



GEF-IWCAM Workshop on Communications, Public Education and Outreach for Integrated Watershed and Coastal Areas Management

12 – 13 February 2008

Port of Spain, Trinidad and Tobago

Workshop Report



GEF - IWCAM Communications, Public Education and Outreach Workshop

Workshop Report

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1. Background

The GEF-funded Integrating Watershed and Coastal Areas Management in Caribbean Small Island Developing States (IWCAM) Project has as its overall objective strengthening the commitment and capacity of all participating countries to implement an integrated approach to the management of watersheds and coastal areas.

The development and implementation of communications activities to help promote and strengthen IWCAM at community, national and regional levels are fundamental to the success of the Project. As such, the GEF-IWCAM Project convened a Workshop on Communications, Public Education and Outreach for Integrated Watershed and Coastal Areas Management.

The objectives of the workshop were:

- to review, amend and endorse the GEF-IWCAM Draft Communications Planning Guide;
- to develop a communications, Public Education and Outreach Strategy and Action Plan consistent with the above;
- To provide guidance to Participating Countries and Demonstration Project Representatives on dealing effectively with the media;
- To introduce participants and the regional media to IWCAM, IWCAM resources and promotional materials (media conference planned).

2. Opening Ceremony

The Workshop began with a short Opening Ceremony chaired by Ms. Donna Spencer, the Communications, Networking, and Information Specialist (CNIS) at the IWCAM PCU (**Appendix I: Workshop Agenda**). Ms. Spencer welcomed all the workshop participants and thanked them for accepting the invitation to participate in the workshop. Participating countries had been asked to send representatives who have responsibility for communicating about IWCAM to the broader public. Countries with Demonstration Projects had additionally been asked to nominate someone directly involved with communications and outreach activities aimed at local communities within the Demonstration Project area.

Opening remarks were made by Mr. Vincent Sweeney, the GEF-IWCAM Regional Project Coordinator who welcomed the participants and stressed that beyond stimulating awareness among participants, the Workshop would set the stage for future awareness building activities and establish a foundation upon which a sustainable partnership for communication in environment and development could be build, especially with media partners. He was followed by Mrs. Patricia Aquino, the Executive Director of the Caribbean Environmental Health Institute, one of the co-executing agencies of the Project. She underlined the importance of an integrated approach to environmental management and hoped that deliberations at the workshop would result in an agreed approach to the promotion of IWCAM. Ms. Heidi Savelli finally made remarks on behalf of the other co-executing agency, the Secretariat of the Cartagena Convention, UNEP Regional Coordinating Unit (UNEP-CAR/RCU).

3. Introduction to the GEF-IWCAM Project

Following the Opening Ceremony, the Regional Project Coordinator (RPC) made a presentation which provided background on the GEF-IWCAM Project (**Appendix II**). He was followed by the Communications, Networking and Information Specialist (CNIS) who briefly described the purpose and organization of the workshop.

4. Issues and Challenges - Country Reports

After a coffee break, the Participating Country representatives made brief presentations on challenges which they face in Communications, Public Education and Outreach at the national level. These were generally guided by the Note to Participants which had been circulated prior to the Workshop (**Appendix III**).

The following is a summary of the major challenges as outlined by countries:

Antigua & Barbuda:

- PEO is in early stages; newspapers and television are used for dissemination of messages;
- using language which is understandable to the public is a major challenge.

The Bahamas:

- Where demonstration projects are located in remote areas (the "out-islands") communication can be difficult as the media (television, radio, internet) is concentrated in Nassau;
- Yachters are the main target audience in the Exhuma Demonstration Project;
- Internet access is limited on Andros;
- Getting people to attend meetings is difficult.

Barbados:

- With no local demonstration project, the Steering Committee lacks the motivation to meet;
- Products, such as the inventory of existing legislation and policy are useful because they generate discussion;
- Main issues are: land use conflicts, where environmental impact assessments are seen as an imposition rather than a means of protecting the environment, and, farming practices, in particular fertilizer overuse (hence farmers and land developers are important target groups)
- The Coastal Zone Monitoring Unit's summer camp trains participants in all aspects of coastal zone management issues.

Cuba:

- Reaching people in a way that is understandable to them is a great challenge;
- Much communication is done by way of a television station;
- The Demonstration Project employs a journalist;
- A community network is working with the Demonstration Project.

Dominica:

- No demonstration project therefore difficult to focus nation on IWCAM;

- Dominica promotes itself as “the nature island of the Caribbean” and while there is high interest in the environment amongst the media and NGOs, there is also a need to change attitudes and bad habits amongst the general public;
- Radio is widely listened to, television is widely watched, and a limited amount of literature goes into schools;
- The Government Information Service has a regular television programme called “Environment Corner”.

Dominican Republic:

- An Environmental Education Directorate was created in 2000 and is guided by a National Environmental Education Strategy. Both formal (teachers and students in a classroom setting) and non-formal (e.g. fishermen and farmers) approaches are used;
- Resources are limited; particularly trained staff and access to printed materials;
- While the participant is not directly involved in the Demonstration Project, it was recognized that the industrial sector would be the primary audience to be targeted.

Grenada:

- A range of educational materials are produced by the Ministry of Agriculture including: a 30-minute television programme per week, a daily 5-minute radio programme which is aired on 2 stations and a weekly news article;
- Challenges include a shortage of staff, a damaged building, and, a shortage of information.

Haiti:

- Approaches to environmental education are both formal (working with schools and teachers) and informal (particularly in meetings with local communities).

Jamaica:

- Projects implemented by the National Environment and Planning Agency, including the IWCAM Demonstration Project, are intended to be institutionalized as sustainability beyond each project is desirable;
- Main challenges faced are: cultural (due to the localities involved), the fact that generally people do not read much (newspapers are not well read), language, perceptions about the messenger, and gender issues;
- Primary targets at the national level are farmers and the youth;
- Secondary targets at the national level are the media;
- In the demonstration Project area, farmers are the primary target group while agriculture, tourism, fishing and mining are all activities of interest;
- Stakeholders’ meetings and workshops are held in the Demonstration Project area;
- A range of strategies is used to increase awareness and bring about attitudinal changes, including work with schools, skits and the reggae beat.

Saint Kitts and Nevis:

- The Water Services Department communicates with the public via radio and occasional press articles;
- No specific resources are allocated;

- Communications tend to be *ad hoc* in nature;
- The public's understanding of IWCAM is poor;
- Challenges faced in water management are similar to those faced in Barbados (land use planning and cooperation from land developers) with groundwater and surface water being affected by inadequate management of waste from livestock and inadequate onsite domestic wastewater disposal.

Saint Lucia:

- The print media is used for interventions at the national level;
- Pig farmers are a primary audience due to the problem of no treatment of livestock waste;
- Major challenge is getting people to stop damaging practices, such as washing of vehicles in rivers;
- Networking with NGOs and CBOs is important within the Demonstration Project area.

Saint Vincent & the Grenadines:

- Although SVG does not have a demonstration project, it has a pilot programme in one of the Grenadines, Union Island, which targets schools and uses radio;
- A lack of funding means that outreach is very limited;
- There is poor understanding of the word "watershed";
- The primary audience is the general public while the secondary audience is the policy maker.

Trinidad & Tobago:

- In the Demonstration Project area, nutrients from the land are the main concern as they reach the sea to affect Buccoo Reef;
- Farmers and land-developers are the main target audiences;
- The communications strategy is multifaceted: videos (Buccoo Reef Trust has an in-house film unit), print media, talk shows, music video, website, use of flyers distributed by students, exhibitions etc.
- The recent employment of a dedicated Education Officer will enable more PEO;
- In 2008, International Year of the Reef, additional efforts to educate the public are being made;
- This Demonstration Project is being executed by a NGO, the Buccoo Reef Trust. It faces challenges in getting the kind of support needed from government agencies, ensuring that the project has a national projection, and, as a research body, keeping the project 'community – focused'.

5. Introduction to the Draft Communications Planning Guide

Ms. Spencer then introduced the participants to the Communications Planning Guide (**Appendix IV**), stressing that its purpose is: to help Participating countries develop and implement communications activities; to help the PCU find effective ways of ensuring that key lessons and best practices are effectively communicated to target audiences at every level; and, to help national and community level partners break down their long term objectives into a series of small achievable steps. She described the GEF-IWCAM communications approach as being made up of three parallel and overlapping sets of activities:

1. Public Relations and Awareness Raising
2. Social Marketing – Behaviour Modification Campaigns

3. Documenting and Communicating Lessons Learned and Best Practice.

These were briefly outlined in terms of both objectives and some of the activities involved (see presentation **Appendix V**).

Brief discussion followed during which two important points were made and replied to:

- 1) the approach did not seem to be very participatory.

Reply: In the context of the GEF-IWCAM Project, it is at the Demonstration Project level that participation can best be encouraged and facilitated because target groups and audiences as well as issues are more specific. Indeed, participation is necessary if sustainable change in behaviours or negative practices is to be achieved. At all levels; regional, national and demonstration project (community) sincere efforts to gain meaningful participation should be made as activities are planned and implemented. This was a particular challenge given the deadlines incorporated into the overall GEF-IWCAM Project.

- 2) the term “environmental education” is not used throughout the document but should be explicitly used as it is of fundamental importance and essentially what we need to do – educate people about the environment.

Reply: Although the term is not actually used, environmental education of different target audiences, using different approaches, is understood to underpin all aspects of communications and outreach activities in all three phases of the Project. Consideration would be given to using the term explicitly.

6. Communication for Development

After the lunch break, Dr. Maria Protz, Consultant, in her presentation (**Appendix VI**) went through the three essential steps in the strategic communications planning process: 1) Identifying GAPS in the KAPS; 2) Identifying Primary and Secondary Audiences; and 3) Developing Appropriate Indicators and Communication Interventions. During the segment dealing with the GAPS in the KAPS, Tecla Fontenard of the OECS' OPAAL Project presented the results of the recently conducted OPAAL KAPS (**Appendix VII**). These presentations were followed after the coffee break by a Working Session during which Participating Countries were asked to identify primary and secondary audiences to be targeted in communications activities, SMART communications goals and objectives, types of development intervention and communication activities, and related output, process and outcome/impact indicators. The series of five handouts including working sheets (**Appendix VIII**) were completed by each Participating Country with the guidance of Dr. Protz. The outcomes of this exercise were to be presented on the morning of Day 2.

Day 2, Wednesday 13 February:

7. Communications Goals and Objectives Exercise - Presentations

Following a brief introduction to the day's activities, the PC representatives made brief presentations on Appropriate Communications Goals and Objectives, at both national and demonstration project levels, and received feedback from Dr. Protz as well as other participants. They were asked to submit their amended

write-ups to the CNIS for inclusion as examples in the revised Communications Planning Guide; after the Workshop would be fine.

It was agreed that the Draft Communications Planning Guide would be revised taking into consideration the comments made on Day 1 as well as to include the SMART objectives given by PCs in this session as examples of targeted actions/activities for demonstration project, national and regional levels. The regional level example would focus upon promotion of the LBS Protocol and would be completed by the PCU in consultation with the LBS Regional Activity Centre – Institute of Marine Affairs. The revised Communications Planning Guide would be circulated for comment before being finalized.

