholders the final result can count on a maximum of support. Communication in this sense is an integral part of the process. Tools are hearings, round tables, focus groups, workshops, electronic discussion groups, telephone interviews, live shows on mass media, excursions etc.

Product or policy communication

All forms of communication, particularly external, which are designed to put across a policy or organizational product (policy proposals, documents, projects) as favourable as possible. Communication in this sense is about a policy or product. Tools are annual reports, books, brochures, CD Roms, AV presentations, websites, lectures, articles, newsletters etc.

Public affairs

Public affairs or lobbying are a specialised form of public relations. It refers to those activities aimed at building up and maintaining informal relations with formal decisionmakers. The informal relations are used to influence decision making processes in the interest of the organisation, its program and/or objectives.

Public awareness

Public awareness brings the issues relating to biodiversity to the attention of key groups who have the power to influence outcomes. Awareness is an agenda setting and marketing exercise helping people to

know what and why this is an important issue, the aspirations for the targets, and what is and can be done to achieve these.

Public participation

Public participation is an approach for governments, organizations and communities around the world to improve their decisions by involving those people who are affected by those decisions.

Public relations (PR)

The PR of an organization is aimed at systematically promoting its objectives and priorities. PR aims to realize mutual understanding between the organization and its main clients, other stakeholders and target groups. PR uses free, paid or sponsored publicity. It is based on the principle “be good and tell it” or “be good and let others tell it”. PR tools are advertising, new letters, websites, brochures, gimmicks, etc. The relation management is often supported by a specialised information system, which contains information about clients, last contacts, etc.

Specific forms of communication

Specific forms of communication are e.g.: result communication, risk communication, crisis communication, labour market communication, financial communication.

Stakeholders

Stakeholders are those people or organisations which are vital to the success or failure of an organization or project to reach its goals. The primary stakeholders are (a.) those needed for permission, approval and financial support and (b.) those who are directly affected by the activities of the organization or project. Secondary stakeholders are those who are indirectly affected. Tertiary stakeholders are those who are not affected or involved, but who can influence opinions either for or against.

Survey

Regular or incidental surveys are an important tool of communication managers. They can be aimed at researching the market, the degree of client satisfaction or a specific target group one intends to communicate with. Tools are trend panels, focus groups, personal interviews, questionnaires etc. Successful organisations have integrated such surveys in their management cycles and relation management systems.

Target groups

A target group is a group of people which you need to reach with your communication in order to realize a result (see communication objective). For communication purposes is better not to view them in terms of statistics but as people of flesh and blood. It is best to segment the target group as far as possible and identify the opinion leaders (name, address etc.) to whom face to face communication is possible. It is important to explore how the target group relates to the biodiversity issue and what would motivate them to act as desired. One has to realize that for successful communication their perception of the issue is the starting point. Information about scientific facts will not convince them. Most probably our issue might not even interest them: it is a fact of life that for any issue there are always many more people not interested in it than that are interested.

Unique Selling Point—USP

Something that sets your product or service apart from your competitors’ in the eyes and minds of your prospects

ESD Glossary¹

Action Competence

Action competence is inherently linked to the concept of democracy. In this context actions are viewed not as reactive behaviour or lifestyle changes but rather as an active exercise of democratic participation in society. The action should be undertaken consciously, intentionally and voluntarily. Action competence occurs when citizens: have a critical and holistic knowledge of the issue; are committed, motivated and driven; can envision a sustainable solution; and have experience taking successful concrete action. Action competence is seen by some as crucial outcome for Environmental Education because it brings together the processes and practices of education with the need to develop democratic citizenship skills to improve quality of life.

Action Learning

Action learning is a process designed to build capacity using a form of reflection and assessment. The improvement of practice is the ultimate goal. The process involves the participants developing an action plan, implementing the plan and reflecting on what they have learnt from this. A facilitator and/or mentor assists the participants in developing their plan and learning from their experiences. Increasingly, it is being used in group settings where a number of people come together to critically reflect upon professional knowledge and improve practice.

