

CEPA Toolkit

Users Survey Report

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As a contribution to the International Year of Biodiversity, the initiators and authors of the CEPA Toolkit conducted a survey among users to explore how to improve biodiversity communication.

This report highlights the results.

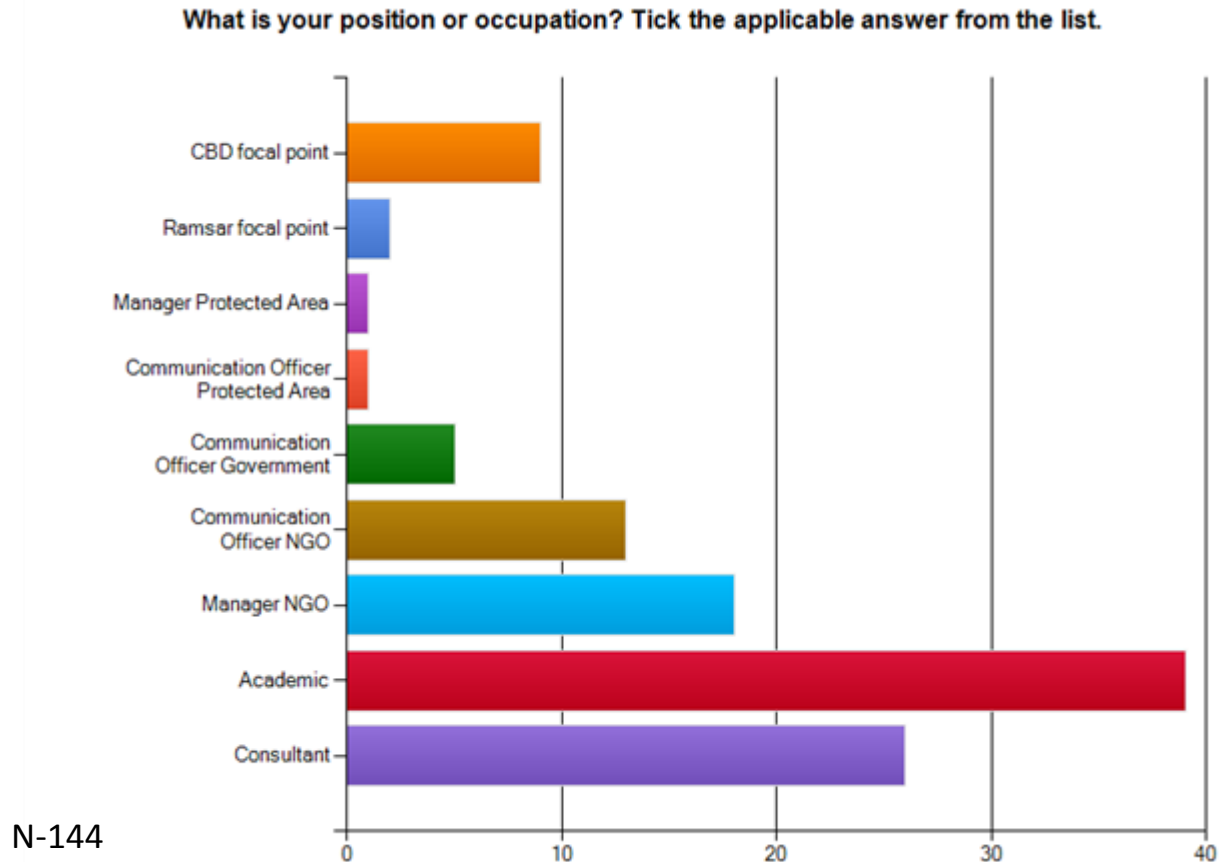
Introduction and Summary

The Secretariat of the Convention on Biological Diversity (CBD) distributed the CEPA Toolkit survey among 53 CBD focal points. The IUCN Secretariat distributed the survey to 700 CEC members. In total, 144 experts responded for a response of 26% (18% is considered good). HECT Consultancy donated the time to carry out the survey.