8. Making the Most of the Media

After a brief coffee break, Indi McLymont-Lafayette, Journalist, PANOS, which works with communities and sees information as a tool for development, changed the focus of the Workshop to effective media relations with a presentation titled: “Making the most of the Media’ (**Appendix IX**). This included some guidance on preparing a media release and preparing for an interview. She then introduced a few scenarios and asked participants to break into six Working Groups, selecting one to work with. Three Working Groups would prepare a media release; three would prepare for an interview. The Groups were given time before lunch to work on this and presentations would be made following the Media Conference which was scheduled to begin promptly after lunch at 2:00 pm.

9. The Media Conference

The Media Conference began at 2:20 pm, later than scheduled due to problems with the sound system. It followed the Programme (**Appendix X**). Four media houses were present. After a brief introduction by Ms. Spencer, the public education video shorts series “Think About Water”, which was prepared for the GEF-IWCAM and Integrated Water Resource Management (IWRM) Projects, was launched with a showing of two of the shorts. These were followed by an introduction to the Project by Vincent Sweeney, Regional Project Coordinator, titled “The GEF-IWCAM Project: Objectives and Benefits for the Caribbean” (**Appendix XI**). Sandra Timothy, Trinidad and Tobago’s Demonstration Project Manager, then described the local Demonstration Project in a presentation titled “Land-Use Planning and Watershed Restoration in the Courland Watershed and Buccoo Reef Area, Tobago.” (**Appendix XII**). Questions were then taken from the media. A highly interactive session in which Workshop participants asked questions of the media then followed. The media-present were then invited to share refreshments.

10. Working Group Presentations – Media Releases and Interviews

A brief session in which the Working Groups read their media releases and “staged” their interviews then followed. Facilitators and participants provided feedback to this very instructive session.

11. Wrap-up

The meeting ended at 5:30 pm with a Vote of Thanks given by the Regional Project Coordinator.

See **Appendix XIII** for the List of Participants.

Appendix I: Workshop Agenda



Global Environment Facility funded – Integrating Watersheds and Coastal Areas Management in Caribbean Small Island Developing States (GEF-IWCAM) Project

Workshop on Communications, Public Education and Outreach for Integrated Watershed and Coastal Area Management

12-13 February 2008, Kapok Hotel, Port of Spain, Trinidad and Tobago

AGENDA

DAY 1: Tuesday 12 February		
8:30 – 9:00	Registration	
9:00 – 9:20	Opening Ceremony <i>(Media invited)</i>	Vincent Sweeney, GEF-IWCAM Regional Project Coordinator Patricia Aquing, Executive Director, CEHI Heidi Savelli, UNEP – CAR/RCU
9:20 – 9:35	Introduction to the GEF-IWCAM Project	Vincent Sweeney, GEF-IWCAM Regional Project Coordinator
9:35 – 9:40	Purpose and Organization of the Workshop	Donna Spencer, GEF-IWCAM Communications, Networking & Information Specialist
9:40 – 10:00	Coffee Break	
10:00 – 11:00	Country Presentations Challenges and Priorities in Communications, Public Education and Outreach at National Level (followed by limited discussion)	GEF-IWCAM Country Participants
11:00 – 11:15	Introduction to the Communications Planning Guide <i>The objectives, rationale and organization of the Planning Guide to be introduced. This would be followed by limited discussion. This theme would be continued throughout the Workshop towards making the Guide most useful.</i>	Donna Spencer

11:15 – 12:30	Communication for Development – 1) Identifying GAPS in the KAPS	Maria Protz, Consultant
12:30 – 13:30	Lunch break	
13:30 – 15:00	Communication for Development - 2) Identifying Primary and Secondary Audiences 3) Developing Appropriate Indicators and Communication Interventions	Maria Protz, Consultant
15:00 – 15:15	Coffee break	
15:15 – 16:30	Communications for Development Working Session	Facilitators: Maria Protz and Indi Mclymont - Lafayette
DAY 2: Wednesday, February 13		
8:45 – 9:00	Welcome and Introduction to Day's Activities	Vincent Sweeney
9:00 – 10:00	Presentation of Appropriate Communications Goals and Objectives Followed by Discussion – towards consensus on Communications Strategy and Action Plan, focussing upon specific actions at Regional, National and Demonstration Project levels	Moderator: Donna Spencer
10:00 – 10:45	Making the Most of the Media	Indi McLymont – Lafayette, Journalist, PANOS Caribbean
10:45 – 11:00	Coffee Break	
11:00 – 12:30	Connecting with your Target Audience (Parallel Working Groups) 1) Preparing a media release 2) Preparing for an interview (presentations at 12:00 noon)	Facilitated by Indi Mclymont - Lafayette, Maria Protz and Donna Spencer
12:30 – 13:30	Lunch	
13:30 – 14:00	GEF-IWCAM Communications Protocol	Donna Spencer
14:00 – 15:00	GEF-IWCAM Media Conference (separate agenda)	Open Session – Media invited
15:00 – 15:30	Coffee Break	Media invited
15:30 – 16:00	Wrap Up	Vincent Sweeney

Appendix II:

Presentation - Introduction to GEF-IWCAM Project

Overview – February 2008

GEF/UNEP/UNDP/CEHI-IWCAM Project








Participating countries








- ANTIGUA AND BARBUDA
- THE BAHAMAS
- BARBADOS
- CUBA
- DOMINICA
- DOMINICAN REPUBLIC
- JAMAICA
- GRENADA
- HAITI
- SAINT KITTS AND NEVIS
- SAINT LUCIA
- SAINT VINCENT AND THE GRENADINES
- TRINIDAD AND TOBAGO

IWCAM Project Objective and Components

Objective: To Assist Caribbean Small Island Developing States to Adopt an Integrated Approach to Watershed and Coastal Area Management

Component 1: Demonstration, Capture and Transfer of Best Practices	Component 2: Development of IWCAM Process, Stress Reduction and Environmental Status Indicators Framework
Component 3: Policy, Legislative and Institutional Reform for IWCAM	Component 4: Regional & National Capacity Building & Sustainability for IWCAM
Component 5: Project Management and Coordination	

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GEF-IWCAM Background

- Funding: Global Environment Facility (GEF)
- Project Cost: US\$112M (includes co-financing)
- GEF Funding US\$14M
- Implementing Agencies: UNEP & UNDP
- Executing Agencies: UNEP CAR/RCU, CEHI and UNOPS
- Project Coordination Unit: based at CEHI

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GEF-IWCAM Component #1 - Demo Projects

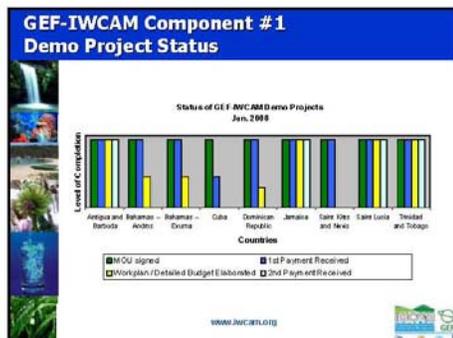
- **Antigua and Barbuda:** Mitigation of Groundwater and Coastal Impacts from Sewage Discharges from St. John's
- **Bahamas:** Land and Sea Use Planning for Water Recharge Protection and Management in Exuma
- **Bahamas:** Marina Waste Management at Elizabeth Harbour in Exuma
- **Cuba:** Application of IWCAM Concepts at Cienfuegos Bay and Watershed
- **Dominican Republic:** Mitigation of Impacts of Industrial Wastes on the Lower Haina River Basin and its Coast

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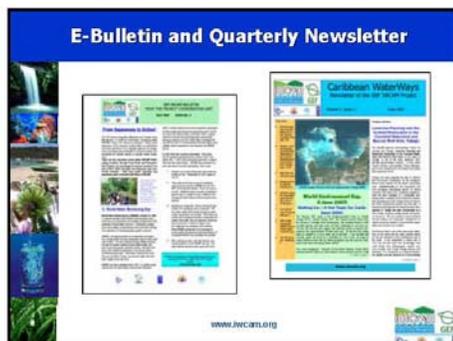
GEF-IWCAM Component #1 - Demo Projects

- **Jamaica:** An Integrated Approach to Managing the Marine, Coastal and Watershed Resources of East-Central Portland
- **Saint Kitts and Nevis:** Rehabilitation and Management of the Basseterre Valley as a Protection Measure for the Underlying Aquifer
- **Saint Lucia:** Protecting and Valuing Watershed Services and Developing Management Incentives in the Fond D'or Watershed Area
- **Trinidad and Tobago:** Land-Use Planning and Watershed Restoration as part of a Focused IWCAM Demonstration in the Courland Watershed and Buccoo Reef Area

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- ### GEF-IWCAM Status - Other Components
- Review of existing national and regional indicator frameworks completed; preparing for workshop
 - Review of national policy, legislation and institutional structures identifying barriers to IWCAM completed; Tool Kit prepared and reviewed
 - IWRM Informal Working Group established
 - Support for IWRM Planning provided (GDA; SVG; DOM; ANU)
 - Project Coordinating Unit established
 - Project Steering Committee convened in 2006 & 2007; RTAG convened in 2007
 - National Inter-sectoral Committees being established
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- ### IWCAM Plans
- Regional Work Groups for GIS, Indicators, IWRM etc (to be established and/or supported)
 - Capacity building for environmental monitoring (incl. Labs and training) to be provided
 - Training in indicators
 - Support for model guidelines, policy & legislation
 - Support for GIS strengthening
 - Development of additional relevant projects
 - Support for IWRM Plan development
 - Preparation of additional outreach materials
 - Support for information management & sharing
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More Information

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Appendix III:
Note to Participants



**GEF- IWCAM Project Workshop on Communications, Public Education and Outreach,
12 – 13 February 2008, Port of Spain, Trinidad & Tobago**

NOTE TO PARTICIPANTS

Participants in the GEF-IWCAM Communications Workshop are asked to do their best to answer the following questions before coming to the Workshop. These questions should also guide the brief, 5 minute, presentations (no PowerPoints necessary) to be made by each country on the morning of Day 1:

1. In the context of the GEF-IWCAM Project, what do you think is the function of communication?
 - a. to raise awareness?
 - b. to increase consensus and understanding?
 - c. to change attitudes?
 - d. to change practices?
 - e. to advertise or promote the project?
 - f. to advocate?
 - g. to mobilize (e.g. by building alliances and capacity)
2. How do you currently communicate with the public?
3. What resources (human, material, access to media, time etc.) does the NFP/Demo Project/your department have for communications?
4. What resources (human, material, access to material, time etc.) does the NFP/Demo Project/your department have for public education and outreach?
5. How would you describe understanding of the following terms amongst the general public? (poor, fair, good, very good)
 - a. Watershed
 - b. Integrated
 - c. Conservation
 - d. Management
6. Demonstration projects, and at the community level only – what group do you feel is the most important audience to target in order to achieve the sustainable behaviour and attitudinal changes your demo is addressing? In determining this audience, it is helpful to ask: “which group at the community level, if we could enable them to change their attitudes and behaviours, would thereby solve 80% of the problem the demo project is trying to address?”
7. What specific knowledge, attitudes and behaviour/practices does this audience need to change in order to address the problem adequately?
8. What other ‘secondary audiences’ does the demonstration project need to include? In answering this question, it is also helpful to ask: “who are the people that will help us get to our main primary audiences?”
9. And finally, can you bring any type of data or background information to support your conclusions and to define these audiences in a little more detail?

