SECTION 3
How to engage stakeholders and mainstream biodiversity

"in today's world we depend on each other"

Kofi Annan

What is in this section?

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

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

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

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

How to support stakeholder engagement by:

- developing capacity of stakeholders;
- handling participation of stakeholders

CEPA Fact Sheet	The fact sheets explain why and how to engage stakeholders and how to be strategic in view of the limited time and resources available to the NBSAP coordinator.
Example	The examples show what has been done in some instances to use CEPA for mainstreaming and engaging stakeholders.
Checklist	The checklists are handy reminders when planning an intervention with stakeholders

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Introduction

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

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

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

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

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

> In Sri Lanka a recently concluded study showed that there was inadequate understanding among non-conservation sectors (including both state agencies and the business sector) and provincial, regional and municipal authorities about biodiversity and other environmental plans and policies, and their responsibilities to implement these plans.
>
> Source: The Thematic Assessment on Biodiversity for the NCSA project by the Ministry of Environment Sri Lanka, 2006.

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

> Among the requirements identified jointly by all stakeholders in Sri Lanka was:
>
> (a) a well planned communication strategy to permit continuous dialogue and communication with selected development sector agencies, business and policy makers, and
>
> (b) capacity building in conservation agencies to communicate, promote and 'sell' their image and work plans.
>
> **Source:** *The Thematic Assessment on Biodiversity for the NCSA project* by the Ministry of Environment Sri Lanka, 2006.

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

How to engage stakeholders and mainstream biodiversity

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

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

LISTENING IS KEY TO COMMUNICATION

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

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

EXAMPLE: Problems in implementing a biodiversity plan

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

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

Underlying causes

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

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

Recommendations from the roundtable in Sri Lanka

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

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

What are stakeholders?

What are stakeholders?

What are stakeholders?

External stakeholders

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

Stakeholders

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

Primary stakeholders are

(a.) those needed for permission, approval and financial support and

(b.) those who are directly affected by the activities of the organisation or project.

Secondary stakeholders are those who are indirectly affected.

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

Internal stakeholders

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

The "forgotten stakeholders" are internal stakeholders

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

See Section 1 on internal communication

What are stakeholders?

CHECKLIST: Identifying stakeholders

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

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

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

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

How to engage various stakeholders

How to engage various stakeholders

How to engage stakeholders by using opinion leaders

Desk research may be sufficient to identify stakeholders.

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

Getting help from opinion leaders

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

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

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

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

How to engage stakeholders using informal communication

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

INFORMAL COMMUNICATION

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

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

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

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

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

How to engage various stakeholders

How to engage stakeholders using focus groups

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

Other commonly used methods are formal interviews and surveys.

FOCUS GROUPS

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

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

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

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

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

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

Everett Rogers[1] proposed a model that suggests the social uptake of an innovation starts with the most imaginative people and then diffuses through society as people **subjectively assess it according to:**

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

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

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

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

TIME OF ADOPTION OF INNOVATIONS

Participatory approaches

Two-way communication

Incentives & one way communication

Legal information & enforcement

2½% Innovators

13½% Early adopters

34% Early majority

34% Late majority

16% Laggards

High involvement

Medium involvement

Low involvement

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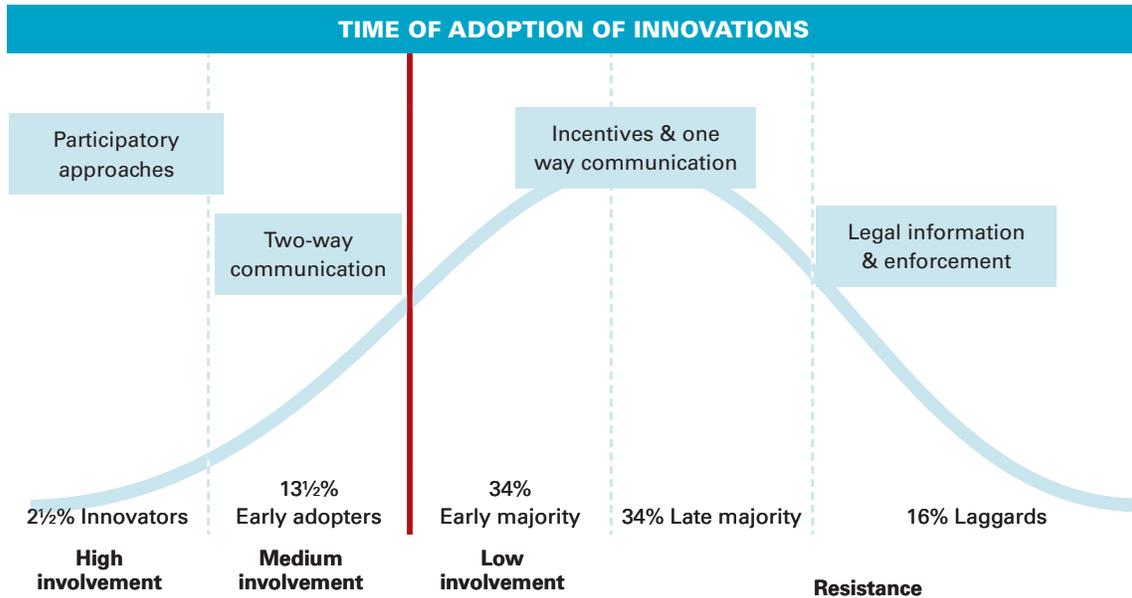
Figure adapted from E. Rogers http://www.valuebasedmanagement.net

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

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

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

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

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

How to engage various stakeholders

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

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

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

When the issue is not complex and the outcome is clearer, then one way communication suggesting the actions to take is appropriate, e.g. to address prohibition of trade on a certain endangered species. However when planning CEPA to engage stakeholders in the re-introduction of large mammals, or the restoration of a forest landscape, then more participatory approaches are appropriate.
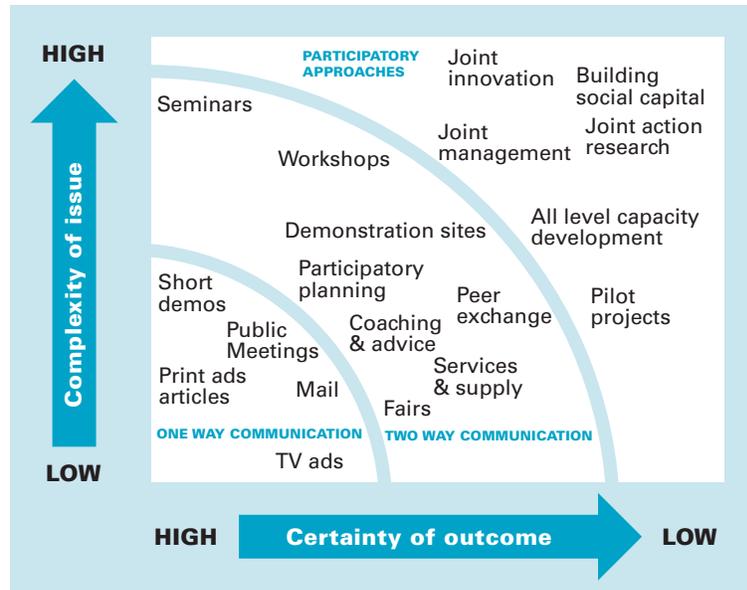
Figure: When uncertainty and complexity increase more pilot projects, participatory research and joint innovation and management approaches are required. Les Robinson see http://media.socialchange.net.au/people/les/What's_best.pdf

On what basis are stakeholders engaged?

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

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

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

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

Modalities of engagement

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

How to engage various stakeholders

How to engage decision makers and politicians

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

Another frequently heard call is to "educate the decision makers".

Do we have to educate everyone?

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

MEMOS DO NOT COMMUNICATE

- Do decision makers have time for this?
- Do they feel the need and desire to be educated?
- Do they see the relevance of such workshops?
- Will such workshops even be counter-productive?
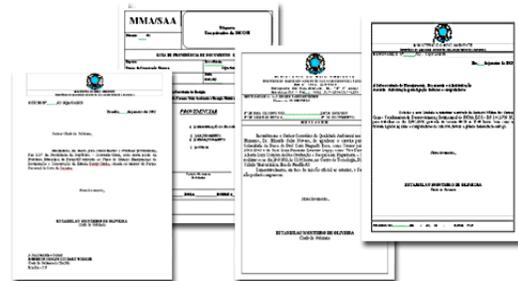
Experience has shown that trying to make all politicians and decision makers biodiversity experts can be futile, and that it is more effective to accept their level of knowledge and interests and concentrate on how best to put biodiversity on their agendas. The two main modalities for this are formal and informal communication.

