



# Stakeholder engagement and strategic communication

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# From your expectations

- See mechanism to mainstream – developing modules on BD conversation is crucial
- Learn how to incorporate BD into other sectoral strategies
- How to revise the NBSAP regarding the Aichi targets
- .....



# Aichi target 1

By at the latest people are aware of the values of biodiversity and the steps they can take to conserve and use it sustainably.



# Video



# Aichi target 1

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# Aichi targets

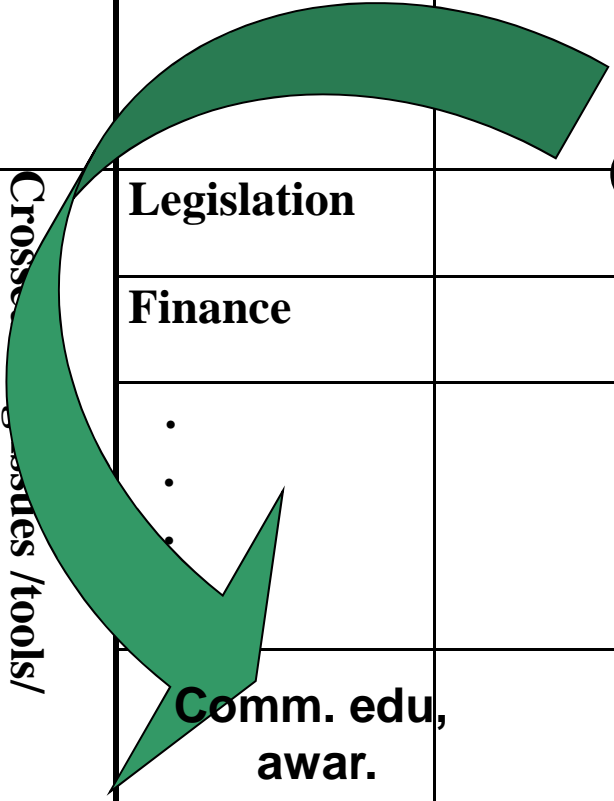
2. BD – integrated into local and development and poverty reduction strat
3. Harmful incentives are eliminated
- 4 all stakeholders at all levels take steps for sustainable cons &prod
- 6 stocks managed sustainably
- 7 agricultural and forest areas are managed sustainably
- 13 maintain species and develop strategies for minimizing genetic erosion



# Aichi targets

- 14 ecosystems are restored
- 15 BD and CC – restorations
- 17 effective participatory NBSAP
- 18 traditional knowledge and practice of indigenous people are respected and subject to legislation with their participation
- 19 Science based technology – shared, transferred and applied
- 20 mobilisation of financial resources

|  |                     | Action Plans     |  |  |  |  |  |  |  |   |
|--|---------------------|------------------|--|--|--|--|--|--|--|---|
| Cross-cutting issues /tools/<br>policy mix |                     | Target 20        |  |  |  |  |  |  |  | ☺ |
|  |                     | Target 19        |  |  |  |  |  |  |  | ☺ |
|  |                     | Target 18        |  |  |  |  |  |  |  | ☺ |
|  |                     |                  |  |  |  |  |  |  |  | ☺ |
|  |                     | Target 4         |  |  |  |  |  |  |  | ☺ |
|  |                     | Target 3         |  |  |  |  |  |  |  | ☺ |
|  |                     | Target 2         |  |  |  |  |  |  |  | ☺ |
|  |                     | Target 1<br>CEPA |  |  |  |  |  |  |  |   |
|  | Legislation         |                  |  |  |  |  |  |  |  |   |
|  | Finance             |                  |  |  |  |  |  |  |  |   |
|  | ...                 |                  |  |  |  |  |  |  |  |   |
|  | Comm. edu,<br>awar. |                  |  |  |  |  |  |  |  |   |







# CEPA for Beginners

## 3 points to remember

### CEC CEPA Experts

Frits Hesselink (Netherlands), Keith Wheeler,(USA), Laurie Bennett (UK), Wendy Goldstein (Australia) , Marta Andelman (Argentina), Jinie Dela, (Sri Lanka), Gillian Martin-Mehers. (Switzerland), Katalin Czippán (Hungary)



# 1. Know your audience

General Public is different from decision makers in government or business

Define your objectives: knowledge – attitudes – behavior

Develop your communication in dialogue with your audience – understand their barriers and motivations to change

Realize that people take decisions based on emotion rather than on rational decisions

