Section 2: How to network and raise awareness

What is in this section?

Communication, education and public awareness CEPA are tools to implement a NBSAP. Often the NBSAP coordinator has little by way of financial resources to use for CEPA. This section provides information, examples and checklists about how to make maxim use of networking to achieve your NBSAP objectives. Networking has many aspects and this section describes these modalities such as tracking, collaborating and supporting other activities. It also covers how to effectively inform on NBSAP actions and how to consult, collaborate and form partnerships to make progress.

In this section guidance is also given on how to establish base line awareness for biodiversity conservation and how make use of events, such as "international days" to advance knowledge about biodiversity.

As in all sections the toolkit is comprised of:

CEPA Fact Sheet
The fact sheets explain why and how to network and raise awareness in view of the limited time and resources available to the NBSAP coordinator.

Checklist
The checklists are handy reminders when planning networking or awareness raising activities.

Example
The examples show what has been done to develop networks and awareness in support for biodiversity.

Contents

	Introduction to networking Introduction: Why network? Fact Sheet: What are the basics of networking?	
	How to undertake tracking Fact Sheet: Why and how do I undertake tracking? Example: Kinds of activities to identify Example: Kinds of activities to identify Example: Kinds of activities to identify Example: Tracking format Checklist: Where to track CEPA activities in the country	
	How to inform Fact Sheet: How do I inform most effectively? Fact Sheet: How is it bet to use written information? Checklist: Writing short information articles for websites, opinion pieces and web sites Checklist: Newsletters Checklist: Suggested topics for a newsletter Fact Sheet: How to make effective presentations? Checklist: Preparing for a presentation Checklist: Writing a presentation Checklist: Giving a presentation	
	How to consult on issues Fact Sheet: How do I go about consulting on issues? Example: Questionnaire for stakeholder interviews on introducing biodiversity into the formal education system Checklist: Basis for choosing between different types of interviews Checklist: Basis for choosing between different types of interview questions and techniques Checklist : Explorative interviews Checklist: Group techniques for meetings: doing things differently Checklist: Brainstorming to gather ideas from groups Checklist: Participatory Technique: Conversation Cafe Checklist: Participatory Technique: Carousel Checklist: Participatory Technique: Buzz groups Checklist: How to facilitate buzz group discussions Checklist: How to share ideas from many groups Checklist: How to gain divergent ideas rather than business as usual suggestions?	
	Supporting community biodiversity actions Fact Sheet: How do I best support community biodiversity initiatives? Example: Providing moral support	

Section 2: How to network and raise awareness

	Choosing with whom to collaborate Fact Sheet: With whom do I collaborate for biodiversity? Example: Collaboration with relief agencies Example: Collaboration for World Environment Day, Sierra Leone Example: Collaboration for Environmental week in Palau Example: National collaboration Sierra Leone Example: Collaborating with another CBD party	
	Networking to add value to biodiversity actions Fact Sheet: Why do I network to add value to my biodiversity efforts? Fact sheet: What networking opportunities are there? Fact sheet: How to manage networking as a NBSAP coordinator? Checklist: Types of networks Checklist: Opportunities for collaborating on CEPA Checklist: Network management for a NBSAP coordinator Example: Global CEPA networks	
	Partnerships to add value to biodiversity actions Fact sheet: Why form a partnership? Example: CEPA in partnership in the Amazon Region Protected areas Program Example: CEPA partnerships in the Great American Chaco Checklist: Criteria for co-operation in public- private partnerships	
	How to raise basic awareness for biodiversity Fact Sheet: How to make use of International Day for Biological Diversity to raise public awareness? Fact Sheet: How to raise awareness? Fact sheet: How to undertake basic awareness raising activities through a website? Fact sheet: What awareness raising components are to be included on the NBSAP website? Example: Web based awareness raising Germany Example: Biodiversity games Example: Biodiversity Day in Mali "Falaise de Bandiagara Example: GEO Magazine/ GTZ Bio Marathon on Biodiversity day Example: Suggestions of what the public can do Example: CEPA strategy Germany	

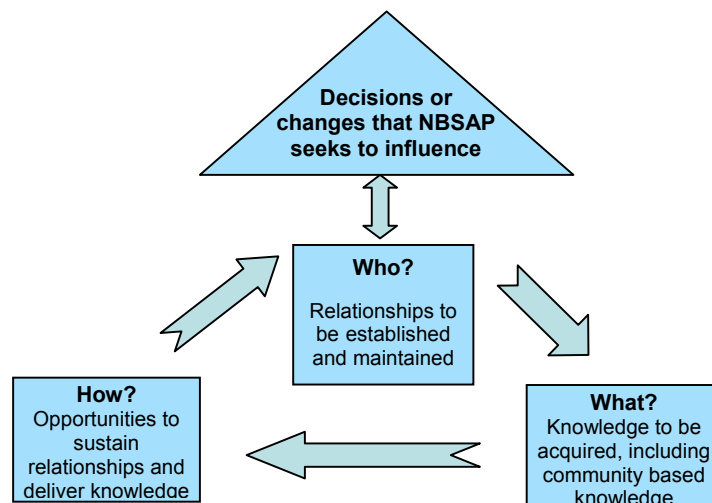# Introduction to networking

Introduction

Why network?

It is important that NBSAP co-ordinators, who are very often civil servants, with hardly any government budgetary allocations think about their priorities and where they will gain most impact from their limited time.

Governments rarely have the resources for a comprehensive nation wide campaign to communicate with and educate all levels of society about biodiversity. Often the resources are so limited that the NBSAP coordinator might feel constrained in implementing the Plan. None-the-less a NBSAP coordinator can undertake vital CEPA activities to raise awareness and still do a lot to =wards achieving the NBSAP priorities.

The National Biodiversity Strategy and Action Plan (NBSAP) priorities specify the major changes in actions or decisions that have to be influenced to conserve biodiversity. The priorities guide:

- The stakeholders, groups or individuals with whom it is necessary to work, or to establish and maintain relationships;
- The knowledge that is needed to address these priorities.

The challenge for the NBSAP coordinator is how to best connect the knowledge, including that from local biodiversity conservation initiatives, with the decision making process. **Networking** can facilitate making this connection.

Networks provide for a mutually beneficial relationship that significantly adds to the value the various actors.

CEPA Fact Sheet

What are the basics of networking?

Networking provides informal and formal ways to know what is going on, who is doing what and when. By networking the NBSAP coordinator can find ways to keep biodiversity issues on the agenda of key groups and to support these groups' efforts.

One of the advantages of tracking what is happening, building relations with the various actors interested in your cause, and engaging stakeholders in a proactive way, is that you can help to coordinate activities, reduce duplication and support many people who can be engaged in working constructively with you. The NBSAP coordinator can help individuals and groups to learn from each other and to share ideas and experience.

Networks can help support others to find or make connections, rather than "cold-calling" themselves someone that they do not know.

Additionally, CBD focal points can gain great value by reporting back to biodiversity "actors" about Convention issues that are being discussed internationally.

To make the best of networking a NBSAP coordinator can use various modalities as shown in the table below to keep people working for biodiversity in touch with each other.

Examples of the modalities of networking

Mode of engagement	Example
Track	Internet news tracking
Inform	e-newsletter
Consult	Stakeholder meetings Surveys
Support	Grants Access to information Access to networks
Collaborate	Focused project
Network	Join an existing network
Partner	Major joint project

Introduction to networking

CEPA Fact Sheet
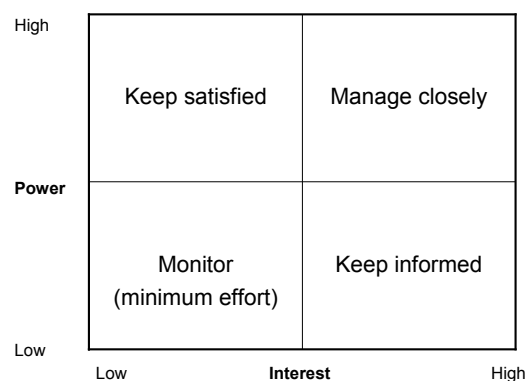
What is meant by networking?

Networking means exchanging information and establishing personal connections. Networks increasingly are seen as playing an important role in the way problems are solved, organisations are run and the degree to which individuals achieve their goals. Networks play a role in influencing the spread of new ideas and practices. Increasingly Internet networking is becoming popular enabling people to share ideas at international and national scales as well as locally. (Wikipedia[1])

How do people network?
People network in many different settings: on the telephone, in hallways, in company lunchrooms, at professional conferences, at trade shows, company meetings, classrooms, lounges, hallways, elevators, in airports and airplanes, trains and buses, restaurants, hotel lobbies and waiting rooms and so forth. Networking needs opportunities to make new contacts and good social skills and can be carefully planned or spontaneous.

To maximise efforts of networking segment the people in your network according to their interest and power to make change for your NBSAP objectives, as shown in the figure below. Those with high power and interest to make change are important to you and need to be managed closely to be an ally. Those with less interest in biodiversity though influence keep satisfied with the information and interaction.

Differentiate people

High		
	Keep satisfied	Manage closely
Power		
	Monitor (minimum effort)	Keep informed
Low		
	Low **Interest** High	

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[1] www.Wikipedia.org

How to undertake tracking to support networking

CEPA Fact Sheet

Why and how do I undertake tracking?

Tracking is an important activity for a CBD focal point or NBSAP coordinator to network. Tracking helps the coordinator to know:
- What biodiversity initiatives are occurring at the local level?
- What biodiversity initiatives are undertaken by government at various levels?
- What activities to conserve biodiversity or raise awareness are undertaken by national and international NGOs, universities, natural history museums, etc?
- Who are key contacts and how to reach them?

Biodiversity activities can be tracked in different ways from:
- A web search.
- Subscribing to and scanning newspapers, magazines and newsletters (i.e. hard copy and/or electronic versions)
- Collecting project documents and reports, brochures and educational materials.
- Visiting institutions, NGOs and local initiatives to get to know their work.
- Attending conferences and biodiversity related events.
- Informal meetings with colleagues and peers (lunch time discussions, recreational hours, etc.).
- Regular meetings with NGOs.
- Checking calendars of events.

Data storage
The information amassed by tracking needs to be efficiently stored so that it is easily accessible, ready to use or disseminate to others.

One of the important parts of tracking for networking and to support good relationship management is storing and updating names and addresses of key people.

The following examples and checklists provide a guide to the kind of activities to look for when tracking. These provide opportunities to which to add important NBSAP messages.

How to undertake tracking

Example

Example: Kinds of activities to identify

Biodiversity edutainment in a Natural History Museum

In 2002 the Hugo van Lawick Foundation organised with the Natural History Museum of Boma, Tanzania, an exhibition with edutainment events. The activities were based on photos and films by the legendary photographer, Hugo van Lawick, who worked for more than thirty years in Tanzania. More than 3,300 children and 750 adults visited the 17-day event. The average of 240 visitors per day (200 children and 40 adults) was more than the museum had ever received on a single day.