When to use formal and non formal communication

Formal communication

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

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

Combining informal and formal communication

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

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

Photo: Ecom, BrazilHow to engage stakeholders?

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EXAMPLE: Failed government interventions because of not engaging stakeholders

Decree to establish nature reserve

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

Local protests

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

Negotiations

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

Damage repair is much more costly

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

Source: ECAPP Distance Education Course

EXAMPLE: Engaging the community in Biodiversity Knowledge Fairs

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

Actions

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

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

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

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

EXAMPLE: Engaging the business sector in biodiversity

Leaders for Nature Initiative

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

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

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

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

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

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

EXAMPLE: Engaging municipalities in biodiversity

Photo Countdown 2010 website

Photo Countdown 2010 website

Danish Municipalities to share responsibility for endangered species

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

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

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

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

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

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

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

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

Steps so far

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

Further development

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

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

EXAMPLE: Engaging decision makers

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

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

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

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

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

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

How to integrate biodiversity into other government sectors

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

John F. Kennedy (1917–1963)

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

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

Getting an appointment

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

Process of relationship building

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

Negotiation

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

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

How to integrate biodiversity into other sectors

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

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

Quid pro quo

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

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

"Win-win"

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

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

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

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

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

1. Define clear goals and interests using internal communication

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

EIGHT STEPS TO MAINSTREAM BIODIVERSITY INTO OTHER SECTORS

Internal communication

1. Define clear goals for the implementation of the NBSAP.

2. Identify conflicting views and interests.

3. Engage in an effective and open dialogue.

Informal communication

4. Develop a range of win-win alternatives.

5. Develop criteria jointly to evaluate success.

Negotiation Interactive communication

6. Use neutral parties as facilitators.

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

Joint External communication

8. Organize monitoring and evaluation and how to continue the dialogue.

2. Identify conflicting interests

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

3. Engage in open dialogue using informal communication

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

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

4. Develop a range of win-win solutions

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

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

5. Develop jointly the criteria to evaluate success.

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

6. Use a neutral party as facilitator

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

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

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

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

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

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

Using many CEPA aspects

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

EXAMPLE: Integrating biodiversity into the Poverty Reduction Strategy

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

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

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

Issues discussed include:

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

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

EXAMPLE: Mainstreaming biodiversity into other Ministries in Slovenia

Ministry of Defence

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

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

Ministry of Agriculture

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

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

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

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

Objectives

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

Actions

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

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

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

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

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

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

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

☐ **Report of workshop contents:**
  - Introduction by Minister;
  - Copy of introductory presentations;
  - Copy of presentations from the group work;
  - Photo of sheets capturing lessons learnt, advice for next steps;
  - Photos of workshop sessions and lunch;
  - Summary of concluding remarks of workshop chair;
  - Expectations inventory from morning groups & evaluation remarks;
  - List of participants and address data (+ photo & statements).

☐ **Letter to thank participants, signed by Minister of Environment, Letter to thank Ministers of various invited ministries, signed by Minister of Environment.**

☐ **Follow-up telephone calls to make appointments for bilateral talks with 19 representatives from 12 ministries to explore common action points for NBSAP, discuss possible texts and further procedures for cooperation.**

☐ **Follow-up visits by NBSAP team members from Agency to different departments and govern- mental institutions.**

☐ **Scenario for visits includes:**
  - Start with small talk: setting time and agenda for meetings;
  - Scope out general impressions on workshop and report;
  - Explain NBSAP: procedure and main contents—Ask for questions;
  - Find out the issues important for other sector in their policies and strategies (i.e. what strategy docu- ments exist; who takes decisions about these strategies? What could be entry points?
  - Questions: What is your opinion about our first ideas? How could we formulate these action points bet- ter?
  - Questions: When will your ministry be satisfied with the NBSAP process? What other suggestions? What should be the next steps?

☐ **Follow-up communication on final texts and actions.**

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

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

ISSUE	NEW INFRASTRUCTURE IN SENSITIVE AREA
☐ **Biodiversity concern**	• Loss of species • Loss of ecosystem services • Loss of cultural landscape features • Other disturbances
☐ **Potential bargaining areas**	• Alternatives to proposed location of infrastructure • Enhanced infrastructure with safeguards for biodiversity • Compensation of costs for relocation of species or other mitigation measures • Compensation with extension of protected area(s) elsewhere • Consistent and transparent selection criteria for future infrastructure projects • Improved dialogue, relations and reputation
☐ **Possible outcomes or agreements**	• Alternative solutions • Investment in technical measures to avoid or mitigate negative effects • Same species or ecosystem services protected elsewhere at reduced costs* • Mutually agreed compensation of conservation measures • Improved relations that offer opportunities for win-win situations in future negotiations • New and improved criteria for infrastructure projects

 * this may not be feasible in all situations

How to integrate biodiversity into other sectors

CHECKLIST: Mainstreaming biodiversity into other sectors

☐ **1. Define clear goals for the implementation of the NBSAP**
- Clarify, as concretely as possible, the results desired.
- Analyze the decision making procedures within your own ministry, its position in the government and its reputation in society.
- Map the legal obligations and political consequences of mainstreaming. (*this is particularly important if the EU Birds or Habitats Directives are involved)
- Formulate an implementation plan for the CBD and the NBSAP.

☐ **2. Identify conflicting views and interests**
- Identify the most relevant stakeholders in other ministries and in society.
- Analyze and understand their interests, responsibilities and values/opinions.
- Review and grade the various (potential) conflicts.
- Identify opportunities for collaborative working (e.g. in relation to socio-economic development, river catchment management; forestry programs, etc.).

☐ **3. Engage in an effective and open dialogue**
- Develop respect and acceptance between Ministries (and sections/departments within and under Ministries).
- Consult stakeholders before taking final decisions.
- Think about changing your own attitudes from regarding 'stakeholders as enemies' to 'stakeholders as partners'.
- Ensure joint fact finding.
- Agree on procedures for information-exchange.

☐ **4. Develop a range of win-win alternatives**
- Brainstorm about options to provide win-win situations.
- Consider the options in the light of problems and opportunities.
- Focus the discussion on conditional agreements.
- Cooperate on developing a package deal that meets the main interests of each group.

☐ **5. Develop jointly criteria to evaluate success**
- Engage in a dialogue to establish criteria to judge policy options in an objective way.
- Focus the discussion on criteria for the issue, not on personal attitudes or standpoints.
- Form external 'coalitions' with other partners to support objective judgement.

☐ **6. Use neutral parties as facilitator during discussions.**
- Identify neutral persons to facilitate the discussions.
- Formulate in advance the responsibilities of the facilitator.
- Identify the most effective process for facilitation.
- Engage neutral parties during the implementation of the results of the negotiations.
- Accept responsibility for a successful outcome.

☐ **7. Create a positive public image through use of the media**
- Formulate a media strategy for the NBSAP.
- Develop pro-active contacts with the media.
- Anticipate how to adapt your media strategy in case of negative publicity.
- Ensure supplementary publicity through the web and other interactive channels.

☐ **8. Organize monitoring, evaluation and a continuation of the dialogue**
- Agree on planning for future interaction and how to monitor the progress of the discussions.
- Identify who is responsible to check on results.
- Agree on procedures for joint evaluation and continued negotiations.
- Give positive feedback on the negotiation and decisions.
- Maintain contact, with phone calls, emails, and through informal social opportunities.

CHECKLIST: Communication skills for effective stakeholder engagement and mainstreaming

☐ **1. Always take the initiative**
- Do not wait until you find yourself in a defensive position.
- Look at the issue and the solutions from various perspectives.
- Avoid as much as possible that others dictate the steps you take in the process.

☐ **2. Be result oriented**
- Develop real alternatives for issues at an early stage.
- Focus on solutions and not only on analysis and theories.
- Focus on actions that help to realize the desired results.

☐ **3. Aim at consensus**
- Develop an approach to build relations and confidence.
- Listen carefully and try to understand different interests.
- Develop options to accommodate these interests.

☐ **4. Act in a responsible way**
- Behave in the way you want others to behave.
- Avoid expert behaviour and language.
- Work within the framework of your mandate.
- Be open and explicit about the motives of your actions.

☐ **5. Invest in your credibility**
- Always consult others (internally and externally) before taking a decision.
- Only engage in realistic commitments.
- Avoid being non transparent.

CHECKLIST: Preparing for Negotiations

☐ **Our negotiators**

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

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

☐ **Verify key considerations from our agency's point of view**
- Do we have a mutual understanding of the mission and objectives?
- Scope out the aspects/ issues essential to us?
- What are the main deliverables/ results we want?
- What factors affect our schedule to achieve resolution of the issue?
- What are the potential areas of liability regarding possible decisions?