- **Satisfaction:** Respondents are highly satisfied with the toolkit. They like the perspective of change and the orientation towards biodiversity results. Because the toolkit is comprehensive, users from many different professions find practical tools that they can immediately use.
- **Recommendations:** Many respondents have recommended the toolkit in their professional networks, as a credible and authoritative source of information. They consider it useful for students, beginners, as well as seasoned practitioners.
- Respondents would like the toolkit translated into local languages. They indicate that SCBD and IUCN should invest more in PR and distribution of the toolkit to bring it to the attention of national policy makers and leaders of local conservation initiatives.
- The toolkit's comprehensiveness also has some drawbacks. It can be difficult to easily find what one is looking for, respondents said, both in the hard copy and in the electronic version, which is not considered very user-friendly. There seems to be a need for even more information tailored to local and cultural contexts, exchange of experiences and case studies. Also, the comprehensiveness seems to create a demand for more training workshops and distance education to fully take advantage of all the information and tools.

The survey was sent to 53 CBD focal points; 14 of them responded (26%). It was also sent to 700 CEC members; 130 of them responded (18%). Most respondents come from Asia (30%), Europe (27%) and Latin America (12%).

Response

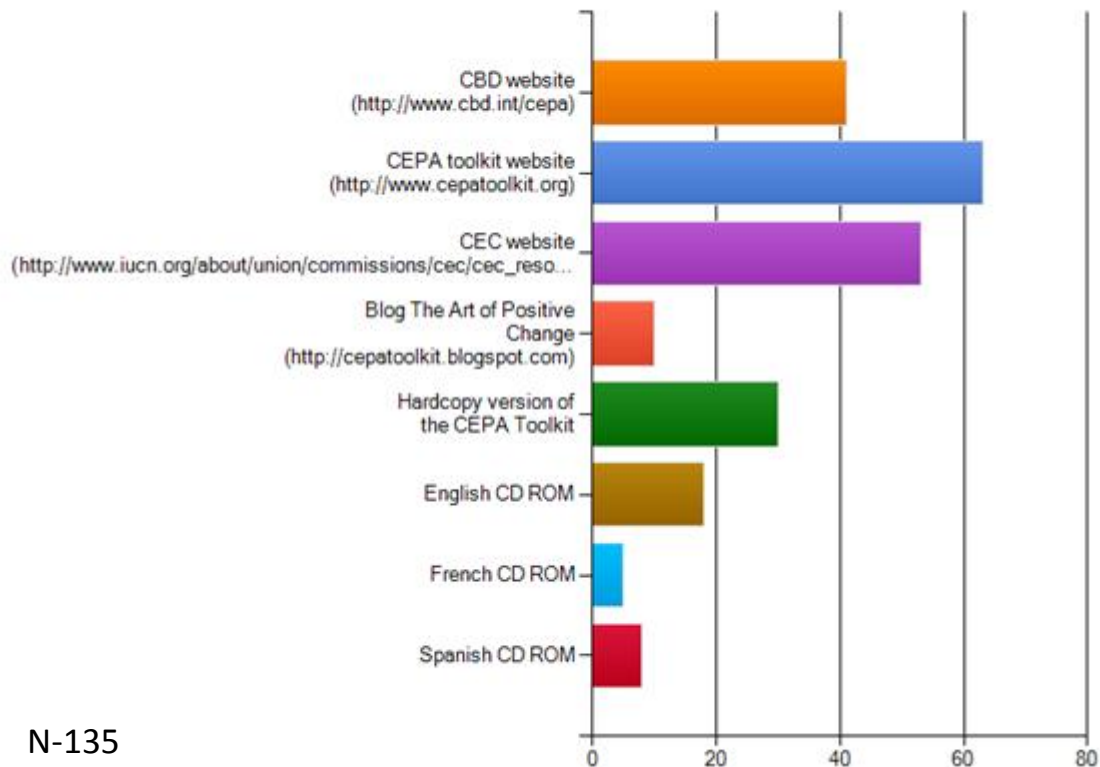


Most CEC respondents work in academia or as consultants. Of the 144 respondents, 42 specified their occupation (e.g. scientist, project coordinator, educator) and 6 indicated they were CBD focal points (without ticking the box). This brings the actual number of focal points to 14 (10% of respondents). Also, 76% would like to be mentioned as contributor; 91% would like to receive the report.

