

CEPA Toolkit Results Demand Articulation Survey

Frits Hesselink
Andy Alm

May 2006



Stakeholder Meeting in Peca Topla, Slovenia, Courtesy Slovenian Conservation Institute

Report by the IUCN Commission on Education and Communication

Results CEPA Toolkit Demand Articulation Survey

EXECUTIVE SUMMARY

Through this web survey among national CBD focal points, CEPA experts and other networks, CEC aims to articulate the demand for the toolkit and assess criteria for success. The survey was sent to all CBD focal points, the members of the CBD Informal Advisory Committee on CEPA, the members of the CEC CEPA expert group, the Communication network of CI and the Ramsar focal points. Out of a combined mailing list of 646 addresses, 106 respondents reacted by filling in the survey. In this number the 21 respondents of the test of the survey are included.

Major issues the toolkit should address

Most important issues are:

- Limited resources
- Lack of integration in other policies
- Lack of knowledge of marketing of biodiversity

Other issues are

- Conflicting interests
- Lack of practical examples how to get started
- Limited communication and networking skills,
- Limited knowledge
 - how to impact policymakers
 - of CEPA planning, management and evaluation
 - about the link between biodiversity and human welfare
 - how to empower local communities.

The project team has to take these issues into account in designing the outline of the toolkit.

Primary user groups

The survey indicates that primary users of the toolkit should be among:

- Stakeholders at the local level with a responsibility for biodiversity
- Educators
- Leaders and communicators of NGOs
- CBD focal points.

Other groups mentioned are universities, business leaders, local communities and protected area managers. The project team will have to outline a clear strategy how the toolkit should deal with the needs of part or all of these groups.

Most important content areas

The survey gave a first indication of the most important content areas:

- Strategic communication, participation and education
- External integration
- Communication management
- Annotated communication and education tools for biodiversity issues.

Other content areas suggested were dealing with human and wildlife conflicts, interactive decision making, CEPA strategies at various levels. The definitions of these content areas will have to be compared with the driving questions of the users before an outline in various models of the toolkit can be formulated.

Criteria for success

The survey gave a clear indication that the toolkit should:

- Be practical
- Use simple language
- Contain do-able suggestions for CEPA activities that can be immediately applied
- Offer cases and stories illustrating peer experiences of what went well and what went wrong.

Other suggestions related to a variety of (self) learning approaches and methods to monitor demands and needs of users, to be able to further tailor the toolkit to the needs of the users.

In designing and writing the modules the project team has to take these criteria into account.

Motives to use the toolkit

The survey gave a clear indication what the main motives of end users are:

- Becoming more effective
- Getting inspiration for new approaches
- Avoiding common mistakes

In designing the toolkit the project team has to take into account that the toolkit makes the user more effective in his daily work, gives him/her inspiration for new approaches and helps him to avoid common mistakes.

Other suggestions for the development of the toolkit

The survey brought in this and other questions the need for an e-version of the toolkit and the need for the project team to reflect carefully what the distinction in target audience, approach and content should be between hard copy version and the e-version.

Next steps:

In the near future the following next steps will be taken:

- Formation of a project team and circle of advisors (April-May)
- Surveying the CEPA supply side (June-July)
- Outlining the modules of the toolkit (August-September)

Utrecht, 23 April 2006

Results CEPA Toolkit Demand Articulation Survey

INTRODUCTION¹

The Secretariat for the Convention on Biological Diversity and IUCN through its Commission on Education and Communication (CEC) are planning to jointly develop this year a toolkit on Communication, Education and Public Awareness (CEPA). The toolkit is meant for national CBD focal points, actors at the local level who may have the responsibility for biodiversity policy devolved to them from the national level and educators, media, and communications professionals with an interest in biodiversity. A global team of authors from the CEC network will develop the modules of the toolkit and in this process they will at various stages ask for input from end user groups and other experts.

1.1 Survey objectives

Through this web survey among national CBD focal points, CEPA experts and other networks, CEC aims to articulate the demand for the toolkit and assess criteria for success. Especially more clarity is needed about

- major issues the toolkit should address
- primary user groups
- most important content areas
- criteria for success
- motives to use the toolkit.

1.2 Survey process

The questions of the survey are based on the information from a number of earlier qualitative surveys² carried out by the IUCN Commission on Education and Communication (CEC) in previous years and on the concept papers prepared by the CBD Informal Advisory Committee on the outline for a CEPA toolkit. The survey was first tested among a group of experts from the various networks. The survey itself was held from 5 – 20 April 2006. The invitation to participate was signed by the CEC Co-Chairs for strategic communication. On 10 April a reminder was sent out by the co-ordinators of the various networks.

1.3 Average response of 16%

The survey was sent to all CBD focal points, the members of the CBD Informal Advisory Committee on CEPA, the members of the CEC CEPA expert group, the Communication network of CI and the Ramsar focal points. Out of a combined mailing list of 646 addresses³, 106 respondents reacted by filling in the survey. In this number the 21 respondents of the test of the survey are included⁴.