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

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

How to inspire the Press
How to work with the
mass media

How to inspire the press

How important is the mass media?

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

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

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

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

SOME FACTS ABOUT MEDIA IN EUROPE

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

Source: Forrester Research, April 2004

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

How to inspire the press

What are the trends in mass media?

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

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

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

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

The competition for people's attention is huge.

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

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

How do biodiversity experts think about the media?

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

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

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

What challenges do media face?

The internet has increased competition in the media. New television channels compete with traditional channels and the internet. Newspapers' editors are besieged with information yet have to deal with a continual decline in subscribers and advertisers. Faced with the business of selling papers, they look for information that helps them do so.

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

How to inspire the press

How to get through. What appeals?

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

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

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

NEWS NEEDS OF THE URBAN CITIZEN

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

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

Need for self-realisation

Need to be appreciated

Need for social acceptance

Need for security

Physiological needs
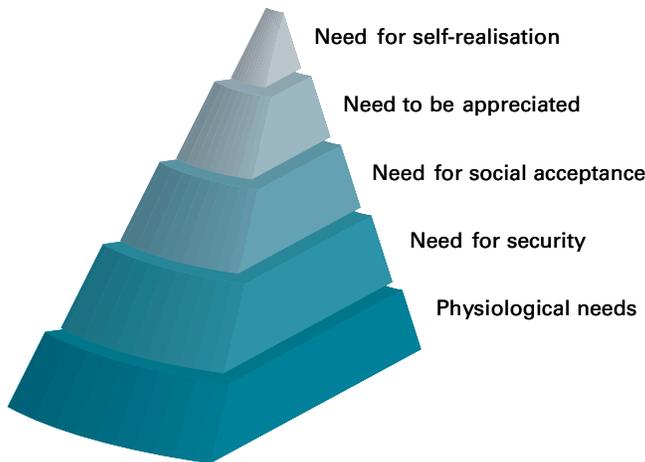
MASLOW'S PYRAMID

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

INCREASING MEDIA INTEREST

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

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

How to inspire the press

How to approach the press

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

Some key points to keep in mind are:

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

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

SOME KEY STEPS FOR DEALING WITH REPORTERS OR JOURNALISTS

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

Should the press be invited to NBSAP meetings and events?

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

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

Why are field trips crucial?

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

THE ADVANTAGE OF FIELD TRIPS

Paying for airline tickets, local transportation, accommodation and meals for journalists from a newspaper or television station helps to overcome the first obstacle to having a story placed on biodiversity, the lack of funding to travel to report on biodiversity in distant places.

Funded field trips provide the following advantages:

- A unique opportunity for the journalist to travel;
- A striking story for the media outlet without spending any funds;
- An increased understanding of the issues from the journalists;
- More media attention devoted to conservation matters and to the conservation organisations sponsoring the trip.

Invest in journalists with a good capacity, interest and drive to develop stories. Understand however, that the trip does not necessarily guarantee that the journalist will come back with a good story.

How to inspire the press

How to deal with "bad" stories in the media

If the story broadcast or printed seems to be "bad press" do not close the door to that journalist. Call him or her and propose other stories and offer more materials. Avoid confrontation over the story.

If this does not work out, take a positive attitude to the "crisis". At least your issue is in the media and as they say, "no publicity is bad publicity".

How can you avoid reporters' "twisting" the story?

Mostly stories are twisted because a journalist did not have enough time or capacity to write a good story. To prevent this happening:

- work with reporters you trust and with whom you have a good relationship;
- share all the information you have about that topic;
- provide a clear press release clearly presenting the issues and a complete press kit with maps, charts, photos, data and graphics.

How can you avoid reporters or editors oversimplifying and modifying stories?

Provide follow-up for a simple story with a more substantial story for release on the second-day. A follow-up story might be an opinion-editorial (op-ed) because the day after a story has been covered op-ed editors are looking for people with expertise to expand on the same subject.

> It is important to create strong and faithful media relationships. Whenever possible work with editors as well as reporters. Give editors new opportunities to better understand biodiversity issues and invite them on field trips too.

What is the role of visual tools?

Graphics, such as maps, graphs, photos or video images, are very important to all media outlets. Try to be creative in the use of images. Biodiversity images are usually extremely suitable for television, and providing good quality footage helps to have your story broadcast. Again a good relationship with television reporters and film producers encourages media networks to produce and broadcast nature and conservation programs.

How long will the public remember our story?

People are bombarded with so many messages in a day, that your message may not stay "top of mind". If your story is forgotten the good news is that two days after it appears, all print media stories (and even radio and television pieces) are placed on the internet. The story stays on-line for several years available for people to read about your issue.

Keeping press clippings and making photocopies of articles available can provide opportunities for people to read about the issue at other times.

EXAMPLE: A field trip in Ecuadorian Chocó

In July 2006, I supervised the organisation of a field trip of journalists to the Chocó, a biodiversity-rich region in Ecuador, at the edge of the Pacific coast. A group of 19 media professionals, representing newspapers, magazines, radio and television, participated in the four-day visit.

The first day was reserved for travelling from the capital Quito to San Lorenzo, a six-hour drive down the Andes. Biologists accompanying the journalists talked about the devastation of the Andean region, as well as the process of destruction of the Chocó rainforest.

The second day was dedicated to indoor discussions during which participants exchanged experiences and biologists from Conservation International and local stakeholders were asked to present their cases and stories. Each emphasised the importance of protecting the fragile ecosystems.

During the third day, the group visited the Cayapas-Mataje Ecological Reserve, a national protected area of 50,000 hectares, established to halt the development of shrimp nurseries in the region.

In the reserve, the journalists went to Pampanal de Bolivar, a fishing village. There they interviewed local officials and fishermen who explained first-hand how they fought against the shrimp companies that were destroying the ecosystem. They also discussed with locals the various advantages and challenges presented by the existing reserve.

The media professionals also followed a group of women, called "concheras" who were harvesting shellfish in mangroves. They photographed the women at work and learned first-hand about their lifestyle and difficulties.

On the last day we had a wrap-up meeting, where we pledged to stay in touch for at least a year. The rest of the day was set aside to travel back to Quito. The evaluation of the field trip received high marks.

Contributed by Haroldo Castro, former Vice President of Global Communications at Conservation International and member of IUCN CEC Steering Committee

EXAMPLE: How to inspire journalists using awards

The Biodiversity Reporting Award (BDRA) started in 1999, has as its objectives to:

- Increase the quantity of environmental reporting;
- Improve the quality of environmental reporting through capacity-building and training;
- Recognise the outstanding work of key journalists covering environmental issues, and stimulate their continued efforts;
- Strengthen the relationship between conservation and media.

In 2006, the Award was co-organized by Conservation International (CI), Fundación Biodiversidad (part of Spain's Ministry of the Environment), the International Center for Journalists (ICFJ), and the International Federation of Environmental Journalists (IFEJ).

The eighth award in 2006 received a total of 588 articles, submitted by 363 journalists from 148 media outlets from Latin America and Madagascar. The Biodiversity Reporting Award BDRA website (www.bio-diversityreporting.org) compiles more than 1,900 environmental stories, written in four languages by some 800 journalists.

The key components for the success are:

- Building strong partnerships between organisations related to environmental journalism and bio-diversity conservation;
- Using the Internet as the main platform, cutting costs and for stimulating all procedures from disseminating information to designing a straightforward judging process;
- Inviting experts as jurors to evaluate the national awards. These veteran environmental journalists and academics have donated their time and experience to evaluate the articles.
- Awarding first place winners from each country with an all expenses paid trip to participate in an international conference on environmental media or conservation.
- Organizing award ceremonies in each one of the BDRA countries. The events are high-profile national gatherings, acknowledging the best journalists and also the commitment of media outlets to conservation.

Contributed by Haroldo Castro, creator and Executive Director of the "Biodiversity Reporting Award" 1999-2006

How to inspire the press

CHECKLIST: Field trips for journalists

☐ **Before the trip**
- Select a group of journalists (between 4–20) that would be personally interested in travelling and writing about the destination.
- Check their availability to travel during the dates you plan.
- Send a formal invitation letter to his or her editor, stating that the invitation is a personal one for the specific journalist.
- Prepare materials related with the trip, including fact sheets, maps, graphs, photos, or video footage.
- Confirm participation several times, specifically before buying a domestic airline ticket and one or two days before departure.