Appendix IV:

Presentation - Introduction to the Communications Planning Guide

The Communications Planning Guide

GEF-IWCAM Communications Workshop
12 February 2008

Purpose of the Guide

- To help Participating Countries (PCs) develop and implement communications activities.
- To help the PCU find effective ways of ensuring that key lessons & best practices are effectively communicated to target audiences at every level.
- To help national and community level partners break down their long term objectives into a series of small achievable steps.

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Who is the Guide written for?

- The Project Coordination Unit (PCU)
- National Focal Points (NFPs)
- National Intersectoral Committees (NICs)
- Demonstration Project Managers
- Community Liaison Officers

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Why develop a Communications Strategy?

Helps to:

- Establish a baseline picture of knowledge, attitudes, practices and behaviours
- Identify key actors and channels for communications
- Clarify and reinforce project objectives
- Link communications objectives to project objectives
- Set achievable project objectives
- Develop useful tools and activities
- Identify key indicators

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Communications Strategy – When?

As early as possible because...

- It clearly identifies objectives, processes and benefits of the project for target audiences at the **local, national and regional levels**
- It is important to ensure that it is realistic, actionable and measurable.

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Communications Strategy – 5 stage process

1. Assess
2. Plan
3. Design
4. Pre-test
5. Evaluate

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Target Audiences

- National Focal Points
- Demonstration Project Managers
- Lead Agencies/Ministries
- National Intersectoral Committees
- Demonstration Project Communities
- Wider National Publics
- Private Sector
- Scientific Community
- Non-Governmental Organizations
- CEHI
- Regional Partners
- International donors

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Key Messages

- Guide the content of national and targeted messaging campaigns.
- Broad – need to be reinforced and stressed regularly
- Demonstration Projects will require more specific messages (practical, 'how to do it', promoting specific behaviours and practices).

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GEF-IWCAM Communications Approach

1. Public Relations and Awareness Raising
2. Social-Marketing – Behaviour Modification Campaigns
3. Documentation and Communicating Lessons Learned and Best Practice

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1. Public Relations and Awareness Raising

Objective:

To raise awareness amongst the wider public about the declining state of the environment of our watershed and coastal areas and of the benefits of adopting an integrated approach to their management, and to keep GEF-IWCAM in the public's eye on a timely basis.

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1. Public Relations and Awareness Raising

Activities e.g.s:

- brochures/ media releases/ profiles/ feature press articles/
- media tours of Demonstrations Project sites
- short radio messages/ video documentaries
- public service announcements/ web pages
- media events for key milestones
- workshops

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2. Social Marketing – Behavioural Modification

Objective:

To focus upon behaviours which are having the greatest negative impact upon the state of watershed and coastal areas in GEF-IWCAM PCs and to promote changes in those behaviours by presenting practical alternatives

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Social Marketing entails:

- Audience research
- Analysis of the GAPs in the KAPs
- Select campaign focus/ issue
- Participatory strategy design and material development
- Participatory implementation
- Evaluation

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2. Behaviour Modification: Project Coordination Unit – General Approach

To **target decision-makers** with the aim of persuading them that an intersectoral approach to the management of water resources across the entire watershed and coastal area is essential to sustainable social and economic development because:

- They have an important role
- The GEF-IWCAM Project makes tools and resources available to assist them.

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Behaviour Modification : Demo Projects

Each Demonstration Project will have to determine focus depending upon circumstances, the behaviour which might best be addressed given the time and resources available.

e.g. clearing of land so as not to cause degradation which would lead to heavy siltation of water courses.

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3. Document and Communicate Lessons Learned

Objectives:

1. To make information, resources and products developed during the GEF-IWCAM Project easily accessible to the public
2. and to promote the benefits and lessons learned from the Project to key audiences

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3. Communicating Best Practice and Lessons Learned:

General documentation and Dissemination of Information Activities include:

- Technical reports
- Guides, toolkits (e.g. legislation, indicators)
- Fact sheets/ briefing sheets
- Demonstration Project Case Studies Book
- Individual Demonstration Project Videos
- Focus meetings/ workshops/ seminars

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III: Outputs of Consultancies - PIMS:

- Review of Legislation and Institutional Structures related to IWCAM – **toolkit**
- Review of Projects in IWCAM – **database**
- Indicators Mechanism Assessment – **indicator template**
- Capacity Assessment of GIS Capabilities - **road map**

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Thank you!

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Appendix V:
Draft Communications Planning Guide



Global Environment Facility funded-Integrating Watershed and Coastal Areas Management in the Small Island Developing States (SIDS) of the Caribbean (GEF-IWCAM)

GEF - IWCAM Project
Communications Planning Guide

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1.0 Introduction

The recurrent issues of small size and the coastal focus of development together with their linked problems make Caribbean islands a priority area for the introduction of Integrated Watershed and Coastal Areas Management (IWCAM). The issues and problems facing Small Island Developing States (SIDS) of the Caribbean are characterized by small size and limited resources for development. An unsustainable sectoral approach to management of our watershed and coastal areas now dominates in the public and private sectors. Administrative responsibility tends to be fragmented and jurisdiction over the management of resource use is unclear. This approach fails to take account of the high level of interaction between the resources and processes at work in the continuous watershed to coastal area. Lack of an integrated approach has resulted in degradation of the environment, overexploitation of natural resources, competing resource uses and conflicts between users. Problems include diminishing freshwater supplies, degraded freshwater and coastal water quality; inappropriate land use and; poor hygiene and sanitation.

The GEF-IWCAM Project is one of several International Waters (IW) Projects worldwide which aims to influence human behaviour in order to protect shared natural resources by:

- Raising public awareness of specific environmental problems;
-
- Promoting public participation in decision-making, (through participatory communication methods and approaches – essentially what is called a ‘Communication for Development’ or ComDev approach) and;
-
- Minimizing the harmful impacts of specific human behaviours and encouraging positive, sustainable behaviours.

Many categories of stakeholders are involved in the GEF-IWCAM Project (See Appendix 1). The participatory approach is a guiding principle to ensure transparency in the planning and execution of project activities. The stakeholders are the direct beneficiaries of the project. One of the main purposes of the project is to build partnerships. As such, relevant stakeholders need to be integrated into the project formulation and implementation activities as early as possible. Ensuring the necessary understanding of the Project as well as identifying and developing the role and specific contribution to be made by each interest group requires clear and consistent communication at all stages and levels.

1.1 The Purpose of this Communications Planning Guide

The purpose of this Guide is to help Participating Countries (PCs) develop and implement communications activities to help promote and strengthen integrated approaches to watershed and coastal area management at the community, national and regional levels. This strategy also aims to help the Project Coordinating Unit (PCU) find effective ways of ensuring that key lessons and best practices from the Project are effectively communicated to target audiences at every level.

It is designed to help GEF-IWCAM national and community level partners break down their long-term objectives into a series of small, achievable steps. Demonstration Project Managers in particular need to think about their communications objectives and barriers. Stakeholders can become confused about:

- Exactly what the project is trying to achieve (and should thus be actively involved in setting objectives and project priorities)
- The benefits of the project (both personal and to the community) as well as their own roles and responsibilities in the process.

- How the project is intended to work with the community/government and other stakeholders to achieve these objectives.

Demonstration Project Managers should consider the following:

- What problem their project is trying to address. A situational analysis, needs assessment, ideally using PRCA tools, should be done.
- What the project wants to achieve.
- What the community/personal benefits would be, as well as roles and responsibilities of individuals and the community.
- How the project intends to work with the community/government and other stakeholders to achieve these objectives.

1.2 Who is this Communications Planning Guide written for?

This document, which is based upon the Communications Workplan prepared for the IW Project of the Pacific Islands, *Strengthening the Management of Waste, Freshwater and Coastal Fisheries in the Pacific Islands (2005)*, was prepared to help the Project Coordinating Unit (PCU) clarify the communications objectives, target audiences, tools and activities for the IWCAM Project. The Project's Communications, Networking and Information Specialist (CNIS), Donna Spencer, will work with National Focal Points, National Intersectoral Committees, Demonstration Project Managers and Community Liaison Officers to fine-tune and adapt this general plan to meet local needs. Some Demonstration Projects may already have begun implementing public awareness and outreach plans.

National Focal Points and Demonstration Project Managers are encouraged to conduct a quick assessment of communications resources available to them as well as of existing environmental communications activities.

1.3 The Importance of developing a Communications Strategy

Development of a communications strategy can help to:

- Establish a 'baseline' picture of existing "Knowledge levels, Attitudes, Practices and Behaviours" (KAPBs) that will in turn indicate where there are gaps in behaviours or attitudes that need to be addressed or targeted.
- Identify key actors and channels for communications including traditional forms of communication.
- Clarify and reinforce project objectives, particularly in terms of strengthening environment and resource management at the national level.
- Link communications objectives to project objectives.
- Set achievable project objectives, given available resources.
- Develop useful tools and activities to raise awareness.
- Identify key indicators (including behaviour change indicators) and measure their performance

The overall IWP Communications Strategy follows a 5-stage process:

Stage 1: Assess

- The current KAPBs and gaps that need to be addressed
- The problem (including how local communities perceive the problem, which can be ascertained through baseline KAPB research or situational analysis)
- The target audiences
- Communication channels and opportunities
- Resources available to implement communications activities

Stage 2: Plan

Setting realistic, achievable and measurable objectives. Both SMART objectives and ‘necessary and sufficient’ indicators.

Stage 3: Design

Developing effective messages, communication interventions or activities that engage stakeholders in learning about the problem and in identifying solutions.

Stage 4: Pre-test

Testing these messages and methods with their target audiences.

Stage 5: Evaluation

Finding ways to continuously improve their communications programmes.

2.0 Background on the GEF-IWCAM Project

2.1 What are its Objectives?

The GEF-IWCAM Project has the overall objective of strengthening the commitment and capacity of the participating countries to implement an integrated approach to watershed and coastal area management. The long-term goal is to enhance the capacity of the participating countries to plan and manage their aquatic resources and ecosystems on a sustainable basis.

The GEF-IWCAM Project seeks to:

- Undertake demonstration, capture and transfer of best practices;
- Develop IWCAM process, stress reduction and an environmental status indicator framework, and;
- Encourage technological and management approaches and policy and legislative reforms.

2.2 Issues:

The main issues faced by Caribbean SIDS in terms of IWCAM are:

1. Diminishing freshwater supplies
2. Degraded freshwater and coastal water quality
3. Inappropriate land use
4. Hygiene and sanitation

2.3 Project Components:

The Project consists of 5 components:

- Demonstration, Capture and Transfer of Best Practice
- Development of IWCAM Process, Stress Reduction and Environmental Status Indicator Frameworks
- Policy, Legislative and Institutional Reform for IWCAM
- Regional and National Capacity Building for IWCAM
- Project Management and Coordination

2.4 Demonstration Projects:

The nine demonstration projects will deliver on-the-ground demonstrations targeted at national hotspots where specific threats have been identified. They must, most critically, develop mechanisms for the replication of activities and the transfer of best lessons and practices. Each Demonstration activity has been designed to substantially involve national and local NGOs and community groups which are concerned stakeholders in these areas.