Action Plan

Action Plan: a written plan of implementation often detailing the timelines, stages, roles and/or responsibilities of projects related to the strategy's objectives.

Action Research

Action Research can be used as a collaborative research tool, which is often represented as a four-phase cyclical process of critical enquiry—plan formation, action, outcome observation and reflection. It aims not just to improve, but to innovate practice. Action Research provides a valuable process for exploring ways in which sustainability is relevant to the researchers' workplaces and/or lifestyles. It views change as the desired outcome and involves participants as researchers of their own practice. In this way Action Research produces more than just a research document. It results in catalytic change for sustainability. Its focus on critical enquiry and continuous self-evaluation makes it a useful tool for professional development in Environmental Education. Critical Action Research aims to change systems and to embed change in practice.

Agenda 21

Agenda 21, is an intergovernmental agreement signed at the United Nations Conference on Environment and Development held in Rio in 1992. This document consisting of 40 chapters provides an agenda for advancing sustainability. It was the first document to examine the social, economic and environmental issues facing our world, focusing on current issues whilst also promoting and examining our future needs. Agenda 21 outlines objectives and actions that can be taken at local, national and international levels and provides a comprehensive blueprint for nations throughout the world who are starting to make the transition to sustainability. Chapter 36 of Agenda 21 accords special significance to the role of education as the most effective means that society possesses for confronting the challenges of the future.

Capacity building

Capacity building consists of participative training which takes place either through a formal course, workshop or in-situ mentoring support. The focus is the development of the individual and/ or the organisation.

¹ This glossary is—with permission of the authors—taken from: Tilbury, D and Cooke, K (2005) 'A National Review of Environmental Education and its Contribution to Sustainability in Australia: Frameworks for Sustainability' Canberra: Australian Government Department of the Environment and Water Resources and the Australian Research Institute in Education for Sustainability (ARIES)—<http://www.aries.mq.edu.au/portal/about/glossary.ht>. More information on ARIES on the Education for Sustainability Portal: <http://www.aries.mq.edu.au/portal/index.htm>

Carrying capacity

Carrying capacity is the term given to the maximum number of organisms that a given area of habitat can support indefinitely, without degrading the habitat or causing social stresses that result in population decline. The term is often applied by those who have concerns about the ratio of the human population against available resources. However, this application is considered problematic since ethical beliefs and the use of technology add dimensions to the human situation which make it more than a straight-forward calculation.

Citizenship action

Citizenship action is defined as those actions undertaken by citizens who have an awareness and understanding of social, economic or environmental issues and have the capacity to actively participate in their resolution. Types of citizen action can include

Persuasion: working to convince others that a certain action is correct and needed.

Consumer Action: choosing products that are compatible with a particular environmental and social justice philosophy and boycotting products that are not.

Political Action: bringing pressure on individuals or organisations (governmental or nongovernmental) to influence decision-making. Education: facilitating a process of learning to help others reflect on their current actions and build their capacity to contribute to a better future

Community Education

Community Education programs are taken to refer to all education programs which fall outside of the business and industry, school, further and higher education sectors.

Corporate Citizenship

Corporate citizenship refers to the way a company leverages their social, economic and human assets. When a company uses its assets to bring about measurable gains not only for itself, but for society as well, that company is acting as a good corporate citizen. A good corporate citizen integrates basic social values with everyday business practices, operations and policies, so that these values influence daily decision-making across all aspects of the business. It takes into account its impact on all stakeholders, including employees, customers, communities, suppliers, and the natural environment. For further information refer to 'Corporate Social Responsibility'.

Corporate Social Responsibility (CSR)

Corporate Social Responsibility is the decision-making and implementation process that guides all company activities in the protection and promotion of international human rights, labour and environmental standards and compliance with legal requirements. CSR involves a commitment to contribute to the economic, environmental and social sustainability of communities through the on-going engagement of stakeholders, the active participation of communities impacted by company activities and the public reporting of company policies and performance in the economic, environmental and social arenas. For further information refer to 'Corporate Citizenship'.