☐ **During the trip**
- As soon as possible, brief the journalists about the agenda and distribute the appropriate materials.
- Do not try to baby-sit the participants or manipulate their interests. Play an honest game and understand that journalists prize their freedom.
- Organize informal gatherings between the journalists and local leaders, always highlighting the topics of the story and its main stakeholders.
- Instigate conversations and discussions among the participants. Although they are travelling, this is not vacation time and they should use any free moment to learn and exchange ideas.
- Organize a final meeting before leaving the field, ensuring they share the pros and the cons of the trip. Do not be defensive and listen to all comments as this will help plan future field trips.

☐ **After the trip**
- Explain that they have complete freedom to write whatever they want about the issue and that you are available for additional information.
- Ask them to send you a copy of the publication, a radio or video clip, or an Internet link of the story that they will publish, as you will need it for you own report.
- Follow-up with all journalists that have participated in the trip, ensuring that they have all the materials to publish a good story.

Contributed by Haroldo Castro, member of IUCN CEC Steering Committee

CHECKLIST: How to identify a "news" worthy story on biodiversity issues

☐ **The Proximity criteria**

A journalist prefers to cover an event which takes place in his or her region because a reader prefers to read about his village rather than a distant country. This is what media call "*the rule of the dead per kilometre*": One person killed one kilometre away is equivalent to 4000 people killed 4000 kilometres away. Proximity can also be geographical, chronological, social, and psycho-affective.

☐ **The Identification criteria**

Less than 2% of the total media coverage deals with environmental issues because of the difficulty of having readers identify with conservation. To make the story more relevant, environmental communicators should try to find a human face or interest behind the story or messages.

☐ **The News criteria**

News is something that is new. Today is more interesting than yesterday, but less than tomorrow. News is like a butterfly, something nice but that dies in two days' time.

☐ **The Surprising criteria**

According to a recent survey, people remember only 7% of a TV news program just two hours after it has been broadcast. Most of the time they remember what surprised them for one reason or another. The phrase used in journalism schools to illustrate this fact is: "*If a dog bites a man, it is not a news story. If a man bites a dog, it becomes a news story.*" This is a fundamental rule that leads a communicator to be a story hunter.

☐ **The Story-telling criteria**

This is valid particularly for features. A message, be it environmental, political or humanitarian, is best explained through a story. For example, don't say that a river is severely polluted. Try and tell the story of a tribe of fisher-men whose sheer existence is threatened by the loss of fish caused by the heavy pollution of the river.

Josué Anselmo, former IUCN Media Officer

CHECKLIST: How to write a press release

News agencies, such as AFP or Reuters, provide instant news, which is continuously updated. News agencies provide a service to world media plus governments/UN/companies/banks, etc.

AFP receives dozens of press releases per day and sends their journalists to several press conferences per day in each major city. This illustrates the competition amongst information providers and the need to focus on sending smart and exiting news. A press release should have a strong news angle, be clear, concise, and short.

Guidelines for writing a press release:

☐ **Non-technical language with a maximum of 400 words and seven paragraphs;**

☐ **Include a human element/context;**

☐ **Provide concrete examples; figures are welcome; always show proportion using phrases such as "which is equivalent to…"**

☐ **1st paragraph—News angle at the top, clearly name the source in the introduction;**

☐ **2nd paragraph—Develop the main idea;**

☐ **3rd paragraph—Direct quote to back up the main idea;**

☐ **4th paragraph—Some background to give the context;**

☐ **5th paragraph—A second quote if needed;**

☐ **6th paragraph—A larger perspective and vision for the future;**

☐ **Contact person and details, who should be able to respond as soon as possible.**

☐ **Press releases should preferably be sent by e-mail or fax.**

Josué Anselmo, former Media Officer IUCN Communications Unit

CHECKLIST: Why bother about biodiversity?

☐ Humans are dependent on biodiversity which provides food, medicines and raw materials, and delivers many other goods and services that support human life. Forests, for example, provide wood, oxygenate the air, purify water, prevent erosion and flooding, moderate climate, and turn waste into nutrients or raw materials, such as oil and gas.

☐ Experts estimate the value of the goods and services provided by ecosystems at €26 trillion a year, twice the value of human production yearly.

☐ Between 10,000 and 20,000 plant species are used in medicines worldwide.

☐ Habitat fragmentation, degradation, and loss of forests, wetlands, coral reefs, and other ecosystems pose the biggest threat to biological diversity. With the loss or degradation of habitats, plant and animal species disappear. For example, forests contain many of the known terrestrial species, but approximately 45% of the Earth's original forests have been cleared, most of which happened during the past century.

☐ Species have been disappearing at 50–100 times the natural rate, and this is predicted to rise dramati-cally. Based on current trends, an estimated 34,000 plant and 5,200 animal species (including one in eight of the world's bird species) face extinction. Beside habitat loss and degradation, alien invasive species have become a major threat to indigenous species as their natural habitats are overcome and colonized.

☐ Global atmospheric changes, such as ozone depletion and climate change, increase the pressure on threatened species. A thinner ozone layer lets more ultraviolet-B radiation reach the Earth's surface where it damages living tissue. Global warming is already changing habitats and impacting on the distribution of species.

☐ Agricultural diversity that has developed over thousands of years of plant cultivation and animal domes-tication is being lost. This is mainly due to modern commercial agriculture which focuses on a relatively few crop varieties and animal breeds.

European Commission, Press release Biodiversity loss, facts and figures, 2004

How to integrate biodiversity in school curricula

What strategies can be used to integrate biodiversity in school curricula?

Just as the NBSAP coordinator wants to mainstream biodiversity in mass media and other government sectors, to have them take up the issue and incorporate it in their practice, a strategy is needed to work with the education sector.

CBD focal points and NBSAP coordinators have basically two strategies to integrate biodiversity in the formal education system of primary, secondary and tertiary education: Either by positioning biodiversity as a:

1. separate content area for the curricula;
2. component of environmental education for sustainability (EEfS) or education for sustainable development (ESD).

Biodiversity education as separate content

The advantage of the arguing for biodiversity as a separate content area is that there is control over how to introduce the important aspects of biodiversity into the formal education system. In this approach the focus is to support and to equip teachers with the skills and understanding needed to include the scientific, economic and social aspects of biological diversity conservation in their education programs. The disadvantage of this strategy is that biodiversity has to compete with many other 'interests' with which the formal education system in many countries is 'bombarded'. (e.g. peace, health, chess, AIDS, violence etc.).

Biodiversity as a component of ESD

The advantage of positioning biodiversity as a component of environmental education for sustainability or education for sustainable development is that ESD is high on the agenda of Ministries of Education at the moment, as many governments and educational organisations are participating in the UN Decade for Education on Sustainable Development (2005-2014). ESD enables schools and institutions of higher education to engage in 'hands on' educational programs that involve the wider community in the educational process. The disadvantage is that there is little control as to how much biodiversity in reality will be taught in the classroom.

How to drive the strategy forward

Define a Strategic objective

It is important to formulate an overall strategic objective for the use of either of the two approaches—biodiversity education as a separate content area or as a part of ESD. For example: "students at the end of their education—before entering the labour market—have the necessary competences to make informed decisions that impact on biodiversity and sustainable development in their jobs". From this formulation, specific objectives are developed for the various subjects in primary, secondary and tertiary education.

Top down and bottom up approaches

ESD and/or biodiversity education can be introduced into the formal education system by using a top down or a bottom-up approach. In the top down approach the formal education system directs schools to take on board the new content area. In the bottom-up approach a demand is created from the schools for these content areas.

What is a top down or 'push' approach?

In the top down approach the Ministry of Environment works in partnership with the Ministry of Education, with curriculum development institutions, authors of education publications, publishers, teacher training institutions, examination boards and school inspectors. Schools are provided with the relevant materials, teachers are trained in the application of the new methods and content and examinations test the new competences and knowledge. This process takes at least five to ten years to be fully implemented. Invariably this collaboration is based on years of work undertaken by NGOs in biodiversity education or ESD or by pioneer teachers and schools.

> **KEY ACTORS IN TOP DOWN APPROACH**
> - Ministry of Education
> - Curriculum development institutions
> - Teacher training institutions
> - Examination boards
> - Education inspectors
> - Publishers of educational materials
> - Professional organisations of teachers

What is a bottom-up or 'pull' approach?

In the bottom-up approach the Ministry of Environment, in collaboration with the Ministry of Education, stimulates the formation and maintenance of networks of schools working on biodiversity education or ESD. The networks may be national or linked to international initiatives (e.g. Globe, ENSI, FEEE, etc.), where information is downloaded for classroom assignments and activities. Electronic networks amongst schools enable sharing of findings, reports and student discussion of projects. Radio and TV are effective means to trigger schools to participate. Self-evaluation tools that enable teachers to check their competences and effectiveness in ESD or biodiversity are also popular ways to stimulate demand from teachers.