2.5 GEF-IWCAM's Vision:

GEF-IWCAM's vision is that the Caribbean SIDS will be better able to manage the natural resources of their environment for sustainable development.

3.0 Target Audiences

Table 1: The Target Audiences for the GEF-IWCAM Project

Target Audience	Description/Comments
National Focal Points (NFPs)	The NFPs are the key linkage points between the Project Coordination Unit, the lead agencies, the National Intersectoral Committees, the Demonstration Projects, Project Steering Committees, the national stakeholders, the communities, and the wider publics.
Demonstration Project Managers	<p>The Demo Project Managers are responsible for developing and implementing their own Communications Strategies in collaboration with their Project Teams, some of which have Community Liaison persons.</p> <p>Demo Project Managers are the public faces of the Demonstration Projects.</p> <p>Communication Strategies can assist the Demo Project Managers to :</p> <ul style="list-style-type: none">• Clarify their project objectives and target audiences at the community and national levels.

	<ul style="list-style-type: none"> • Clarify national communications objectives and targets such as lobbying for new legislation or more effective regulatory enforcement, greater resources and institutional changes. • Identify key project partners that will help them to implement their communications plans and campaigns. • Identify the most effective media and communications activities to meet their short and long-term objectives.
Lead Agencies/Ministries	<p>It is vital that key persons within lead agencies see how the GEF-IWCAM project, including Demos, can be used to improve their ongoing work to manage natural resources throughout watershed areas, both during and beyond the life of the Project.</p> <p>IW Projects worldwide have attempted to find effective ways to promote ownership of the project within lead agencies. Tactics have included:</p> <ul style="list-style-type: none"> • Profiling key management officials in the media/videos • Involving key lead agency managers and staff in the project Communications Teams
National Intersectoral Committees	<p>The role of the NICs include the promotion of project concepts and objectives at national level, thereby ensuring integration of IWCAM into national policy. As such they are responsible for the long-term sustainability of the project and the national replication/integration of lessons beyond 2009.</p> <p>Concerted effort must be made if GEF-IWCAM activities are to have an impact beyond the community level. Allowing the NICs input to project development and communications may help this to happen.</p>
Demonstration Project Communities	<p>At the community level the Communications Strategies can help to:</p> <ul style="list-style-type: none"> • Promote the objectives, processes and benefits of the IWCAM. • Help to prioritize issues to be addressed and help to identify solutions • Raise awareness of the specific problems the project is trying to address. • Promote/support specific behaviours and activities to reduce waste, and protect freshwater and coastal water quality. • Promote the establishment of community-based management plans and other tools <p>The use of “community champions” can be an effective way of communicating the key behaviours the project is trying to promote. Involving them is necessary for community mobilization and can help with monitoring.</p>
Wider National Publics	<p>Generating understanding and support from the wider public is necessary if there is to be sustainable change at the</p>

	<p>national level.</p> <p>National level social marketing campaigns may help promote behaviours such as waste reduction, recycling, composting, safe disposal of hazardous wastes, deforestation, etc.</p>
<p>Private Sector: national and regional organizations representing farmers; fisherfolk; manufacturers; hotel owners/managers; tour operators; dive operators; yachtsmen etc.</p>	<p>Consultation with such groups is important, as their contribution or partnership is multifaceted: technology and financial investment, public-private partnerships, NIC and other advisory committee memberships, co-financing and participation in the implementation of demo projects.</p>
<p>Scientific Community</p>	<p>Consultation, review of outputs, research, information technology, Regional Technical Advisory Group (RTAG), risk assessment, monitoring, training.</p>
<p>Non-government organizations</p>	<p>Consultation, implementation, public awareness, spreading of messages at grassroots level, steering committee and management advisory committee membership, training, participation in demo projects.</p>
<p>CEHI</p>	<p>In order that GEF-IWCAM not be perceived as a separate “GEF” project and largely removed from the day to day work of CEHI’s professional staff it is necessary to collaborate and share information on Project activities early, to highlight parts of CEHI’s and GEF-IWCAM’s Workplans where there is collaboration, to promote greater ownership of the projects’ best-practice to CEHI’s staff and recognize and acknowledge publicly areas of collaboration and assistance.</p>
<p>Regional Partners</p>	
<p>UNEP-CAR/RCU</p>	
<p>Caribbean Environmental Health Institute (CEHI)</p>	
<p>United Nations Development Programme (UNDP)</p>	
<p>The IWRM Informal Working Group</p>	
<p>The GIS Working Group</p>	
<p>Global Water Partnership – Caribbean (GWP-C)</p>	
<p>International/Donors</p>	
<p>IW:Learn</p>	<p>IW:Learn is the key knowledge centre and information network for all the IWP</p>
<p>UNDP/GEF</p>	
<p>Global Environment Facility</p>	

4.0 Key Messages

Specific messages will be adapted for specific target audiences. The following overall messages have been determined to guide the content of national and targeted messaging campaigns. They should be communicated consistently and incorporated into local messaging efforts. As far as possible they should

refer to the negative consequences of poor management of watersheds and coastal area natural resources upon human health and the economy:

- In small islands, the relationship between inland, upstream areas and coastal, downstream areas is closely linked.
- Small Island Developing States (SIDS) of the Caribbean are extremely vulnerable to land-based sources of marine pollution.
- SIDS are extremely vulnerable to land degradation as a result of human activity.
- Managing our precious water resources in a fragmented and uncoordinated manner has resulted in degradation of our freshwater and coastal waters, increased conflicts between resource users, compromised human health and sanitation, and degradation of life-giving ecosystems such as mangroves and coral reefs.
- Careful water resource management is necessary if sustainable social and economic development is to take place.
- IWCAM requires that we look at the water cycle as a whole, that we consider what happens to water from the time it falls as rain on the hillsides to the time it enters and becomes one with the sea.
- An integrated approach to water resource management requires that all the different uses of water resources are considered together.
- The involvement of stakeholders is essential if we are to ensure that the limited water resources available are managed so that everyone benefits.
- An integrated approach to watershed and coastal areas management requires the building of partnerships at every level and stage.
- IWCAM requires long-term commitment of resources and political support as well as a shift in approach.
- IWCAM is “integrated water resource management” (IWRM) for SIDS.

These are all broad ‘messages’ for the general public that need to be reinforced and stressed on a regular basis. Specific demonstration projects will require very specific messages that are practical, ‘how to do it’ types of messages which promote specific behaviours and practices.

5.0 GEF- IWCAM Communications Strategy

GEF-IWCAM Communications can be implemented in three complementary but parallel and sometimes overlapping phases:

1. **Public Relations and Awareness Raising** of the Global Environment Facility funded-Integrating Watershed and Coastal Area Management (GEF-IWCAM) Project’s objectives, processes and benefits at the community and national levels.
2. Developing **Social Marketing – Behaviour Modification Campaigns** to encourage behaviour and attitudinal change to counter negative impacts and to promote sustainable practices.

3. **Documentation and Communicating Lessons Learned and Best Practice** in order to encourage replication of successful approaches.

5.1 Phase I: Public Relations and Awareness Raising

5.1.1 Objective:

To raise awareness amongst the wider public about the declining state of the environment of our watershed and coastal areas and of the benefits of adopting an integrated approach to their management, and, to keep GEF-IWCAM in the public's eye on a timely basis.

5.1.2 Activities to consider:

- Communications strategy
- Project brochure
- Media GEF-IWCAM Workshop
- Media Releases
- Profiles of key managers
- Feature press article/s
- Media tours of Demonstration project sites
- Short radio messages
- Video documentary/public service announcements (ideally, to be done with both a PR perspective in mind and an 'instructional' perspective for later communication of best practices)
- Country web page on GEF-IWCAM website/links with partners
- 'media event's for key milestones

5.1.2.1 Communications Strategy

The outlining of a communications strategy is a useful exercise to conduct early. Clearly identify the objectives, processes and benefits of the project for key target audiences (including the community) at the local, national and regional level. A rapid assessment of communications capacity might be needed in order to ensure that the communications strategy is realistic, actionable and measurable. The strategy should assist Demo Project Managers to:

- Ideally using Participatory Rural Communication Appraisal (PRCA) methods, establish baseline data concerning existing "knowledge levels, attitudes and practices (KAPs) ' as they relate to IWCAM priorities at the community level. Baseline KAP data will allow IWCAM to set precise objectives with measurable indicators and will also allow for later evaluation to assess impact. In addition, it is only through KAP data that IWCAM can identify the most appropriate audiences to work with, and can identify appropriate communication channels
- clarify their project objectives, processes and benefits for key audiences
- identify key project partners to help them to implement their communications plans
- clarify the behaviours they want to promote in the community
- identify the most effective media and communications activities to meet short and long-term objectives.

Individual projects, while conforming to some suggested activities, can develop their own unique approaches as well. These might include: the use of community competitions and events (e.g. youth sports, youth environmental journalists, river and beach clean-ups, community champions, jingles, song competitions, and public relations activities).

5.1.2.2 Project Brochure

Project brochures should be simple and should clearly describe the objectives, processes and benefits of the project. Target audiences should be carefully considered – project partners? National and community level stakeholders? regional partners?

5.1.2.3 Media GEF-IWCAM Workshop or Session

Organizing a session to sensitize the media to IWCAM issues, whether a workshop or shorter format meeting, can be well worth the effort. It is an opportunity to introduce the media to IWCAM issues, to establish a network of contacts amongst local media and to get feedback from them on public interests and perspectives as well as preferred ways of receiving information from the project. Media information kits should be developed for and distributed at such events. They could consist of simple briefing sheets, contact information and any public education materials developed for the project. Media coverage of such an event should also be pursued so that the opportunity to reach the wider public as well is not lost.

5.1.2.4 Media Releases

Media releases are distinguished from feature press articles in that they should be used to provide information on events, landmark project developments, and updates of public significance. They should be concise, relevant to public interest, and clearly provide information on who should be contacted for additional information or for interviews. They should ideally be followed up by a phone call, particularly if coverage of the event is desired. Key persons or “champions” referred to in the media release or who are spokespersons for the project should be prepared for requests for interviews, whether in person or via telephone.

Each IWCAM demo project should also have a ‘timeline’ for which key milestones should be achieved and should plan to have media releases and/or media events at each of these junctures

5.1.2.5 Profiles of Key Managers

Key managers within lead agencies/ministries and the project can be profiled to help clarify connections between community activities and relevant plans to improve watershed and coastal areas management at the national level.

5.1.2.6 Feature Press article/s

Establishing a contact at a local newspaper editorial department can be helpful in terms of placing feature articles, tip sheets and interviews. Feature articles written by the Project Manager, or with the guidance of the CNIS, PCU can be placed in national or local newspapers and regional magazines. Editors can be approached to determine their willingness to print single or short series of articles accompanied by an illustration. They are often willing to provide space free of charge (copy) provided that the articles are placed exclusively with them at the national level. News story ideas can also be provided to features editors. Alternatively, local journalists could be contracted to write articles.