Biodiversity education in schools

The Hugo van Lawick Foundation has worked with teacher training colleges and schools in the Iringa district in Tanzania from 2003 to develop biodiversity education programs. The programs include classroom activities for schools, field trips, community actions for safe drinking water and nurseries to grow indigenous trees that provide food and fodder.

Interview with Godi van Lawick, Tanzania; photos Godi van Lawick

How to undertake tracking

Example

Example: Kinds of activities to identify

University activities

Photos: Godi van Lawick

With the support of the Hugo van Lawick Foundation the teacher training colleges of the Ruaha and Tumaini University trained 30 teachers in biodiversity education during 2003. The course ended with an examination. The teachers were afterwards involved in developing and implementing educational materials in the primary and secondary schools in the district.

Photo: Environmental Actors

Materials for war affected communities in West Africa

Key among CEPA activities carried out by NGOs are educational materials and public awareness raising programs in communities around the country, highlighting the threats to biodiversity and the communities' role in both destruction and protection of biodiversity. The main target areas for these activities are war-affected communities where the subsistence activities of refugees and returnees place enormous pressure on local forests and nearby conservation areas.

Example

Example: Kinds of activities to identify

Biodiversity education in a National Park

Mr. Shafuri, game warden of Ruaha National Park in Tanzania acts as guide and teacher to the school children from villages near the Park. Because of his very stimulating natural teaching talents and know how, he is able to give members of the Student Exhibition Team from the teacher training colleges an excellent example of how to inspire and activate children.

Community activities

In the small villages of Idodi and Pagawa in Tanzania, the local communities are involved in improving the management of their natural resources and ecosystems, with the help of the Hugo van Lawick Foundation. Initiatives involve improving the water supply, an anti-rabies vaccination campaign, planting trees and setting up a honey harvesting project. Through learning by doing, awareness is raised about the importance of biodiversity, and new practices are introduced for conservation and sustainable use.

Interview with Godi van Lawick, Tanzania; photos Godi van Lawick

Example

Example: Tracking format

If you have no resources to have a data base set up, tracking can be organised using an Excel sheet as a simple way to keep data. Excel enables information to be sorted. The column with email addresses can be copied into an email newsletter. The following headings might be used:

- Biodiversity issue
- Place
- Organisation
- Contact name
- Contact information
- Website
- Publication/ Products / Projects/ Events
- Date information updated
- Notes

Biodiversity issue	Place – region	Organisation	Contact Name	Contact phone	Contact email	Mail address	Website	Products/ Events	Date	Notes

How to undertake tracking

Checklist

Checklist: Where to track CEPA activities in the country

Activities to improve knowledge, attitudes and behaviour relating to biodiversity of audiences are undertaken by:

- Natural history museums
- Zoos and botanical gardens
- Visitor centres in wetlands and national parks
- National and International NGOs
- Development aid donor agencies
- Departments, ministries and other governmental agencies
- Schools, youth and student groups
- Universities and teacher training centres
- TV, radio, newspapers and magazines
- Local communities
- Religious institutions
- Humanitarian relief organisations
- Private sector (engaged in tourism, natural resource management, and projects of multinationals)

How to inform in support of networking

CEPA Fact Sheet

How do I inform most effectively?

NBSAP coordinators are tasked with informing about biodiversity to many and varied stakeholders. Information is vital to your network.

For a start, NBSAP coordinators or CBD focal point have to inform other experts, departments, agencies and organisations about notifications from the Convention Secretariat relevant to them. They are responsible for preparing a response to the Secretariat following a notification.

As well coordinators need to inform relevant actors in society about the Convention on Biological Diversity in general and the NBSAP in particular.

Especially important is raising awareness amongst stakeholders that biodiversity underpins national development and economic advancement.

Managing this information flow about biodiversity requires planning a schedule of 'who', 'why', 'what' and 'when' to communicate information.

NBSAP focal points use many different methods to inform these different audiences depending on the resources at hand. The most frequently used methods include:

- emails, letters, phone calls;
- short reports or articles;
- NBSAP newsletters;
- information meetings and presentations.

Selecting the way to inform
When selecting ways to inform it is always useful to understand how people retain information. Research shows that audiences do not easily remember all the information that is provided to them and that more interactive methods of delivery lead to higher retention.

• Lecture = 5%	• Discussion Group = 50%
• Reading = 10%	• Practice by doing = 75%
• Audiovisual = 20%	• Teach others/immediate use
• Demonstration = 30%	of learning = 90%

How to inform through writing

CEPA Fact Sheet

How is it best to use written information?

Most frequently biodiversity information is shared as written information by way of reports, articles, newspaper advertisements and newsletters

Short reports and articles can keep news and ideas flowing and keep biodiversity alive in the minds of many people in society. See the checklist for important writing tips.

Newspaper advertisements are used to inform the general public when there are legal obligations to provide the public with information or invite consultation or participation. This type of communication is often governed by various rules, so a NBSAP coordinator or CBD national focal point would need to work closely with the relevant communication unit in his/her Ministry or agency.

NBSAP newsletters inform contacts, audiences and various stakeholder groups about progress on the NBSAP. Newsletters can be distributed by e-mail, posted in a printed form or placed on a website. The checklist provides tips for effective use of newsletters.

Websites are increasingly used to feature articles, newsletters and press releases on biodiversity and to provide information for different target groups.

How to inform through writing

Checklist

Checklist: Writing short information articles for websites, opinion pieces or newsletters

- When writing an article for the website or newsletter, keep in mind that you are actually writing a story. So make sure it is well-written! (Don't underestimate this; stories are often not well-written!).
- Always provide easily understandable information, as if you were telling your mother or grandmother a story about your professional experience (i.e. avoid jargon and technical language).
- It your story newsworthy? What is happening in the world that relates to your story?
- The story needs to convince readers to continue reading (i.e. by the 4th paragraph of an op-ed the reader needs to know what the story is about).
- Keep it short: try to limit to 150-200 words.
- Provide a strong and unexpected angle (e.g. something that links the small specific issue with the bigger picture of biodiversity).
- Be organized with a beginning, middle and an end.
- Be simple: develop only one idea/don't clutter your article.
- Be original: find something that people don't know about or present it in a different manner (e.g. start with a small anecdote about something that offers new information).
- Be personal: the story should resonate with the audience.
- Offer expertise: people are searching for expertise in an information-overloaded world.
- Don't only focus on bad news (i.e. there is a mistaken perception that only bad news is of interest; studies have actually shown that media coverage of good and bad news is the same – it's just that people remember the bad news!)
- Offer perspective: especially historical (i.e. comparisons to similar events of the past or comparisons to the future what would have happened if something had not been done).
- Timeliness: "the half life of a story is measured in <u>days</u> not weeks".
- Avoid meaningless conclusions (they are often chopped out), anger, alarmism, hyping things up and excessive speculation.
- Provide tips on actions that can be taken and where to get more information.

How to inform through writing

Checklist

Checklist: Newsletters

General
- External readers won't be interested in a newsletter that is only about what's happening in the Ministry.
- A newsletter must reflect and understand the readers' interests and knowledge level.
- The most successful newsletters are those that contain news and information that readers can use: in other words, news that is timely and informative.
- A good newsletter teaches… It should be written and designed to be read thoroughly.

Frequency
- The frequency of a newsletter should reflect the pace at which the Ministry creates news on the NBSAP.
- If the newsletters are sent out too frequently, the content is most likely fluffy and relatively uninteresting.
- If newsletters are sent out with old information, it will be stale and out-dated.

Avoid…
- Patting yourself on the back.
- Providing members with old news, or 'no-news'.
- Photos of staff and VIPs (use only photos of partners and NGOs).
- Jargon.
- 'We know best attitude'.

Make sure…
- All newsletters are in the agreed house style of your Ministry and contribute to the desired corporate image.
- You regularly evaluate readers' satisfaction, their knowledge level and main fields of interest.
- You have yearly planning that takes into account important events that may create news.
- You communicate with readers in a way that:
    - they increasingly contribute to the newsletter, and is easy for readers to respond and give feedback;
    - it is fun to read the newsletter (e.g. include an opinion poll, a game, etc.).

How to inform through writing

Checklist

Checklist: Suggested topics for a newsletter

Invite readers to contribute to any aspect of the newsletter. Provide information on:

- news and feature stories about the planning or implementing of the NBSAP, how the budget is spent, how the Ministry views its partners and audiences;
- the actions of partners and stakeholders;
- 'person-on-the-street' or partner or NGO interviews;
- communication or education poll and survey information;
- news items about communication and learning;
- publications and new products;
- new resources and websites on biodiversity;
- profiles on new partners and NGOs;
- statistical information on biodiversity and specific areas of expertise;
- reprints of major meeting documents, presentations or speech excerpts;
- reprints of media coverage and articles;
- opinion columns;
- a calendar of events;
- private sector activities relating to biodiversity (e.g. extractive industries, forestry, fisheries etc.)

Provide for
- Q&A sections;
- partner or NGO feedback;
- letters to the Environment Minister.

How to inform through meetings

CEPA Fact Sheet

How to use information meetings?

NBSAP coordinators frequently use meetings with key contacts from various audiences and stakeholder groups to share information.

Before calling a meeting it is important to analyse the issue to determine whether a meeting is the most effective way to share information. Sometimes a newsletter or even a few phone calls are more effective!

Organising information meetings

Plan your meeting within the context of the larger information process of the NBSAP. The information meeting may form one element in a process. For any meeting it is just as important what is done to prepare for the meeting and what is done to follow up on the meeting.

Consider:

- *Before -* what steps are taken to prepare?
  - written information to prepare for the meeting;
  - brochures or leaflets about the issues concerned.

- *After -* what steps are taken to follow-up?
  - written report of the meeting;
  - thank you letters to supporters and speakers;
  - press releases about the project/issue, etc.

How to inform through meetings

Checklist

Checklist: Organising an information meeting

- Set up a task force with those who will be involved in organising the meeting.
- Make a plan for the preparations, the meeting itself and the follow up (the activities, planning and division of tasks). Discuss the plan with your task force.
- Make appointments for the location, catering and the equipment that must be present (microphone, overhead projector, flip chart, slide projector).
- Make appointments with the chairperson and the spokesperson. Give a briefing to each on the contents of their contribution.
- Decide on the media that must be developed like slides, information sheets, a brochure, etc. Make a work plan for the development of these media and give briefings to those involved.
- Make a plan for your press contacts.
- Send invitations to your audience and press.
- Check equipment and catering on the day.
- Keep track of messages in the media after the meeting.
- Decide which steps should be taken as a follow-up.
- Send a report to those who were present.