For online access, CBD focal points use the CBD website while CEC members the CEPA Toolkit website or the CEC website. Some respondents use the printed hard copy. A few use the CD ROM. Online access seems to be the preferred option.

Access

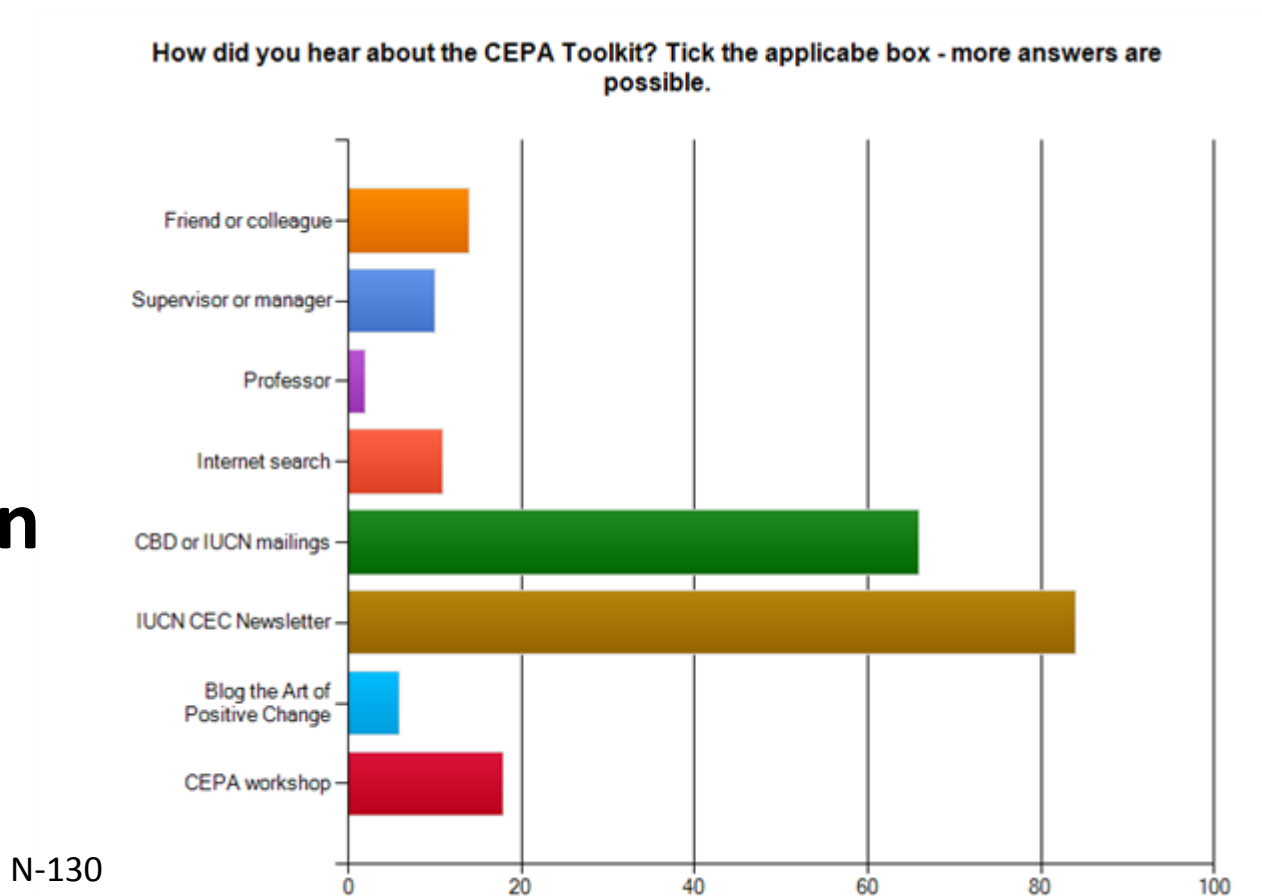
How do you access the CEPA Toolkit? Tick the applicable box, more answers are possible.



