

Achieving Environmental Objectives

The role and value of Communication, Education, Participation and Awareness (CEPA) in Conventions and Agreements in Europe

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IUCN Commission on Education and Communication (CEC)
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Preface

It is to support the integration of communication, education, participation and public awareness (CEPA) in the Conventions, other multi lateral environmental processes and European instruments that the Commission on Education and Communication CEC has produced this book. The ideas and experiences are to assist practitioners to reflect on how well they contribute to achieving changes towards achieving environmental objectives, and to understand the national implications of regional and international influences on this work.

The book is based on the exchange of professional experiences in an IUCN CEC workshop held in Spain and organised by the CEC Deputy Chair, Susana Calvo at the Ministry of Environment, and CEC member, Paco Heras who held the meeting at the Environmental Education Centre, Valsaín, Spain in 2004. Practitioners from Europe shared their practice according to a case study format, and aimed to present the tipping point or change factor that resulted from the CEPA intervention.

The IUCN Commission on Education and Communication has been championing the integration of participatory communication and education in the environmental conventions since the mid 1980s, holding side events at the Conferences of the Parties, and preparing policy advice on CEPA. Commission members have been involved in developing the CEPA work programmes for the Ramsar – Wetlands, Convention on Biological Diversity and to a lesser extent, Climate Change Convention. Through the CEC working group we have been an advocate for the integration of these instruments in the work of the governments and to share knowledge on thinking and practice in CEPA. CEC has undertaken:

Critical reflection

- CEC engages debate and reflection on the dimensions of biodiversity education and public awareness. Through an international expert meeting in the Hague and a subsequent internet debate on biodiversity education and public awareness called BEPA CEC deepened reflection on the role of the instrument;
- CEC shares thinking and approaches in education in publications such as “Education and Sustainability – Responding to the Global Challenge” (Tilbury et al 2002); “Communicating Protected Areas” (Hamú et al 2004); “Engaging People in Sustainability” and in publications such as this one.

Professional Exchanges

- CEC members and IUCN staff present ideas on CEPA at workshops and conferences such as at side-events at the Conferences of the Parties (Nairobi, Montreal, Hague, Bonn);
- CEC meetings have been held on protected areas in Italy, the World Parks Congress, Latin American meeting on protected area communication, B.A. Argentina;

- The Ministry of Environment Spain has hosted meetings to exchange expertise on Climate Change and the meeting to prepare this book in Valsain, Spain;
- CEC held meetings in Montreal, Bratislava and the Hague under the organisation of the Global Biodiversity Forum umbrella to exchange expertise;
- The CEC website has tools to assist in planning communication and case studies and publications on CEPA: www.iucn.org/cec.

Promoting change

- CEC played a role in the development of the work programmes on communication, education and public awareness (CEPA) under the Conventions on Biological Diversity, Ramsar-wetlands, and Climate Change.
- CEC has undertaken communication capacity building activities in five central European countries over many years, mentoring and coaching government and protected area staff in their communication work, and seeking to institutionalise more participative and interactive communication in the organisations;
- CEC has provided training to biodiversity managers in Latin America and Asia on communication, worked with trainers in west Asia to develop their communication training skills and develop a manual.

Advocacy for CEPA

IUCN through the Commission on Education and Communication has been an advocate of CEPA and prepared policy advice for the Conferences of the Parties for the Convention on Biological Diversity in Montreal, Nairobi, the Hague, and Malaysia.

While the examples in this book are from Europe, this is the first initiative, and CEC hopes to do more of these cases and analysis in other parts of the world. We hope that you will find this an inspiration to your work and join us in making clearer the added value of CEPA in achieving environmental objectives and share your examples with us at cec@iucn.org.

*Denise Hamú, Chair of the Commission on Education and Communication,
IUCN*

Foreword

Environmental project assessments often aim to quantify the impact of projects in ecological terms, for example, how many forest hectares were preserved, how much a lake's water quality has improved, how much a species' population has grown, and so on. However, social factors are increasingly finding their way into these assessments as environmentalists and conservationists involve local communities and stakeholders in their project work. In a growing number of cases, work with these groups is found to be the source of success for their initiatives.