Combination of approaches

Often Ministries of Environment and Education apply a combination of approaches to overcome the long lead time to rewrite curricula and institutionalise new content in the system. Content influences can occur by using strategic moments such as during normal updating of a subject's curricula, or taking advantage of issues high on the political agenda, like climate change, to inject change.

EXAMPLE: Environmental Education Networks

ENSI is an international government based network established under the auspices of OECD—CERI (Centre for Education, Research and Innovation) in 1986. The international secretariat is based in Solothurn, Switzerland. Over the last year, ENSI has developed an official partnership with UNESCO in the framework of the UN Decade on Education for Sustainable Development (UN DESD) and the United Nations Economic Commission for Europe (UNECE) in relation to the UNECE strategy on Education for Sustainable Development.

ENSI brings together school initiatives, school authorities, teacher training, educational research institutions and other stakeholders from more than twenty countries worldwide and its membership is growing. Its core business is cutting edge research and policy reflection in the field of Education for Sustainable Development—www.ensi.org

GLOBE (Global Learning and Observations to Benefit the Environment) is a worldwide hands-on, primary and secondary school-based education and science program—www.globe.gov/

For Students, GLOBE provides the opportunity to learn by:

- Taking scientifically valid measurements in the fields of atmosphere, hydrology, soils, and land cover—depending upon their local curricula.
- Reporting their data through the Internet.
- Publishing their research projects based on GLOBE data and protocols.
- Collaborating with scientists and other GLOBE students around the world.

For Teachers, GLOBE provides assistance through:

- Training at professional development workshops, Teacher's Guide, "how-to" videos, and other materials.
- Continuing support from a Help Desk, scientists, and partners.
- Contact with other teachers, students, and scientists worldwide.

For International and U.S. Partners, GLOBE provides:

- Train-the-Trainer workshops.
- Guidance and support for mentoring teachers.

## EXAMPLE: Creating a demand for biodiversity education and ESD in the formal education system in Germany

Nature Detectives

The overall objective of the youth multimedia project *Naturdetektive* is to develop new and innovative ways of discovering and rediscovering nature and to raise awareness about biodiversity. It contributes to Article 13 of the Convention on Biological Diversity (CBD) on "public awareness raising on the Convention" and to the UN Decade of Education for Sustainable Development DESD 2005–2014.

The project facilitates participation, interaction and communication amongst participants, through the website, in a mix between practical field work and virtual presentation of the work as "reports" and "observations". The project provides a practical example of how new media and especially Internet, can be used to increase interest, understanding, and create fun for the participants in nature and biodiversity.

The project is principally directed to schools though it also offers opportunities for other users, such as parents to participate with their children or for nature conservation groups and other interested individuals.

www.naturdetektive.de Dr. Horst Freiberg, Federal Agency for Nature Conservation, Germany
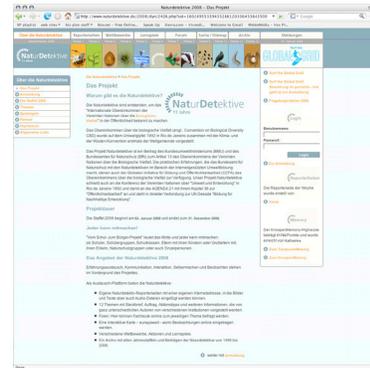
EXAMPLE: Combination of top down and bottom-up approaches

The Norwegian Ministry of Environment and the Ministry of Education are cooperating closely on environmental education, from kindergarten to university level. Environment is integrated in the normal curricula for the various directions of studies and within specific subjects, e.g. geography, history, biology, technology, social science etc. The environment was not a mandatory part of the curricula until 2006 - it took time to reach that formal decision. Still there is a lot of work to do to follow up with teacher training, program development and cooperation with school-owners.

Norway has joined the UN's Decade of Education for Sustainable Development 2005–2014. The Ministry of Education is mandated to involve several ministries in a strategy group to develop a Norwegian Action Plan for Education for a Sustainable Development. The strategy aims to develop a pedagogical system for formal education on how to deal with sustainable development.

The website miljolare.no (www.sustain.no) was alre

ady developed as a pedagogical instrument to integrate environment in school subjects. This system is used in the new strategy as a framework for how the different subjects can contribute to sustainable development. It covers all environmental issues from biodiversity to energy, waste, air and water pollution, planning and transport. Included are also themes dealing with conflict solutions and democracy development.

Regular campaigns are organized on specific issues in addition to guidelines and projects matching the formal curricula. In 2006 the campaign was dealing with the climate change on which the main Norwegian broadcasting company (NRK) collaborated with the Directorate of Education and the Ministry of Environment.

NRK ran the campaign for 4 months through several programs within biology and social sciences, both on radio and TV. This triggered the schools to get involved as they could see the results of their work in the regular internet based system (miljolare.no) and also very often on TV. Close to 1000 schools participated. The evaluation of the campaign was very positive and made the teachers and school owners more interested in using the program.

Sylvi Ofstad, Senior Policy Advisor Ministry of Environment, Norway

EXAMPLE: El Salvador example of push–pull strategy GreenCOM

After the civil war ended, El Salvador's Ministry of Education undertook major reform of the country's schools. GreenCOM, a USAID funded NGO used this strategic moment to introduce environmental education into formal education. This integrated strategy undertook the following:

1. **Establishing environmental education as one of the main cross-cutting components of national education reform,** by setting up an environmental education unit in the Curriculum Development Department of the Ministry of Education. This was able to influence teaching at primary, secondary and tertiary levels.

2. **A national environmental education policy** was developed based on input by participants at a national conference.

3. **Training teachers to cover environmental subjects** and supported by a set of four environmental education teaching guides prepared by the Ministry with support from GreenCom.

4. **Developing materials for trained teachers;** in addition to the teacher guides, GreenCOM helped develop a series of classroom materials and gained the collaboration of the private sector to funds production of educational materials and environmental newspaper supplements.

5. **School-community project development** provided opportunities for school involvement in solving the environmental problems of their surrounding communities. Students in a school near El Imposible National Park, for example, established a tree nursery to reproduce native species from the park.

6. **Activities through the mass media** led to a significant increase in coverage of environmental topics. "One of the best examples was the newspaper *El Diario deHoy*, which signed an agreement with GreenCOM in 1994 to dedicate one issue per month of its Sunday children's magazine supplement, *Guanaquín*, to environmental topics. From 1995 through the first half of 1999, the paper printed 54 *Guanaquín* supplements devoted to environmental subjects, with an average printing of 112,000 copies each. A GreenCOM evaluation in 1996 found that 86 percent of teachers used *Guanaquín* to prepare their classes and 83 percent of students used it in their homework and conducted many of the suggested experiments."

http://www.greencom.org/GreenCOM/project_profile.asp?id=1

How to strengthen capacity of stakeholders

How to strengthen capacity of stakeholders

Engaging stakeholders and mainstreaming biodiversity into other sectors not only implies raising aware-
ness, agenda setting and participation, it also implies strengthening the capacities of stakeholders to man-
age the changes needed to conserve biodiversity. This is a long term process.

> **STRENGTHENING CAPACITIES—FREQUENTLY MADE MISTAKES**
>
> Strengthening people's capacities is seen often only as training. A normal reflex is: let's organise a training
> workshop, let's send staff for courses abroad, or let's write a manual or guidelines. However, training work-
> shops may end up with the wrong audiences, or with participants who cannot apply the newly acquired
> knowledge at home; either because it is not practical enough or because the organisational structure, pri-
> orities or procedures do nor allow for it. Many people trained abroad do not return to their country or job.
> Guidelines and manuals often end up on bookshelves unread.
>
> It is possible to avoid these mistakes by involving the disciplines of education, including adult learning and
> professional updating.

At what level do capacities need strengthening?

Strengthening capacities for biodiversity is mostly about learning how to manage change. Managing change
involves new approaches and new "know how" at three levels. It takes place at the:

- **individual level** oriented to develop new knowledge, new attitudes, new skills, new professional
  behaviour in a person;
- the **organisational (or program) level** oriented to develop new priorities, new procedures, new
  job descriptions, new practices in an organisation, and
- The **institutional or systemic level** oriented to develop new agendas, new rules of engagement,
  new partnerships, new ways of interaction, new attitudes towards exchange, cooperation and par-
  ticipation, new policies, new governance and new enabling conditions.

An ongoing process in learning organisations

Strengthening capacities is increasingly seen as an ongoing activity for organisations to better prepare for
the challenges of tomorrow. Biodiversity departments might learn from modern management ideas, which
invest regularly in capacity development. As pressures on biodiversity mount, government organisations
need to invest in capacity development to become learning organisations which are innovative and adapt-
ing to the changing times.