60% of respondents received a toolkit on CD ROM or a printed hard copy through IUCN and CBD mailings; 35% received their copies at workshops (e.g. CEC, CEPA, ABS) or conferences (e.g. WCC, COP 9). A few respondents had not received a CD ROM or hardcopy. 90% of the CBD focal points had received a hard copy. Some respondents saved the toolkit on their computer hard disk.

CBD focal points heard about the toolkit through CBD mailings. Most other respondents heard about it through IUCN or CBD mailings and newsletters.

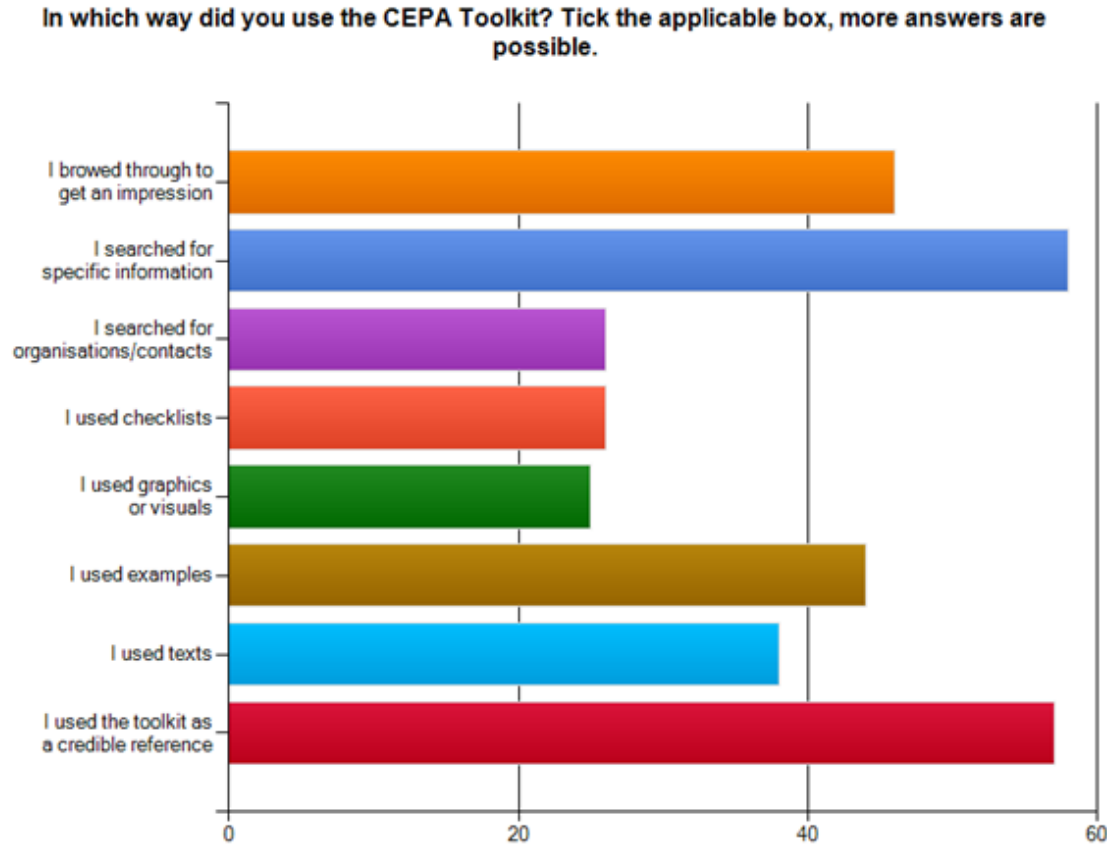
PR and Distribution



Most focal points received their CD ROMs or hard copies through CBD mailings. CEC members received them through CEC mailings and via conferences. Some respondents indicate specific people or meetings that brought the toolkit to their attention. Respondents indicate that SCBD and IUCN should invest more in PR and distribution, especially to national policy makers and local conservation initiatives.

