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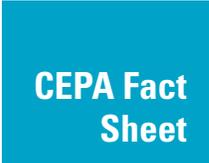
CEPA Fact Sheet Providing theory and practice pointers on how and why to use CEPA

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

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.

What is CEPA?

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?

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?

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.

PRIMARY DRIVERS
- Democratic Change
- Economic Change (incl. globalization, trade market & policy framework)
- Social & Political Change (incl. governance, institutional & legal framework)
- Technological Change
- Lifestyle & Behavioural Change

CEPA

PROXIMATE DRIVERS
- Climate Change
- Land Use & Cover Change
- Factor Inputs (e.g. irrigation, fertilizers)
- Pollution
- Harvest
- Nutrient Release
- Species Intro-   duction

CEPA

CEPA

CEPA

WELLBEING & POVERTY REDUCTION
- Health & Disease
- Environmental Security
- Cultural Security
- Economic Security
- Equity

ECOSYSTEMS & THEIR SYSTEMS
- Supporting (Biodiversity and ecosystem processes)
- Provisioning (Food, water, fiber, fuel, other biological products)
- Enriching (Cultural aesthetic)

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

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.

BIODIVERSITY

- Inventories
- Assesments
- Technical measurements

- Monitoring
- Financial mechanisms
- Technical support
- Enforcement

FORMULATION

Policies
Laws
Regulations

IMPLEMENTATION

CEPA

Exploration current practices, motives for change stakeholders

- Media analysis
- Opinion surveys & analyses
- Networking with stakeholders
- Briefings/interviews interest groups
- Design communication strategy
- Roundtables, focus groups

CEPA

Information, motivation, learning, marketing, feedback

- Public information
- Information on laws, subsidies
- Communication as complementary
- Commucation, education as independent
- Ex ante evaluation
- Suvey, research

SOCIETY AS A MARKET

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

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

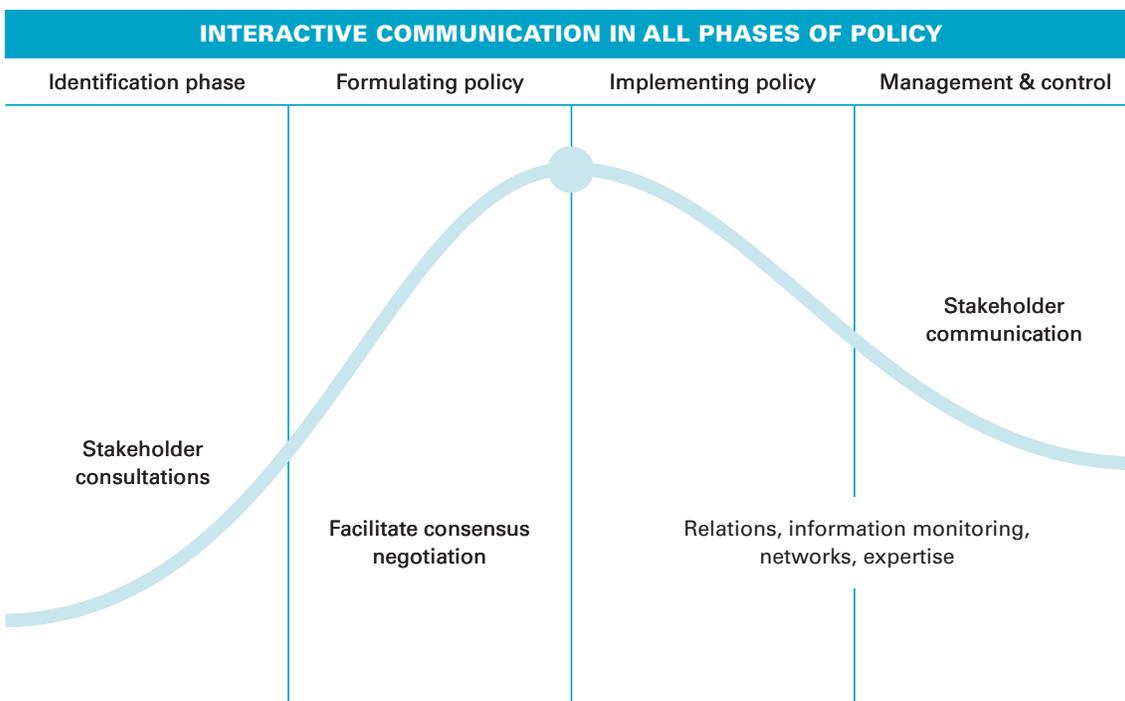# What is good practice in using CEPA?

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.