'Critical Theory'

'Critical theory' is a philosophical framework that seeks to radically critique systems of knowledge and power. 'Critical theory' seeks to develop systemic changes as opposed to individual behaviour changes. It emphasizes the importance of engaging people in thinking critically and developing their own responses and actions to issues rather than imposing on them previously constructed actions. 'Critical theory' attacks social practices, which obstruct social justice, human emancipation and ecological sustainability. It is not only 'critical' in the sense of deconstructive' in relation to dominant thinking, but also 'constructive' in the sense of exploring alternatives to it. 'Critical theory' is what underpins an education for sustainability approach to Environmental Education. For further information see 'Critical Thinking'.

‘Critical’ Thinking

‘Critical’ Thinking is an essential part of education for sustainability approaches to Environmental Education. It challenges us to examine the way we interpret the world and how our knowledge and opinions are shaped by those around us. ‘Critical’ thinking leads us to a deeper understanding of interests behind our communities and the influences of media and advertising in our lives.

Education about the environment

Education about the environment is the most commonly practiced approach in Environmental Education. It focuses on developing key knowledge and understanding about natural systems and complex environmental issues as well as developing an understanding of the human interaction with these systems and issues.

Education in the environment

Education in the environment is an approach, which provides opportunities for learners to have direct experience in the environment and develop positive attitudes and values towards stewardship of the environment. The approach may foster a value-based environmental concern of the importance and fragility of ecosystems and landscapes. While ecological concepts may be taught through these explorations, the focus is on having positive experiences in a natural setting.

Education for the environment

Education *for* the environment moves beyond education *in* and *about* the environment approaches to focus on equipping learners with the necessary skills to be able to take positive action. The education *for* the environment approach promotes critical reflection and has an overt agenda of social change. It aims to promote lifestyle changes that are more compatible with sustainability. It seeks to build capacity for active participation in decision-making for sustainability. In practice, however, education *for* the environment is often interpreted as the involvement of learners in one-off events or individual actions (e.g. tree planting) although occasionally they can trigger greater change on a social level.

Environmental Education

Environmental Education within this series refers to the overall field of education which engages learners with their environments, be they natural, built or social. The range of practices and approaches to Environmental Education have evolved significantly since the term was first used in the late 1960s. Initially in the 1970s educators perceived Environmental Education as ‘education *about* the environment’ which focuses on developing knowledge and understanding (see glossary). Environmental Education then progressed to favour the approach of ‘education *for* the environment’ which emerged as a dominant force (see glossary) with its focus on participation and action to improve the environment. Currently within Environment Education one can still find examples of all these approaches in practice. The most recent development in Environmental Education theory and practice is ‘education for sustainability’. This approach challenges current practice in several ways to achieve more systemic change towards sustainability (for more information see ‘Education for Sustainability’).

Environmental Education for a Sustainable Future: National Action Plan

A national Australian strategy launched in 2000 that outlines a direction for Environmental Education in Australia. The plan aims to:

- increase the profile of Environmental Education;
- implement a national coordinating body for Environmental Education;
- provide professional development opportunities for teachers and others involved in Environmental Education;
- develop resources for Environmental Education; and
- integrate Environmental Education into mainstream education and training activities.

Adapted from <http://www.deh.gov.au/education/nap/>

Envisioning and Futures Thinking

Envisioning a better future is a process that engages people in conceiving and capturing a vision of their ideal future. Envisioning, also known as 'futures thinking', helps people to discover their possible and preferred futures, and to uncover the beliefs and assumptions that underlie these visions and choices. It helps learners establish a link between their long term goals and their immediate actions. Envisioning offers direction and energy and provides impetus for action by harnessing peoples' deep aspirations which motivate what people do in the present.