1.4 Characteristics of the response

A relatively high response came from CEC CEPA network (30%) and CI communicators (23%) and a lower response from CBD focal points (7%) and Ramsar Focal Points (6%). But even the latter results are good compared to similar other surveys. The responses seem to show a fair balance in gender and a little less than fair balance in region: a bit larger response came from Europe and the Americas compared to other parts of the world⁵.

¹ This report is written by Frits Hesselink, Toolkit Project leader. The author wishes to thank Andy Alm for his valuable advice during all the stages of the survey. Without his experience in designing, testing, executing and interpreting web-based surveys and his technical support, this exercise would not have been possible.

² Over 60 telephonic interviews with coordinators of national biodiversity strategies and action plans, NGO and CEPA experts, were carried out for CEC capacity development activities in 2001, 2003 and 2005.

³ There is a little overlap in mailing lists, which resulted in a few cases of cross posting. This did not really influence the results.

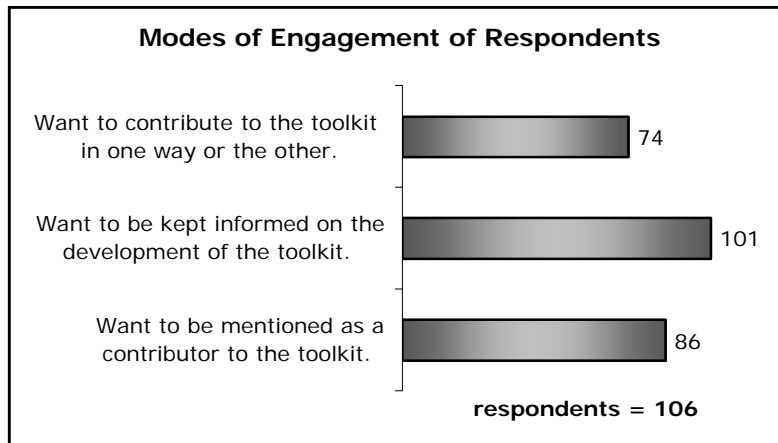
⁴ 2 respondents filled in the survey again after the test. No correction was made because of the low number.

⁵ To keep the survey as short and user friendly as possible, no specific questions were asked about gender, organization and country. The assumptions with regard to gender balance are based on an analysis of the titles and (first) names. The assumptions with regard to regional balance are based on an analysis of names and e-mail addresses and information from the original mailing lists.

2. RESULTS DEMAND ARTICULATION

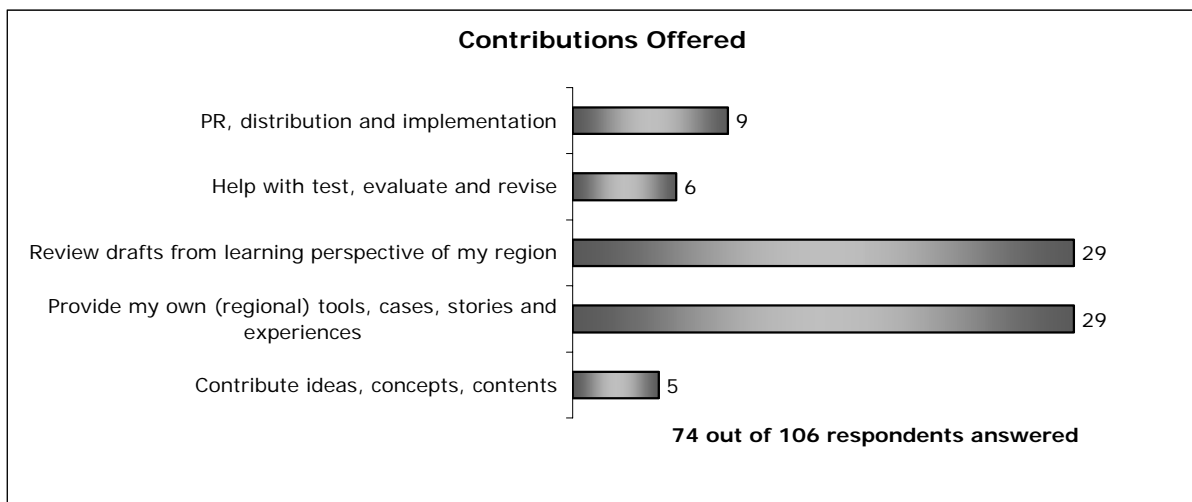
2.1 Global interest in the CEPA toolkit project

The general response indicates a fair amount of interest for CEPA as an important issue among the audience of the various respondent groups. 100% of the respondents from the CBD and Ramsar focal points want to be kept informed against 93% of the other groups. A great majority of respondents from all categories want to be engaged in various ways.