INTERACTIVE COMMUNICATION IN ALL PHASES OF POLICY

Identification phase	Formulating policy	Implementing policy	Management & control

Stakeholder communication

Stakeholder consultations

Facilitate consensus negotiation

Relations, information monitoring, networks, expertise

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?

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?

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.

LEGISLATION
- Laws
- Regulations
- Conventions

FINANCIAL
- Subsidies
- Regulations
- Fees

FACILITIES
- Equipment
- Infrastructure
- Tools

COMMUNICATION
- Public Relations
- Campaigns
- Education
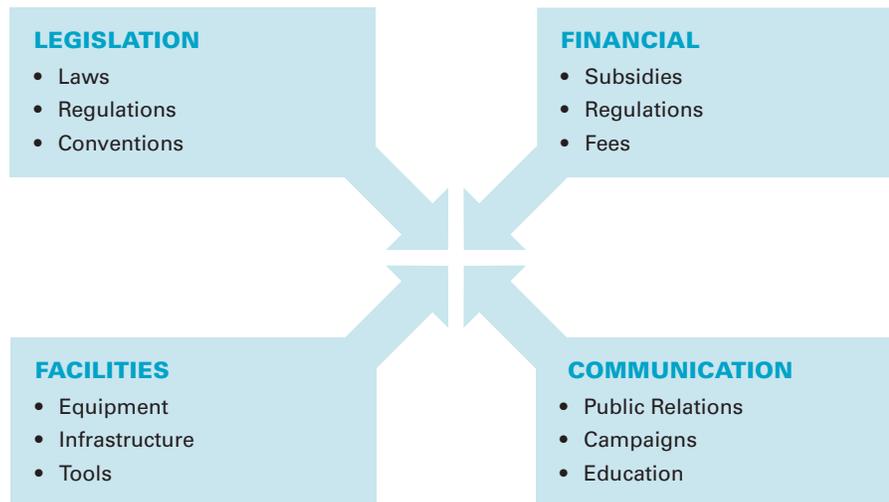
What is good practice in using CEPA?

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.

FORMULATING THE PLAN

CEPA role
- making people aware of the NBSAP process
- inviting participation
- running effective participatory activities to collect ideas, knowledge and plan;
- knowlwdge, attitude and practice surveys;
- explore policy options to be dealt with by the NBSAP with key stakeholders, the measure and the role of CEPA;
- design CEPA strategy

IDENTIFICATION AGENDA SETTING PHASE

CEPA role
- Network with interest groups, scientific institutions, NGOs;
- Regular briefings
- Interviews and meetings with interest groups and press

IMPLEMENTING THE PLAN

CEPA role
- Networking to mobilise groups
- Partnerships
- Inter-sectoral dialogue
- Information materials
- Explaining other instruments
- Campaigns
- Education
- Capacity building
- Evaluation of CEPA impact

NBSAP rocess role of CEPA

MANAGEMENT AND CONTROL

CEPA role
- Public information
- Information on changes to policy instruments
- Regular surveys of opinion and attitude

What is good practice in using 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.

Corporate Communication
Organization as Project

MINISTER ⟷ MINISTRY

EXTERNAL

INTERNAL

Internal Communication
Internal/staff

Communication as Policy Tool
Marketing policies & services
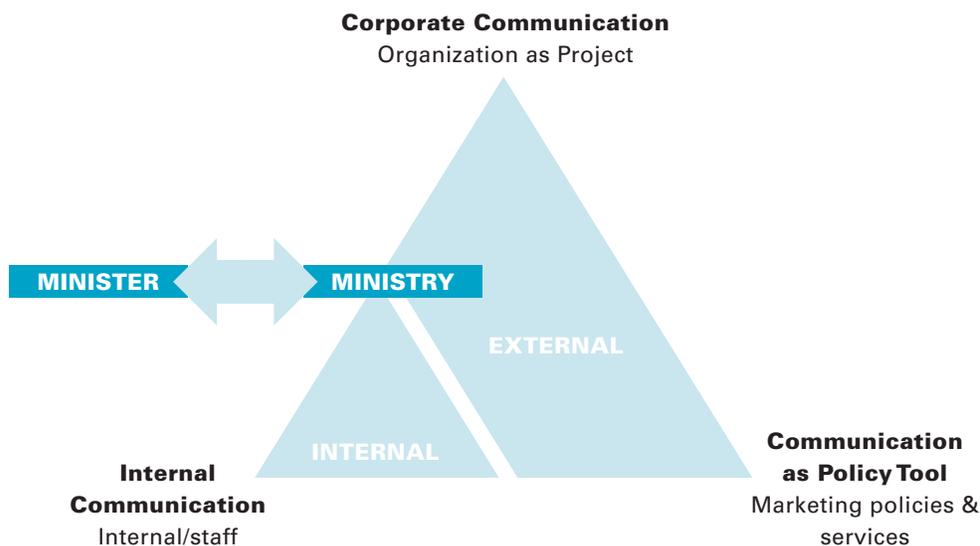
CEPA is more than "we just have to give people the scientific facts!"