Essential Learnings Frameworks

There are many ways in which curriculum is organised within schooling systems. Essential Learnings provide an organisational framework for the curriculum. The Essential Learnings Frameworks are designed to:

- reduce problems of a crowded curriculum;
- engage learners more deeply in their learning;
- make learning more relevant;
- improve learning across all areas;
- develop higher order thinking;
- support the transfer of learning.

It aims to respond to public concerns about current curriculum frameworks such as a cluttered and compartmentalised curriculum which provides few opportunities for students to explore issues in depth or connect their learning to real-world experience. Essential Learnings is an attempt to trim back the excesses of curriculum to focus on developing deep understandings that students need to develop now and draw upon in the future as active, responsible citizens and life-long learners in a rapidly changing world. In the Essential Learnings frameworks there is a focus on developing student capacity to reflect critically on their own thinking and to have a constructive understanding of their learning.

Essential Learnings frameworks provide opportunities for education for sustainability in that they focus on key components of education for sustainability such as critical and systems thinking and in-depth study of a variety of relevant issues. They are also an innovative attempt at reorienting curriculum to focus on futures in an uncertain world.

Facilitation

Facilitation encourages learning to be driven by the learner. The facilitation process aligns well with the principles of sustainability as it has the following characteristics: enables a learner centred approach; equips the learner with the necessary skills and knowledge to take action and actively participate in change and decision-making; develops the capacity of individuals and groups to 'critically' reflect upon the social and cultural context underpinning the change they seek and, offers a more democratic approach to sustainability. The process encourages all citizens to engage in open dialogue and eliminates inequitable power hierarchies as the facilitators do not have a stake in the change for sustainability and the process does not rely on the expert knowledge. For further information please see Volume 3 of this series.

Framework

A framework is a high-level structure which lays down a common purpose and direction for plans and programs.

Inquiry Learning

Inquiry learning is a learner-centred teaching strategy. It is designed to encourage students to develop their own learning through responding to their own concerns by means of systematic investigation, emphasising higher order thinking skills. Inquiry learning is driven by the questions created by the participants. Participants are responsible for gathering, processing, and analyzing their data, in order to reach their own conclusions. This negotiated process (between educator and learner) usually involves:

- *Tuning in*: identifying and defining an issue;
- *Deciding directions*: formulating questions that require answering;
- *Organising*: developing the process of how to investigate the issue;
- *Finding out*: investigating the issue and collecting data;
- *Sorting out*: processing and analysing the data;
- *Drawing conclusions*: students express their understandings and communicate them to others;
- *Considering action*: students participate in decision-making to identify action to address the issue;
- *Reflection and evaluation*: students and teachers reflect on the process and evaluate the outcomes.

Intergenerational Equity

Intergenerational equity is the principle that future generations have fair and equal right to the same standard of quality of life and environment as the present generation. This is a core principle of sustainable development.

Key Learning Areas (KLAs)

There are many ways in which curriculum is organised within formal schooling systems; Key Learning Areas, are one such organisational construct. KLAs particularly emphasise the description and classification of formal school curriculum into composite fields of knowledge. KLAs were endorsed in 1991, as part of the first *'Australian National Statement and Profile on Education'*. Eight KLAs were identified as being core, and attainment of the significant aspects of knowledge, skills and understandings that characterise each KLA is important.

The eight KLAs are:

- English
- Languages other than English (LOTE)
- Mathematics,
- Science
- Studies of Society and Environment (SOSE)
- Technology
- The Arts
- Health and Physical education

The KLAs were re-endorsed as curriculum organisers by State, Territory and Commonwealth Ministers of Education in the *'Adelaide Declaration on National Goals for Schooling in the Twenty-first Century'* and there are a variety of state and territory interpretations of the construct.

Learning

Learning is a process that influences the way people think, perceive and act. People learn through experiences over their entire lives. Learning occurs at both a conscious level or subconscious level but it usually involves critical thinking and reflecting on issues or experiences. People often learn by interacting with other people and their environment.

