

CEPA Toolkit Results Supply Side Survey

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1. 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). This 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 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 Supply survey objectives

Earlier this year CEC organized a web survey on the demand side for such a toolkit. The results can be viewed at http://wcln.org/cepasurvey_results.php. From May 1 - June 1 2006 a web based survey was held on the supply side among experts from CEC, the Communicators Network of Conservation International and other stakeholders in this project. The objectives of this survey were:

- to get a first impression on major resources and tools
- to get a first impression on how to categorize resources and tools
- to get a first impression on gaps between supply and demand
- to get a first feedback on criteria for referring to tools and resources
- to identify key experts to advise and provide feedback on the toolkit

1.2 Response

The survey was sent this time to 320 addresses. The CBD focal points and CEPA Ramsar governmental focal points were left out, as it they – as target group for at least part of the toolkit – were not expected to have a substantial contribution in this survey. 28 responses were received: 13 from CEC members, 3 from CI communicators, 5 from members of the CEPA Informal Advisory Committee. 20 respondents seem to come from Europe or and North America, 8 from other continents. A few respondents indicated that they found it difficult to answer the questions and come up with tools and resources that could be used. That may also be the reason for the limited response. The impression is that those respondents who came back with robust information spent more time than the ten minutes, indicated in the letter to invite experts to contribute to the survey. For the demand survey, two reminders were sent. For the supply survey no reminders were sent.

1.3 Willingness to contribute

20 respondents expressed willingness to further contribute to the toolkit and had specific suggestions for these contributions, varying from providing regional perspectives, reviewing drafts, contributing publications, tools and cases, helping with distribution.

1.4 Sharing information and expertise

The author wants to thank the 18 respondents that were willing to share information on what they consider as most important CEPA resources and websites. They deserve to get the credit for the in this report emerging body of knowledge and expertise on CEPA:

Ms Marta Andelman, Ms Lisa Barley, Ms Shirley Bethune, Ms Medini Bhandari, Ms Judy Braus, Mr Barrie Cooper, Ms Jini Dela, Mr Marco Encalada, Dr Horst Freiberg, Mr Peter Herkenrath, Ms Branka Hlad, Dr Martha Monroe, Ms Laurence Pollier, Mr Abdi Jama Shedi, Dr Ana Spenceley, Ms Tina Trampus and Dr Anghelata Vadineanu.

¹ This report is written by Frits Hesselink, Toolkit Project leader. Frits Hesselink is a former Chair of the IUCN Commission on Education and Communication and Managing Director of HECT Consultancy, specialized in stakeholder management (www.hect.nl). 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. RESULTS SUPPLY SIDE

This report contains the results of the survey. Given the limited response, one has to be very careful in drawing conclusions. The results offer in any case important input into the kick off meeting of authors, web-experts and end users, where the outline and approach of the toolkit will be defined.

2.1 Favourite CEPA resources

18 respondents named one or more resources, mostly manuals or collections of case studies, available from the CEC website. Some CEC publications (Communicating Protected Areas, Achieving Environmental Objectives) were mentioned by more than one respondent. It is clear that a format is needed to collect proper descriptions of resources. At the moment CEC is experimenting with such a format. Favourite CEPA resources include in alphabetical order of titles:

Achieving Environmental Objectives, IUCN-CEC
Communication Education and Outreach Techniques Changing Roles, WUI Professional Development Program
Communicating Protected Areas, IUCN-CEC

Communicating Nature Conservation, Sandra Rientjes
Communicating the environment, Manfred Oepen
Communicating with stakeholders and the general public – Best practice examples for Natura 2000, Life Focus / Life-Nature

Comunicando el Cambio Climático, Marco Encalada
Conservation education and outreach techniques by Susan Jacobson and Martha Monroe
Enabling Ecoaction, Les Robinson & Andreas Glanzing

EnviroTeach Series of books produced by the Desert Research Foundation of Namibia for the Ministry of Basic Education Share net resources developed by Umgeni Water Board
How to put Citizens at the heart of decision making, Involve - UK
The role of communication in biodiversity planning in Asia- IUCN CEC