Behavior change is based on personal experiences and social groups



Each audience is different in getting their attention, interest, desire, action



## 2. Use plain language messages

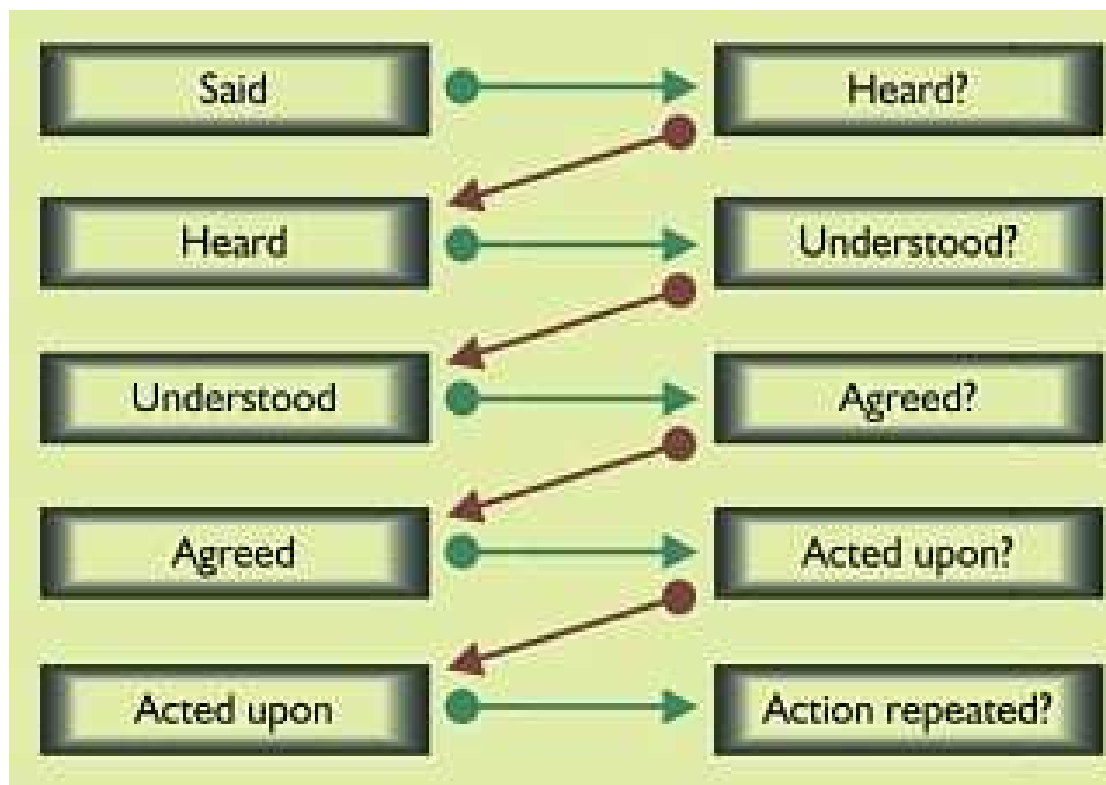
*Like the video "Love not Loss" suggests, showcase success, what we have not what we've lost*

What one thing must they remember about you and your issue?