Feature articles should: help clarify project objectives at community and national levels; raise local awareness by showing the regional importance and interest in the work; build local media interest in the project.

5.1.2.7 Short radio messages

Radio is listened to extensively throughout the Caribbean and can therefore be an effective broadcast medium. Community radio in particular is listened to in areas where it exists. Short radio messages (two minutes or less) can be pre-recorded/produced and aired by arrangement on several radio stations, sometimes as public service announcements. The Government Information Service (GIS) is often available to assist with production in most Project Countries (PCs) and may make time slots for public service announcements (PSAs) available to the project.

5.1.2.8 Video documentary/public service announcements

Establish contact with television news and current affairs editors and reporters. Providing news story ideas, tip sheets, media releases and videotaped coverage of events makes it easier and quicker for them to provide coverage, particularly as it is not always possible for them to reach remote areas. Some Demo Projects already have funds for the production of a video within their budgets. The PCU will be commissioning a comprehensive documentary of the project during its third year (by which time activities of the Demonstration Projects should be showing results). The PCU will make a series of four 2-minute video shorts on integrating watershed and coastal areas management, produced by the Buccoo Reef Trust, available to PCs. These can be aired as public service announcements on local television stations or shown at public gatherings or meetings. Wherever possible, video footage should be shot 'instructionally' so that later 'how to do it' best practice examples can be clearly communicated.

5.1.2.9 Country web page on GEF-IWCAM website/links with partners

The PCU is responsible for the GEF-IWCAM web site and will be creating pages dedicated to specific Demonstration Projects which should consider the type of content which they would publish. For instance, a 'youth page' might be a good idea. Where demos are affiliated with agencies or NGOs, the relevant links can be created from the GEF-IWCAM web site. Material for the web page can be based upon that prepared for the information brochure referred to earlier.

5.2 Phase II: Social Marketing – Behavioural Modification

5.2.1 Objective

To focus upon the behaviours which are having the greatest negative impact upon the state of watershed and coastal areas in GEF-IWCAM PCs and to promote changes in those behaviours by presenting practical alternatives.

The Social Marketing Guide for the Pacific, prepared by Steve Menzies, Pacific Project Communications Specialist in 2004, may be referenced for more information.

5.2.2 Social marketing entails the following:

- Audience research – it is important to develop a clear understanding of the root causes of specific environmental problems. KAP here too.
- Analysis of the GAPS in the KAP
- Campaign focus – decide issue/s to be tackled (e.g. recycling, proper disposal of hazardous wastes, chemical over-use by farmers); targets; messages, products and activities, monitoring and evaluation, pre-testing; timeline and implementation schedule.
- Participatory strategy design and material development
- Participatory implementation
- Evaluation

5.2.3 Suggested Approach

The aim here is to develop and implement a social marketing campaign which promotes changes in behaviour at the national and community levels. Key to the success of such a campaign is not only demonstrating the link between the behaviour and the negative impact but also upon presenting practical alternatives. While Demonstration Projects will be guided by the objectives of their respective projects in determining the particular issue to be focused upon in this phase, the PCU will use a more general approach to a more pervasive issue.

The root cause analysis conducted in the GEF-IWCAM project development stage (see Annex I) examined the primary environmental issues and problems associated with watershed and coastal management in Caribbean SIDS, then followed a logical progression to identify the root causes. Many of the root causes are closely linked or overlapping. An examination of the root causes may be helpful in determining what group and behaviour, or set of behaviours, might be reasonably targeted during the course of the project.

5.2.4 PCU Social Marketing-Behavioural Modification Campaign

In an effort to change the “approach to problem-solving” (if not the actual behaviour) of decision-makers, the PCU will target decision-makers with the aim of convincing/persuading them that an intersectoral approach to the management of water resources across the entire watershed and coastal area is essential if sustainable social and economic development is to take place and that they have an important role in ensuring this. The GEF-IWCAM Project makes tools and resources available to assist them.

The root causes acting together to cause degradation of aquifers, surface water quality and land in a particular watershed include:

- limited communication and collaboration between various sectors;
- a fragmented approach to environmental management;
- limited information on alternative practices;
- limited knowledge of inadequate laws and policies linked to an absence of intersectoral networking and communication as a result of weak institutional arrangements.

At the regional and national level it is possible to reasonably treat with the above in a “social marketing” campaign of limited duration. The PCU will design a campaign which:

- surveys decision makers and technocrats in different sectors to determine their level of understanding of the problems associated with watershed and coastal area management.
- targets decision-makers and technocrats at national and regional level (key actors) with the aim of sensitizing them to the issues of aquifer, surface water quality and land degradation and introducing them to some of the IWCAM resources and tools which can help them to address the problem.
- sends messages describing the extent of the problem (supported by figures and statistics etc.), presenting resources and tools being created, alternatives or actions already being undertaken by the IWCAM Project to address these and how these resources and tools can be accessed both during and after the project.
- creates opportunities for sharing best practice and lessons learned by the various Demonstration Projects.
- evaluates the impact of this campaign.

This is arguably stretching the definition of behaviour modification and social marketing in the usual sense. However, convincing decision-makers that these problems can only be solved using an integrated approach, introducing them to easily accessible tools, and, persuading them to use them on an ongoing basis is a major challenge given the many things which compete for their time. The uptake of such messages by decision-makers and their actual use of the resources provided by the GEF-IWCAM project would be a major achievement.

5.2.5 Demonstration Project Social Marketing-Behavioural Modification Campaign

The Demonstration Projects will have to determine, based upon their particular circumstances, the behaviour which they might best address in the time available. Different stakeholders in the community could be brought together to decide upon the focus of such a campaign as well as to design and implement it. The benefit of this approach would include getting their buy-in and input/“wisdom” as to the local situation early.

An example of an issue which might be effectively tackled by a Demonstration Project is Surface Water Quality Degradation. Several of the root causes identified could be tackled in a campaign aimed at farmers. Such a campaign could provide information and instruction on best practices for:

- clearing of land so as not to cause degradation which would lead to heavy siltation of water courses
- pesticide and fertilizer use so that water courses are not contaminated by chemicals
- not over-grazing livestock which exposes land

5.3 Phase III: Document and Communicate Lessons Learned

5.3.1 Objective:

To make information, resources and products developed during the GEF-IWCAM Project easily accessible to the public and to promote the benefits and lessons from the IWCAM Project to key audiences.

While documentation is a routine activity at every level and stage of the project, it is important to ensure that information is easily accessible and to find effective ways of promoting the benefits and lessons learned in the GEF-IWCAM project. The PCU, the National Intersectoral Committees and Demonstration Project Managers in particular need to give these issues consideration. Tools such as video and photo documentation are very useful. Advance planning is however necessary in order to incorporate these into reporting and documentation. This aspect of communications planning can have a significant positive impact upon the project sustainability. Information and resources developed as part of the project should be available to the many stakeholders well beyond the life of the project.

5.3.2 General Documentation and Dissemination of Information Activities

Several activities undertaken by the PCU as well as in Phase I of the Communications Plan, **Public Relations and Awareness Raising**, will promote the outputs of the project and how they may be accessed. The Project Information Management System (PIMS) will, in later stages of the project and after the project is completed, be a major means by which information is accessed.

During the GEF-IWCAM Project, the following activities or products could be considered as means of communicating best practice and lessons learned. They could all be based upon the outputs of various project activities:

- Technical Reports
- Guides/ toolkits re. Legislation, Indicators etc.
- 1-page fact sheets or Decision-Makers Briefing Sheets
- Demonstration Project Case Studies Book
- Individual Demonstration Project Videos (in some instances already budgeted for)
- Focus meetings/workshops/seminars

5.3.4 Outputs of Consultancies

The GEF-IWCAM Project includes several consultancies which will generate outputs that must be made available via the PIMS as well as in various information products, if they are to reach as many stakeholders as possible. The PCU should be contacted for additional information on these. The following list is provided for convenience:

5.3.4.1 Review of Policy, Legislation and Institutional Structures related to IWCAM

- **Legislative Compilation.** A compilation of relevant laws and regulations for each PC related to the integrated management of watersheds and coastal areas, ready for publication on the Internet as part of a policy clearinghouse
- **National Reports.** A report for each PC of relevant institutional, legislative, and policy frameworks and arrangements related to IWCAM with a specific focus on compliance with relevant Conventions and Protocols. A single executive summary, highlighting regional trends, similarities, and differences will accompany the reports.
- **Guidance for Harmonising and Enhancing Laws and Institutions to Improve the Implementation of IWCAM Principles.** A toolkit to provide specific guidelines to PCs on how existing legislation and policies may be amended, updated, or revised to ensure inclusion of IWCAM Principles and compliance with relevant Conventions and Protocols. The toolkit will include: model legislation, templates and examples from other countries.
- **Workshop Report.** A workshop report detailing proceedings, recommendations and suggested next steps.

5.3.4.2 Review of Projects in Integrating Watershed and Coastal Area Management (IWCAM)

- **Database of pipeline, recently completed and on-going relevant projects in IWCAM.**
- **Database Creation Activity Report.** A brief report of activities, outlining process and highlighting trends identified in projects and identifying best practices and lessons learned. It also identifies significant findings encountered in monitoring and evaluation of the projects.

5.3.4.3 Indicators Mechanism Assessment

- **Assessment Report** containing findings from literature review, assessment of the baseline situation and all evaluations and assessments conducted
- **Regional Workshop Report**
- **Preliminary Indicator Template** containing recommended Environmental Status/Water Resources Indicators, Stress Reduction Indicators, and Process Indicators

5.3.4.4 Capacity Assessment of the Geographic Information Systems Capabilities of the Caribbean

- **GIS Regional Assessment Report**
- **Regional GIS Workshop Report**
- **Road Map** containing recommendations to bring the capacity of Participating Countries up to a level where GIS data can be generated, manipulated and shared among PCs within a common framework.

6.0 Role of the Project Coordination Unit

The following are PCU Work Plan activities over the life of the project which are related to, or part of, the overall communications plan and which provide support to all Participating Countries (PCs) for all three phases of their Communications activities. Generally, the PCU will work to increase awareness of IWCAM, sensitize the public and stakeholders to issues, and contribute to project sustainability. The CNIS, Donna Spencer, may be contacted at dspencer@cehi.org.lc for additional information.

- Development and maintenance of the GEF-IWCAM Project web site – www.iwcam.org
- Development and promotion of the GEF-IWCAM Project logo on all project products.
- Development of a GEF-IWCAM Communications Protocol and dissemination to NFPs and Demonstration Project Managers.
- GEF-IWCAM Meetings/Workshops/Conferences.
- Development and maintenance of an easily accessible up-to-date Project contacts database.
- Maintenance of a project photo and video archive.
- National and Regional IWCAM/IWRM Workshops in first eighteen months of the Project.
- Conduct of Community Management Workshops after the first eighteen months of the Project.
- Publication and distribution of the quarterly GEF-IWCAM Project newsletter “Caribbean WaterWays”.
- Publication and electronic distribution of the monthly GEF-IWCAM Project bulletin.
- Publication of public education brochures.
- Preparation and review of media releases; facilitation of media opportunities (interviews etc.).
- GEF-IWCAM video
- Preparation and Publication of feature articles in the press.
- Large poster displays for use in conferences, workshops and exhibitions.
- Project networking.
- Linking with IW:Learn initiatives.
- Developing a strategy for IWCAM Regional sustainability.
- Establishing and managing a Project Information Management System, to include: a clearing house mechanism; a project database; and a regional centre for storage of indicator-related information.

