



# **Communication, Education and Public Awareness (CEPA)**

**A toolkit for NBSAP coordinators**

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# **Preface and Forewords**

# PREFACE

## About this toolkit

At the sixth meeting of the Conference of the Parties to the Convention on Biological Diversity the Programme of Work on article 13 Communication, Education and Public Awareness (CEPA) was adopted. One of the elements of the work program was to provide for capacity-building on CEPA for Parties to the Convention.

During the eighth meeting of the Conference of the Parties (COP-8) in Curitiba, Brazil in 2006, Parties adopted a priority list of activities. One of these was the development of a toolkit to facilitate this capacity-building and to provide support for the organization of regional training workshops. The workshops have, as a goal the integration of the tools and methodologies of CEPA into the development, implementation and revision of National Biodiversity Strategies and Action Plans (NBSAPs).

To accomplish this integration, the Secretariat of the Convention on Biological Diversity asked IUCN to develop a CEPA toolkit for these NBSAP training workshops for use by focal points to the Convention on Biological Diversity (CBD). This toolkit is meant to be used by CBD focal points and those to whom the implementation of a NBSAP is delegated at the national level.

As a first step the IUCN CEPA toolkit team carried out a web based demand articulation survey (1-15 April 2006) among 650 addresses<sup>1</sup>. From 1- 31 May 2006 a web based supply side survey was conducted among 320 addresses<sup>2</sup>. On the basis of the conclusions from the surveys the IUCN team has prepared a new outline for the toolkit. This draft was circulated among 410 CEPA experts worldwide. The feedback was positive and in line with suggestions from the earlier surveys. Telephone interviews clarified this further.

In December 2006 – during and after a meeting with the Informal Advisory Committee on CEPA to the Executive Secretary to the Convention on Biological Diversity - the outline of the toolkit was further discussed. A lively discussion on lessons learned on implementation of CEPA and the use of toolkits was exchanged with representatives from UNEP, Ramsar, UNFCCC, GTZ, SCBD and IUCN. The toolkit has greatly benefited from these inputs.

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<sup>1</sup> A 13 page report on the demand side is available on the IUCN CEC website:  
[http://wcln.org/modules/UpDownload/store\\_folder/Surveys/CEPAToolkitDemandResults.pdf](http://wcln.org/modules/UpDownload/store_folder/Surveys/CEPAToolkitDemandResults.pdf)

<sup>2</sup> A 9 page report on the supply side survey is available at:  
[http://wcln.org/modules/UpDownload/store\\_folder/Surveys/Report\\_supply\\_survey.pdf](http://wcln.org/modules/UpDownload/store_folder/Surveys/Report_supply_survey.pdf)

**Who should use the toolkit**

The toolkit is meant to serve both as a resource for the regional training workshops for NBSAP coordinators as well as a resource base for them when they are back in their work place and are dealing with CEPA issues as part of their daily responsibilities. The toolkit provides guidance on where, when and how to use a wide range of education and communication interventions.

**How to use the toolkit**

The toolkit consists of 4 sections that contain guidance and tools for CEPA interventions by NBSAP coordinators.

Section 1. What is CEPA and how to get started

Section 2. How to network and raise awareness?

Section 3. How to engage stakeholders and mainstream biodiversity?

Section 4. How to plan communication strategically?

The sections and the issues in each section are based on the surveys exploring the questions end users have. Most of the content is organized on the basis of the question 'how to'.

As NBSAP coordinators are busy people and have little time to read, the content of each HOW TO aspect of CEPA in all sections is presented in three different ways:

1. Fact sheets
2. Examples
3. Checklists

The toolkit in this way offers an opportunity for readers to flip through and zap from one page that attracts their attention to another that could be of immediate use to them. The toolkit is not meant to read as a text book or manual on communication from A-Z.

The toolkit team has used a variety of illustrations, tools and examples from around the world. They have tried to credit in the text as far as possible the sources used. Sources used from the CEC website or HECT Consultancy are not mentioned separately. The toolkit is meant as a living document. If you have any feedback or suggestions for improvement send them to: [cec@iucn.org](mailto:cec@iucn.org).