Have a clear, specific call to action:  
*"Can you help me plant some trees?"*

Use messages that are memorable, keep them short, simple and snappy. stick

Create word of mouth – give people the tools to pass the message on



It is an assumption that information alone leads to change of behavior



# 3. Be strategic

Set an example for others to follow and let others tell the story

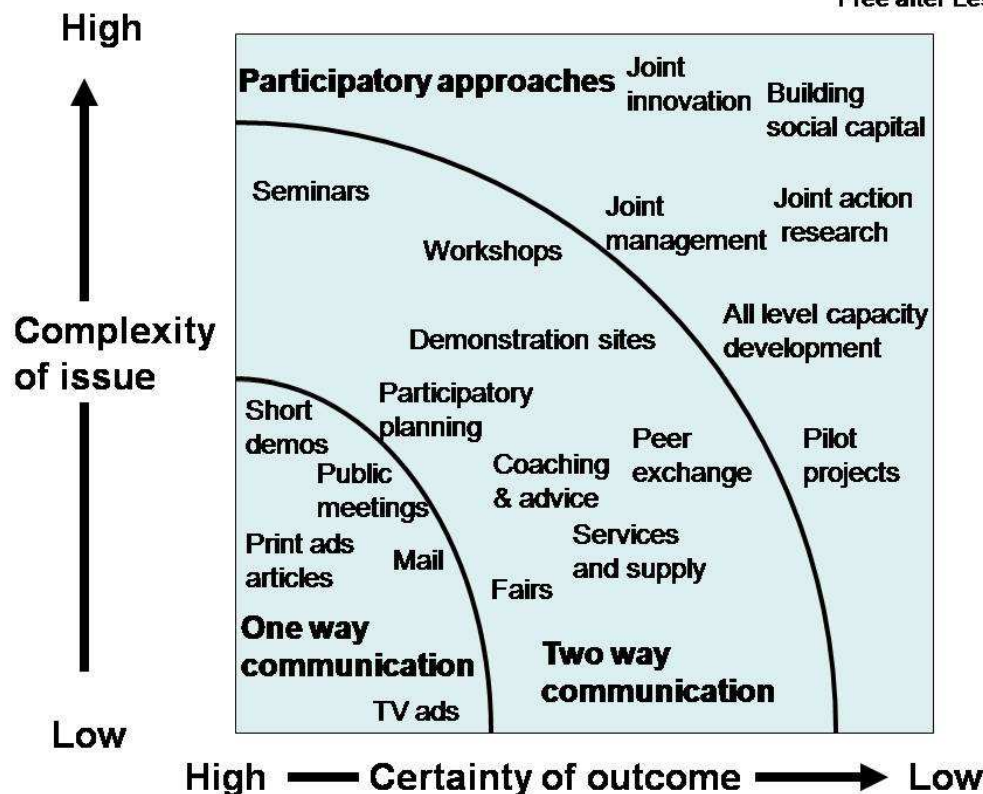
Always integrate communication right from the start of your projects

Be creative – explore different channels that suit your objective and audience best

Hire the right external expertise, find relevant people to partner with

Always (pre)test and evaluate

Free after Les Robinson



The choice of communication means depends on audience, objectives, messages and context





# Communication, Education and Public Awareness (CEPA)

## A toolkit for NBSAP coordinators

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

# The chapters of the CEPA toolkit

- Why do we need CEPA and how to start?
- How to network and raise awareness?
- How to engage stakeholders and mainstream biodiversity?
- How to plan communication strategically?
- Glossaries, videos, presentations, links, documents to read

# Structure of the sessions

**CEPA Fact sheets**

**Examples**

**Checklists**





## CEPA Fact sheet

### **Knowing that “perception is the only reality”**

This idea of reality is shaped by culture, education, peers and personal experience. A biodiversity expert has his or her own perception of the world and of biodiversity which has been shaped by a certain range of experiences. A biodiversity expert holds certain assumptions, beliefs and values. Being an expert means that there is an associated language or jargon which stimulates particular ideas or concepts that are not necessarily understood by others. Someone from a different walk of life has their own idea of how the world works and the role of biodiversity in it. For them that is reality. The fact that other groups have a different view of nature does not mean that they are wrong. There is no one truth!

### **A common mistake**

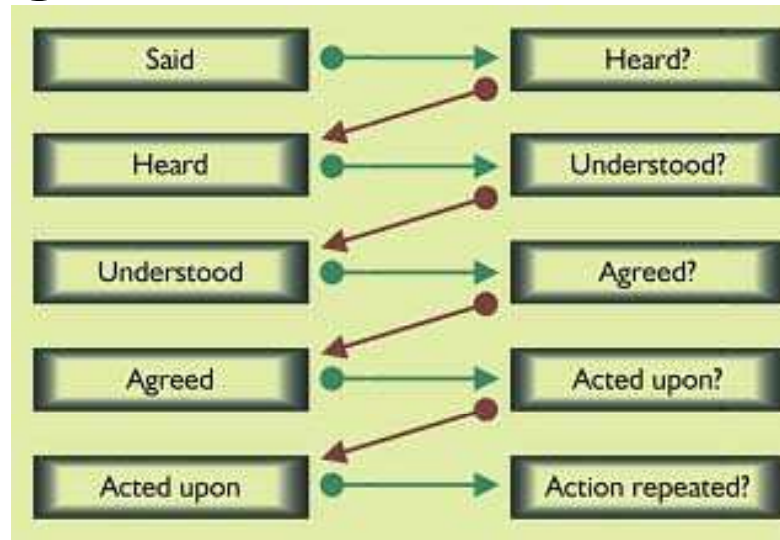
A common mistake of biodiversity experts is to want to “educate” other people to convince them to think in the same way that they do. Biodiversity experts can often overlook that even ecologists disagree on the best course of action for conservation!

### **What can be done?**

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

## CEPA Fact sheet

Knowing that “said does not mean done!”