How to inform through presentations

CEPA Fact Sheet

How to make an effective presentation?

Presentations can be powerful instruments to inform target groups about the issue. They may even persuade people to your point of view. To be effective a presentation needs to be thoroughly prepared.

Some key points to remember when preparing a presentation

Handling nervousness
- Research shows that 85% of public speakers experience some degree of anxiety and nervousness before their presentation.
- The audience is usually not aware of the speaker's stress.
- A thorough preparation and testing of the presentation on a small familiar audience helps develop confidence.
- Practice the whole presentation to keep within the time and especially the opening remarks.

Use your talent
If you have a good sense of humour and are a good 'story teller' illustrate the essence of your presentation with a practical example using a few jokes or cartoons.

Being clear about the purpose of the presentation
Be very clear about what you want the people to know or do at the end of your presentation. Be clear to whom you are speaking.

For example the purpose might be:
'I want part of the audience to be willing to co-operate in updating our NBSAP.'
'I want the target group to know about the potential negative effects of a new road or other infrastructure project'.
'I want the target group to take part in a campaign during Biodiversity Day'

The checklists below give tips on preparing and making good presentations.

How to inform through presentations

Checklist

Checklist: Preparing for a presentation

1. Purpose of the presentation
▪ What do I want to accomplish with the presentation? The target should be realistic and definite.
▪ Determine what is the main purpose is it to inform, to change attitudes or to influence behaviour?

2. Knowing your audience
• Which NBSAP target groups are represented in the audience?
• Is the audience interested, disinterested, positive or negative about the subject of the presentation?
• How much does the audience already know about the subject?
• What is the level of the audience? Which 'language' do they understand?
• How does the audience perceive you and the Ministry? Do they regard you as an expert, a coalition partner or an 'opponent'?
• What could the audience gain by listening to your presentation?
• What can you expect from the audience? What kind of feedback, questions and reactions?

3. Knowing your self
• What are your strong points in making presentations? How can you use these strong points in the presentation?
• What are your weak points in making presentations? How can you cope with these weak points?
• Practice the presentation in front of friends or colleagues, or the mirror to increase confidence in keeping to time and making the presentation flow!

4. Knowing the situation
• How much time do you have?
• Where will the presentation take place? How big is the room?
• How many people will attend the presentation?
• What visual aids are available? (i.e. white board, overhead projector, video).
• Make sure you have a copy of the presentation on CD if it is powerpoint and on a memory stick and that you can open it before leaving home.

How to inform through presentations

Checklist

Checklist: Writing a presentation

Usually a presentation, like most stories, consists of three building blocks: the introduction, the central part, and the conclusion.

1. **The introduction** serves two purposes:

Firstly, the speaker needs to **attract** the attention of the audience.
In most cases the first few sentences do not have the full attention from the audience as people adapt to the speaker and finish conversations. So it is recommended to start with some 'warming up' information and not to give essential information in the first sentences.

Secondly, the speaker needs to **inform** the audience *what* you are going to talk about, *why* it is important (motivation), and *how* the presentation is constructed (the 'story line').
The audience should also be informed about how long the presentation will last and whether it is possible to ask questions during the presentation. Then the audience knows what can be expected and can focus on the essentials of the presentation.

2. **The central part**: This part contains the message of the presentation.
    - The information presented should be carefully selected with focus on the objective of the presentation and tailored to suit the characteristics of the audience.
    - The structure of the presentation is important.
    First write down all ideas that are relevant information. Then select the information and categorise it in logical building blocks. Judge the relevance of each potential element of the presentation with the following perspective: does this information contribute to achieving the goals of the presentation?

3. **The conclusion:** This part summarises the main messages of the presentation and draws conclusions from what has been said. Give the audience the opportunity to ask questions and thank the audience for their attention.
    Make it clear to the audience when you reach the final part of the presentation so that the audience expects the end. This avoids an abrupt ending and the audience can focus on the conclusion.

How to inform through presentations

Checklist

Checklist: Giving a presentation

- Take your time to put down your notes and check the projector: do not rush to start.
- Look at the audience from the beginning, contact is essential for impact.
- A good start is important. The first few sentences are needed to attract the audience's attention. Make sure you feel confident about the first things you are going to say.
- Remember to speak louder and clearer than you do when engaged in a normal conversation.
- Focus on different people in the audience and speak to them for a sentence or two.
- Use your body and gestures to add dynamism to your presentation.
- Use variations in voice, and pace to keep the audience's attention: pause (many speakers have the tendency to speak continuously, afraid for a moment of silence which is actually appreciated by the audience), use real life examples to illustrate points, ask rhetorical questions.

Remember
- Keep hands out of pockets jingling money while you speak.
- Talk to the audience not the screen.
- Check your Powerpoint slides have key words, diagrams and illustrations to illustrate your point – not loads of text!
- Limit visual effects in your Powerpoint slides as they can distract your audience from your message.

How to consult on issues

How to consult on issues

CEPA Fact Sheet

How do I go about consulting on issues?

Consulting is an important task for NBSAP focal points, usually to:

- comply with requests from the CBD Secretariat for reports on certain issues; and
- plan, gain support, implement and update the NBSAP with stakeholder groups.

There are various methods for consulting available to NBSAP focal points. The most frequently used are telephone interviews, mail questionnaires, web based surveys and stakeholder meetings.

Telephone interviews are an effective and cheap means to acquire qualitative information about a certain issue providing a very fast way to collect input, ideas and advice. The interview questions should be mostly open-ended. Additional qualitative information can be gathered after interviews by way of questionnaires or web based surveys.

Mail questionnaires are an effective and cheap way to acquire quantitative information about a certain issue. The questions are mostly closed. The response rate is influenced by the length of the questionnaire, the complexity of the questions, the credibility of the sender and the motivation to complete the questionnaire. It helps if answering is also fun!

Web based surveys are a cheap way to gain information and have the additional advantage of cheaply and quickly processing the responses to a questionnaire automatically. There is good software freely available to conduct web based surveys, e.g. Moodle (www.moodle.org) or Monkey Survey (www.monkeysurvey.org). The same criteria and guidelines apply in designing mail questionnaires.

Stakeholder meetings are an effective way to gain in depth feedback and advice from audiences. However they demand good preparation and involve costs for external facilitators, renting the room, hiring equipment, catering and often travel expenses for the participants. For a successful stakeholder meeting make sure that the opinion leaders in each of the various stakeholder groups are invited.   The meetings should be participatory and not confined to formal speeches that often characterise government meetings.

How to consult on issues

Example

Example: Questionnaire for stakeholder interviews on introducing biodiversity into the formal education system

These questions would be used in a telephone or face-to-face interview.

1. What is your opinion about how biodiversity is with in the curriculum, the textbooks and examinations at present? What opportunities are there to improve the position for biodiversity?

2. What should be the main policy line to integrate biodiversity in the formal education system? What objectives have to be reached?

3. Suppose the integration process is successful, what would have been decisive factors for its success?

4. What should be the tangible results of the process on integration?

5. What would be criteria to measure success for the various stakeholders?

6. How do you see your role in the process, what role can your organisation play? How should the process be managed and guided? Who should take the final decisions?

7. What is the added value of collaborating in this process with different stakeholders?

8. How can teachers, schools and NGOs become involved and motivated to cooperate? How should participation be organized?

9. What last good advice, suggestions or other comments do you have?

How to consult on issues

Checklist

Checklist: Basis for choosing between different types of interviews

Directive interviews: In this type of interview the conversation is structured and standardised for all those interviewed. The interviewer uses prepared questions and follows a pre- tested questionnaire. This type of interview is used for gaining particular information, such as facts on how biodiversity is used to support household economy. The data is easy to process though the interviewees may feel confronted by this style of information gathering.

Conversation: standardized, structured
Content: prepared questions
Instrument: questionnaire
Use: special information needed, e.g. facts
Acceptance by participant: +/- (more or less)
Achievement of objective: +
Ease of processing of data: +

Non directive interviews: In this style of interview the conversation is open and free though limited to some selected topics. It is used to gain ideas about the opinions of people, which are recorded in or against a checklist. However it has limitations in the ease with which the data can be processed and the objectives are achieved.

Conversation: open, free, not structured
Content: prepared topics
Instrument: checklist
Use: general information needed, e.g. opinions
Acceptance: +
Achievement of objective: +/-
Ease of processing of data: +/-

See Checklist for types of questions and techniques.

How to consult on issues

Checklist

Checklist: Basis for choosing between different types of interview questions and techniques

Interview questions can be of two types

Open questions:

- Allow for a lot of possible answers;
- Always start with questions that ask what? Why? Where? Who? How?
- Stimulate long answers, opinions and nuances.
- Create a high degree of acceptance and goodwill.
- Are non-directive.
- Risk distraction.

Closed questions:

- Only some answers are possible (yes/no).
- Start always with a verb.
- Stimulate short relevant answers, stimulate facts and confessions
- Are directive.
- Leads to your objective.
- Can be suggestive to the participant and lead to resistance.

Verbal technique enables:

- Summarizing to check your understanding, to motivate further response, and to close a main question.
- Highlighting or repeating the answer to clear up understanding of the information.
- Though it is more confronting, and can create tension, it can eliminate contradictions.

Non-verbal technique enables:

- Observation of the participant for non-verbal signs which also provide information.
- Silences which can stimulate trust, concentration, understanding, though also tension.

How to consult on issues

Checklist

Checklist: Explorative interviews

The party interviewed	Stage of dynamic diagnosis	Examples of questions by interviewer
Information		
	Explore	"What do you mean by…" "Can you give an example…." "How should I see this …" "When did it start …." "What were your main ideas…" "Where were the …." "What could have caused …." "What was your main concern…"
More information		
	Summarize	"so you mean to say …."
More information		
	Enhance	"If I understand you correctly …." "For you the main issue/question can be formulated as …."
Clarification		
	Widen horizon	"If I understand you correctly I should look at this issue/question also in the light of ….."
More information		
	Reformulating the question	"The way you describe the issue, I would imagine that what we could do is …."
More information		
	Defining Results and success criteria	"Suppose, the venture is a real success, what would be decisive success criteria..?" "What should be done definitely by whom and when?" "What should be the effect of this?" "When would you personally be really satisfied?"
More information		
	Closure	"What steps to be taken can we agree on?"

How to consult on issues

Checklist

Checklist: Group techniques for meetings: doing things differently

Speakers
- *Traditional*: Long lectures/presentations by notable speaker(s), or panel of too many speakers in a row.
- *Different* approach:
    – Present audience with 5 minute "teaser". Take 5 written questions from the audience and answer them and use them to build the rest of the presentation – this takes skill.
    – Chat show format of "interrogating" speaker(s) - totally reactive, humour is good, but it can be the host who dominates and not the speakers.