A CD Rom complements the toolkit. It contains downloads of

- The complete CEPA toolkit
- 'Educational' glossaries explaining terms and concepts of CEPA, ESD and Biodiversity.
- Selected power point presentations and videos
- Brochures, leaflets and articles relating to CEPA
- Resources for further reading on CEPA
- Useful links

## Foreword SCBD

Biodiversity loss is rapid and ongoing. Over the last 50 years, humans have changed ecosystems faster and more extensively than in any comparable period of time in human history. Species are going extinct at rates 1,000 times the background rates typical of Earth's past. The direct causes of biodiversity loss – habitat change, overexploitation, the introduction of invasive alien species, nutrient loading and climate change – show no signs of abating. Every year, between 18,000 and 55,000 species become extinct.

However public awareness and concern about the pressures on biological diversity by human activities around the world is growing. Mass media and the world wide web have contributed to this awareness. The impacts of choices made by consumers, producers and policymakers on the ecosystems of the planet are no longer abstract and invisible.

There is a saying that an "educated population cannot be enslaved." This is also true for the relationship between Man and Nature. Indeed stakeholders are beginning to understand the effect their actions have on biological diversity and their responsibility to care for it and to conserve it for next generations.

Communication and education have a key role to play in building on this. In particular, they are the tools that will make the concept of biological diversity and its importance to our lives understandable. In this way these tools are a valuable asset for the realization of sustainable development. Informed, motivated and committed people can help us to achieve the goals of the Convention on Biological Diversity, through the implementation of National Biodiversity Strategies and Action Plans. However, effective communication is still a challenge for many National Focal points and NBSAP coordinators. They need to consider not only what to communicate, but especially how to communicate it.

Effective communication is about having clear objectives as to what we want to change in knowledge, attitudes, and behavior. It is about messages, messengers, the choice of media and the tone of voice. Traditional messages on biodiversity from governments and NGOs urging the public and other stakeholders to change their daily practices need to be reviewed. Often these messages use too much jargon, are negative, too didactic, abstract or filled with doom. Instead of turning people on, they risk switching them off. The lesson to be learned is that communication has to be strategic, positive and tailored to different circumstances and cultural situations.

This toolkit is about communication, education and public awareness for biological diversity. It provides facts, examples and checklists from

different parts of the world. It aims to help National Focal Points and NBSAP coordinators to plan, develop and implement attractive and effective communication and education interventions that make the conservation and sustainable use of biological diversity relevant, and a priority on the agenda of a range of stakeholders.

Dr. Ahmed Djoghlaif, Executive Secretary to the Convention on Biological Diversity

## Foreword IUCN

A sustainable future requires change at all levels—from individuals to organizations to societies, from local to national to global. This is “deep change” that places demands on communication and learning. Yet how are we learning about change? What methods actually lead to change? Are we communicating and learning so that we can manage change processes more effectively? If we limit ourselves to traditional perspectives of communication and education, we will fall short of our goals for change.

To create deep change, we must find ways of managing communication and learning across cultures and disciplines, and collectively creating and managing new knowledge for sustainable solutions. Change management describes a structured approach to transformation in individuals, organizations and societies, moving the target from a current to a desired state.

A few pertinent principles include: focusing on the desired change; understanding “mental models” and cultures; respecting needs and context; engaging and working with diverse stakeholders; building relationships and social capital through social networks; making accessible relevant knowledge; focusing on learning individuals and learning organizations; and ensuring consistency and congruence in “walking the talk”.

In the IUCN Commission on Education and Communication we are forming a learning network of social capital focused on education and strategic communication for Sustainable Development. We are fostering a learning organization where experts in change management, knowledge management, learning management, strategic communications and innovation can all work together to achieve the goals of Sustainable Development.

Giving great value to partnerships, CEC works with many institutions and organizations. Since many years CEC has played an important role in advocating the importance of CEPA among the Environmental Conventions and in helping to realize CEPA work programs and activities. It is my sincerest hope that this toolkit will contribute to create a global CEPA Learning Community that will be a magnet for those who have been working on biodiversity over the past several decades. I hope to see these practitioners become part of a cohesive critical mass capable of catalyzing deep change for the sustainable solutions that will be core to our paradigm of hope.

Keith Wheeler, Chair IUCN Commission on Education and Communication

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## **Colophon**

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