Most CBD focal points browsed through the toolkit to get an impression or looked for specific information. Most other respondents searched for specific information and/or used the CEPA Toolkit as a credible reference.

Modalities of Use

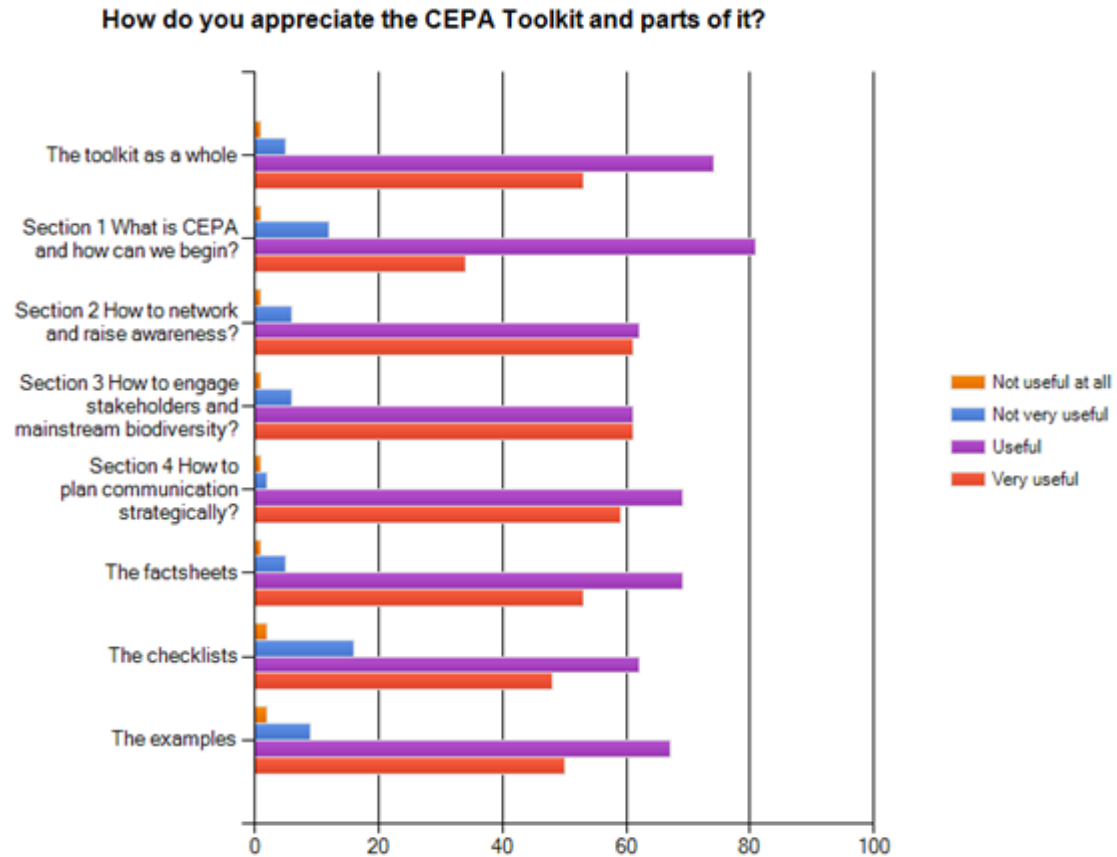


20% of CBD focal points use graphics, visuals, examples or texts. The information respondents look for seems to depend largely on their individual needs and situation. Needs mentioned more than once include “how to” design a communication strategy, create awareness, identify stakeholders, organize participation processes, change behaviour, build multistakeholder dialogues, mainstream biodiversity. Also, what are effective tools, methodologies, best practices and case studies?