2.2 Contributions offered

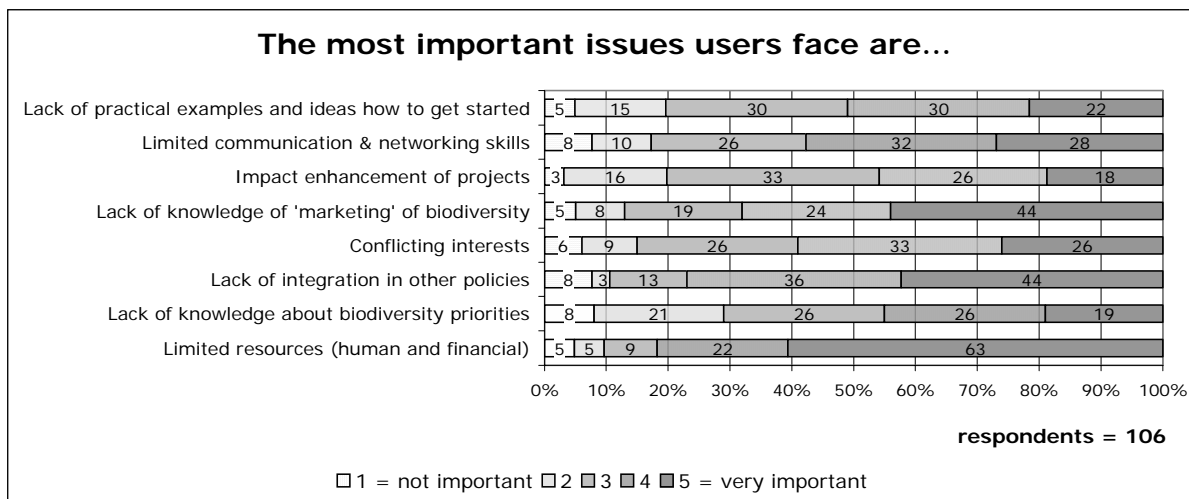
74 Respondents (69.8%) offered a range of contributions to support the project. The offer to contribute was relatively higher among CEC and CI experts compared to other respondents and addressed a wider range of support. CBD focal points mostly directed their offer towards support for review, PR and distribution.



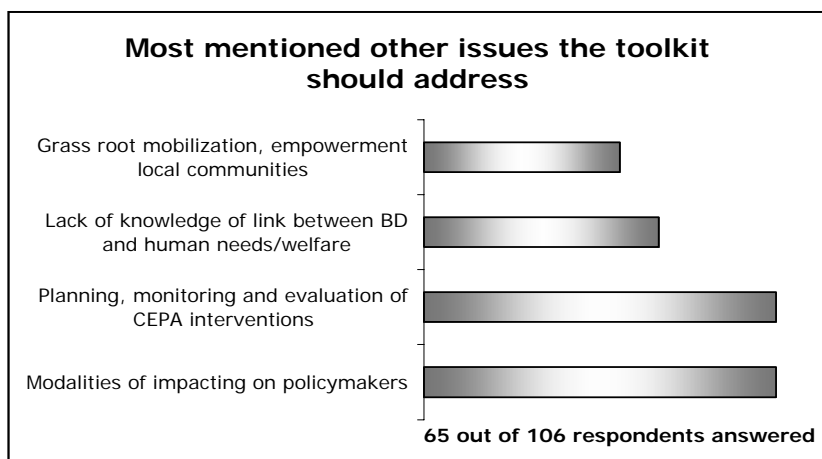
2.3 Most important issues that CBD focal points face when implementing the convention

CBD focal points and other respondents grade the limited resources as the most important issue. CBD focal points grade lack of integration into other policies second, and marketing third. Other respondents grade lack of integration into other policies third, and marketing second.

The graph below shows the combined results of all groups of respondents.



A total of 65 respondents (61%) gave a range of suggestions on other issues the toolkit should address. Most mentioned were:



Other issues mentioned more than one time were:

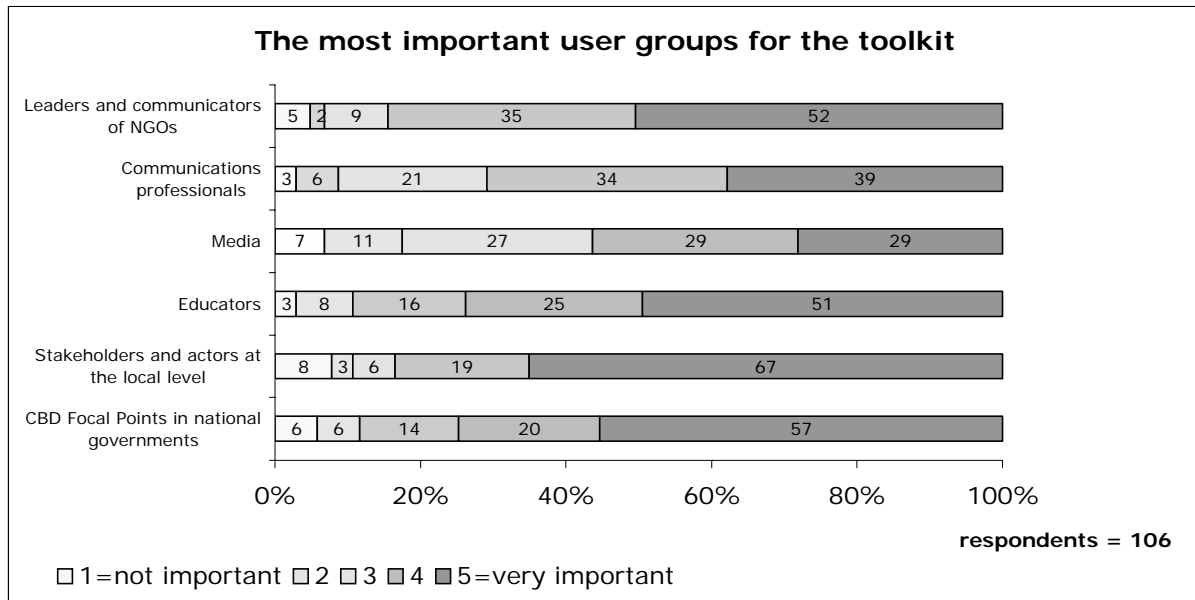
- How to dialogue with education & science community
- Need for a bank of copy-free texts, images, posters, AV, teachers guides
- Limited number of dedicated people
- Culture, traditions and language,
- Practical tools, e.g. press release, press conference, 'hot' content
- How to engage the general public
- How to realise behaviour change
- Implementation of national BD strategies
- How to link BD with development issues
- How to create synergy with DESD and other environmental conventions
- Where to get tailored advice or helpdesk on CEPA issues
- Training of focal points
- Building trust through consistent long term interaction and dialogue

2.4 Most important user groups

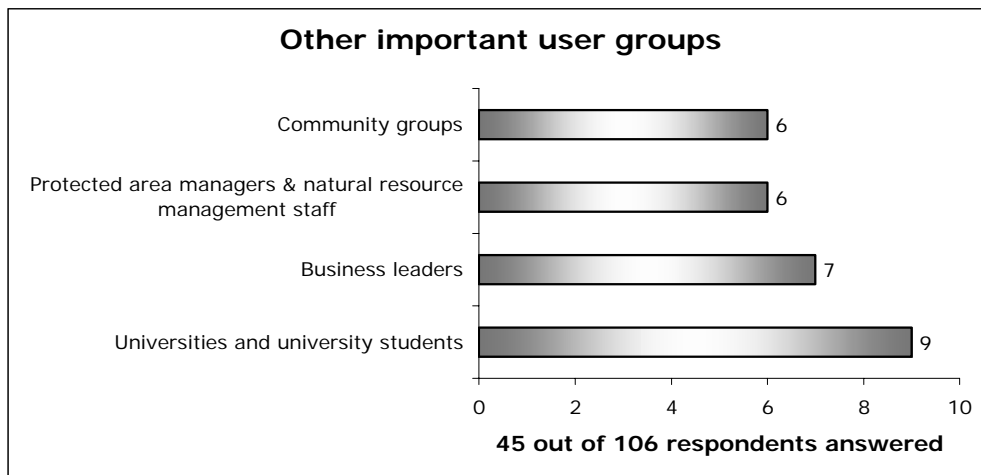
CBD focal points grade educators as the most important user group. They grade communicators of NGO and CBD focal points ex aequo as second most important user group. Media and stakeholders at the local level on place four.

Other respondents grade leaders and communicators of NGOs and stakeholders at the local level ex aequo as the most important user group. They see educators as the third most important user group. Communication professionals are on the fourth place.

The graph below shows the combined results of all groups of respondents.



A total of 45 respondents (42%) gave a range of suggestions on other important user groups. Most mentioned were:



Other important user groups mentioned by more respondents are:

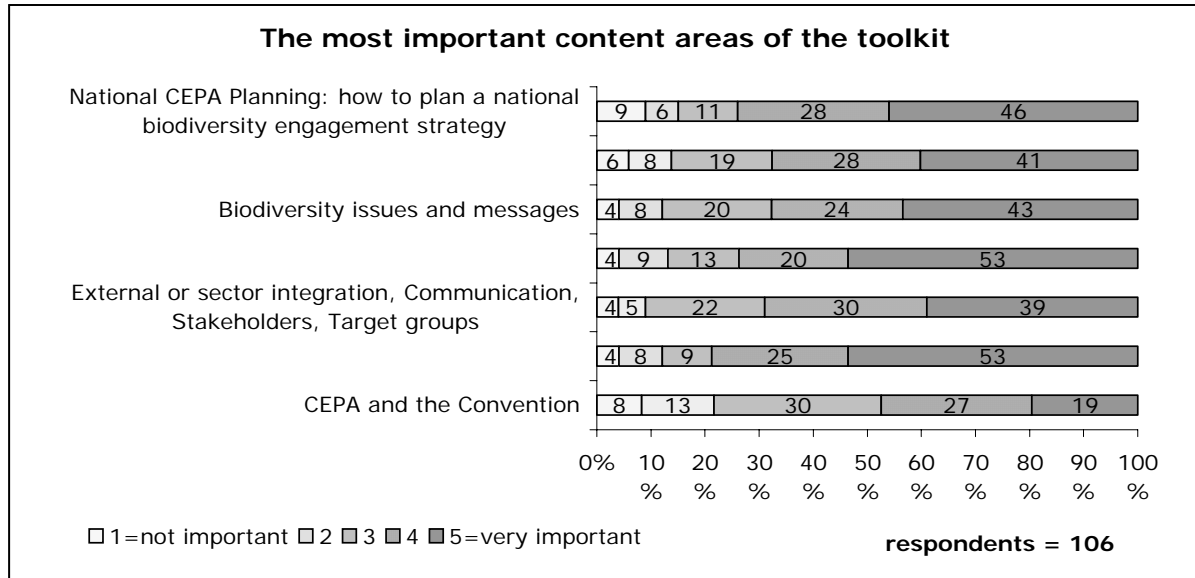
- Civil servants at various levels, responsible for implementing NBSAP
- International development organizations and donors
- Teachers & schools
- CEPA focal points in government and NGOs of all conventions
- Womens organizations.

2.5 Most important content areas

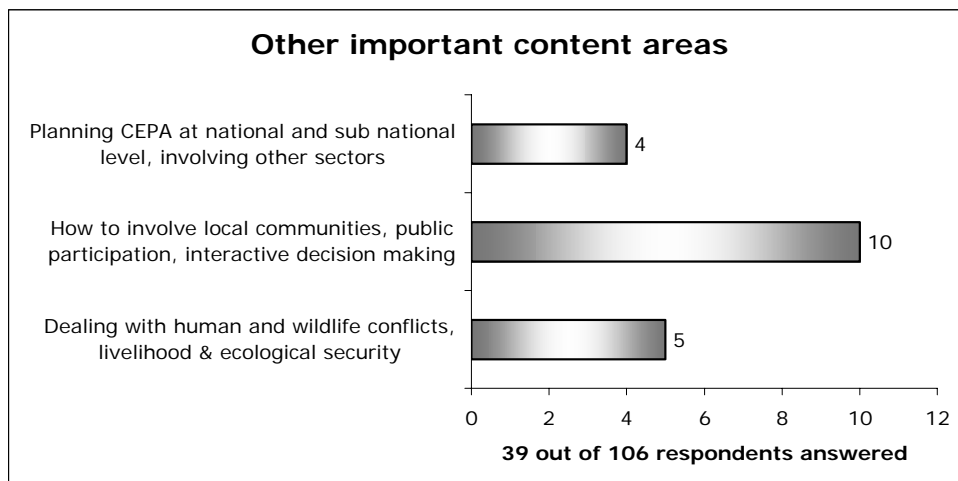
CBD focal points grade annotated communication tools per biodiversity issue as the most important content area, they grade ex aequo on the second place biodiversity issues/messages and the planning of national CEPA strategies. Ex aequo on the fourth place are strategic communication, external integration and communication planning.

Other respondents grade strategic communication as the most important content area. On the second place is communication planning and ex aequo on the third place are national CEPA strategies, external integration and annotated communication tools per biodiversity issue.

The graph below shows the combined results of all groups of respondents.



A total of 39 respondents gave a range of suggestions for other important content areas. Most mentioned were:



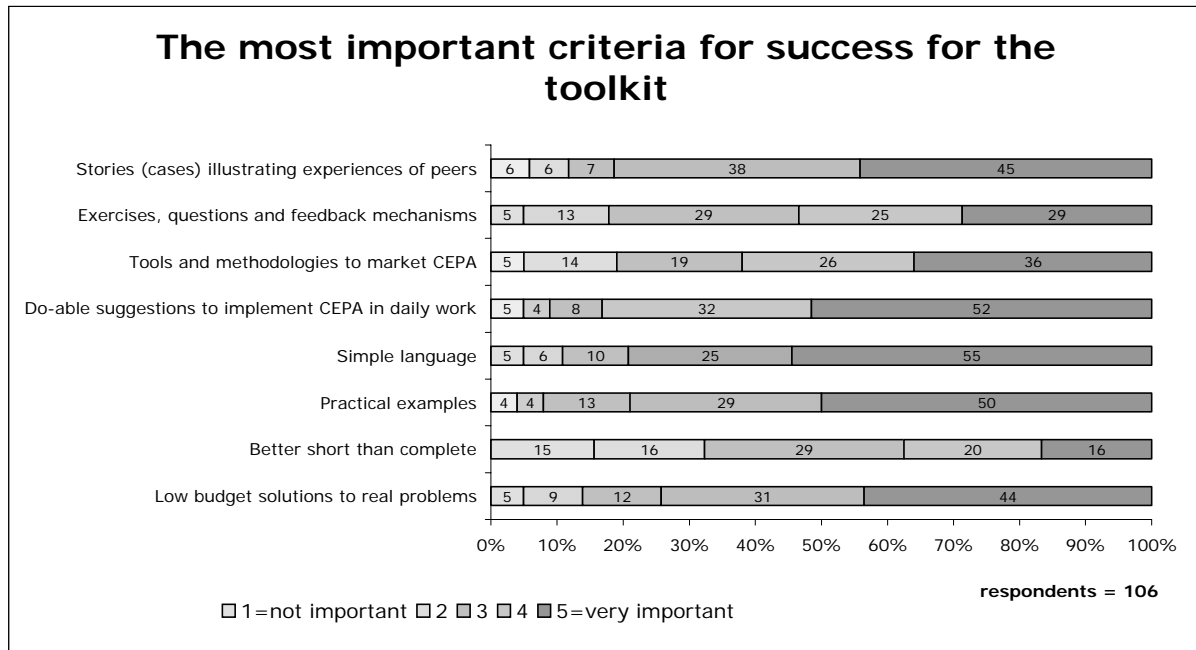
Concrete examples were offered of specific content: important content areas mentioned are: biodiversity as contribution to sustainable development; how to deal with people who have no knowledge and are not interested; A special section on communication skills, such as engaging media, press release, internal communications, campaigns, networking, facilitation, dealing with politicians and bureaucracies, how to get the buzz going; how to build trust, relation management, curriculum development, stakeholder analysis, target group surveys, creating a national debate; Special section on resources: websites, people, organizations, networks.

2.6 Most important success criteria

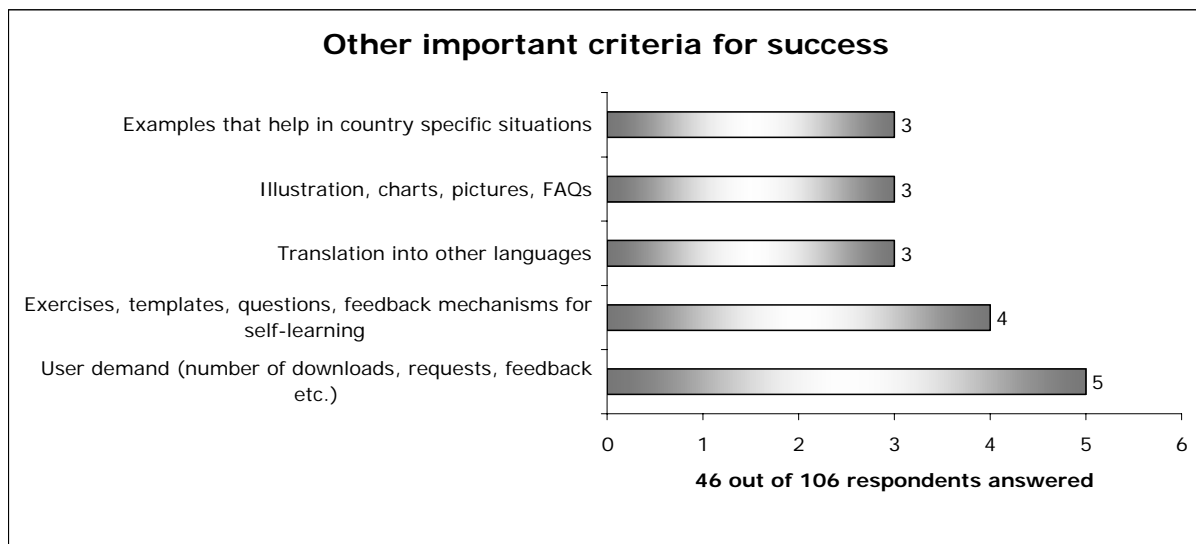
CBD focal points grade practical examples as the most important criteria for success; they grade do-able suggestions to implement CEPA in daily work on the second place; stories and cases illustrating experiences are third and simple language is fourth.

Other respondents grade simple language as the most important content area. On the second place are *ex aequo* practical examples and do-able suggestions. *Ex aequo* on the fourth place are stories and cases illustrating experiences and low budget solutions to real problems.

The graph below shows the combined results of all groups of respondents.