ANNEX I:

PUBLIC INVOLVEMENT PLAN SUMMARY

1. Categories of stakeholders who will be involved in the project include the national and local governments in the participating countries, the private sector, the scientific community, non-governmental organizations, environmental advocacy groups, local communities, and business organizations. The participatory approach is the guiding principle to ensure transparency in the planning and execution of project activities. The stakeholders are the direct beneficiaries of the project.

2. Within the project, activities for public involvement are included under Component 5: **Regional And National Capacity Building And Sustainability For IWCAM.**

The specific involvement of stakeholders throughout the project is given below.

STAKEHOLDER	INVOLVEMENT
National governments	Consultation, implementation, Steering Committees, National Intersectoral Committees, International Conventions, policy, legislation, investment, capacity building, public-private partnerships, institutional reform
Local governments	Consultation, implementation, coastal management, capacity building, investment, public-private sector partnerships, National Intersectoral Committees

Private sector: national and regional organisations representing: farmers; fisherfolk; manufacturers/industrialists; hotel owners/managers; tour operators; cruise line companies; yachtsmen; and dive operators;	Consultation, technology and financial investment, public-private partnerships, steering committee and management advisory committee membership, co-financing and participation in the implementation of demo projects
Scientific community	Consultation, research, information technology, Regional Technical Advisory Group, risk assessment, monitoring, training
Non-government organizations	Consultation, implementation, public awareness, steering committee and management advisory committee membership, training, participation in the demo projects, implementation.
Community-based organizations, youth and women	Consultation, Monitoring, training, community mobilization
Environmental advocacy group	Workshop, training, seminars, public awareness
People's organization	Community mobilization, habitat protection

4. Since the purpose of the project is to build partnerships, relevant stakeholders will need to be integrated into the project formulation and implementation activities as early as possible. The idea is to identify and develop the role and specific contribution to be made by each interest group within the project framework.

ANNEX II:

ROOT CAUSE ANALYSIS

INTEGRATING WATERSHED AND COASTAL AREA MANAGEMENT IN THE CARIBBEAN SIDS

Environmental Issue &/or Problem	Causes					
	1	2	3	OVERLAPPING/LINKED ROOT CAUSES		
Aquifer Degradation	Chemical Contamination	Domestic waste water discharge	No or improper waste water treatment	Inadequate, laws, policies & regulation	Limited communication and collaboration between various sectors. Fragmented approach to environmental management	Weak institutional arrangements
				non-enforcement of existing legislation & regulations		
		Agricultural leaching	Chemical over-use	Poor agricultural practices	Limited information on alternative practices	Weak agricultural extension
	Industrial waste water discharge	No or improper waste water treatment	Limited investments in best practices for waste treatment and disposal	Limited capital finance	Lack of public awareness	Education
	Population growth, urbanisation	Rural/urban economic inequities	Inadequate development planning			
	Increased tourism	National need for hard currency earnings	Private sector income			
Lack of knowledge about aquifer	Non-existent, inadequate, or	Limited investments in monitoring	Lack of public awareness education			

			dynamics & recharge rates	unreliable data		
					Limited human resource availability	Limited human capacity
Environmental Issue &/or Problem	Causes					
	1	2	3	OVERLAPPING/LINKED ROOT CAUSES		
Surface Water-Quality Degradation	Contamination	Agricultural Run-Off	Pesticide and fertiliser over-use	Limited knowledge of sustainable agricultural practices	Fiscal and regulatory systems that encourage unsustainable agricultural practices	
		Domestic waste water discharge	See above regarding aquifer contamination			
		Industrial effluent discharge	See above regarding aquifer degradation			
	Sedimentation	Land degradation	Deforestation		Inadequate agricultural practices Inappropriate methods	Lack of reforestation policies Poor land-use planning
Loss of vegetative cover		Over-grazing				
		Construction				
Reduction in surface water	Over-use	Demand exceeds renewable supply	See above regarding aquifer depletion			
Loss of Terrestrial Biodiversity	Land Conversion	Rapid urbanisation	Rural urban economic inequities	Changing economic trends	Globalisation & world markets	
		Changes in human settlement patterns	Population growth			
		Increasing Tourism		Demand for foreign exchange; Private sector profit		
		Changes in agricultural sector		Changing economic trends		
		Infrastructure construction	Inappropriate technology	Inadequate regulation & control		

		Deforestation	Unsustainable exploitation	Increasing demand for fuel wood, timber	Poor regulation and control in the forestry sector	Land tenure and ownership issues
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Environmental Issue &/or Problem	Causes					
	1	2	3	OVERLAPPING/LINKED ROOT CAUSES		
Loss of wetlands freshwater biodiversity	Reduction in stream flow	Over abstraction	See above in relation to reduction in surface water supply			
		Drainage	Changes in land use			
Loss of marine biodiversity	Over-exploitation	Demand for marine products	Population growth Export demand	Unregulated poorly regulated fisheries sector	Open access, lack of stakeholder ownership	See above
	Loss of coastal habitats, spawning and feeding grounds	Unplanned or Poorly Planned Coastal Development	Lack of regulation & control Changing economic activities	Use of inappropriate technology		
	Changed coastal water quality	Uncontrolled waste water discharge	See above in relation to aquifer degradation			
Land Degradation	Loss of vegetative cover	Deforestation	See above		Land Tenure Issues	
	Soil erosion & loss	Over-grazing			Land Tenure Issues	
	Chemical changes in soils	Limited or no stakeholder participation	Little important given to stakeholder participation	No culture of participation	No understanding of the benefits of stakeholder participation	Lack of knowledge about the participatory process
	Agriculture, construction	Inappropriate Agricultural Practices	No legal framework to allow for stakeholder participation			
			No institutional space for stakeholder participation			
Coastal	Sand-Mining	Increased demand for sand for construction		Inadequate regulation and control		

Erosion	Sea level rise	Changing economic activities		
	Coastal Construction	Increasing tourist activity and demand	Poor land-use planning	Inadequate or non-existent regulations and laws

Appendix VI:
Presentation – Communication for Development

Communication for Development

DAY I
Maria Protz, Ph.D.

Global Environment Facility funded - Integrating Watershed and Coastal Area Management in Caribbean Small Island Developing States (GEF/VIQAS) Project
Workshop on Communication, Public Education and Outreach for Integrated Watershed and Coastal Area Management
12-13 February 2008, Español Hotel, Port of Spain, Trinidad and Tobago



Today, our objective in this session is to gain a solid understanding & appreciation of:

1. The differences among different types of 'communication' that you will need to employ to ensure your demo project is successful;
2. A clear understanding of the strategic planning process and the importance of rigorously establishing appropriate goals and objectives for your communication activities;
3. The importance of clearly defining, segmenting and understanding your audience(s); and
4. A solid appreciation of establishing appropriate indicators for measuring your communication effectiveness.

These objectives are set with the full awareness that your demo projects are already being designed through a participatory process that engages all stakeholders.

And with an understanding that at the end of this workshop – the overall OUTPUT that is expected is a Shared Communication Strategy for IWCAM as a whole.

But what I'll be focusing on here is the strategic communication planning necessary for maximizing the impact of your DEMO project in particular and/or looking at what local audiences in your country need to know about IWCAM.



What we are really trying to do today is to enhance the participatory planning process you are already using – by looking at it through a communication ***lens*** in order to bring additional ***value-added*** that will enhance long-term sustainability.



First, let's get clear on the differences among six (6) main types of communication activities with which you will likely be engaged. While these are not mutually exclusive and certainly overlap, we can distinguish between:

1. Public Relations and Promotional Communication
2. General public awareness
3. Technical Communication and support
4. Environmental Education
5. Social Marketing & Behaviour Change Communication and
6. Communication for Development

While each approach seeks different ends and has different goals and objectives, most of these communication approaches will follow ***similar strategic planning steps*** including the following:



Box 1 - Basic Steps in Planning a Communication Intervention

1. Conducting an Needs Assessment
2. Developing an Audience Profile
3. Defining the problem to be addressed
4. Setting Aims, Goals and Objectives
5. Planning the Strategy
6. Identifying partners and institutional support
7. Selecting an appropriate media mix and communication channels
8. Designing Messages
9. Developing Media Products and Materials
10. Implementation of the Strategy
11. Evaluation

So let's look at them each in turn.



1) Public Relations & Promotional Communications

- All good communication strategies have a solid and well-designed 'PR' dimension
- You will **need** to keep your demo project and IWCAM as a whole visible in the hearts, eyes, minds and ears of the public generally and will need to do so in harmony with the IWCAM demos in the region
- This means that you'll need to keep your demo 'news worthy'
- PR emphasizes mass media



- PR seeks to ensure that the public in general knows the correct **FACTS** about your project – the "WHO, WHAT, WHEN, WHERE, HOW and WHY" of IWCAM and your demo.
- PR also seeks to generate 'excitement', 'interest' and 'enthusiasm' for your initiative (i.e., generates DEMAND)
- There are several PR tools and techniques that can be employed and which will be discussed in more detail during DAY II



2) Public Awareness Campaigns

are different from Public Relations. The basic premise of most public awareness campaigns is that '**people need information in order to make informed decisions and informed choices**'.



Common Elements of Public Awareness Campaigns:

- Mass audiences –generally not segmented
- time-bound within limited time-frames (usually not more than 3 to 4 months)
- Mass media are preferred to maximize broadest reach
- communication and 'persuasion' methods emphasized
- high profile with official 'launches'

• few if any measurable indicators. If there are any at all, they are usually simple '**calls to action**' (i.e., calls to a hotline for more info or hits on a website)



• relatively inflexible, given the short time period of implementation
 • focused on 'one-way', generally top-down communication.

3) Technical Communication



- In each of the demo projects you will also likely be expected to provide technical information and/or educational information to key actors and stakeholders
- Technical communication is usually 'supportive' of some other development activity – rather than a communication activity that stands on its own

- **Audiences** are more **focused** and more **technically specific** (such as environmental engineers, scientists, planners and so on).
- **Communication activities are more educational** and may include: a) training; b) workshops; c) technical reports; d) technical publications such as 'how to' brochures and manuals; e) conferences, technical meetings, f) websites; g) on-line technical support; h) e-forum discussions on technical issues, and so forth.

4) Environmental Education

- Focused on 'skills and education' – "how to do it"
- Emphasizes alternatives
- Includes public awareness of facts & figures
- Can be on-going – and integrated into curriculum
- Targetted most often at schools and informal adult-education opportunities

5) Social Marketing & Behavioural Change Communication

Social marketing efforts sometimes share many of the common features found in public awareness campaigns, but social marketing's objectives and goals are **often much more complicated.**

The term '**social marketing**' first emerged in the US in the early 1970s and was originally just thought of as the '**application of commercial marketing principles and tools**' (Kotler and Zaltman, 1971, cited in Donovan and Henley, 2003:5) **to achieve socially desirable ends (as all of your demo projects are doing).**

Social marketers are selling - but they are selling changes in behaviour, practices and beliefs. Social marketing is essentially therefore about either (Kotler, et.al, 2002:6):

- a) **Influencing** a particular group of people or target audience
- b) **Encouraging** people to **accept** or adopt a **new behaviour**

- c) Encouraging people to **reject a harmful or negative behavioural practice** (i.e., not to adopt it in the first place)
- d) Encouraging people **to abandon old, outdated** behaviour and thought patterns, or
- e) Encouraging people to **modify** a particular behaviour.