- **Said** is not necessarily **heard**
- **Heard** is not necessarily **understood**
- **Understood** is not necessarily **agreed upon**
- **Agreed** is not necessarily **acted upon**
- **Acted** is not necessarily **repeated**



## Example

### Communication messages

Communication objectives for pioneers among private forest owners encouraging management for biodiversity

The communication objectives aimed at a pioneer group (those willing to try a new approach) of private forest owners would be to:

- focus their attention on a new way of forest management;
- raise their interest to broaden their knowledge of low-input management methods;
- generate desire to actively engage in applying the new methods to their management practices because of the various benefits of this method.

Messages to these pioneers ...

The main promotional message to introduce the new method of forest management to private owners and forest engineers is:

**“Lower your costs, sustain a regular income and provide opportunities for nature and society.”**



## Example

### **“Lower your costs, sustain a regular income and provide opportunities for nature and society.”**

The various elements of this message are supported by a set of more detailed messages to be communicated over time, such as:

- Traditional reforestation is five times more expensive than the Pro Silva methods.
- Selective cutting creates regular income.
- Make ‘natural’ gaps for regeneration by selective cutting.
- Continue selective cutting only when regeneration follows in the gaps.
- The most important issue is to know ‘which tree to cut’.
- State Forest Service Supervisors are not your enemies, but your advisors for selective cutting.
- Regulation of hunting means more undergrowth.
- The forest is not only your property, but also the property of all living beings.
- The thousands of species living on dead wood are vital for the immune system of the forest.
- Visitors are your customers too!



## Checklist

### Checklist: Communication planning

The following guidelines have proved to be of help when developing a communication plan.

**Timeframe:** first you have to clarify if you are designing a communication strategy with long term goals, a communication plan with short term goals or a communication plan for a specific project.

**Target:** second you need to be conscious of whether you are dealing with a communication campaign that is organised to raise the interest of the public, politicians and other special groups for a particular issue, or to generate support for policies or plans – this is **instrumental communication**. (The Biodiversity Campaign uses instrumental communication).

It may be that your communication plan is for establishing active dialogue with certain groups and fully involving them in planning, implementing or evaluating biodiversity policy or projects – this is **interactive communication**. (The feasibility study among stakeholders in the example of a Biodiversity Campaign is a form of interactive communication).

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## Checklist

### **The 10 steps for communication planning are:**

1. Analysis of the issue and role of communication.
2. Selecting target groups/audiences and stakeholders.
3. Determining the communication targets.
4. Developing the strategy and selecting partners.
5. Determining the messages.
6. Selecting the communication means.
7. Organising communication and brief partners.
8. Planning (in terms of milestones and activities)
9. Budgeting of activities.
10. Monitoring and evaluation.

### **Some tips:**

- When implementing, regularly check how feasible the plan is, and what disasters may occur.
- Be flexible in adapting the plan in case of shortages in money or time.
- As success breeds success, it is better be less ambitious and start with a plan that almost certainly will lead to success, than be too ambitious and not make any real impact.



# CEPA Resources

## CEPA toolkit – CBD, IUCN CEC

<http://www.cbd.int/cepa/toolkit/2008/cepa/index.htm>

## Guide to Participatory Action Planning – Ramsar, IUCN CEC

[http://www.ramsar.org/pdf/outreach\\_actionplanning\\_guide.pdf#9](http://www.ramsar.org/pdf/outreach_actionplanning_guide.pdf#9)

## Branding Biodiversity, Futerra

[http://www.futerra.co.uk/downloads/Branding\\_Biodiversity.pdf](http://www.futerra.co.uk/downloads/Branding_Biodiversity.pdf)

## Sell the Sizzle, the new climate message, Futerra

<http://www.futerra.co.uk/downloads/Sellthesizzle.pdf>

## IUCN Commission on Education and Communication

<http://www.iucn.org/cec/>

## CEPA Specialty Group, IUCN CEC (with links to the CEPA Toolkit in English, French and Spanish)

[http://www.iucn.org/about/union/commissions/cec/cec\\_specialty\\_groups/cec\\_cep\\_specialty\\_group/](http://www.iucn.org/about/union/commissions/cec/cec_specialty_groups/cec_cep_specialty_group/)

## You learn something new every day (blog on learning and facilitation) <http://welearnsomething.blogspot.com/>

## The Art of Positive Change (blog on CEPA and behaviour change) <http://cepatoolkit.blogspot.com/>

## 'Love. Not Loss.' = video

<http://www.youtube.com/watch?v=BvldwOezreM>