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?

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?

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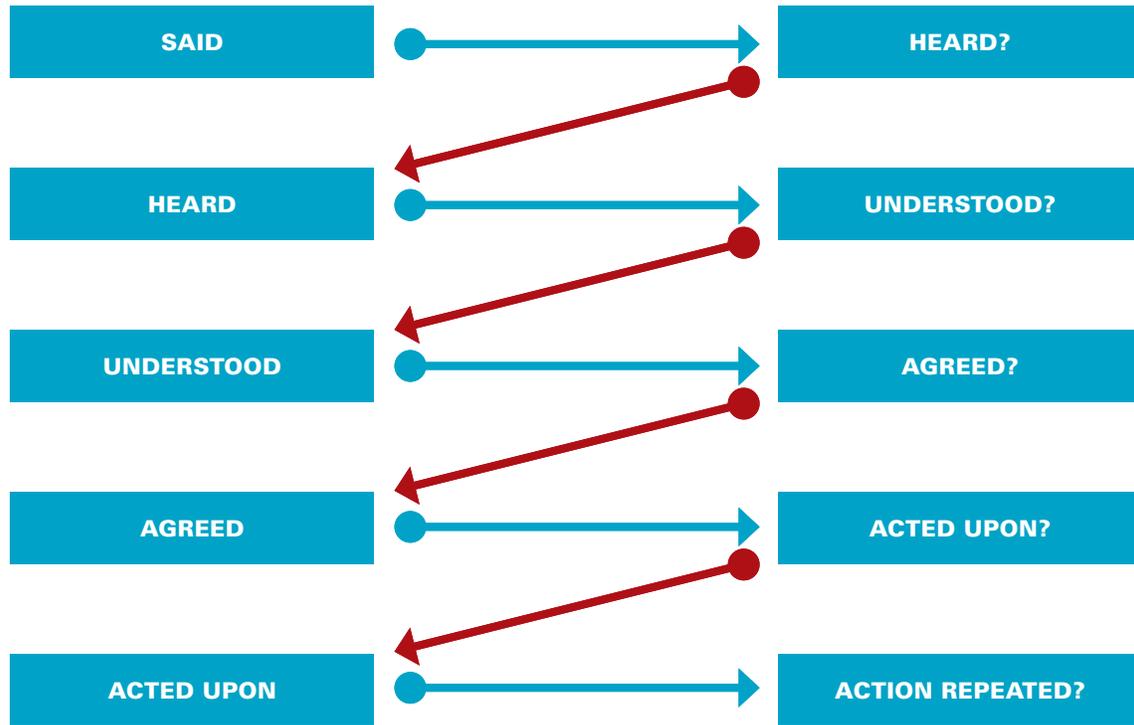
- **SAID** is not necessarily **HEARD**
- **HEARD** is not necessarily **UNDERSTOOD**
- **UNDERSTOOD** is not necessarily **AGREED UPON**
- **AGREED** is not necessarily **ACTED UPON**
- **ACTED** is not necessarily **REPEATED**

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?

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?

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. (Nisbet[1])

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?

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

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 know 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?

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

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 stainable 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?

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 is 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?

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 realted 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, UNFCC, 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.

How to sell CEPA

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
☐ **In-house Newsletter (electronic or printed):**	Regularly provide brief information items about recent facts and events.	Advantage: • easy to make, reproduce and distribute.
☐ **Policy Manual**	Provides information on the history and mission of the Ministry, its current policies and activities.	Disadvantage: • Has to be regularly updated.
☐ **Orientation Programme**	Introductory programs for new staff to enable them to quickly get to know the organisation and its activities.	
☐ **Bulletin Boards (Now there are also digital bulletin boards and websites)**	A cheap and easy way to distribute internal information quickly.	Advantage: • If placed at a strategic location (near the elevator, photocopier, coffee room, etc.), they are usually well read. Disadvantage: • Not good to reach external or mobile staff. • Often look messy (Note: the media is the message!), making them unfit for some messages.
☐ **Staff Meetings**	Regular staff meetings are a good way to: • 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.
☐ **Skills development**	Staff training develops confidence, and agency	Requires an annual budget
☐ **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 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 upmost 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.
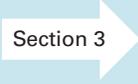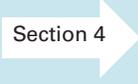
How to make a strategic start with CEPA

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

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 scare 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

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 Kartgographie, 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

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 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).

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

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.
Pulic 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 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 policicies 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

How to monitor and evaluate CEPA

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