Questions and Answers
- *Traditional*: Take questions from the audience from which you choose a few in the remaining 10 minutes.
- *Different* : This can be done in theatre-style auditorium:
    – Let the audience answer the questions. Participants write down two questions and people are asked to contribute answers to them until the question is satisfactorily answered.
    – Ask the audience a question: Let people think then share in pairs their answer.

Plenary Discussion
- *Traditional*: Open the floor for discussion, and three participants and the speaker monopolize the remaining time.
- *Different* : Change the way the room is set-up and use:
    – Carousel Technique, Buzz groups and Conversation Cafés
    – Brainstorming groups based on regions or some other criteria.
    – Breakouts with speakers – speakers gather in different parts of the room and are able to discuss points with the audience.

Preparing participants
- *Traditional*: Agenda and synopsis, if you are lucky
- *Different*:
    – Live, inter-active internet (short) chat in advance with a notable speaker that is archived on the website.
    – Short, regional email-conferences (asynchronous) with questions and discussion. The discussion is logged.
    – Resources page on the web, with papers, bibliographical web links, video clips, etc.

From presentation by Gillian Martin-Mehers, IUCN Learning Coordinator

How to consult on issues

Checklist

Checklist: Brainstorming to gather ideas from groups

Brainstorming is a free listing of ideas in which everybody's contribution is valued. Although most people seem to understand the term, there is still a lot of confusion about its actual use. Brainstorms can be used for different purposes in different situations to:

- **assess the understanding** and/or experience of the group about an issue. This is done while introducing a new issue or topic and can give you a sense of how familiar the group is with it.
- **energize or break the ice:** This is done during a presentation. It is a very quick way to get the whole group to focus their thinking.
- **jumpstart a discussion:** This helps a group quickly identify many aspects about the subject even if they are just beginning to think about it.
- **show diversity** within a group. Brainstorming will draw out a wide range of thoughts on a given topic.
- **generate a list of ideas** relating to a difficult problem.
- **bring a large group back together** again after people have been working in small groups. It is the fastest way to share the main points of the various discussions in the small groups.

What can you brainstorm about?
Most groups use brainstorming for very limited purposes – generating lists of needs or solutions to a problem. But it is possible to use brainstorming for many different things depending upon the purpose of the exercise. Here are some examples of things which can be brainstormed:
- lessons from the past;
- causes of common problems;
- new goals;
- unexpressed concerns;
- hidden beliefs or assumptions;
- helpful people and resources;
- sources of inspiration;
- ways to build teamwork;
- obstacles/opportunities to meeting new goals;
- ways to improve how a meeting is run.

See the Checklist on facilitating brainstorming.
From 'The ART of Building Facilitation Capacities: A Training Manual' published by RECOFTC in 2002. Optional sessions 2 http://www.recoftc.org/site/index.php?id=357

How to consult on issues

Checklist

Checklist: Participatory technique the conversation café

A conservation café aims to capture the informal friendly environment of a café while allowing ideas to be shared and developed in depth. A topic and some questions are usually suggested by the host. Participants can write their ideas on a paper tablecloth that can be read and added to by subsequent visitors to the table and used to report back to the whole group. Each table might discuss a different aspect of an issue.

Establishing basic agreements on how to behave during a café conversation:
- Acceptance: suspend judgments as best as you can.
- Listen: with respect.
- Curiosity: seek to understand rather than to persuade.
- Diversity: invite and honour all points of view.
- Sincerity: speak what has 'personal heart' and meaning.
- Brevity: go for honesty and depth, but don't go on and on.

Organising discussion
- Assemble small group(s) around tables of about 6 and the host explains the process and agreements;
- Designate the topic which can be addressed by all the tables, or divide the issue up into parts, with each table having a sub issue;
- The time for a meaningful discussion is about 60-90 minutes.
- A "talking stick" can be used to determine the order of speaking – it is passed from the person who spoke to the next in order so each has a turn;
- Round 1. Pass the talking stick to each person who speaks briefly to the topic. There is no feedback and no response.
- Round 2. Again by passing the talking stick each person deepens their comments or speaks on what has meaning now.
- Dialogue: Open spirited conversation. Use the talking stick only if there is domination, contention or lack of focus.
- Final Round: by passing the talking stick each person says briefly what was meaningful to them.

To **deepen discussion questions** can be asked by any participant:
- What happened that led you to this point of view?
- How does this affect you personally and professionally?
- I am curious can you say more about that?
- Here is what I heard …. Is that what you meant?

How to consult on issues

Checklist

Checklist: Participatory Technique the Carousel

This approach is used to build ideas on how to deal with certain issues. The idea of a "carousel" comes from the principle that groups move around the room to focus on different questions at different work stations. Each group works with the ideas put there by the group before the, and reworks the ideas.

- Set up flip charts around the room (4 – 5 stations) and write a different question or topic on each.
- Appoint a facilitator to each flip chart station who is briefed to focus the discussion on the question at that station and to brief each group on the discussion that has gone on before.
- Divide the participants into small groups, and give each a different coloured marker.
 - Each group generates and adds their ideas to the sheet in their colour and can modify those of the group before them.
- On a signal each group moves to the next sheet where they read what has been written before and either piggy-back on an idea that is already listed or add a new idea.
- When all groups have contributed to each sheet, review the thoughts on each flip chart with the whole group.

If this technique is being used to brainstorm then each station is used to gather all ideas which are accepted without judgment.

How to consult on issues

Checklist: Participatory technique "Buzz groups"

Buzz groups are small group discussions on a specific topic or question that are undertaken for a short time. Typically a buzz group consists of only two to three people.

Why use buzz groups?

Buzz groups are used to:

- achieve participation among all members of the group;
- promote small-group interactions;
- provide a safe environment for everyone to participate;
- energise people as they allow for a discussion on the issues that are being discussed;
- helps activate learners' prior knowledge;
- work together around a particular focus or task;
- assess the participant's understanding;
- allow for feedback from the whole group to be gathered.

When to use buzz groups?

Buzz groups can provide a break during plenary to give participants the opportunity to exchange their thoughts and opinions with their neighbors. They provide time to digest the content of a presentation, exchange ideas, express opinions, draw on their own experiences and link these to the main discussion.
Buzz groups can be used to reflect on what is being learnt and for participants to think about how they might apply the learning in their work.
Buzz groups also serves as a method for problem solving.

How to consult on issues

Checklist

Checklist: How to facilitate "Buzz Group" discussions

1. Explain the purpose and procedure
When you form buzz-groups for the first time, you will need to explain the purpose and procedure to the group. For example: I would like to hear what you think and I want to do this in buzz groups. Has anybody heard of buzz groups? (If so, ask him or her to explain) You will sit in small groups and discuss the same issue or question together. The noise that will be generated in the room is like that of bees in a beehive - buzzzzzz… This way everybody will be heard, firstly in the small group, then by reporting back afterwards.

2. Forming buzz-groups
Give specific directions such as: 'Turn to two people sitting closest to you' or 'Get together with somebody from the same project area' or 'This time I would like you to pair up with the person you know the least'.

3. Describe the task
The task must be something that can be done in five to ten minutes. If it is more complicated, divide it up into parts. Write the task in clear language on the board or flip-chart. Leave it there throughout the discussion.

4. Specify the time limit
Time restraints help groups focus on the task. Before the "buzzing" starts let everyone know how much time is available for the task.

5. Monitor progress
Circulate from group to group as they are buzzing. This is not a time to relax. It is important you monitor the group's process, helping to clarify the task, and helping those participants that are blocked, etc. However, take care not to interfere too much.

6. Act as time keeper
Time does fly when buzz groups get together. By calling out ' two minutes left' you help the groups by reminding everyone to share the time.

7. Invite groups to report back
If you are working with just a handful of groups, the simplest way is to ask each group to report in turn. If there is only limited time ask them to call out ideas or answers randomly.

8. Process the output
If you want people's input, you need to acknowledge their contributions and then summarize, analyze or build upon them. It is good to share the ideas from these groups. (See Checklist.)

From 'The ART of Building Facilitation Capacities: A Training Manual' published by RECOFTC in 2002. Optional sessions 2 http://www.recoftc.org/site/index.php?id=357

How to consult on issues

Checklist

Checklist: How to share ideas from many groups

Cream off the top: Not all groups need to report individually, only those who have something new to contribute. This reduces repetition and encourages enthusiastic participation the next time you ask participants to work in groups.

Ranking: If the task involves list making, ask the groups to collect their ideas, and then rank the items in some order – by importance or urgency for example. Ranking the list simplifies it and makes it easier to share.

One point at a time: Get group reporters to report only one point per turn. This avoids situations where the first group reports the bulk of the information preventing the others from contributing.

Comparing: If given the same assignment ask groups to display their outputs side by side, and ask groups to read the displays, looking for similarities and differences etc., there are no presentations.

Rotating feedback: Ask groups to display their outputs in different corners of the room. Ask each group initially to stand in their own corner, and then rotate the groups until each group has seen all the other groups' outputs. Ask them to write questions or give constructive feedback either directly on the flip-chart or on separate post-its pasted on the flip-chart.

Spinning wheel: Reverse the flow of information. Instead of asking the whole group to move around the displays, get participants to move from one display to the other. Ask that one member stay behind and act as interpreter. After participants have had time to check the other lists, they return to their own.

Tips for sharing by display: Inform everybody before they set off into their small groups that they will not share the outcome in presentation form but by displaying their output. Explain the purpose and procedure of this. Flip-charts need to be self-explanatory and well written if they are to be compared with others.

Facilitating participants' feedback: The most effective learning takes place among peer groups. Encouraging participants to analyze each other's outputs is therefore a powerful learning method.

Wrapping up the display: When all groups have presented their feedback and read the feedback on their work from the others, make another round with the whole group, discussing the main feedback points. Add your own feedback only when necessary. Ask people to summarize the main lessons learned from the exercise. Congratulate them for their hard work and constructive feedback (if appropriate).

From 'The ART of Building Facilitation Capacities: A Training Manual' was published by RECOFTC in 2002. Optional sessions 2 http://www.recoftc.org/site/index.php?id=357

How to consult on issues

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Checklist

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Checklist: How to gain divergent ideas rather than business as usual suggestions?