Communication, education, participation and awareness raising (CEPA) tools have been identified in a broad range of environmental projects as one of the keys to achieving different outcomes - increased community engagement and ownership of the activity, higher levels of collaboration among stakeholders, better targeted public awareness materials, and increased sustainability of results. Not only is CEPA being promoted in local-level project work, CEPA is being used at the national level and has been incorporated at the intergovernmental level into a number of important multi-lateral environmental agreements (MEAs), including the UN Framework Convention on Climate Change, the Convention on Biological Diversity, and the Ramsar Wetlands Convention. CEPA has emerged in the Articles of the Conventions, as well as in Decisions, Resolutions and Work Programmes that support their implementation. CEPA instruments are no less fundamental to achieving the objectives of European Conventions, Directives and initiatives including the Aarhus Convention, Natura 2000, the Pan European Biological and Landscape Diversity Strategy, the UNECE's Education for Sustainable Development Strategy and IUCN's Countdown 2010.

Environmental projects that have appropriately incorporated CEPA tools have often identified them as among the key factors that brought their project to the "tipping point", i.e. the point at which the project staffs' efforts started to take off and were adopted by others. Small, strategic CEPA interventions, actions, or innovations in the project tapped into a system that spread quickly and helped make the project a success. Malcolm Gladwell, in his book which described this phenomenon¹, calls the tipping point the moment when an "idea, trend or social behaviour crosses a threshold, tips and spreads like wildfire." Wildfire may not be every environmentalist's dream, but the thought that their efforts - whether it is to preserve an endangered flower species which is being trampled by holidaymakers, or to encourage hunters to help park staff with fauna management - can be multiplied quickly by society itself is an attractive proposition. Finding leverage points for positive change within complex socio-ecological systems is every environmentalist's goal.

CEPA is more than communication, more than making a video, a television advertisement, or a brochure to tell people about your project's goals. There are many examples of communication efforts that are not appropriately targeted and implemented and, as such, not successful in producing behaviour change (and often very expensive). CEPA incorporates the important components of education,

¹ Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*, Little, Brown and Company, Boston, 2000.

participation and awareness-raising with communication activities to provide a wide range of options for getting the message across.

If you are an environmental project manager or educator in a non-governmental organisation, or a government official working with national or local projects, or in charge of implementing one of the multi-lateral environmental agreements, then this book should be interesting to you. It aims to provide real-life examples of the added value of CEPA to environmental projects and to the MEAs through a set of diverse case studies at the national and local level across Europe - from Latvia to Slovenia to Spain. In each case, the “tipping point” in the life of the project is identified and the added value of CEPA is discussed such that the factors that lead to success are clear and understandable. Another section of this book helps readers to see how CEPA tools have been incorporated into a range of global and European MEAs, including the “Rio Conventions”² and the Ramsar Convention, as well as European-focused agreements such as the Aarhus Convention, Berne Convention, Natura 2000, PEBLDS³ and Countdown 2010. The aim of this section is to help environmental project practitioners and educators gain a better idea of how their work can support, and benefit from, the MEAs.