Capacity building part of policy and NBSAP implementation

Communication and education (CEPA) play different roles in each phase of biodiversity policy. Capacity
building is also required to support stakeholder engagement in the implementation of biodiversity polices
throughout the policy cycle.

Content management and learning management

A range of capacity development opportunities are emerging that go far beyond the classical teaching and
training methods of graduate and postgraduate courses and training workshops.

Biodiversity experts should play a role as resource persons in capacity strengthening programs. However,
planning and implementing effective capacity strengthening programs needs specialists in professional
updating, adult learning and change management—i.e. CEPA specialists to ensure the capacities are going
to be embedded in organisations and institutions.

CEPA specialists understand the process of learning, how it brings about change and how to manage that
change process. As Kurt Lewin recognised in his work with groups, "*Motivation for change must be gener-
ated before change can occur. One must be helped to re-examine many cherished assumptions about oneself
and one's relations to others*'.

How to strengthen capacity of stakeholders

SECTION 3 │ HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

Individuals and organisations have many defensive reactions that resist change or learning, requiring help to reflect and consider new ways of seeing the world. Managing that change process in individuals, and organisations in ways that do not develop resistance, is a specialist undertaking.

What are some elements of effective learning?

Some principles for effective learning/teaching include:

- People believe more in knowledge that they have discovered themselves than in knowledge presented by others;
- Learning is more effective when it is active rather than a passive process;
- People remember 20% of what they hear, 40 % what they hear and see; 80% what they discover themselves.
- Acceptance of new ways of reasoning about acting, attitudes and behavioural patterns cannot be brought about by a piecemeal approach – one's whole cognitive, affective, behavioural system has to change;
- It takes more than information to change our theories of why and what we do, attitudes and behavioural patterns;
- It takes more first hand experience to generate valid knowledge;
- Behaviour changes will be temporary unless the reasons for and attitudes underlying them are changed;
- For changes in behaviour patterns, attitudes and action theories to be permanent, both the person and the social environment have to change;
- The more supportive, accepting and caring the social environment, the freer a person is to experiment with new behaviours, attitudes and theories;
- It is easier to change a person's theories, attitudes and behavioural patterns when he or she accepts membership in a new group. The discussion and agreement that takes place within a group provides a personal commitment and encouragement for change that is not present when only one person is being changed;
- New groups with new role definitions and expectations for appropriate behaviour are helpful in educational efforts. A person becomes socialized by internalizing the normative culture of the groups to which s/he belongs. As the person gains membership in a new group, new normative culture is accepted and internalized.

Based on Malcolm Knowles 1950 http://www.infed.org/thinkers/et-knowl.htm and Kurt Lewin, K 1951 http://www.infed.org/thinkers/et-lewin.htm And Paulo Freire http://www.infed.org/thinkers/et-freir.htm

EXAMPLE: Strengthening capacity and the enabling conditions in West Africa

The Green Actors of West Africa Network (GAWA) had their capacity for media work strengthened both by improving access to expertise and by providing facilities and expertise. Through the support of IUCN Netherlands GAWA now has well equipped video editing studios in Freetown (SL) and Cotonou (Benin), enabling media production. The studios, manned by trained technicians are accessible to all environmental organisations and governmental agencies that wish to produce documentaries on any issues related to environmental protection.

Each of the 11 GAWA member countries has one trained person in filming and editing and has access to technical assistance from the full time technicians based in Freetown and Cotonou. The studios have already produced a series of documentaries for public awareness campaigns and national TV, on topics related to the conservation of whales (in Benin), sea turtles (in Liberia), mangroves (in Senegal) and birds and primates (in Sierra Leone).

Tommy Garnett, Chairman Green Actors of West Africa

How to strengthen capacity of stakeholders

CHECKLIST: Adult learning

Malcolm Knowles was convinced that adults learn differently to children, based on the following assumptions.

☐   **1. Adults need to know why they need to learn something before undertaking to learn it. The first task of a facilitator is to help the learners become aware of the "need to know";**

☐   **2. Adults need to be seen by others as being capable of self direction, they resent and resist situations in which they feel others impose their will on them;**

☐   **3. Many kinds of the richest resources for learning reside in adult learners themselves requiring greater emphasis on experiential techniques that tap into their experience;**

☐   **4. Adults readiness to learn becomes oriented increasingly to the developmental tasks of their social roles;**

☐   **5. Adults learn new knowledge values and skills most effectively when they are presented in the context of application to real-life situations.**

☐   **6. While people are motivated to learn in response to some external motivators like promotions, higher salaries etc, the most prominent are the internal pressures like a desire for increased job satisfaction, self-esteem, quality of life.**

(From Malcolm Knowles 1950 http://www.infed.org/thinkers/et-knowl.htm)

Adults are goal oriented and learn best when:

- They feel respected as responsible self directed learners.
- They feel their knowledge and experience are valued and can be shared.
- They are involved in dialogue which shares perceptions, know how, and values based on individual experiences.
- They feel able to trust others, and feel safe in the learning environment.
- They see that the information or skill is immediately useful in performing tasks or to deal with problems they confront in their lives, i.e. it is practical and relevant.

After Stephen Leib 1991 http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm

CHECKLIST: Empowerment approach for capacity-building

☐ **Empowerment is about increasing the skills of individuals, groups and communities to make better decisions for themselves and restoring a sense of their own value.**

- Provides a supporting framework to enable communities to become self-reliant;
- Participatory processes enable people to learn from each other in searching for better understanding of their situation;
- The group discussion aims to awaken people's sense of strength and confidence to examine and analyze their situation;
- The community identifies problems and solutions;
- Each person has experience and views, equally valued in the process of learning;
- Facilitators provide a framework for thinking and questioning the situation and challenges people to take action to take charge of their health and lives;
- Facilitators provide information and assist with tasks such as monitoring and reporting and supports what people choose to do;
- Community owns the program and takes responsibility for success and failure.

☐ **Paulo Freire, who worked with many South American communities said learning must:**

- Be accompanied by dialogue because it is a mutual learning process and perceptions are different based on individual experiences;
- Raise the learner's awareness of problems;
- Engage learners in examination and analysis of the causes of their problems;
- Promote actions to solve the problems;
- Encourage reflections on action, to learn from it;
- Learning leads to change through a cycle of reflection and action in which successes are celebrated and causes of mistakes and failures are critically analyzed.

Paulo Freire http://www.infed.org/thinkers/et-freir.htm

How to strengthen capacity of stakeholders

EXAMPLE: One day CEPA training workshop (to adapt to your concrete situation)

TIME	ACTIVITY
☐ **09:00**	*Introduction* to the workshop goals, schedule and methodology.
☐ **09:15**	Introduction of participants and trainer—Share your experience on using CEPA tools in your daily work.
☐ **10:00**	**Context setting**—What is CEPA? Brief presentation on the tools of communication, education, participation and awareness, and how the intergovernmental system and NBSAP has integrated them into their processes. Case Study on CBD, presentation and discussion.
☐ **11:00**	Coffee break
☐ **11:30**	**Using CEPA in different contexts**—Case studies with questions and discussion. Some key tips for successful CEPA interventions.
☐ **12:30**	Lunch
☐ **14:00**	**Working Groups**—Sharing learning of what works when biodiversity and conservation projects introduce CEPA tools successfully; what are some of the conditions that help improve the effectiveness of the projects? How did these processes start and finish. Breakout rooms or spaces for 4 groups.
☐ **15:00**	Plenary where working groups share their stories, reflections and results (10 minutes per Working Group).
☐ **16:00**	Coffee break
☐ **16:30**	**Applications and learning**—brainstorming and reflections. How can CEPA tools be applied in the work we are doing? What is one or two of the key learning points from today?
☐ **17:00**	Closure

How to ensure public participation

Education is a kind of continuing dialogue, and a dialogue assumes, in the nature of the case, different points of view.

Robert Hutchins (1899–1977)

How to ensure public participation

What is public participation?

Public participation is an approach used by governments, organisations and communities around the world to improve their decisions. Participation is based on democratic principles and involves people who are affected by those decisions. The idea of "participation" has many dimensions, from informing and consulting with people to actually sharing power in decision making as shown in the participation continuum table. It is important to be clear at what level of participation you wish to engage with the public.

While participation seems more complex and slow, in the end it is more likely that the changes desired are taken up in society because they are more accepted. In the long run this can be faster and more sustainable as people take responsibility for their decisions. The other advantage is the creativity coming from sharing different knowledge.