How to run a brainstorm

1. Arrange the room.
2. Ask everybody to move the chairs so they face the writing area (blackboard or flip-chart).
3. Clarify and post the following ground rules.
   - Anyone may put anything on the list that seems relevant to her or him (even confusing and silly ideas).
   - There should be no arguing about whether or not something belongs on the list.
   - There should be no discussion. Ideas should be just called out.
4. Post the group's task in the form of a question.
5. Ask for one or more volunteers to serve as chart writers. Ask them to record all contributions using clear handwriting. A visual record often sparks further contributions without censoring.
6. Start listing ideas. Ask people to call out their ideas one at a time. If anyone begins discussing an item, politely remind the whole group about the ground rules.
7. Continue until there are no more ideas and wait until everybody has had an opportunity so all feel a sense of ownership over the whole range of ideas.
8. Towards the end of the allotted time, let participants know there are only two more minutes. This often results in one final burst of ideas.

What can you do with the list of ideas generated?

It is important to conclude the brainstorming exercise. If the list is not too long debrief by reflecting on the list as a whole. Ask the group what they think of the list. In most cases, though, the generated list is long. Therefore the group has to find a way of reducing the list to a manageable number of items. This can be done in various ways:

1. Creating categories and sorting items into them.
2. Grouping the items in clusters and naming them. Clustering is a challenging task for any group and therefore the facilitator can play an important role in this step.
3. The group can decide to prioritize what's on the list e.g. the most needed, the most urgent or the most practical. Sub-groups can be assigned the task of expanding on promising ideas.

How to support community activities

Supporting community biodiversity activities

CEPA Fact Sheet

How do I best support community biodiversity initiatives?

NBSAP coordinators can support community biodiversity initiatives in various ways gaining support for their own message without requiring much funding.

Support options	What can be done by a NBSAP focal point
Access to networks and information	Help initiatives of NGOs and local communities by helping them to find information or experts. Help with decision making procedures relevant to their projects.
Moral support	Help community or bottom up CEPA activities by bringing the group into contact with a minister or another high government official. The presence of a high level person during an event gives moral support to the project, adds credibility and authority to it and enhances the motivation of the people involved.
Publicity support	Help generate publicity for local or NGO initiatives by referring to these projects in reports, newsletters and other official publications.
Support with help with formal procedures	Guide NGO initiatives or projects of international organisations through formal procedures such as customs declarations, international money transfer, accessing donors and foundations, etc.
Financial support and grants	Suggest possible funding sources for NGO activities: • the small & medium grant programs of GEF; • the small grants program of embassies; • the IUCN Netherlands Committee, for countries eligible for Dutch development cooperation see www.iucn.nl; • assist them to contact international organisations such as WWF (www.panda.org) or Conservation International (www.conservation.org); Sometimes governments have their own system of tender or subsidies for NGOs and can include inviting NGOs to participate in a yearly tender to finance projects for broad awareness raising and education for sustainable development or on a biodiversity issue, such as raising awareness for conserving a specific wetland.

Supporting community biodiversity activities

Example

Example: Providing moral support

The Honarable Joseph Mungai (MP), Minister of Education and Culture of Tanzania, surrounded by members of the Tumaini Biodiversity Education Student ' Dream Team'. The presence and interest of the minister reinforced the motivation of the students.
Photo: Godi van Lawick

Example: Support with authority and credibility

Opening Ceremony of the Biodiversity Education Project, at the Tumaimi University in Tanzania, supported by the Hugo van Lawick Foundation. Guest of Honor M. Pinda (MP), Minister of NUN-OW -Tamisemi stated: *"I urge you to continue with the your activities, and set up a country wide program! And know that the government fully supports you."*
Photo: Godi van Lawick

Collaborating for Biodiversity

Choosing with whom to collaborate

CEPA Fact Sheet

With whom do I collaborate for biodiversity?

Collaboration is a key strategy for NBSAP coordinators to raise awareness and also get external support for biodiversity. There are various possibilities for collaboration:

▪ **Working with NGOs and international organisations**
Working with NGO to raise awareness about biodiversity builds on the advantage of the credibility of NGOs with the general public as senders of conservation messages. NGOs may have special technical or educational expertise. Working with international organisations provides the advantage of access to their knowledge, experience, networks and resources.

▪ **Working with other CBD parties**
Collaboration with other CBD parties on CEPA has the advantage of peer to peer exchange. It also strengthens the ties and understanding between audiences of different countries in a globalizing world. This can also highlight the transborder aspects of biodiversity (e.g. issues with migratory species, transboundary protected areas.)

▪ **Linking with actors for the UN Decade for Education for Sustainable Development 2005- 2014**
In many countries activities are undertaken by the Ministry of Education, the formal education sector, the national committees for UNESCO, environmental education networks and other organisations within the framework of the United Nations Decade on Education for Sustainable Development. These are opportunities to position biodiversity as a core element of sustainable development. UNESCO is the coordinator for the Decade and activities can be seen at www.unesco.org/education/desd/. The European region has developed a strategy and indicators for the Decade which can be see at UNECE: http://www.unece.org/env/esd/welcome.htm

▪ **Working with relief organisations**
Relief organisations supporting human's displaced by war or disasters can be valuable agencies to collaborate with to help stem threats to local biodiversity in the hurried use of materials from forests such as for shelters and firewood.

Collaborating for biodiversity

Example

Example: Collaboration with relief agencies

In several countries of West Africa, UNHCR and the World Food Program have supported environmental awareness and education programs in collaboration with the ministries of environment and agencies responsible for biodiversity conservation. The programs address health refugee protection and social conflict prevention as well as replanting deforested areas and establishing tree crop plantations to compensate land owning communities for hosting refugees. Educational materials are produced and distributed to refugees to demonstrate practical ideas such as composting, energy efficient mud stoves, establishing tree nurseries, etc.

Example

Example: Collaboration for World Environment Day, Sierra Leone

Every year the Environmental Forum for Action (ENFORAC), a consortium of all the environmental organisations and two universities collaborate with the Ministry for Environment and Forestry and UN agencies to celebrate World Environment Day. This one day event usually includes an address by the Minister for Environment or other senior government officials followed by demonstrations of practical activities. Examples of activities are domestic energy conservation devices that emphasize, amongst others, the importance of biodiversity conservation.

Photos: Environmental Actors

Collaborating for biodiversity

Example

Example: Collaboration for Environmental Week in Palau

Palau observes Earth Day every year as part of Environmental Week. Several years ago the President of Palau issued an executive order designating the Palau Environmental Quality Protection Board (EQPB) as the coordinating agency for this activity. Staff of EQPB form a committee with stakeholders including national and state agencies, NGOs, and community groups.

The form of the activity varies from year to year. Some years there are various activities for an entire month, sometimes a week, and sometimes only on Earth Day itself. Activities have included trash collection on land and underwater, coral reef monitoring, free bus rides for a week or a month, invasive weed clean-ups, etc. Every year on Earth Day there is a fair with information booths, contests, and so on to attract interest.

Interview with Joel Miles, Office of Environmental Response and Coordination, Palau

Belau Modekgnei High School students on Watershed hike, Photo Palau Conservation Society

Collaborating for biodiversity

Example

Example: National collaboration Sierra Leone

In October 2004, the Forum for Environmental Action in Sierra Leone organised a week long national conference on the theme 'Sustainable Environmental Management'.

The conference identified the absence of environmental education in the school curriculum as cause for grave concern. The conference recommended immediate action on the part of the government to take the necessary steps to introduce environmental education into the formal school curricula.

Since then, the newly created Commission for Environment and Forestry has been working closely with the Ministry of Education and other actors to develop the appropriate curriculum and educational materials for the eventual introduction of environmental education into the school program. While it is clear that there is political will, the key challenge remains identification and allocation of the requisite financial and technical resources to 'actualise' this initiative.

Tommy Garnett, Chairman Forum for Environnemental Action, Sierra Leone

Photos : Environmental Actors

Collaborating for biodiversity

Example

Example: Collaborating with another CBD Party

Palau and Germany
In Palau a small CEPA initiative was realized through cooperation with the International Biodiversity Competition, organized by the German web-based youth-multimedia project "Naturdetektive" of the German Federal Agency for Nature Conservation (BfN), also CHM-NFP. This project offers access to students and schools into the 'world of biodiversity'. It offers each country the opportunity to gain experiences in bilateral cooperation on CEPA activities and the use of the internet.

Nature detectives
Every two weeks, different pictures showing animals or plants from tropical and other foreign regions are presented on the web along with questions about these species, and their environmental, biological and cultural relevance. Participants answer these questions electronically via a web-form. The winner receives a prize after each round. Big book publishers donate the prizes.

Tailoring to our needs
For Palau, it meant collecting visuals and information about species typical for the region (e.g. the Palau spider, breadfruit, betel nut, etc.) Information was gathered from various stakeholders, along with digital photographs, and integrated into Palau's CHM website.

Up scaling after lessons learned
From 2006 onwards, there was an arrangement to share the information more widely in Palau through a local newspaper: *Island Times*. Readers can call in or e-mail the correct answers to the newspaper. The organisms featured have also been discussed on a local radio talk show. This flexibility is important as not all schools and households have access to the internet in Palau. Teachers in Palau schools will also use the competition as a teaching tool in science and computer-literacy classes. To date, the project has featured agro-biodiversity, marine biodiversity, and endemic Palauan forest birds. The German "Bud Quiz" programd in HTML has been adapted for use in Palauan schools as a " Mangrove Quiz", along with fact sheets on mangrove plants.

http://www.palau.biodiv-chm.org; www.naturdetektive.de
Interview with Joel Miles, Office of Environmental Response and Coordination, Palau and Dr. Horst Freiberg, German Federal Agency for Nature Conservation, Germany.

Networking for biodiversity

Networking to add value to biodiversity actions

CEPA Fact Sheet

Why do I network to add value to my biodiversity efforts?

Networking consists of exchanging information and establishing personal connections. Networking is friendly, low-key and essential in our complex society. People network in many different settings, the telephone, in hallways, in company lunchrooms, at professional conferences, at trade shows, company meetings, in airplanes, trains and buses, hotel lobbies and waiting rooms. Some networking is carefully planned and some just happens. Networking can take place outside of government environments, where ever there are opportunities to make new contacts, and as long as an individual has good social skills.

Networking provides benefits by helping individuals to help others to find or make connections, rather than "cold-calling" themselves.

Networks provide an important means for NBSAP focal points to overcome a shortage of resources. Networks enable mutually beneficial relationships to develop that add to the value of the various biodiversity actors in society.

Networks can add value in bringing about more systemic changes for biodiversity and sustainability. Ever since Agenda 21 the idea of many stakeholders undertaking dialogue and learning together to solve the complex socio-economic issues associated with maintaining our ecosystem services have gained ground. These multi stakeholder networks combine players across sectors, knowledge disciplines and space. Examples at the global level are the Marine Stewardship Council and the Forest Stewardship Council which are looking at how more systemic change can be brought about. Networks can bring about systemic change at the national level.