Although there are differences between social and commercial marketing, certain principles are the same:

1. There is always a **desired action** or output that is expected.
2. A **customer orientation is applied** (the product/behaviour has to fit the target audience)
3. **Exchange theory is fundamental** (the consumer/audience must perceive benefits that equal or exceed the perceived costs). The "What's in it for me?" principle....
4. **Marketing research** is used throughout the process (target audience research is done at every stage of campaign design, message development, timing, media choice and so forth) (Kotler, et.al., 2002:11)

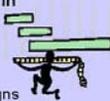
5. **Audiences are segmented** (strategies are tailored to the specific needs and unique wants, resources and behaviours of different audiences). Unlike public awareness campaigns which usually address 'mass audiences', social marketers pay more attention to audience differences and spend considerable time researching the '**Knowledge, Attitudes and Practices**' or (KAPs) of the audiences they intend to reach.



Audiences are segmented out of the recognition that not all audiences are the same. Rather, primary audiences and secondary audiences are identified and different persuasive strategies are designed for each.



6. **Results are measured** (indicators for measuring impact are established, but which go beyond the simple measures expected in general public awareness campaigns. In social marketing, specific measurable changes in behaviour and/or attitudes need to be identified.)



7. **Implementation can be iterative and flexible.** Unlike general awareness campaigns social marketing strategies are usually for longer periods of time to allow measuring of impact. And this in turn demands that they be more flexible and iterative in implementation.

But in the end, for social marketing, behaviour change is always the bottom-line.



Pretty campaigns – with lots of media attention and lots of media outputs – even if very efficiently run and managed, don't cut it if there is no change in practices and behaviours!!!!

In contrast to general awareness campaigns, social marketers do invest considerable time **understanding their audiences** and do extensive research during the problem definition phase of their strategy development. They also make sure to pre-test materials and do considerable pilot testing of strategies.



BUT, in social marketing – as is the case with public awareness campaigns - communication is still only one-way and generally top-down;

and
Because **measurable results for 'behaviour change'** are so critical in determining the 'success' or 'failure' of social marketing efforts, evaluations are almost always done by outside experts to ensure transparency and unbiased results.

What all of these 5 approaches do share however, is that they are all very **'MESSAGE BASED'** in design...

- Information
- Facts and data
- A lot of upfront-loading of messages and media
- Fancy 'tinkering' with messages to get them 'just right' for specific audiences
- In other words – the message can be perfected and then action will follow...

But is this really true?

6) Communication for Development

Now let's look briefly at **Communication for Development** (ComDev) – an approach that is probably best in-sync with IWCAM and its demo projects.

Within the ComDev approach, '**communication**' is front and centre and has value in and of itself. According to Anyaegbunam, *et al.* (2004: 10), **Communication for Development** can be defined as:

"The systematic design and use of participatory activities, communication approaches, methods and media to share information and knowledge among all stakeholders in a ... development process in order to ensure mutual understanding and consensus leading to action."

Central to the ComDev approach, is the use of **participatory communication appraisal methods (PRCA)** and tools throughout all the various phases of communication design and planning, including:

- (1) needs assessment,
- (2) baseline data collection,
- (3) strategy design,
- (4) message development,
- (5) materials development,
- (6) implementation,
- (7) monitoring and evaluation.

Like social marketing however, **behavioural change results and action** are also critical. But ComDev involves **two-way participatory communication** through the entire process, and wherever possible, builds local capacity and encourages maximum use of local and indigenous media channels –including interpersonal channels.





Also unique to ComDev, is the formation of discussion themes. **Thematic discussion groups** are formed to help develop messages and themes related to the issues that are to be addressed, and then these groups help map out media materials that will generate discussion & communication with wider groups of stakeholders and audiences.

In a sense therefore, **ComDev marries 'communication' with 'environmental education and discussion'**. The value of the media products and materials that are developed does NOT finish with their 'promotion', 'dissemination' or 'distribution', but rather begins at that point and are only successful if they generate dialogue and discussion among the people they concern.

ComDev also engages local stakeholders in monitoring and evaluation and factors in the likelihood that training and capacity building at the local level will be necessary in order to do so effectively.

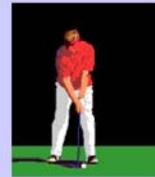


Strategic communication as a whole is a process that involves **more than just:**

- (1) the timely delivery of needed information; messages and services;
- (2) the changing of negative attitudes & opinions;
- (3) the promotion of positive practices; and
- (4) tactics to persuade persons to adopt positive behaviors. Rather, it recognizes that:

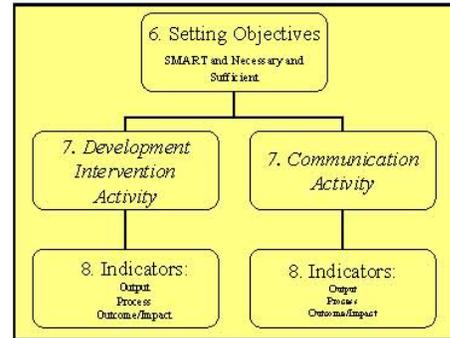
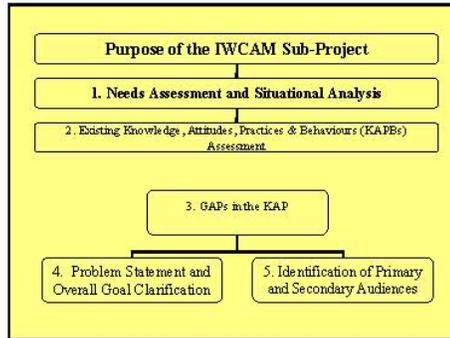
as a supportive process of broader development interventions, strategic communication – like golf - is **precise** (in that it involves research, detailed planning, setting of relevant indicators to measure results, and so on.), ...

...but is also **iterative and flexible** (in that activities can be adjusted to fit new information and circumstances as processes unfold).



Discerning the appropriate moments and communication actions to be taken at any one time to achieve positive social impact therefore, is the goal of strategic communication and involves both a *'science'* and an *'art or craft'*.

Now let's look more closely at the STEPS involved in a Strategic Communication Planning Process



The Needs Assessment or situational analysis (or sometimes called *'issues analysis'*) is the first step in any planning and design process – and is the same in communication planning.



The #1 Rule in all strategic planning, is to always remember that:

The Main Thing –
is to keep
The Main Thing,
The Main Thing

(Kee9, no date:11)

How do we ensure that IWCAM
and all the demo projects
Do in Fact Keep
The Main Thing, The Main
Thing?

Issues Analysis –
or Situational Analysis –
Or 'Needs Assessment'

Analysis will help us to better
understand the problem, including:

- Why does the problem exist? What is the 'root' of the problem?
- What else contributes to the problem?
- What are the effects and consequences of the problem?
- How could it be avoided?
- How many people are affected?
- Who is most affected?
- How wide an area is affected?
- How long has the problem existed?
- And so on.

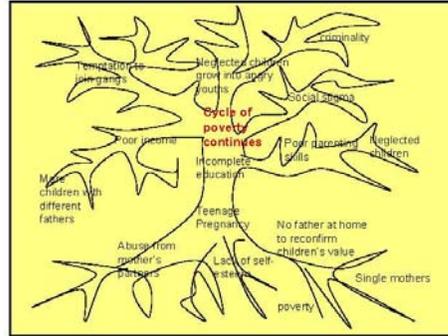
You are all very familiar now with
your demo project – and this may
seem redundant – especially
among all these other IWCAM
initiatives But it is very easy to
lose sight of the MAIN THING –
just because it is so very close to
you....it is easy to take it for
granted that everyone else also
sees it as THE MAIN THING.

All 'needs assessments'
start with secondary
background research
(internet, reports,
publications) and with
discussion with 'front line
officers' or expert
consultations – so that we
get a 'quick picture' of
what the problem is....



'Message based strategies' such
a social marketing and public
awareness campaigns usually
stop their 'situational analysis'
here – with secondary research
only.

But the 'ComDev' approach goes farther and actually works with stakeholders – project beneficiaries – to do the needs assessments together often using visual tools – such as problem trees....



The benefits of this visual tool are that:

- It quickly captures the input from all participants in the group;
- It presents information visually, so that literacy is not required;
- It encourages participation; and
- It validates participant knowledge and experience.

When the problem trees are completed and fully discussed, further field investigations can commence to explore particular issues and findings in more depth.

These usually involve community mapping exercises – whereby participants – together with other stakeholders – walk through their communities and visually ‘map out’ hot spots and areas where the problem exists more acutely, as well as illustrating any other pertinent information that needs to be considered.

A variety of other PRCA tools can also be used to glean important information. These include:

- Historical calendars;*
- Seasonal calendars & trend lines*

•*Venn diagrams –*

•*Wealth ranking and Livelihood mapping*

•*Access and resource profiles –*

Among others....

In addition, PRCA may also employ:

- **Focus group discussions** (especially to get at gender or age specific information)
- **Oral history documentation** – either through audio or video recording
- **Participatory drama** – to investigate reactions to specific scenarios

More traditional communication and social marketers are not likely to be as participatory or as involved in their needs assessment exercises, because the level of effort and time required are far more demanding. It is more likely that they will concentrate on the following methods:

- Key informant interviews
- Expert interviews
- Quantitative surveys
- Focus group discussions
- Participant observation

But regardless of whether or not your demo uses a full ComDev approach or adopts more of a social marketing stance, at the end of your needs assessment process, there should be:

- A clear statement of the problem to be addressed
- A clear understanding of what will happen and what the consequences will be if the problem is not addressed
- A clear understanding of who is most affected by the problem
- A clear understanding of who & what contributes to the problem

- A clear understanding of external factors and constraints that contribute to the problem
- A clear understanding of what has to be done to address the root causes
- A clear understanding of what has to be done to address the consequences
- A clear understanding of likely obstacles and challenges to be expected
- A clear understanding of existing strengths, opportunities and possible resources (both human and otherwise) that can be leveraged.

With the needs assessment complete you should then have a clear '**problem statement**' (i.e., THE MAIN THING) and should be able to identify an appropriate overall GOAL for your communication strategy and should know WHO the problem most affects.



The NEXT STEP is....
Getting to know your Audiences
through Knowledge, Attitudes
and Practices Surveys (KAPs)



KAP surveys can be done in conjunction with 'situational analyses' and are really a complementary process. Unlike 'social marketing', in ComDev – KAPs are also done using participatory methodologies.

Social Psychological factors in Behaviour Change

Why do we need to consider social demographic and psychological factors in communication for behavioural and social change?



We need to understand what will motivate people to change – or to adopt a new behaviour or attitude. What motivates us to change as human beings? Most of us are reluctant to change



Most of us are fact motivated to change by either...