TYPOLOGY	CHARACTERISTICS
1. Manipulative participation	Participation is simply a pretence, with "people's" representatives on official boards but who are unelected and have no power.
2. Passive participation	People participate by being told what has been decided or has already happened. It involves unilateral announcements by an administration or project management without any listening to people's responses. The information being shared belongs only to external professionals
3. Participation by consultation	People participate by being consulted or by answering questions. External agents define problems and information gathering processes, and so control analysis. Such a consultative process does not concede any share in decision making, and professionals are under no obligation to take on board people's views.
4. Participation for material incentives	People participate by contributing resources, for example, labor, in return for food, cash or other material incentives. Farmers may provide the fields and labor, but are involved in neither experimentation nor the process of learning. It is very common to see this called participation, yet people have no stake in prolonging technologies or practices when the incentives end.
5. Functional participation	Participation seen by external agencies as a means to achieve project goals, especially reduced costs. People may participate by forming groups to meet predetermined objectives related to the project. Such involvement may be interactive and involve shared decision making, but tends to arise only after major decisions have already been made by external agents. At worst, local people may still only be coopted to serve external goals.
6. Interactive participation	People participate in joint analysis, development of action plans and formation or strengthening of local institutions. Participation is seen as a right, not just the means to achieve project goals. The process involves interdisciplinary methodologies that seek multiple perspectives and make use of systemic and structured learning processes. As groups take control over local decisions and determine how available resources are used, so they have a stake in maintaining structures or practices.
7. Self-mobilization	People participate by taking initiatives independently of external institutions to change systems, they develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used. Self-mobilization can spread if governments and NGOs provide an enabling framework of support. Such self-initiated mobilization may or may not challenge existing distributions of wealth and power.

Participation Continuum Source: adapted from Pretty (1994), Sattetthwaite, Hart (1992) in Pretty, J.N. 1995 Participatory Learning for sustainable agriculture World Development 23: 1247-1263.

How to ensure public participation

SECTION 3 │ HOW TO ENGAGE STAKEHOLDERS AND MAINSTREAM BIODIVERSITY

What are the modes of public participation most frequently used?

In a range of countries public participation is a legal requirement. Often the form of participation takes the form of public hearings or procedures for inviting public comment.

Apart from these formal participatory procedures there are a range of modes of collaborative participation that are often not legally required, though are chosen because of their effectiveness. CEPA interventions are at the core of these modalities. The table below illustrates the characteristics of the different participation modalities.

Characteristics participation modalities

PUBLIC HEARINGS	REVIEW & COMMENT PROCEDURES	COLLABORATIVE PARTICIPATION MODES
Often legally required	Often legally required	Not legally required
Government proposal	Government proposal	No proposal, but issue
Government versus citizens	Government versus citizens	Citizens and other players needed
Avid proponents, opponents, interest groups, die-hards	Detailed comments in writing by stakeholder groups	All actors are treated equally in the discussion
Very short time for statements	Clarification on comments during public hearings	Process of networking, joint fact finding and, problem solving
No interchange with Government experts	No opportunity for discussion among those making comments	Dialogue and capacity strengthening are core
No entitlement for citizens to have questions answered.	Government experts respond to individual comments	Education and outreach needed to ensure quality process
Relative low budget, short time investment	Relative low budget, more time investment	Considerable investment of time and budget
Higher risk of failure of participation. Possible future law suits or wrong decisions	Less risk of failure of participation. Less law suits or wrong decisions	Considerable reduced risk of failure of participation

How to ensure public participation

How to provide information for participation

A key to public participation is access to all relevant information. Instruments to realize access to biodiversity information are:

- Biodiversity Clearinghouse Mechanism;
- Biodiversity Strategy, Action Plans and Updates;
- "State of biodiversity" reports.

Biodiversity Clearing house Mechanism

To increase public participation, CBD focal points and NBSAP coordinators have the important task of developing accessible clearing house mechanisms to disseminate relevant information on biodiversity and sustainable use. This information has to be generated from different sources: government, research and educational institutions, industry, non-government organisations and individuals.

Often clearinghouse mechanisms are designed from the "supply" oriented perspective of the experts. All relevant technical information is put on a website in rubrics which make sense to the experts, but not necessarily to non-expert users: the general public. To serve the needs for public participation, it is necessary to know what kinds of questions the key users of the clearing house have and order information rubrics accordingly. Even the language used in formulating the rubrics needs, to be that of the end user and not the 'jargon' of the expert.

> **HOW TO MAKE THE CLEARING HOUSE MECHANISM WORK?**
> - surveys to assess the areas of demand for information;
> - organise end-user participation;
> - demand oriented design of web-pages;
> - dissemination and outreach strategies;
> - special pages for schools, students and youth groups;
> - special pages for other layers of government;
> - inclusion of regular contests, survey or opinion polls;
> - inclusion of illustrations, maps and graphics;
> - inclusion of a rubric "frequently asked questions";
> - user satisfaction surveys;
> - design, publicity and dissemination of the web site!

A number of CEPA interventions can assist in making the clearing house really work for different groups of the public.

How to gain interest of the public to participate in NBSAPs and their implementation

The effectiveness of a NBSAP depends on the quality of the scientific information on which it is based, the technical measures it proposes and on the acceptance of the plan by its stakeholders. Investing in CEPA interventions means there is less risk of having a NBSAP be a 'paper' document on a shelf.

CEPA interventions are used and targeted to inform the public about the NBSAP and specific actions to be undertaken. CEPA is used to:

- gain the cooperation or engagement of various sectors in society to implement actions;
- strengthen the capacities of different groups to take responsibility or cope with the changes expected of them;
- help to identify and work with opinion leaders;

> **CEPA INTERVENTIONS HELP THE NBSAP PROCESS**
> - for ice breaking, networking and establishing relations;
> - stakeholder engagement methods and meeting facilitation;
> - strategic communication planning;
> - no-jargon summaries tailored to specific audiences;
> - tailored information to specific audiences to support change;
> - tailored guidelines, professional updating and training to support change.

How to ensure public participation

- update NBSAPs and help gain the desired cooperation from stakeholder groups, and
- explore priorities and feasibility of conservation measures.

CEPA interventions that can enhance public participation in a NBSAP process are outlined in the box above.

How to attract public interest in the NBSAP

NBSAPs and other biodiversity reports often have important biodiversity statistics and research information. To bring the data to life and stimulate pubic demand, it is important to make the launch of the NBSAP report a media event that attracts broad attention.

To gain the attention of specific audiences, e.g. consumers, schools and universities, business, specific material needs to be prepared for them. A summary of the report or issue, without using jargon, is a useful way to lead people to access the report itself. An interactive website can offer an important medium for central information. Intermediaries, such as nature history museums, visitor centres, zoos and conservation NGOs can be asked to organize events that further advertise and disseminate the NBSAP or state of progress report.

CEPA INTERVENTIONS TO POPULARISE A STATE OF THE BIODIVERSITY REPORT
- Website with interactive features, cases, public forums, maps;
- On-line calculator to track footprint;
- Press release and radio/TV event for launch;
- No-jargon summary and interview exclusives for major magazine;
- No-jargon summaries tailored to universities and schools;
- Events in zoos and natural history museums;
- Presentations and presenters for radio and TV programs;
- CDRom with database, report and education/outreach materials;
- Tender for NGOs to organize awareness raising activities.

See the Example: Strategic Communication of a Biodiversity Report

EXAMPLE: Strategic communication of a biodiversity report

To improve exposure to the World Resources Report, WRI planned a number of CEPA interventions.

A key component of their strategy was to prepare an executive summary with many illustrations and diagrams, written in simple language. This Executive summary provided material that could be easily used by magazines and the press, resulting in much exposure on public service broadcasts (PBS), and in print news. The launch of the report around Earth Day helped to made it newsworthy.

All the attention in the press provided a good stimulus for schools, which demanded material. A kit was prepared from the report for school use.

Example of a CEPA strategy used by the World Resource Institute (WRI) to upgrade the 2000-2001 World Resources Report. Presentation by Wendy van Asselt, former WRI Communications Coordinator

WORLD RESOURCES REPORT: 2000-2001 EDITION

How to ensure public participation

How to make public hearings a success

Many governments invest in intensive education and outreach campaigns before and after public hearings, review and comment procedures. This optimizes the effectiveness of legally required hearings and increases the quantity and quality of participation and minimises the risks of failure. In these cases governments use a range of collaborative participation modalities.

CEPA INTERVENTIONS SUPPORTING PUBLIC HEARINGS
- Prior informal networking with main stakeholder groups;
- Outreach campaigns to inform people about options;
- Focus groups and surveys to map opinions, resistance and ideas;
- Pilot projects to explore solutions and win-win options;
- Prior publicity and information about public hearings;
- Public hearings close to the residences of affected citizens;
- Neutral facilitators moderating discussion;
- Education materials for schools and informal education;
- Extensive press briefings and advertorials.