Networks result in learning through dialogue, achieved through e-lists, communities of practice, fora, workshops or training. These learning events are referred to often as social learning, as people's ideas of themselves and their relationships to others changes. By bringing people together across geographical, sectoral, or other boundaries to think, work, and learn together, more whole system awareness can be developed and a space created for more fundamental system change.   "Change happens through exposure to new ideas, and generally in face-to-face interactions." (Caplan, J. interview in Waddell, S. 2005 *Social integration: A global societal learning and change perspective, UN-DESA*

Networking to add value to biodiversity actions

CEPA Fact Sheet

What networking opportunities are there?

Networks can take many forms depending on their purpose. The most common are information networks. However if change is to be developed for biodiversity conservation then networks that are oriented to the purpose of stimulating reflection and learning are most important. The purposes of the following networks increase in purpose as to the depth of change sought: knowledge networks, community of practice, task network, purposeful network, societal change network, and generative change network. (See Steve Waddell's classification in the Checklist.)

There are many networking events and network groups that can be of use to NBSAP coordinators to advance their message. They may be internationally inspired events such as World Wetlands Day (February 2nd) or Biodiversity Day (May 22nd) or Earth Day (International UN Equinox March 20 or 21st or USA sponsored April 22) or World Environment Day (5 June).

Three commonly used methods of networking are described below and other types of networks are listed in the checklists.

Internet networking events or groups
Internet networking makes use of discussions, sharing of expertise and task oriented virtual dialogue using the World Wide Web. The interactions can include meetings, debates, chat, video conferencing and instant messaging allowing members to interact over vast geographical areas at low cost. Increasingly the Internet is used for webinars, short for a **Web**-based sem**inar**, a workshop or seminar that is transmitted over the Web. Webinars can be interactive so that participants can give, receive and discuss information.

While members of the network might mainly communicate online and virtually these groups can also promote, prepare for or advertise physical meetings and events. IUCN for example has prepared international biodiversity education and public awareness meetings on line before people came together to discuss issues that needed face to face dialogue.

Primary advantage: Convenience, allows interaction across broad geographical regions.
Disadvantage: Commitment, activity and consistency of efforts can vary.
Important considerations: Active networker to manage tasks and send prompts; work plan and task orientation to achieve results, costs of internet connections need to be reasonable.

General biodiversity networking events or groups
These are physical face-to-face events that are usually open to all
government and civil society professionals, unless invitations are restricted.
Networks take advantage of general events to interact such as the opening
of an exhibition in a natural history museum or the launch of a biodiversity
campaign, or Biodiversity Day. Business cards are exchanged and
professionals introduce their businesses to one another hoping to find a
match for their interests. "Elevator speeches" are used to introduce people.

An **elevator speech** is concise and lasts no longer than 20 seconds. It
includes your name, your organisation's name, what you do and who or what
you are looking for.

Special CEPA networking events
CEPA events are physical meetings at which the professional participants
focus on their interest in CEPA. Experiences, resources, ideas, and contacts
are shared contributing to improving activities and skills of all concerned and
at times stimulating collaboration. These events make decide on actions to
undertake to improve the situation for CEPA such as changes in policy or
developing capacity building activities together. The events include CEPA
workshops, conferences of educators or activities of CEPA networks.

Examples of CEPA networks

International
IUCN Commission on Education and Communication CEC http://cec.wcln.org/
Countdown 2010 www.Countdown2010.net
Convention on Biological Diversity CEPA focal points network
http://www.biodiv.org/programmes/outreach/cepa/home.shtml
Ramsar – Wetlands Convention CEPA network
http://ramsar.org/outreach_index.htm, and a public e-mail discussion group has
been inaugurated (ramsar-cepa-eng-join@indaba.iucn.org)
UNFCCC Climate Change Education and Outreach
http://unfccc.int/cooperation_and_support/education_and_outreach/items/2529.php

Global Rivers Environmental Education Network www.green.org/
Foundation for Environmental Education www.fee-international.org/
Biodiversity Education Network www.bioednet.org/
Regional Environmental Education program www.sadc-reep.org.za/

National Associations for Environmental Education
Australian Association for EE http://www.aaee.org.au/
Canadian Network for Environmental Education and Communication
http://www.eecom.org/english/index.html
North American Association for EE NAAEE www.naaee.org/
Environmental Education Association South Africa EEASA http://www.eeasa.org.za/

Networking to add value to biodiversity actions

CEPA Fact Sheet

How to manage networking as a NBSAP coordinator?

As networking can bring such benefits to a NBSAP coordinator, especially when funds are limited, there are some basic actions to undertake within a work plan.

Preparing for networking
Reflect on the NBSAP situation and where gains need to be made and where networking might assist. Ask colleagues about who might help and update the list of contacts and tracking of organisations involved. Draw up a list of what has been accomplished under the NBSAP and who has been a help. Prepare an 'elevator speech' which identifies where you are looking for support for the next actions for the NBSAP.

Basic Networking
Family and friends are important people to inform about your work and to test how clearly you communicate ideas. Remember people are influenced by peers and close social contacts, so you can develop allies for your cause. Network with alumni from your university and other universities as this provides an important professional network in which you can share ideas and information, and make contacts in many organisations. Attending professional meetings and joining professional organisations are important to expand contacts. Remember also to network within your own organisation to keep abreast of what is going on and where, by having casual exchanges, coffee or lunch with colleagues from different sections.

Advanced Networking
The NBSAP coordinator can increase networking activities by giving presentations, publishing articles, arranging information interviews, and sending out an email-letter to the network. Regular updates on news and opportunities to connect with biodiversity activities can be provided on a website or through a personal a web log (blog). To ensure that contacts made can be revisited a relation management system needs maintaining and updating.

With more funding, the NBSAP coordinator can organise network meetings with people from different sectors to explore visions and solutions to complex biodiversity issues. The actions proposed by such meetings need adequate support to bring about change in actions for biodiversity.

Networking to add value to biodiversity actions

Checklist

Checklist: Types of networks

1. Information network	This is most often what people think of when they think of a 'network'. Through it, participants share information about a common interest. It does not develop a common agenda.
2. Knowledge network	The goal is to produce new knowledge, skills and tools in the network. It has a defined research agenda. Participation allows sharing costs and enhancing access to data.
3. Community of practice	Participants share and develop information, knowledge, wisdom and capacity. This requires deep dialogue and open sharing, is self-organised and has a joint-action development agenda. Benefits of participation include rapid development of answers to questions of common interest.
4. Task network	People may form a network when they want to undertake a specific task that requires diverse resources and coordination of action. When the task is finished the network dissolves.
5. Purposeful network	Used when an issue requires ongoing attention by a group of people or organisations, and they coordinate their action and resources on an indefinite basis.
6. Societal change network	This type of network produces social learning and change among members who are from different sectors. The members are stakeholders for an issue, who undertake deep dialogue and open sharing, and collective coordinated and synergistic action. The change requires their collective competencies and networks.
7. Generative change network	Social learning and change is also produced by this type of network, but the main goal is to generate innovation, change or action beyond each participant's boundaries. The work is done for network members and those beyond - thereby expanding participation. This too requires deep dialogue, open sharing and collective coordinated and synergistic action.
Free after Waddell, S. (2005). *Societal learning and change. How governments, business and civil society are creating solutions to complex multi-stakeholder problems*. Sheffield: Greenleaf Publishing Ltd. p 136.	

Networking to add value to biodiversity actions

Checklist

Checklist: Opportunities for collaborating on CEPA

Opportunity	Collaborating with	Added value
UN Decade for Sustainable Development	Ministry of Education Open Universities UNESCO committees	Biodiversity as core element of sustainable development
Countdown 2010	European Commission, Ministries of Environment IUCN, NGOs	Biodiversity as inheritance of future generations
Ramsar Convention	Wetland centres, Ministries of Environment, Protected Areas, NGOs	Biodiversity as umbrella concept and 'larger picture'
UNFCCC	Ministries of Environment WWF, NGOs	Biodiversity as indicator for change and adaptation
Poverty reduction	Development cooperation organisations or disaster relief organisations	Ecosystem services, income generation, prevention of future repair costs
Tourism	Hotel owners associations, tour operators	Biodiversity as unique selling point for tourism
Events, e.g. Biodiversity Day, Launch of the updated version of a NBSAP, World Environment Day	Office of Prime Minister or President or Minster of Environment. NGOs Zoos Natural History Museums Schools Protected Areas	Biodiversity as inheritance of future generations; ecosystem services; prevention of future repair costs
CBD	Other CBD Parties	Exchange of knowledge and resources

Networking to add value to biodiversity actions

Checklist

Checklist: Network management for a NBSAP coordinator

Phase 1: Preparation
- Evaluating the NBSAP situation.
- Preparing an "Accomplishments File" on NBSAP implementation.
- Preparing an 'elevator speech' to be clear about expertise being sought.
- Obtaining information from colleagues and peers to help with the issues.
- Making contacts.

Phase 2: Basic Networking
- Friends and family.
- Networking with alumni.
- Networking (cautiously) within the organisation where one is employed.
- Attending professional meetings.
- Participating in professional organisations.

Phase 3. Advanced Networking
- Giving presentations.
- Publishing articles.
- Organizing a blog and/or a website.
- Arranging information interviews.
- Sending a letter to a broad range of network members.
- Maintaining and updating a relation management system.

Networking to add value to biodiversity actions

Example

Example: Global CEPA networks

Governments worldwide have promised to reduce biodiversity loss by 2010. Countdown 2010 helps governments to move from words to action. More than 100 partners ranging from national to local governments, non-governmental organisations and businesses have taken up this challenge. They have created Countdown 2010, a powerful network of active partners working together to tackle the causes of biodiversity loss. Each partner commits additional efforts towards the 2010 biodiversity target. Acting together, they create a joint momentum to save biodiversity. http://www.countdown2010.org/

The Commission on Education and Communication (CEC) is a global network connecting communication and education professionals for knowledge sharing, learning and strategic advice. The Commission on Education and Communication is part of IUCN - the World Conservation Union, the world's largest conservation network. CEC is a voluntary membership network that connects several hundred expert educators and communicators from all sectors.

CEC members participate in three working groups:
• World Conservation Learning Network
• Education for Sustainable Development
• Strategic Communication

The Commission is led by a Steering Committee and a Chair elected every four years at the IUCN World Conservation Congress. The IUCN Members - states, governments and NGOs - approve the mandate for the Commission's operations. http://cec.wcln.org/

Partnerships for biodiversity

Partnerships to add value to biodiversity actions

CEPA Fact Sheet

Why form partnerships?

- Partnerships can accelerate action for biodiversity conservation.
- Partnerships allow for pooling various competencies, perspectives, contacts and resources from a range of stakeholders.
- Partners share responsibility for implementation.
- Partnerships can be set up with formal contracts or be informal and driven by a shared vision or goal.
- Partnerships help build capacity, stimulate innovation and support motivation for action.