2.2 Favourite CEPA URLs

10 respondents named one or more URLs. One respondent indicated that the web in the South is still too costly to use as a resource base. Two respondents indicated that they did not know the term URL. The URLs refer to general biodiversity content, CEPA portals, ESD resources, nature education and interpretation resources, and to public participation and community involvement resources. 7 respondents refer to the IUCN CEC site. Favourite URLs include:

Relevant BD content

<http://www.biodiv.org/chm/default.aspx>
<http://www.gbif.org>
<http://assets.panda.org/downloads/natura2000socioeconomicbenefitscolour.pdf>

CEPA Portals

<http://www.iucn.org/themes/cec>
http://unfccc.int/cc_inet/items/3514.php
http://www.ramsar.org/outreach_index.htm
<http://www.wcln.org/index.php>
<http://www.naaee.org>

ESD resources

<http://app.iucn.org/themes/cec/cfms/resources.cfm?&cat=Books&keyWord=ESD>
http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html
<http://www.esdtoolkit.org>
<http://www.ensi.org/>

Nature Education and Interpretation resources

<http://www.scotinterpnet.org.uk/pdfs/sofp.pdf>
<http://www.snh.org.uk/ww/interpretation/index.html>
www.naturdetektive.de
<http://www.interpretacija.si/>

Public Participation & Community involvement resources

<http://www.unece.org/env/pp/ecases/handbook.pdf>
http://www.unctad.org/en/docs/iteteb4_en.pdf
http://portals.conservation.org/marine/codebase/handlers/objectview_handler.cfm?objectid=57764055-494F-45F9-88A2-C12585EA7A71&classid=4
<https://www3.secure.griffith.edu.au/03/toolbox/>
<http://www.coastal.crc.org.au/toolbox/>
<http://www.interfacesouth.org/products/training/mod4.html>
<http://www.seaturtlestatus.org/Main/Resources/OutreachTools.aspx>
<http://www.involving.org/index.cfm?fuseaction=main.viewSection&intSectionID=400>

CEPA training courses

<http://nationalzoo.si.edu/ConservationAndScience/MAB/training/leader.cfm>
<http://www.icrtourism.org/distancelearning.html>
http://www.heritageinterp.com/planning_for_interp_training.htm

Environmental and educational videos

www.Greentv.org

2.3 Other favourite resources

14 respondents named other resources, some more in general like 'environment games', 'newsletters', 'national CEPA network' etc. Others named specific publications. Other favourite resources include:

Communicating Protected Areas, Hamu, Auchincloss, Goldstein

Education & Sustainability: Responding to the Global Challenge, Tilbury, Stevenson, Fien & Schreuder:

Educating for BirdLife - an introduction to developing education in conservation. It includes case studies from across the World. Written by Barrie Cooper for RSPB and BirdLife International

Environmental Literacy in America, Kevin Coyle

EnviroTeach Series - Tools of the Trade; Sink or Swim; Playing with Fire; Lives in the Balance; Our Land our Life; Our Precious soil; Let's look at Grasses etc Developed by the Desert Research Foundation of Namibia for use in schools in both Namibia and Botswana

Evaluating Environmental Education, Stokking, van Aert, Meijberg & Kaskens

Every River has its People Project, DRFN and KCS, Windhoek.

Diffusion of Innovation, Everett Rogers

Fostering Sustainable Behavior, Doug McKenzie Mohr and Wm Smith

National Water Awareness Campaign, Jacquie Tarr

Teacher's Resources on the Okavango River Basin (Angola, Botswana, Namibia) for schools in Botswana, Bethune, S & A van Wyk

Water Pollution. A resource book for IGCSE in Namibia, John Meinert Printing, Windhoek