Learning based strategies

Learning based strategies are used to help shift communities towards more sustainable futures. They consist of an informal but structured process which uses action learning, reflection and change to improve the effectiveness of an organisation, program or action plan.

Education for Sustainability

Education for sustainability has crystallized as a result of international agreements and the global call to actively pursue sustainable development. It provides a new orientation for current practice in Environmental Education. This new orientation attempts to move beyond education *in* and *about* the environment approaches to focus on equipping learners with the necessary skills to be able to take positive action to address a range of sustainability issues. Education for sustainability motivates, equips and involves individuals, and social groups in reflecting on how we currently live and work, in making informed decisions and creating ways to work towards a more sustainable world. Underpinned by the principles of critical theory (see glossary), education for sustainability aims to go beyond individual behaviour change and seeks to engage and empower people to implement systemic changes.

Learning Organisation

A learning organisation is one which is based on the principles of adaptive management and uses these techniques within the workplace. It promotes exchange of information between employees hence creating a more knowledgeable workforce. This produces a very flexible organisation where people will accept and adapt to new ideas and changes through a shared vision. A learning organisation employs certain principles of education for sustainability, such as envisioning, systems and 'critical' thinking to create an atmosphere of team learning and develop shared visions and systems thinking. A key component of a learning organisation is that it incorporates the principles of adaptive management.

Adaptive management is a systematic process for continually improving management policies and practices by learning from the outcomes of operational programs. Its most effective form ('active' adaptive management) employs management programs that are designed to experimentally compare selected policies or practices, by evaluating alternative hypotheses about the system being managed.

Local Agenda 21

Chapter 28 of the 'Agenda 21' document calls on local authorities to work with their local communities to develop a local action plan for sustainable development, or a 'Local Agenda 21.' This process recognises the role communities have to play in shaping their own future and the importance of building partnerships between local government, community, NGO and industry. Empowering local communities to participate actively in the decision making process is a core aim of Local Agenda 21 and seen as essential for the move towards sustainability. For further information refer to 'Agenda 21'.

Mentoring

Mentoring provides individuals and groups, who are grappling with sustainability, with the support and understanding that they need to engage with this concept. The process offers mentoree centred, collaborative support, and space, to engage people in critically examining opportunities for change within their home, community or workplace. Valuable and important components of the mentoring process are dialogue and sharing of information amongst colleague networks and the creation of opportunities for relevant change to the mentoree. For further information please see Volume 3 of this series.

Multi-sectoral

Multi-sectoral refers to the involvement of stakeholders from more than one discipline or sector. If a program has stakeholders from more than two sectors then it can be said to be multi-sectoral. For further information see also 'Sectors'.

National Environmental Education Council

A key element of the Australian Government's National Action Plan for Environmental Education is the establishment of the *National Environmental Education Council*. The Council is a non-statutory body comprised of people from a variety of sectors who provide expert advice to the Government on Environmental Education issues. A key goal of the Council is to raise the profile of Environmental Education and, in particular, how Australians can move beyond environmental awareness to informed action.

National Strategy for Ecologically Sustainable Development

Australia's '*National Strategy for Ecologically Sustainable Development*' (link to document or reference) was developed in 1992 and endorsed by the Council of Australian Governments. The strategy identifies core objectives and guiding principles and sets out the broad strategic framework to guide government policy and decision-making. These objectives and principles have provided the underlining framework for several Australian and State government policies and legislations, such as '*Australia's Oceans Policy*' (link to document Environment Australia, 1998) and the '*Western Australia State Sustainability Strategy*' (link to document *Government of Western Australia*, 2003). However, the *National Strategy* has not been as influential as anticipated. Critics point to how the Strategy did not allow for a robust solution to Australia's environmental problems and that the Ecological Sustainable Development process had a more economic/prodevelopment focus with less focus placed on the fragile environmental balance or scale of social change needed. The implementation of Ecological Sustainable Development has been challenging due to varying political agendas, institutional barriers and different interpretations of environment resource 'value'.