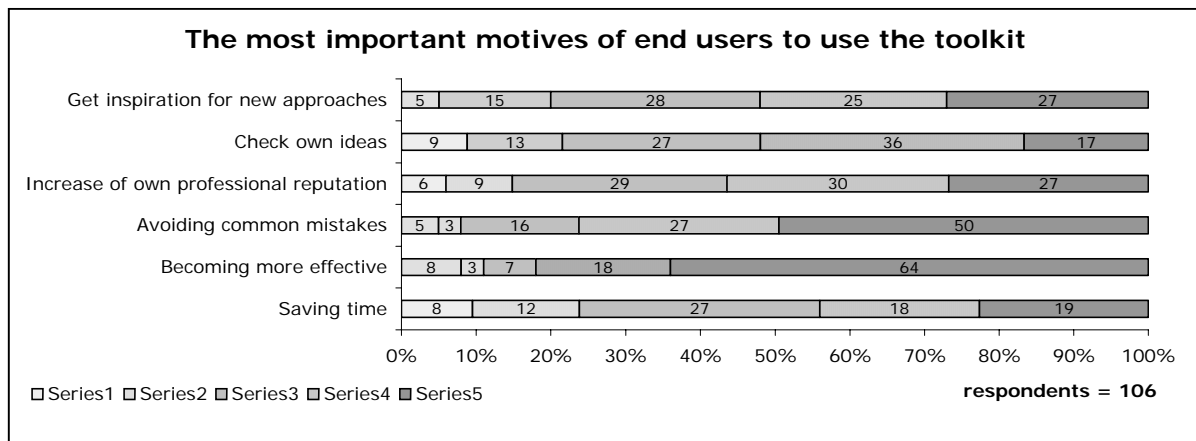
A total of 46 respondents gave a range of suggestions for other important criteria for success. Most mentioned were:



Other important criteria for success mentioned are: level of adaptability by different levels of educational background; opportunity for online experience sharing; proof of added value of CEPA to show its relevance to managers; monitoring and evaluation tools; training to use the toolkit.

2.7 Most important motives of users

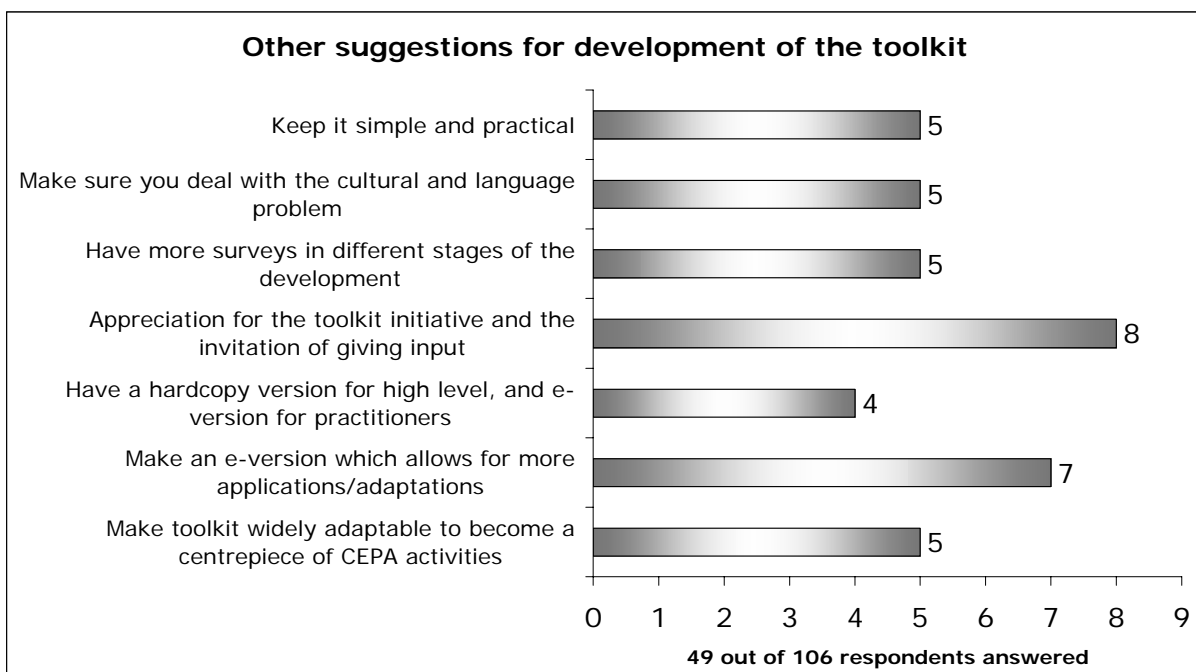
CBD focal points and the group of other respondents grade the motives nearly identical. The graph below shows the combined results of all groups of respondents.



A total of 39 respondents gave a range of other motives of users. Most answers were more or less a repetition of suggestions provided under other success criteria.