An overwhelming majority of respondents found the toolkit useful. CBD focal points have a slight preference for sections 2, 1 and 3, while CEC respondents prefer sections 4, 2 and 3.

Appreciation

N-134



The usefulness of checklists, factsheets and examples seems to depend largely on the individual needs and situation of respondents. Consultants seem to appreciate checklists more. Academics seem to appreciate factsheets and examples more. Most respondents look for information on the CEC and CBD websites. Some also consult other websites e.g. WWF, WB, DFID, Ramsar, Ministries of Environment, The Art of Positive Change, The Center for Biodiversity, Live and Learn Environmental Education, Environmental Communication Resource Center, and Fostering Sustainable Behavior.

Most Useful

Asked what is the **most useful factsheet, checklist or example**, some identify one item but most point to a section or topic, and some say “all” are useful. N–93

- Most respondents found it difficult to single out one item.
- Respondents said that all are very useful and help practitioners to actively and efficiently involve CEPA, and work on CEPA more confidently. They all help to enhance understanding and views towards CEPA programmes and activities, and encourage using CEPA as a tool for nature and ecosystems management.
- The fact sheet “What role does CEPA play in Biodiversity Conservation?” shows the direct role of CEPA in meeting one of the three objective of the CBD. Example: CEPA role in the NBSAP of India, because it shows how parties can use CEPA in the process of developing or updating their NBSAPs.
- Fact sheets and a checklist on “Determining the communication means” present an effective and more comprehensive approach to communication skills, techniques and assessment, respondents said.
- Checklists for “How to consult on issues” were the most useful since they give very practical suggestions for multi-stakeholder discussions.
- The checklist “Role of government communication in different policy phases” is useful because it is usually at this level that problems on CEPA implementation are encountered.
- Information about “What strategies can be used to integrate biodiversity ...” matched with my information needs as I am working in this kind of project, one respondent noted.
- The facts sheet “How to make use of International Day for Biological Diversity” to raise public awareness was noted: “I have used some tips while We were organising a national seminar on Biodiversity of The Algerian Steppes: a heritage to savegard, 21-23 May 2010.”
- About the checklist “Participatory Technique: The Carousel”, a respondent said: “I found it very useful in different workshop. It shows different views of teams and allow cross check each others thoughts.”
- “How to communicate with a tight budget“ was said to be applicable to many developing country situations.

Reasons to Recommend

96% of respondents (and all CDB focal points) would recommend the toolkit to their colleagues or already have done so, as it answers a demand for practical information on CEPA at various levels. N=135

- It is important for better understanding what CEPA is for and better implementation of education for biodiversity.
- For colleagues working as government officers natural resources, it can be used to raise awareness about the importance of protection and sustainable use and to share necessary knowledge with stakeholders and policy makers. For communication officers government it can be used to disseminate information about biodiversity and for the purpose of training, exchanging experience and sharing know-how.
- The CEPA Toolkit has been shared with the education and engagement community of practice in Environment Canada, in addition to provincial and territorial biodiversity working group contacts.
- It is a great tool to enhance capacities at a local level, where there is few access to information and methodologies.
- As a credible reference, I always introduce the toolkit and its website to others: academics, trainers, and consultants with whom I get in touch with.
- It is helpful, comprehensive. It may help professionals as well beginners.
- We use some contents of CEPA Toolkit to explain or give examples to stakeholders.
- It is a comprehensive tool which supports especially communication. Useful as a whole and useful for "cherry picking".
- I found it useful, practical and user-friendly. I think for anyone who wants to start a career in conservation communication, it is the best guide for them.
- Very good tool for Communication Managers and senior people to strategize and train their people.