OECD ENSI

Environment and Schools Initiatives (ENSI) is an international network of educators from 14 member countries across the OECD and under the umbrella of OECD CERI. *ENSI* cooperatively undertake Environmental Education research and development programs particularly focusing on activities related to sustainability. *ENSI* employs a participatory approach which involves government agencies, schools, teachers, teacher trainers and students in research with a main focus on action research and development. *ENSI* also promotes international exchange, understanding and collaboration amongst network members and with other international organisations and makes policy recommendations when appropriate. *ENSI* supports educational developments that promote environmental understanding, active approaches to teaching and learning, and citizenship education, through research and the exchange of experiences.

Participative Inquiry

Participative Inquiry is the engagement with, and deep exploration of, sustainability questions, which stimulate new ideas for further interrogation and action. Participatory inquiry offers a new paradigm for understanding and engaging with community as well as organizational change. As a methodology, it is useful for exploring the dynamics and characteristics of systems. It brings people together, enabling cooperation and strengthening the relationships which support change. It requires inquiry based learning, collaborative practice and the free, creative interrogation of ideas.

Participatory Action Research (PAR)

Participatory Action Research is a collaborative process in which a group of coresearchers combine inquiry, critical reflection and action. A main component of PAR is that there are no 'experts' and as such all of the group are involved equally in the processes of inquiry and problem solving. PAR seeks to breakdown the traditional hierarchies and power structures experienced between researcher and researched. It is the participants or 'researchers' that have control and ownership of the process, direction of research and ultimately the use of the results. The process has been used as a form of group Action Research that encourages more open communication and discussion amongst colleagues regarding a specific task or issue. The group Action Research process invites deeper critical reflection and more effective action. For further information refer to 'Action Research'.

Sectors

When we mention sectors within this series it refers to the specific bodies of people and organisations who are grouped together due to common interests and working areas. These include sectors such as community, business and industry, school as well as further and higher education sectors.

Social Capital

Social capital represents the degree of social cohesion which exists in communities. It refers to the processes between people which establish networks, norms, and social trust, and facilitate coordination and cooperation for mutual benefit.

Stakeholders

A stakeholder is a person or group with an interest in an activity and/or outcome. It is a term frequently associated with sustainable development. Stakeholders may be internal or external to a group or organisation and may be direct or indirect beneficiaries of an activity or outcome. Sustainable Development promotes cross-sectoral stakeholder engagement in the planning and implementation of actions.

Strategy

A strategy is a long term plan with a defined scope that identifies: measurable objectives; key actors and target groups for the achievement of outcomes aligned with its declared vision.

Sustainability Focused Organisational Learning (SFOL)

The term 'sustainability focused organizational learning' has been used to describe the experience of companies that are attempting to pursue sustainability or the triple bottom line while making substantial changes to their organizational cultures. For further information refer to 'Learning Organisation'.

Sustainable Development and Sustainability

The idea of sustainability owes a great deal to the United Nations which in 1983 set up the *World Commission on Environment and Development (WCED)* and promoted quality of life for present as well as future generations. The key goals of sustainability are to live within our environmental limits, to achieve social justice and to foster economic and social progress.

Issues such as food security, poverty, sustainable tourism, urban quality, women, fair trade, green consumerism, ecological public health and waste management as well as those of climatic change, deforestation, land degradation, desertification, depletion of natural resources, loss of biodiversity and terrorism are of primary concern to sustainable development.

The issues underlying 'sustainable development', or 'sustainability', are complex and they cannot be encapsulated within the diplomatic language and compromises. Sustainability is open to different interpretations and takes on different meanings not only between cultures but also between different interest groups within societies. Sustainability embraces equality for all, and for this reason a key aim of sustainability is to enable multi-stakeholder groups to define their vision of sustainability and to work towards it.