2.4 Key content areas to list CEPA tools and resources

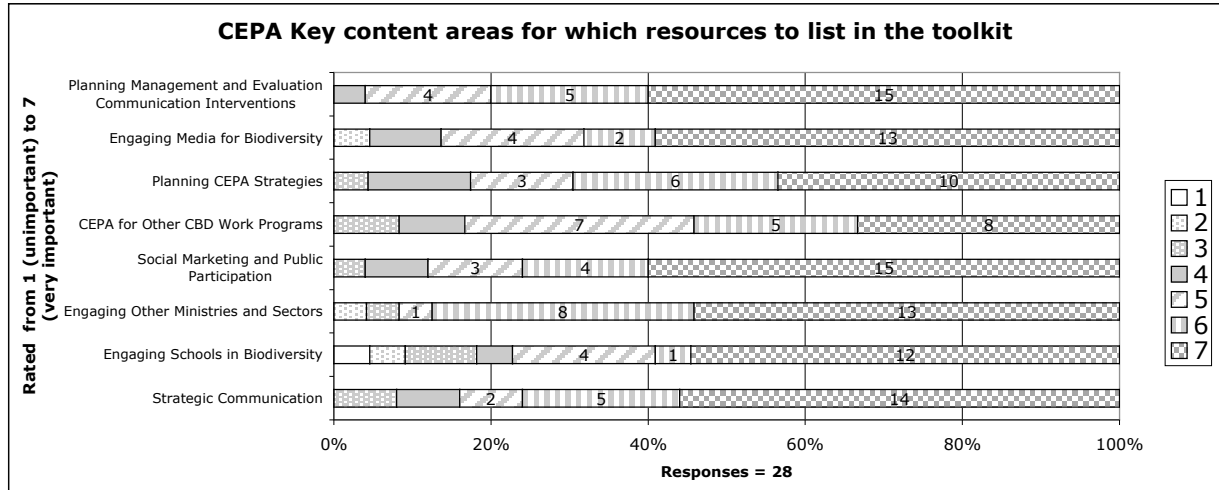
The proposed content areas were listed in order of importance as follows, highly ranked were:

- Planning, management and evaluation of communication interventions
- Social Marketing and public participation
- Engaging other ministries and sectors
- Strategic communication
- Engaging media for biodiversity

Much lower ranked were:

Planning of CEPA strategies
Engaging schools in biodiversity

Analyzing the inventory of favourite resources, the conclusion is that most resources shared by respondents are focused on community involvement and public participation and other more general issues and not on the other specific content areas ranked above.



2.5 Other content areas

19 respondents had suggestions for other content areas. The answers range from focusing on other actors (academic institutions, women, churches, local communities, corporate sector), or using different methodologies (strategic education, biodiversity flagships, negotiation and conflict resolution, understanding ethics).

2.6 Selection criteria for resources

The proposed content areas were listed in order of importance as follows:

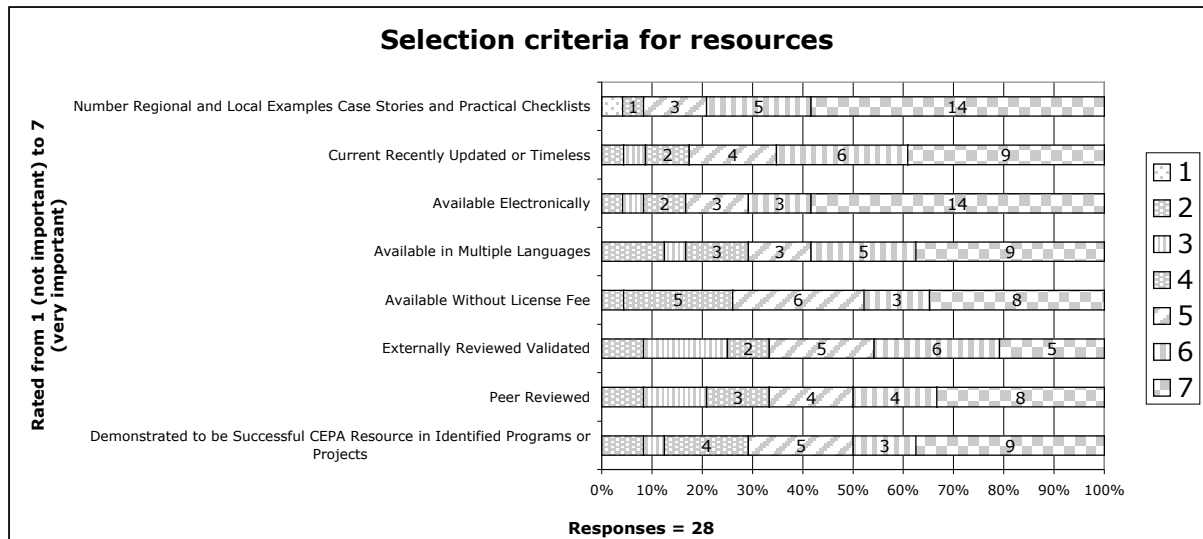
- Number of regional and local examples, case stories and practical checklists
- Available electronically
- Current (recently updated or timeless)