The case studies included in this book were written for a June 2004 IUCN Commission on Education and Communication (IUCN CEC) European network meeting held at the Environmental Education Centre, Valsaín, Spain, hosted by the Spanish Ministry for Environment. This meeting was organised by Susana Calvo starting with a preparatory meeting in January 2004 at the Ministry of Environment in Spain. Taking part in the preparations were Susana Calvo Roy, CEC Regional Chair; Frits Hesselink, CEC Steering Committee member, Ana Kalinowska – IUCN Councillor, Sylvi Ofstad, CEC Steering Committee member from the Ministry of Environment Norway, and Wendy Goldstein, IUCN. Participants from Spain included Carlos Mediavilla García; Maite Martín Crespo; Pilar Gonzalez Zarate; Heras Hernández Francisco and Paco Heras, Coordinator of the EE Centre, Valsaín. At this meeting it was decided to aim to develop more clarity about the role of CEPA in managing change within the dynamic processes of conservation. The results of the workshop would provide guidance to the Kiev Environment Ministers resolution on national CEPA strategies, and the 2010 biodiversity targets, by sharing examples of how CEPA adds value to environmental projects. The meeting would aim to give some impetus to CEPA integration amongst the Conventions (Ramsar, Aarhus, CBD, UNFCCC) and develop a European network among people working in CEPA. Frits Hesselink proposed that the meeting made use of a case study reporting model that had been developed with Dr Miro Kline, Slovenia as a result of their involvement in an IUCN CEC communication capacity development project in 5 central European states. We recommend this case reporting model to others as it provides a good means to evaluate and present more clearly the added value of CEPA to environmental projects and what interventions cause change leading to results.

The Valsaín meeting brought together CEPA experts working on environmental projects in Europe, representatives from MEA Secretariats, and governmental

² The Convention on Biological Diversity (CBD), the UN Framework Convention on Climate Change (UNFCCC), the UN Convention to Combat Desertification (UNCCD) are three of the Conventions signed at UNCED in Rio, 1992.

³ PEBLDS is the Pan European Biological and Landscape Diversity Strategy – a European framework to implement the Convention on Biological Diversity and others.

CEPA focal points for a number of the MEAs. The IUCN Commission has been an advocate of CEPA in the MEAs and took part in the Consultative Group of Experts set up under the Convention on Biological Diversity to advise on the development of the work programme on CEPA. IUCN CEC has also provided advice on the development of the Ramsar CEPA work programme and held a meeting in Spain to prepare European ideas on a work programme on education, awareness and training for the Convention on Climate Change.

The Commission on Education and Communication is IUCN's knowledge network on how to involve people in learning and change towards more sustainable development, through the window of biodiversity and natural resources management. CEC is composed of more than 600 experts from over 90 countries from international organisations, governments, NGOs, academia, and the field. This network of experts connects IUCN managers and policy makers to knowledge, resources, and experiences in using communication, education, participation, and public awareness and assists them in planning and managing changes in environment and society. In Valsain, 35⁴ of these experts met to present their work, discuss the linkages with the MEAs, and explore how CEPA tools have helped them "tip" their projects towards successful outcomes. The case reporting