Systems Thinking

Systems thinking is a type of thinking methodology based upon a critical understanding of how complex systems, such as environments and ecosystems, function by considering the whole rather than the sum of the parts. Systems thinking provides an alternative to the dominant way of thinking, which emphasizes analysis and understanding through deconstruction. In comparison, systemic thinking offers a better way to understand and manage complex situations because it emphasizes holistic, integrative approaches, which take into account the relationships between system components and works toward long-term solutions critical to addressing issues of sustainability. Systemic thinking offers an innovative approach to looking at the world and the issues of sustainability in a broader, interdisciplinary and more relational way. Closely related to holistic and ecological thinking, systemic approaches help us shift our focus and attention from 'things' to processes, from static states to dynamics, and from 'parts' to 'wholes'.

Triple Bottom Line (TBL)

Triple Bottom Line is an expanded baseline for measuring performance, adding social and environmental dimensions to the traditional monetary yardstick. Reporting on the TBL is based on the premise that by monitoring and reporting social, economic and environmental performance, organisations can better pre-

pare for future challenges and opportunities, including those traditionally considered intangible, such as reputation.

UN Decade of Education for Sustainable Development

In December 2002, resolution 57/254 was adopted by the United Nations General Assembly establishing the *United Nations Decade of Education for Sustainable Development (2005-2014)*. The Decade is a culmination of the momentum towards sustainability generated by the Earth Summit, 'Agenda 21' and the WSSD and presents an opportunity to focus world attention on education for sustainability across the globe.

The United Nations Decade of Education for Sustainable Development aims to: promote education as a prerequisite for the movement to sustainable human societies; integrate sustainable development into education systems at all levels; and strengthen international cooperation towards the development and sharing of innovative education for sustainable development theory, practice and policy. The Decade also offers opportunities for researchers, practitioners and education policymakers, who are often isolated from each other, to join in partnerships and to contribute to a collective and international imperative.

Values Clarification

An educational approach employing a variety of strategies, which enables learners to clarify and critically examine their own values, particularly those, which are unconscious or inarticulate. This process helps learners uncover how culture, ideology, gender, socioeconomic background and religion shapes ones deepest held personal beliefs and values and assists learners in determining how ones own values coincide or conflict with others. Genuine engagement with sustainability requires us to understand how these factors shape our values and thus our view of the world.

World Summit on Sustainable Development (WSSD) and Johannesburg Plan of Implementation

The *World Summit on Sustainable Development* was held in Johannesburg, South Africa from August 26 to September 4, 2002. The core goal of the summit was to review the progress made towards sustainability in the ten years since the 1992 *UN Conference on Environment and Development (UNCED)* in Rio. The Summit focus was on the status of the implementation of 'Agenda 21' by identifying further measures required to implement the Rio agreements, areas where more effort was needed and new challenges and opportunities. The WSSD reaffirmed commitment to the Rio principles, the implementation of 'Agenda 21' and to the development goals adopted in the '*UN Millennium Declaration*'. An outcome of the Summit was the production of the '*Johannesburg Plan of Implementation*', which is a targeted action plan containing more than 120 goals or targets for sustainable development in conjunction with other UN sponsored principles.

The WSSD achieved a number of accomplishments, including:

- reaffirming sustainable development as a central element of the international agenda;
- focusing attention on the links between poverty, the environment and natural resource use through shared dialogue;
- negotiating concrete agreements from many participating governments to numerous commitments to implement sustainable development objectives;
- prioritising energy and sanitation issues;
- according civil society views a prominent role; and
- boosting partnerships between governments, business and civil society.

Education was a cross cutting theme at the WSSD. The '*Johannesburg Plan of Implementation*' points to the social actions required to achieve sustainable development and to the role of education, capacity building and communication in achieving this goal. It recommended the adoption of the *UN Decade of Education for Sustainable Development* to further opportunities to action sustainable development.