The decision to set up a partnership usually implies a commitment. This commitment means there may be formal agreements developed and signed, there may be financial or other obligations involved, and the new relationship can mean changes in the way each organisation works. Sometimes partnerships between international agencies and national organisations are developed for biodiversity. As CEPA is an important aspect of success in any biodiversity action, NBSAP coordinators need to ensure that CEPA considerations are built into the planning of any partnership from the beginning.

Some key features of successful partnerships

- Compelling motives for the partners to come together;
- A common vision;
- Undertaking of real work together beyond information sharing to taking action;
- Mutual clarity about what each party hopes to gain from the partnership;
- Attention is given to decision making mechanisms in the partnership;
- Leaning to work together while being flexible to change and adapt with experience;
- Good transparent communication between the partners;
- Communicating the results of the partnership to others;
- Joint monitoring and evaluating of the partnership;
- Respect and trust developed amongst the partners.

Partnerships to add value to biodiversity actions

Example

Example: CEPA in partnership in the Amazon Region Protected Areas Program (ARPA)

One of the largest and most ambitious conservation projects ever undertaken, ARPA - Amazon Region Protected Areas is a program led by the Government of Brazil and implemented in partnership with the Brazilian Biodiversity Fund (FUNBIO), the German Development Bank (KfW), the Global Environment Facility (GEF), the World Bank and WWF.

ARPA is a 10-year effort aimed at bringing 12% - 50 million hectares, or 500,000 km² - of the Brazilian Amazon under protection and to establish a US$240 million endowment fund to finance the effective management of protected areas in perpetuity. The program was announced by the Brazilian government in 2002 and commenced implementation in 2003.

Implementing the program means intensive communication between partners to guide the work and to assure its funding. There is also intensive communication with local stakeholders as ARPA follows a participatory approach. Some of the tangible examples of education and communication activities undertaken by the partnership are:
- Tumucumaque expedition August 2005 with journalists from Brazil and USA with daily reports and photos posted at WWF websites and stories sent by satellite phones.
- Parque Nacional do Juruena expedition June/July 2006 with coverage in real-time for Brazil and abroad, with materials sent through satellite phones and published at WWF websites.
- ARPA fund and awareness raising concert at the Carnegie Hall New York. After the concert, WWF organized a cocktail for potential donors and special guests with a video on ARPA.
- Support provided for public consultation with local communities to debate the establishment of new protected areas. This involves tools to mobilize participants, to explain the benefits and to raise awareness and support during and after the meetings.
- Communication support provided to board meetings of protected areas to explain the management plans, good environmental practices, and identify important issues in the communities.
- Awareness raising to enable agreements to be established with local communities on sustainable fishing.

Interview with Rebecca Kritsch, Communications Leader for WWF Amazon Keystone Initiative, Brazil; www.worldwildlife.org/wildplaces/amazon/projects/arpa.cfm

Partnerships to add value to biodiversity actions

Example

Example: CEPA partnerships in the Great American Chaco

Argentina, Bolivia and Paraguay have established a partnership for the sustainable management of natural resources in the Great American Chaco. The Chaco-Region is the second biggest forest area of South America after the Amazon forest.

In response to the demand for a network of 25 governmental and non-governmental institutions working in the region, a joint CEPA project was started with the support of the German Agency of Technical Cooperation (GTZ). The project aims to raise awareness and contribute to the work of different institutions that are carrying out projects and activities to conserve natural resources and stimulate rural development.

Through a series of scoping exercises, national and international meetings and negotiations, the institutions entered into partnership with the Ministries of Education and the Environmental Secretariats of the three countries to produce educational materials for formal and informal education; to engage in 'train the trainer' activities; and to start workshops and courses for 'multipliers' who can commence courses in the provinces, universities and other educational institutions.

Each pf the ministries checked the content and the methodologies in relation to their national policies for universities and schools curricula. The ministries committed resources and other support for the national launch and for the subsequent dissemination workshops.

Provincial governments contribute to the costs of the provincial workshops that are tailored to suit the needs of the participants from the provincial formal education sector, governmental environment institutions and NGOs.

The partnership also agreed to provide special 'points' to help teachers and civil servants attending the courses to gain a pay rise or higher positions. In the first four months (September - December 2006), 76 'multipliers' and 224 teachers and technicians were trained in the application of this very innovative, regional approach.

Interview with Ing. Rosmarie Metz, Coordinadora GTZ Proyecto Manejo Sostenible de los RRNN en el Chaco Sudamericano, Argentina

Partnerships to add value to biodiversity actions

Checklist

Checklist: Criteria for co-operation in public-private-partnerships

Effectiveness
- More opportunities to engage key positions at:
  - Administrative level;
  - Management level;
  - Professional level.
- Better access to:
  - Government;
  - Target groups of biodiversity policy.

Efficiency
- Faster and a more flexible response.
- Maximal cost effectiveness.

Equity
- Guarantee for a balance in participation.
- Guarantee for a balance in benefits.

Enhancement
- Based on existing expertise.
- Complimentary to existing activities:
  - Professional expertise;
  - Other special expertise;
  - Specific markets;
  - Specific assignments;
  - Specific intermediaries and stakeholders.

Excitement
- Inspiration and motivation for joint activities.
- Support for joint activities.
- Credibility and confidence to achieve desired results.

How to raise basic awareness for biodiversity

How to raise basic awareness for biodiversity

CEPA Fact Sheet

How to make use of International Day for Biological Diversity to raise public awareness?

Each year on May 22nd, the Secretariat and Parties to the Convention mark the importance of biodiversity for human well-being by celebrating International Biodiversity Day. This day is an excellent opportunity to build connections with important sectors.

The Secretariat of the Convention on Biological Diversity has established an internal task force to coordinate global efforts to raise the profile of the annual International Day for Biological Diversity (22 May), and celebrations for the proposed International Year for Biological Diversity in 2010.

The Task Force discusses the themes to be selected each year and what support to provide to the Parties to celebrate this event. The support consists of fact sheets and posters about the theme selected. The Executive Secretary releases a message and the CBD website has special features - see www.biodiv.org.

How to use this opportunity?
National focal points and NBSAP coordinators can use the international and national exposure of Biodiversity Day to raise awareness in general, and more particularly on specific strategic national priorities of the NBSAP. Often they do so by organising a series of events such as exhibitions, debates, awards, outdoor activities for schools and communities. By working up some local news stories and informing the press (newspapers, radio and television) about the event, International Day for Biological Diversity can grow into a media event.

The reports on Biodiversity Day (accessible on the CBD website) offer a wealth of ideas to use this occasion to raise awareness.

Whom can you get on board?
Involving NGOs in planning and implementing International Day for Biological Diversity events can multiply the impact of those undertaken by the government alone. All sectors of society need to work together on biodiversity conservation and a "Day" can be a focus for cooperation. Audiences often targeted for the Day are the media, politicians and decision makers, the private sector, youth and schools.

What is most important?
Tailoring your message for each audience and ensuring that the message is relevant to each is vital for success of your efforts.

How to raise basic awareness for biodiversity

CEPA Fact Sheet

How to raise awareness?

NBSAP coordinators and CBD focal points often have to raise awareness among the general public on specific issues as part of a process to influence behaviour.

Tools to enhance awareness among the public as consumers

The following tools are often used to provide information to allow consumers to make informed choices about products, services and activities that may affect conservation and management of biological diversity:

- news paper advertisements;
- brochures;
- bill boards and posters;
- free publicity through interviews in media;
- environmental labelling;
- educational materials for schools.

Bill board along the road to Monrovia, Liberia (Photo Tommy Garnett)

How to raise basic awareness for biodiversity

CEPA Fact Sheet

How to undertake basic awareness raising activities through a website?

Networking in its different forms, as illustrated in this section is a basic skill and activity of NBSAP coordinators to raise awareness.

One basic service for public awareness is a NBSAP website.

How to build an NBSAP website?
The CBD Clearing House Mechanism (CHM) offers CBD focal points and NBSAP coordinators a useful tool to build a meaningful NBSAP website. Ideally it is part of the national Clearing-house Mechanism website, though it could be a stand-alone site. All CHM sites can be found at: http://www.biodiv.org/chm/nfp.asp and at http://bchcbd.naturalsciences.be/belgium/home.htm.

What elements could be in a NBSAP website?

- The current version of the NBSAP.
- A calendar of meetings and consultation activities.
- The relevance of the NBSAP to different sectors and ways they can become involved.
- Links to resources for NBSAP creation, such as UNDP, etc.
- A section for youth where children can find links to biodiversity games (see example below), or where schools can find classroom and outdoor activities.
- A section with frequently asked questions or consumer tips.
- Calls for tender to carry out specific functions.
- An awareness component (see CEPA Fact Sheet)

What features should be stressed?

- Simplicity is key.
- The homepage should look attractive as it is the business card or face of the website and organisation.
- The most basic sections of the website should be informative and static.
- All information should be accessible in not more than three clicks.
- The rubrics by which the web site is organised need to be based on what your clients look for, rather than an expert's view.

How to raise basic awareness for biodiversity

CEPA Fact Sheet

What awareness raising components are to be included on the NBSAP website?

Importantly the NBSAP site includes special sections for outreach to particular audiences. A simple way to achieve this is to make links with special educational or outreach websites, and some useful links are shown in the box. These avenues aim to raise awareness about biodiversity and help people to understand what they can do and to become involved.

As well people's interest is drawn and developed through interactive elements on the website such as:
- Forum for discussions.
- Bulletin board for new information.
- Calls for input on issues or action.
- Interactive tools and games.
- Video or audio tools (e.g. speeches of the relevant Minister, videos of biodiversity events, etc).
- Providing opportunities for dialogue with people in a documentary following a TV broadcast.