⁴ With thanks to the Valsain participants for their insights: **Ms Elisabeth AUCHINCLOSS**, IUCN, Switzerland; **Mr Javier BENAYAS DEL ALAMO**, Profesor Titular, Universidad Autónoma de Madrid, Spain; **Mr Delmar BLASCO** Director; C&N - Comunidad y Naturaleza, Girona, Spain; **Mr Arne BONDO-ANDERSEN**, Head Nature Interpreter, Ministry of Environment, Denmark; **Ms Susana CALVO ROY**, Gabinete de la Secretaría General de Medio Ambiente, Ministerio de Medio Ambiente, Spain; **Ms Eulàlia COMAS**, Consell Insular de Menoría, Spain; **Ms Katalin CZIPPAN**, Director, Environmental Education and Programme Office, Hungary; **Ms Andrea DÉRI**, Advisor, Environmental Education and Communication Programme Office, Budapest, Hungary; **Ms Susana DRAKE**, Head of the Information Unit, Ministerio de Medio Ambiente, Spain; **Jordi FALGARONA**, Rural Improvement Management Area, Natural Park of the Volcanic Area of la Garrotxa, Catalunya, Spain; **Ms Kamelia GEORGIEVA**, ARD-Bulgaria Biodiversity Conservation and Economic Growth Project; Bulgaria; **Ms Karen GILBERT**, European Centre for Nature Conservation (ECNC), Tilburg, Netherlands; **Ms Sandra HAILS**, CEPA Programme Officer, Ramsar Convention on Wetlands, Gland, Switzerland; **Mr Francisco (Paco) HERAS**, Coordinador Area Educativa, Centro Nacional de Educación Ambiental, Valsain, Spain; **Mr Frits HESSELINK**, HECT Consultancy; Utrecht, Netherlands; **Ms Branka HLAD**, Advisor to the Director, Ministry of Environment, Spatial Planning & Energy Environmental Agency of RS, Ljubljana, Slovenia; **Ms Maria KATSAKIORI**, Head Environmental Awareness & Education Dept, Greek Biotope / Wetland Centre, Themi, Greece; **Ms Mateja KOCJAN**, Public Relations Adviser, Institute of the Republic of Slovenia for Nature Conservation; Ljubljana, Slovenia; **Ms. Irene KUNZLE**, Swiss Biodiversity Forum, Bern, Switzerland; **Ms. Tamara KUTONOVA**, Project Coordinator, IUCN Office for Central Europe, Warsaw, Poland; **Mr Chris MAAS GEESTERANUS**, Senior Policy Adviser, National Reference Centre for Agriculture, Nature Management & Fisheries, Netherlands; **Ms Maite MARTIN-CRESPO**, Secretaría Comité Español de la UICN, Ministerio de Medio Ambiente, Dirección General de Conservación de la Naturaleza, Madrid, Spain; **Ms Gillian MARTIN-MEHERS**, Director of Capacity Development, Lead International Inc (Leadership for Environment & Development), London, United Kingdom. **Ms Violeta ORLOVIC**, Training Program Manager, DAI, Belgrade, Serbia; **Ms Natasa PANIC**, Education Adviser, Institute for Protection of Nature of Serbia, Belgrade; **Ms Diana POUND**, Dialogue Matters, Ashford, Kent, UK; **Mr Fernando RAMOS GARCÍA**, Educador Ambiental, Amigos de la Tierra-España, La Coruña, Spain; **Ms Milena ROUDNA**, Global Relations Department, Ministry of the Environment, Prague, Czech Republic; **Mr Mark SMITH**, Associate Director - Capacity Development, LEAD International, London, U.K.; **Mr Peter TOWNSEND**, Environmental Consultant, Derbyshire, U.K.; **Ms Tina TRAMPUS**, Regional Office Piran, Institute of the Republic of Slovenia for Nature Conservation, Slovenia; **Ms Gwendolijn VAN BOVEN**, Consultant Environmental Communication, SPAN Consultants, The Hague, Netherlands; **Mr Francisco (Paco) VILLAMANDOS**, Subdirector de Educación del Jardín Botánico de Córdoba, Córdoba, Spain; **Ms Susanne WILLNER**, Pilot project Rioplus, Environmental policy and promotion of strategy processes for sustainable development, GTZ, Bonn, Germany.

model used in the workshop stimulated an analysis of the results achieved by CEPA interventions, though it is a challenge to report in this way. One finding of the meeting was that there are gaps that exist between the MEAs and actual on-the-ground environmental work. This publication seizes the opportunity to present on the ground experience gathered in Valsaín , with specially written sections giving insights into the CEPA provisions within the various MEAs in Europe, and national case studies, in the hope of laying out some of the issues and gaps. The publication is not a report of the Valsaín Meeting and is intended to foster reporting on the added value of CEPA in achieving environmental objectives, and understanding of the MEAs and the challenges we face in proving the added value of CEPA.

Europe is the focus of this book and those involved hope that it is seen as a “Work in Progress” and an invitation to readers in other parts of the world to collaborate, contribute and react to the cases, and to jointly explore opportunities for closer synergy with the MEAs. The IUCN CEC in Europe sees this as an ongoing process to share and learn from one another and to bring more understanding to communicators, educators, and policy makers working in environmental issues in Europe and globally about the powerful use of CEPA tools for positive change.

*Gillian Martin-Mehers (LEAD International)
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