To Improve

Asked how we could improve the toolkit, respondents give a number of suggestions relating to PR and distribution, user-friendliness of the electronic version, translation, regional examples, interactivity, references to other topical toolkits, training and distance learning. N=100

- Improve its **distribution**. I think not many people know it. Encourage all Focal Points to disseminate the toolkit and send it by e-mail to their network.
- Distribute toolkit to more stakeholders, such as professors and decision makers.
- CEPA toolkit needs to provide detailed examples and practical **education toolkits in various CEPA topics**, e.g. protected areas conservation. Educational toolkits addressed to different educational stages are needed.
- It would be great if the contents page allowed you to click and 'jump' to the page you wanted to access. Facilitate fast and easy access.
- Have it **illustrated** rather than use clip art images.
- Establish a **dynamic web page** with true-life examples, case studies, and other examples bringing together communicators in different fields and regions.
- Start an **online forum** where people from around the world can discuss CEPA issues and ask questions.
- Create a tool for **distance learning**.
- Develop examples of CEPA good practices in different regions. It would be very useful to have **more Latin American examples**.
- that do not require pdf downloads will **Online versions** make it more user-friendly. Edit down – size is a bit daunting.
- Offer a **training course** on the actual use of the toolkit, with a chance to come together, learn from each other, implement suggestions.

Other Suggestions

Respondents have a number of other suggestions that also focus on PR and distribution, translation, training, and new media. N=73

- Stronger promotion of the toolkit. Production of video is important.
- Develop a distribution list of all partners for hard copies of the toolkit and other educational materials
- Organise training sessions around the world (if available).
- Perhaps, CEPA toolkits could be translated in local languages (e.g. Hindi for India) as a lot of smaller NGOs in the country working at grassroots level would be able to make use of this precious document.
- An Arabic language version would be of excellent benefit.
- Collect case studies showing how the toolkit is used.
- Create a platform or blog where communications managers will share their experience on CEPA toolkit. This will allow everybody to explore the different use to the toolkit and success stories. (If you do have an existing blog like this, please inform me).
- It is difficult to use if you receive the materials on its own, without tutoring.
- CEPA online courses. Environmental managers workshops working with their specific issues. Following and tracking of the work done during the workshops. Regional examples.
- Maybe CEPA Toolkit should also be in audio and video, e.g. animated toolkit for young professionals.
- Move to online CEPA resource guide. Make it self-populating, with more examples.

Survey questions

Help us improve the CEPA toolkit! As contribution to the International Year of Biodiversity, the initiators and authors of the CEPA Toolkit want to explore how to improve biodiversity communication. Therefore we ask your feedback on the CEPA Toolkit. Please take a few minutes to complete the survey and help us understand users needs, so we can service you better. Could you do so before 30 August 2010?

1. We intend to present the final report of this survey at the CEPA side event during the CBD COP 10 in Nagoya. Do you want to be mentioned in the final report as expert consulted through this survey? If yes, with what titles do you want to be mentioned? State your name(s), titles and country.
2. To what region do you belong? Tick the applicable region from the list.
3. What is your position or occupation? Tick the applicable answer from the list. Other (please specify).
4. How did you hear about the CEPA Toolkit? Tick the applicable box - more answers are possible. Other (please specify).
5. How do you access the CEPA Toolkit? Tick the applicable box, more answers are possible. Other (please specify).
6. If you access the toolkit in hardcopy version or CD ROM, where did you get it? Other (please specify).
7. In which way did you use the CEPA Toolkit? Tick the applicable box, more answers are possible.
8. If you searched for information, which specific information were you looking for?
9. Which other websites do you use with tools, tips and/or information about communication, education and public awareness? Tick the applicable box, more answers are possible.
10. How do you appreciate the CEPA Toolkit and parts of it?
11. What was the most useful checklist, factsheet or example and why?
12. How can we improve the CEPA Toolkit?
13. Would you recommend the CEPA toolkit to a colleague or friend? Can you explain your answer?
14. What other suggestions or advice do you have?
15. Do you want to receive the report with the results of this survey? If yes, please fill in your email address.

Contributors

The following experts have indicated that they like to be mentioned as contributors to this survey. They are listed according to their information and the date of their response (last responses first). N-103

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