Useful links to upgrade a NBSAP website
- Greenfacts is a Belgian NGO with a mission to bring complex scientific consensus reports on health and the environment to the reach of non-specialists:
  http://www.greenfacts.org/biodiversity/index.htm
- UNEP –World Conservation Monitoring Centre WCMC biodiversity section has an education series on "Biodiversity Benefits People"
  www.unep-wcmc.org/biodiversity/
- Frequently Asked Questions about biodiversity by the Global Terrestrial Observing System
  www.fao.org/gtos/tems/mod_div.jsp?div_PAGE=divqaa
- Questions and Answers on biodiversity loss from the European Commission
  http://ec.europa.eu/rapid/pressReleasesAction.do?reference=MEMO/04/27
- "Biodiversity and Conservation: the web of life" at the Field Museum of Chicago www.fieldmuseum.org/biodiversity/
- Briefing paper for students on Biodiversity provided by the United Nations cyberschoolbus based on the Millennium Ecosystem Assessment: www.un.org/cyberschoolbus/briefing/biodiversity/

How to raise basic awareness for biodiversity
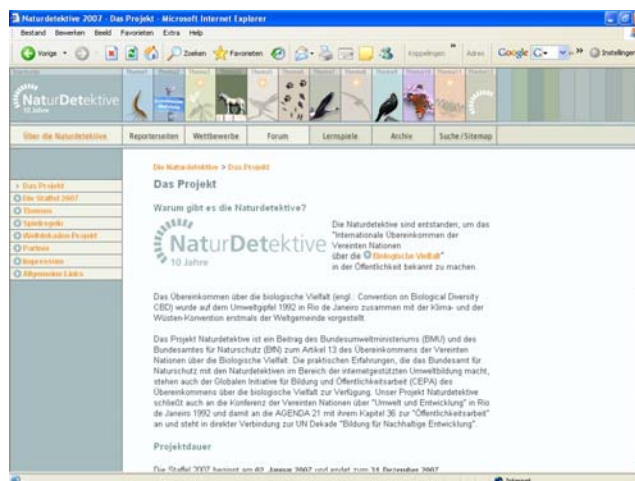
Example

Example: web based awareness raising 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. The project platform facilitates participation, interaction and communication among participants. To reach this goal an innovative mixture of practical field work and the virtual presentation of this work as "reports" and "observations" was developed on the website.

The project provides practical views on how new media and especially Internet, can be used to increase interest and understanding by the participants in nature and biodiversity through a variety of activities that are also fun. 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 is principally directed to schools and school classes but it also offers opportunities for parents to participate with their children and for nature conservation groups and other interested individuals to participate.
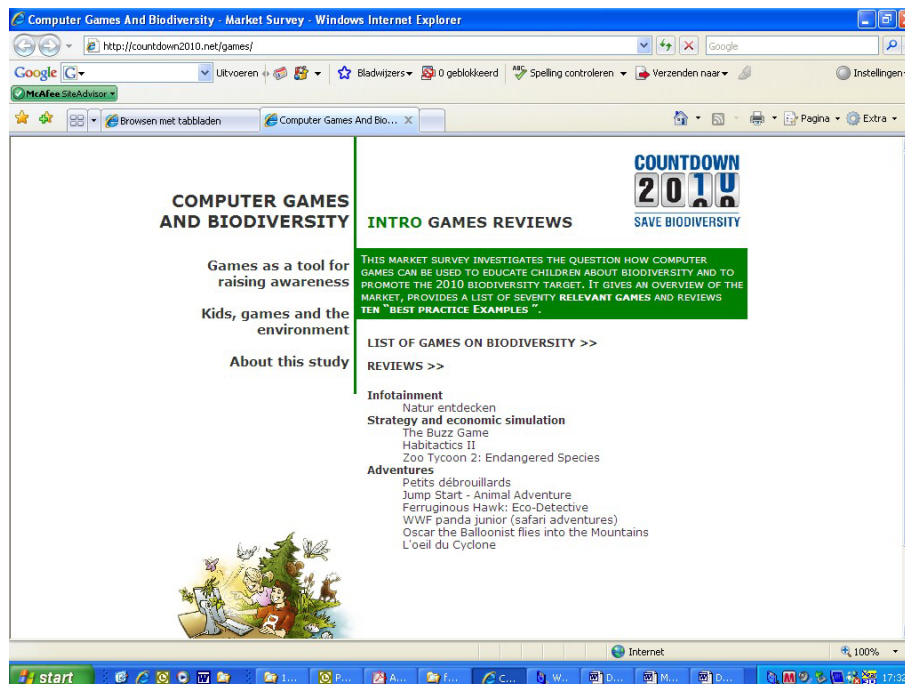

www.naturdetektive.de
Dr. Horst Freiberg, Federal Agency for Nature Conservation, Germany

How to raise basic awareness for biodiversity

Example

Example: biodiversity games

Leisure interests of children
Computer games on an environmental issue seem natural since both computer games and environment are in line with children's leisure interests. More specifically, 77% of 6 to 13-year olds are interested in animals, 64% in computer games, 63% in nature and the environment and 52% in the internet. Girls are fonder of animals while boys prefer computer games; however there is no gender difference in the interest for nature and the environment.

Study about computer games and biodiversity
The German Agency for Youth Communication collaborated with Countdown 2010 to study how computer games can be used to educate children about biodiversity and to promote the 2010 biodiversity target. The study gives an overview of the market and provides a list of 70 relevant games and reviews the 10 'best practice examples'.
http://countdown2010.net/games/

How to raise basic awareness for biodiversity

Example

Example of Biodiversity Day in Mali, "Falaise de (Cliffs of) Bandiagara" 2005

Partners
- Ministry of Environment of Mali, Mission Culturelle de Bandiagara, and German Development Service (DED).
- Preparation period: 10 weeks. Budget: ~20.000 € and in-kind contributions.

Actions
- Inventory of biological diversity and ecological quality of the cliff of Bandiagara and the neighbouring Dogon plateau, which is 500km from the capital Bamako.
- Expert roundtable and panel discussion in Bamako on "Biodiversity in Mali" with focus on the interconnection between traditional and local knowledge, the use of biological resources for food security and medicinal plants use e.g. endemic *Acridocarpus monodii* against diseases such Malaria.

Results: Biodiversity-monitoring and knowledge-exchange
- Joint exploration of the "Falaise de Bandiagara" by more than 1000 participants: scientists, politicians, environmentalists, journalists, traditional Dogon healers, hunters, farmers, local population and bi-lateral and multilateral donors.
- Exchange of ideas and experiences about biodiversity and the use of genetic resources for herbal medicine.
- Discussion of possible concepts, and measures for the conservation and sustainable use of biodiversity.
- Local and national estimation / appreciation raising of environment, conservation and protection of biodiversity for securing sustainable nutrition and poverty alleviation.
- Discussion about endemic plants leads to agenda setting of Access and Benefit Sharing as a political issue.
- Mainstreaming linkage between biodiversity conservation and poverty alleviation into donor coordination.
- Awareness raising in politics and media at all levels (from local radio to governmental TV).

Suhel al- Janabi, GeoMedia. Consultant to GTZ BIODIV Program "Implementing the Biodiversity Convention". More info: www.gtz.de , www.geo.de; http://www.biodiversity-day.info/2005/index_en.htm

How to raise basic awareness for biodiversity

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Example

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Example: GEO Magazine /GTZ Bio-Marathon on Biodiversity Day

"Only what we understand we will value and protect"

Idea and expected impact
- Raising public awareness through media covered biodiversity assessments made by mixed stakeholder groups.
- Making people aware and proud of "their" biodiversity.
- Introducing the conservation topic into non-biodiversity sectors of media, politics and planning.
- Action-oriented expeditions.

Concept
- Joint bio-monitoring of a defined area within 24 hours. Exploration teams consist of different stakeholders.
- Attracting decision makers with media presence and vice versa.
- Giving the day a topic (e.g. Biodiversity and Climate Change, Natural Resources and Poverty, Traditional Knowledge.) makes the event more meaningful to public, partners, press and politicians.
- Being applied: experts point out the relationship of particular species or eco-systems in the context of the day's topic.
- Framing the B-Day: to improve the impact of the action day close preparatory or follow up activities can be organised e.g. journalist exchange seminars, press conferences, 1 or 2 day (scientific) workshops / symposiums on the B-Day topic.

Organisation and participants
- Conceptual planning with all partners for B-Day should start at least four months in advance.
- Besides steering the process at national level the B-Day "on the spot" must be organized in close cooperation with district authorities, universities, municipalities, schools, NGOs, etc.
- Scientists as a back stop are crucial to be involved in the planning and organisation and as resource persons in the field.
- Integrating media right from the beginning secures maximum outreach. An action day with politicians, scientists and students undertaking a joint bio-monitoring in a scenic environment provides a media appealing platform.

Suhel al- Janabi, GeoMedia. Consultant to GTZ BIODIV Program "Implementing the Biodiversity Convention". More info: www.gtz.de , www.geo.de; www.biodiversity-day.info

How to raise basic awareness for biodiversity

Example

Example: Suggestions of what the public can do

Ten things we all can do to make a difference

1. Reduce climate change impacts by taking public transport, bike, walk, or carpool to work at least one day a week, and avoid air travel where possible.
2. Buy food, preferably organic food - vegetables, fruits, dairy, eggs, and meat and from a farmer's market at least one day a week.
3. Eat sustainably harvested seafood and farmed fish that is herbivorous, like catfish, tilapia, and shellfish. Avoid farmed carnivorous fish like salmon and shrimp.
4. Install at least one compact fluorescent light bulb in your home. It will save roughly 30 EUR in electricity and replacement bulb costs each year, and reduce carbon emissions by a ton every three years.
5. Turn off lights in empty rooms.
6. Lower the thermostat by at least 1 degree ° C in winter.
7. Stop using herbicides and pesticides on your lawn.
8. Learn the environmental positions of all those who represent you in government and support the candidates who have the best records and the best platforms.
9. Tell everyone at home, school, place of worship and work about what you are doing to conserve biodiversity and ask them to join you.
10. Above all, do not waste - reduce your consumption, buy only what you really need, and re-use and re-cycle whatever and whenever you can.

http://www.countdown2010.net/article/executive-group?id=38

How to raise basic awareness for biodiversity

Example

Example: CEPA Strategy Germany

Starting point 1998
- National development of the Clearing-House Mechanism (CHM) in 1995 showed limited knowledge on biodiversity and the CBD;
- Question: how to raise awareness on biodiversity and the CBD?
- Strategy: start with the formal education sector: mix field work and nature observations with the internet: project Nature Detectives.

First steps
- Cooperate with the formal education sector through the German School-Net (filled the "nature niche");
- Design a first-year pilot activity with two main nature observation topics, evaluate reactions of schools;
- Stimulate positive feed-back with 12 topics per year and a couple of special actions and competitions;
- Print flyers, posters, CDs, HTML eLearning tools, publish articles;
- Administer several questionnaires to adjust the project concept.

Strategy
- Develop an innovative mixture between practical field work/observations and a reporting mechanism on the Internet;
- Offer working and simple observation topics as well competitions and other actions making the project interactive and "living";
- Design main topics that are brief and coherent allowing short – term as well as longer-term work;
- Integrate partners from different institutions, universities and schools.
- Use incentives for participation (e.g. prices for competitions or for well designed published reports).

Evaluation
- Project has received awards several times;
- International cooperation obtained (i.e. Frogs Around the World with Canada; A Plant takes Flight with School-Net South-Africa; International Biodiversity Competition with Palau);
- Continued and increasing participation from schools;
- Changed scope from only school to a more public oriented project.

www.naturdetektive.de
Dr. Horst Freiberg, presentation CEPA Fair COP 8, 2006 Curitiba