Collaborative participation modalities

When there are no legal requirements for public participation such as for environmental impact assessments, public participation can still be a powerful means to improve the quality of decisions for biodiversity. In many countries there is a wealth of experience in collaborative participation such as collaborative planning and management of protected areas, or participatory rural appraisal procedures. However to make use of collaborative participation it is important to realize what obstacles there may be in advance and deal with them. For a start, internal communication is usually required to convince superiors in the Ministry that engaging the public in participating in the decision making leads to better results.

OBSTACLES TO COLLABORATIVE PARTICIPATION
- resistance from existing institutional arrangements;
- changes in role and attitude required from elected officials and civil servants;
- limited time of citizens to give to collaborate;
- managing the expectations of participants;
- lack of resources to engage disadvantaged groups;
- lack of collaborative skills among planners and citizens;
- lack of adequate budget.

EXAMPLE: Land Care study on ways to influence behaviour to improve environmental management NZ

A New Zealand Land Care study concluded that approaches that work to influence people's behaviour to improve environmental management include:

1. **Need to foster shared understanding of individual viewpoints and group participation**. As each individual assesses an issue differently it is important to bring people together to establish a shared understanding of any problem and the pathway to action. When people feel that they have the opportunity to participate in planning future change they are likely to buy into the changes that may be required of them.

2. **Complementary approaches are required to promote action for policy, based on educational initiatives**. Environmental policy trends recognise the need to creatively use the multiple regulatory, incentive, voluntary and property right mechanisms in designing approaches to promote action. The effectiveness of all depends on the supporting framework of education, awareness raising, understanding and ownership to create cooperation amongst social groups.

3. **Change is a developmental process that takes time and different expectations.** Gaining involvement in participatory processes is complex and there are no single methods to use. Participation is not a one off event like consultation. It is ongoing and takes time, and contributes to the capacity of the groups to continue and grow the initiative. Promoting participation implies a different way of working, using different approaches and methods, and different expectations.

4. **Participation needs to be effective at all levels of involvement** from creating an enabling environment at the national policy level in a participatory way and incorporating and coordinating lessons; to program and agency creating the appropriate policy mix in a participatory way; and making radical change in the project operations for participation over and above project planning.

5. **It is important to give attention to task and process.** Effective collaborative initiatives pay attention to both task (e.g. to reduce land clearing) and the process (how people work together in teams, maintain relations and achieve outcomes) and both need to be evaluated.

6. **Transformational change requires group cultural change that spreads to others.** This requires balancing the inter relationships between achieving concrete outcomes and developing effective capacity to make the process keep going.

Allen, W. Kilvington, M. Horn, C. 2002 *Using Participatory and Learning Based Approaches for Environmental Management to help achieve constructive behaviour change*, Ministry of Environment, New Zealand.

How to ensure public participation

EXAMPLE: CEPA adds value to public hearings—Natura 2000

Natura 2000 is a European ecological network established under the European Union's Habitat and Bird Directives. Member states must identify and designate special areas for conservation and protection and take all necessary measures to guarantee conservation and avoid deterioration.

In the Netherlands for many different environmental decisions and measures, there is a legal obligation to inform the public in advance and involve them through public hearings. This obligation also applies for the identification and designation of Natura 2000 sites.

Some years in advance of the public hearings the government starts with a series of informal information meetings in different parts of the country, workshops with ecologists, provincial and municipal decision makers, NGOs and other stakeholders. Discussed are issues such as how to define the most important areas and what is feasible. Professional facilitators guide the dialogues. NGOs are invited to tender to organise local and regional awareness raising activities.

During these proceedings the stakeholders are kept engaged through an electronic newsletter and a magazine. Inhabitants in areas close to the proposed Natura sites are informed by local information meetings and with flyers about the national obligations under the Natura 2000. A special internet website is developed with various legal, ecological, practical and policy information.

Regular formal meetings are held at the ministry with representatives of the main stakeholder groups. The number of these meetings increases to once a month in the last year before the public hearings. Throughout the whole process the press is kept informed to generate free publicity.

Full page advertisements in major newspapers inform the public about the Natura 2000 hearings. The hearings have an information part and a discussion part. After the hearings, the information gathered is taken on board in the final decisions. Afterwards stakeholders are informed through official publications and direct mail.

Interview Bas Roels, Coordinator Natura 2000, Ministry of Agriculture, Nature and Food Quality, NL

CHECKLIST: Community involvement in research and management activities

Local communities often have an excellent knowledge about areas of rich biodiversity, vegetation remnants, options for re-vegetation and rehabilitation. They are often more knowledgeable than experts who come from far away cities or even from abroad. Experts doing biodiversity research and surveys often depend on the knowledge of local communities to help them. The same is true for managing biodiversity and natural resources.

In ensuring effective participation of local communities in research and surveys (for collaborative management similar questions apply) it is important to answer in advance the following questions:

☐ What is the role of gender in the livelihoods of the community?

☐ Who are key leaders and opinion leaders in different community groups?

☐ What is their relation to the biodiversity research topic?

☐ What would motivate them to collaborate, what are the obstacles?

☐ What prior knowledge is required to engage in the research?

☐ What is the relevance of the research to the community from an educational perspective?

☐ How can / does research as an activity contribute to their livelihoods and further education?

☐ How can the research results add value to their economic status?

☐ In cases where community people are mostly illiterate, how can they participate actively and meaningfully in the management of biodiversity rich areas?

☐ How will research results be communicated to the community?

☐ How will the community be credited for the results?

☐ How can a meaningful and lasting basis of mutual respect and trust be established?

☐ How can we establish and maintain good working relationships?

☐ What communication modalities are needed during and after the research or survey?

☐ How can the community be involved in taking charge of the communication?

CHECKLIST: Public participation in environmental impact assessments

If there are no legal obligations to engage the public in environmental impact assessments, public participation nevertheless can be an important instrument to generate more support for government decisions. In order to organize effective participation it is advisable to answer the following questions about public participation in the EIA.

☐ **Before a decision is taken on participation in the EIA process ask:**
- What relevant provisions are there in local legislation?
- How useful is the future project, for which an EIA is being carried out, to the community, region, country?
- To what extent will it create jobs / income for people?
- Who is funding the project? Is it a public or private sector funded project? What is the reputation of the funder and its partners?
- At what stage of the project is the EIA done (conceptual / design / implementation / post implementation stage)?
- Are there any public consultations about the proposed / ongoing project to discuss the EIA?
- Who needs to participate in the public consultations? How will the consultation be publicized?
- How open to the public will be the EIA report? What role will the report play in the final decisions on the project?
- How will the hearing process be structured?

☐ **After a positive decision is taken on public participation ask:**
- Have we invited all relevant stakeholders? Are they properly informed? Do they have the relevant documents, maps etc.?
- How do we manage expectations of various interests groups?
- Do we need neutral and professional facilitators for the process?
- How do we generate a constructive atmosphere?
- How do we organize the process of joint fact finding, information gathering and evaluation?
- How do we organize the process of joint evaluation of data and information and formulating an advice for decision makers?
- How do we organize communication about the decision?

CHECKLIST: Participatory Monitoring and Evaluation

Participatory monitoring and evaluation represents a different philosophy to monitoring to the usual program or project approach. Therefore it asks different questions. Participatory monitoring and evaluation has the following characteristics:

☐ It is important for all stakeholders to have ways to evaluate the participatory process in which they are involved;

☐ It demands clear objectives and indicators of success that promote accountability and which can be monitored and evaluated by the relevant participants and decision makers at all levels;

☐ Needs to reflect on the results of past actions and enables people to think more clearly about their future actions;

☐ Involve both quantitative and qualitative elements;

☐ Can include approaches like self evaluation, beneficiary assessment, participatory impact monitoring , participatory assessment monitoring and evaluation;

☐ All approaches have in common active and meaningful involvement of one or more stakeholders in the design, implementation, analysis and critical review of monitoring and evaluation activities;

☐ Builds upon the tools used in participatory action research, social research and M&E theory and practice;

☐ Looks at the participatory process itself as a means to an end (the process of participation) and as an end in itself (enhanced participation of people and/or quality of involvement);

☐ Encourages the use of evaluation as a learning tool and allows the perspectives of team members to be articulated, and information to feed into program design and adaptation;

☐ Useful if a third party is involved to raise important questions for participants to answer;

☐ Plan strategies for approaching and involving each person or group at the beginning of the evaluation exercise.

From Allen, W. Kilvington, M. Horn, C. 2002 *Using Participatory and Learning Based Approaches for Environmental Management to help achieve constructive behaviour change*, Land Care Research, Ministry of Environment, New Zealand. p. 35-37