2.8 Other suggestions for the development of the toolkit

A total of 49 respondents gave a range of suggestions for other suggestions for the development of the toolkit. Most mentioned were:



Other suggestions mentioned more than once were: connect with CEPA experiences in other Conventions; use existing resources; do not sell CEPA as a 'silver bullet' but as part of the instrument mix.

3. CONCLUSIONS AND NEXT STEPS

3.1 Overall impression

Respondents reacted positive on the initiative and on the opportunity to provide input. A great majority wants to stay involved. More than half of the respondents took the time to fill in the open questions and provide valuable suggestions, comments and information.

3.2 Major issues the toolkit should address

The survey indicates that the toolkit should take into account that national focal points responsible for the implementation of the convention are a very diverse group. Most important issues are:

- Limited resources
- Lack of integration in other policies
- Lack of knowledge of marketing of biodiversity

Other issues are

- Conflicting interests
- Lack of practical examples how to get started
- Limited communication and networking skills,
- Limited knowledge how to impact policymakers
- Limited knowledge of planning, management and evaluation
- Limited knowledge about the link between biodiversity and human welfare
- Limited knowledge how to empower local communities.

The project team has to take these issues into account in designing the outline of the toolkit.

3.2 Primary user groups

The survey indicates that primary users of the toolkit should be among:

- Stakeholders at the local level with a responsibility for biodiversity
- Educators
- Leaders and communicators of NGOs
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Other groups mentioned are universities, business leaders, local communities and protected area managers.

The project team will have to outline a clear strategy how the toolkit should deal with the needs of part or all of these groups.

3.3 Most important content areas

The survey gave a first indication of the most important content areas:

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- External integration
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Other content areas suggested were dealing with human and wildlife conflicts, interactive decision making, CEPA strategies at various levels.

Concrete examples were offered of specific content:: biodiversity as contribution to sustainable development; how to deal with people who have no knowledge and are not interested; A special section on communication skills, such as engaging media, press release, internal communications, campaigns, networking, facilitation, dealing with politicians and bureaucracies, how to get the buzz going; how to build trust, relation management, curriculum development, stakeholder analysis, target group surveys, creating a national debate; A social section on resources: websites, people, organizations, networks.

It is clear that the project group has to further define concepts and content areas within the broader framework of the above mentioned issues. The definitions of these content areas will have to be

compared with the driving questions of the users before an outline in various models of the toolkit can be formulated.

3.4 Criteria for success

The survey gave a clear indication that the toolkit should:

- Be practical
- Use simple language
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Other suggestions related to a variety of (self) learning approaches and methods to monitor demands and needs of users, to be able to further tailor the toolkit to the needs of the users.

In designing and writing the modules the project team has to take these criteria into account.

3.5 Motives to use the toolkit

The survey gave a clear indication what the main motives of end users are:

- Becoming more effective
- Getting inspiration for new approaches
- Avoiding common mistakes

In designing the toolkit the project team has to take into account that the toolkit makes the user more effective in his daily work, gives him/her inspiration for new approaches and helps him to avoid common mistakes.

3.6 Other suggestions for the development of the toolkit

Respondents suggested the need for an e-version of the toolkit and the need for the project team to reflect carefully what the distinction in target audience, approach and content should be between hard copy version and the e-version. They also indicated the importance for further interaction with end user groups in the various stages of the development of the toolkit.

3.7 Next steps: 1. formation of a project team and circle of advisors (April-May)

The survey has shown that a great number of experts have expressed their interest to contribute to the toolkit. The project leader will – in dialogue with the CEC leadership – review this interest and form a small project team. He will also form – on the basis of interests expressed – a group of advisors from the various parts of the world, who can assist the project team with regional and specialist input. With the project team he will design a development plan with specific moments for external inputs, either from the group of advisors, the CBD Informal Advisory Committee on CEPA or through a web-survey from the wider group of experts that have indicated that they want be kept informed and involved.

3.8 Next steps: 2. Surveying the CEPA supply side (June-July)

The survey has shown that many respondents would like to share their experiences and tools and make them available for the toolkit. First suggestions have already been given and the need is expressed by some respondents to use as much as possible existing tools and instruments. A second web-survey will be posted to survey the supply side of CEPA tools.

3.9 Next steps: 3. Outlining the modules of the toolkit (August-September)

On the basis both surveys the project team intends to organize a joint planning meeting. On the first day the team will meet with representatives of other environmental conventions and a selected group of end users from different regions to explore synergies between the conventions, define and outline content areas of the hard copy and e-version of the toolkit. The next day the project team will spend alone with the small group of end users to identify driving questions and the most effective vocabulary. The last three days the project team will spend working on a more detailed planning of the development stages, roles and responsibilities and much time will be spend on making together the story boards for the various modules, that can be further worked out on line in the coming months, including the modalities for external input.