Lower ranked are:

- Available without license fee
- Externally reviewed /validated

Much lower ranked are:

- Available in multiple languages
- Demonstrated to be a successful CEPA resource in identified programs or projects
- Peer-reviewed



2.7 Other criteria

8 respondents had suggestions for other criteria. Some were elaborations of the proposed criteria (e.g. case stories with the best practices, easiness of tool implementation/adaptation and/or language adaptation, easy to access), other were of a more general character (Relevance and quality, replicability. courses could/should be "certified", User friendly).

2.8 Success criteria for the toolkit

16 respondents provided various suggestions varying from the need to test the toolkit regionally and translation, to cooperation with the other Rio Conventions and keep it simple. They were very similar to the answers on the same question in the demand articulation survey.

3. CONCLUSIONS AND NEXT STEPS

3.1 Overall impression

The response to this survey was almost four times lower than the response to the demand articulation survey. At this point in time one only can guess about the reasons. It might be the lack of reminders (next time more investment in the management of the survey); it might be the time of the year (just before the holiday season in a number of countries); it might be the greater effort in time to answer the questions; it might be the willingness to share information; it might be the rather abstract nature of the questions or it might be the lack of information among potential respondents.

The feedback on resources is of high quality, in terms of regional perspectives and scope of issues and proves the importance of involving regional expert networks in the development of the toolkit. The feedback from the demand articulation survey to keep things simple and practical also seems to resonate loud and clear through the response of this survey.

3.2 Emerging body of CEPA knowledge, resources and tools

18 respondents shared what they thought were the most important resources and websites with regard to CEPA. Undoubtedly this only the tip of the iceberg, but it provides an indication of the wide range of resources, including manuals for marketing and participation methodologies, communication approaches for specific biodiversity issues and more general environmental awareness and general CEPA portals.

3.3 Categories

The challenge for the toolkit authors will be not to make this body of knowledge complete, but to make it accessible. And more importantly connect practical questions from users to the best available knowledge. The keywords used to phrase content areas have to be further discussed by the authors, compared with the information of the demand articulation review and checked with end users.

3.4 Criteria

The most important criteria for the toolkit to refer to specific are summarized by the following key words: practical, regional applicable, cases, electronically available, and current.

3.5 Gaps

The very limited inventory supply side of resources in this survey seems to reveal a gap in the following content areas: planning, management and evaluation of communication interventions; engaging other ministries and sectors; strategic communication; engaging media for biodiversity. Desk research and further involvement of the networks has to prove whether these gaps are real.

3.6 Expert involvement

The process to involve experts from various global networks in development the toolkit has to take into account the issues described above under first impressions. It could be advisable to send out drafts of modules with more specific questions to react to. The kick off meeting of authors, end users and web-experts has to develop a strategy for effective involvement.

3.7 Next steps

Due to unforeseen circumstances the Secretariat of the Convention for Biological Diversity had to revise the planning of the development of the toolkit. For the same reason this publication of this report also has been delayed. The new planning envisages a research period in September and October. A kick off meeting in November and an interactive development process between December 2006 and June 2007.