Some of the social & psychological factors that shape who are include:

- Social class
- Social status
- Level of income
- Level of education
- Age
- Gender & sex
- Physical well-being and health
- culture

- Religious beliefs
- Language
- Location – geography – where we live
- Our career ambitions
- Long-term life goals
- Past experiences (good and bad)
- Our habits
- Leisure interests
- Media preferences

- **Media availability**
- **Distractions and competing interests**
- **Our heroes and idols**
- **Among other factors...**

So, in order to get a better handle on these social and psychological factors among the people we are trying to serve, we need to understand as best as possible – their 'Knowledge, Attitudes and Practices' (KAPs) as they relate to the specific problem to be addressed.

KAPs are also important because they provide the baseline data to assess impact. This is also data that will help us to:

- Shape the goals and objectives of the strategy;
- Focus on specific audiences and sharpen our understanding of their KAPs
- Identify communication channels & media (including the best inter-personal channels to use)

- Provide information to help select primary and secondary audiences;
- Guide message design and material development;
- Provide sufficient information to form key measurable indicators to guide the strategy design, and
- Provide a baseline picture for later monitoring and evaluation.

Poor communication efforts are those that are too general and target 'everyone'. Successful strategies are those that are tailored for very precise audiences and which know their audience inside and out. To get to this level of precision, however, you first need to identify which audience – if targeted – will have the most **bang for your communication buck.**



There are usually two main audiences to think about in every communication effort, ... the *bulk* of your campaign and critical messages are needed for your target or primary audience.

Primary (or 'target audiences')

&

Secondary audiences.



In the ComDev approach, understanding the problem is first important, because it is only then that one can understand how the problem affects different people differently. And it is only then that one can discern which audiences should be given priority.

To have an effective strategy, you may need to have specific messages and strategies for each audience segment, and each in turn will have specific characteristics and practices that will need to be considered. This process is called **'audience segmentation'** and involves dividing your audience into different sub-groups with different strategies for each group.

Primary audiences – are those persons who you absolutely must reach – if you want to solve 80% of the problem.

Ask yourself – which group – if we could get them to change their behaviour – would solve 80% of the Problem?

Secondary audiences are best understood as those persons who you may have to reach first, before you can get to your primary audience (think of reaching **'parents and teachers'** in order to get to **children**).

What does audience research really involve?

Successful communication should be based on the mindset of our audiences – not on what we personally think or feel. This means working **'backwards'** (Mody, 1991) in designing your strategy – by first starting with their perspective and then later ending with them. The starting point is with the audience....



A Basic Audience Analysis Checklist: Some variables to consider....

What things do we need to know about our target audience?



1. What media do they have access to? What media do they prefer? What media do they actually use?
2. How old are they?
3. Are they male or female?
4. What social class are they from?
5. How strong is their self image? What is this self image? How do they see themselves, particularly in relation to the problem/issue?

6. How would they describe their social class? How would you describe it?
7. How would you describe the social status of this group?
8. What is their level of education?
9. What language do they speak? Is this the way they would prefer to get information and messages about the topic?
10. Where do they live? Rural or urban areas? Uptown or downtown? Type of housing?

11. What career ambitions do they have?
12. What other life dreams, desires and aspirations do they have? How do they see their life in 10 years? In 20 years?
13. How would they describe their family relationships?
14. How would they describe their relationships with friends and peers?
15. Are there any specific past experiences this audience has had that may be pertinent to the campaign and message design?

16. What is their level of income? How much is from their own earnings? How else do they support their livelihood and well-being?
17. What habits does our audience have?
18. What are their leisure interests? What do they do in their spare time? Where do they go in their spare time? Who do they spend it with?
19. What type of music do they like?
20. What type of fashion do they like?

21. How do they feel about their own body image? Do they have a positive self-image?
22. What are their religious beliefs, if any? How strong are these beliefs? How important are they likely to consider in designing our messages?
23. Are there specific cultural considerations that are important to remember in designing messages for this audience?
24. What else competes for their time and attention?
25. Who are their heroes and idols?

26. How do they spend their average day? What is their daily routine?
27. Are there any seasons or times of year when their daily practices change? If yes, why?
28. How should race and ethnicity be considered for this group?
29. Any other important facts that may influence message and campaign design?

Topic/issue specific: Audience "Existing Knowledge" Guidelines

- Have they heard of ____ (your topic, issue, problem)?
- What do they think it is?
- What do they actually know about it (actual facts)
- Who is it a problem for?
- Why is it a problem?
- What will happen if the problem is not addressed?
- How widespread do they think the problem is?

Topic/issue specific: Audience "Existing Practices" Guidelines

- What, if anything, are they personally doing about the problem? Why or why not?
- Where would they go for more info/assistance on the problem?
- What media do they prefer? When do they watch T.V., listen to the radio, read the paper, etc.? Which media are the most important for them?

Topic/issue specific: Audience "Existing Feelings and Beliefs" Guidelines

- Do they think it is a problem/issue for them?
- If yes, how important a problem is it?
- How do they feel the problem affects or could affect them?
- When, if at all, do they think the problem could affect them?
- If it is not a problem, why not?

Whether you use secondary data, qualitative or quantitative data, it's important is to take the time to fully understand your 'audience or beneficiaries' in order to be as strategic as possible in your intervention design.

Once you've identified your audiences and have a good understanding of their current "**Knowledge, Attitudes, Practices and Behaviours**" your can focus your strategy by identifying

The Gaps in the KAPs



IDEAL "Knowledge" & "Attitudes" Our Demo Project Hopes to Achieve	GAPs to be addressed	Actual Reality Current "Knowledge & Attitudes"
Active awareness and participation in alternative waste disposal activities such as recycling, composting, recycling, and so forth.	Lack of awareness of sustainable alternatives or options for waste disposal.	Garbage is thrown in river or soil streams because people in deep rural areas have no knowledge of alternatives for waste disposal (70% lack of awareness).
Full awareness of the impact of garbage on fresh water and coastal ecosystems.	Lack of appreciation that garbage never disappears.	Belief exists that rivers and streams will naturally wash or purge garbage away.
Full Awareness of the health hazards that improper waste disposal poses.	Hesitant to discuss health of improper waste disposal in fresh water options.	Belief among 70% of respondents that throwing waste into rivers and this one does not pose harm to human health.
Community vigilance and enforcement to prevent illegal dumping.	Awareness of enforcement opportunities and procedures to follow when breaches occur.	Little awareness of the fines for dumping or mechanisms for reporting offenses by outsiders.
IDEAL "Practices and Behaviours" Our Demo Project Hopes to Achieve	GAPs to be Addressed	Actual Reality Current "Practices and Behaviours"
Complete cessation of all solid waste disposal in rivers & streams.	Creation of alternative waste disposal systems.	Alternative waste disposal options do not exist in deep rural communities so 85% of people dispose of waste in rivers and/or burn garbage.
Regular reporting of environmental breaches.	Formation of community watch-dog mechanisms.	Dumping of garbage along roadsides, in rivers, streams and coastal areas by outsiders.

With gaps identified, we're ready to set appropriate goals, objectives and activities.

And you are then also ready to determine precise messages that need to be developed, and will know whether or not you need to have:

- a) a PR communication activity;
- b) a technical communication activity;
- c) a public awareness activity or
- d) a behaviour change communication activity.

1. At this point we begin to have a clear understanding of:
the overall problem to be addressed; The gaps in knowledge, attitudes and practices that need to be addressed
And who the problem most affects and who needs to be targetted.

Now you can begin to establish:

- An overall goal for your demo's communication strategy;
- Appropriate objectives for achieving your goal;
- Appropriate indicators for measuring results; and
- Appropriate communication activities for implementing your objectives



So, let's shift gears and look at these. First, let's be clear on what we mean by:

- Communication goals
- Communication objectives
- And appropriate indicators

Communication Goals

Goals are sometimes confused with objectives. While similar, they are also slightly different.

The best way to think of a goal is as "**the end toward which effort is directed**" (Webster's Ninth New Collegiate Dictionary, 1986:524) or as the final overall result that you are seeking to achieve.



Communication Objectives

Webster's dictionary (1986:814) describes objectives as follows: "***something toward which effort is directed; an aim; a strategic position to be obtained or purpose to be achieved.***"



Yet, while 'effort is also being directed' during objectives, it is best to understand objectives as **steps** toward achieving the ultimate desired end goal. In the effort to lose weight, therefore, and *in order to make the end goal a reality*, example objectives might be as follows:

1. To eat a reduced calorie daily diet of only 1500 calories per day by:
 - a) eating 8 servings of fruits and vegetables each day
 - b) eliminating unnecessary fats and sugars from my daily diet
 - c) steaming, grilling or boil foods, rather than frying weighing all portions of food consumed
2. doing some form of vigorous physical activity for a minimum of 30 minutes per day, at least 3 times per week
3. joining a gym
4. keeping a daily journal noting weight loss, foods consumed, exercise regime – as well as thoughts and feelings during the weight loss program

The odds of objectives being implemented are also greatly enhanced the more '***realistic and appropriate they are***'. There are 2 tests we can use to check if this is the case.

Test 1

Necessary and Sufficient

- Is each objective necessary to achieve the goal?
- Are the objectives sufficient to achieve the goal, or is something missing?
- What is possibly missing that is necessary and will make the objectives sufficient to achieve the goal

Test 2

Another good way to set realistic and DOABLE objectives is to adopt the **SMART** principle (OECS, 2007:22):

- S** Specific (indicate exactly what is to be done or achieved)
- M** Measurable (how many? By whom? Where? How? When? By what degree or percentage?, etc.)
- A** Achievable (concrete actions that can be executed or completed within the time frame)
- R** Realistic (err on the side of expecting less, rather than too much)
- T** Time-bound (specific deadlines should be articulated)

By adopting SMART principles, you can always revised your objectives until they meet SMART criteria. Also consider if the following elements have also been considered?

- A – Audience – who is going to do the task?
- B – Behaviour – what is the task to be performed?
- C- Condition – under what circumstances and time frame is the task to be performed?
- D – Degree – how much is expected to be achieved? By what percentage or amount?

Looking back at the objectives listed for the goal of losing 60 pounds in one year, how do you think they stack up using SMART or 'necessary and sufficient' tests?

Indicators

Forming SMART goals and objectives are especially critical when we begin to look at the type of indicators that will be used to assess communication results. There are three (3) basic types of indicators that one needs to be aware of and these are:

- **Output** Indicators
- **Outcome** or Impact Indicators (for each objective)
- **Process** Indicators

Output indicators are the easiest to identify and are the types of indicators that are most often used by projects and programmes in their logical frameworks.

Most public awareness campaigns emphasize output indicators over any other type of indicator. They are also the most straightforward indicators to fulfill.

Examples of **Output Indicators** can be:

- Numbers of posters produced
- Number of websites established
- Number of people trained
- Number of press releases prepared
- Number of press releases published or broadcast
- Number of press events held
- Amount of media coverage generated
- Number of booklets produced
- Number of videos produced
- Number jingles aired
- Number of PSA's produced and aired
- number of meetings, exchanges held
- Number of reports prepared

As you can see, most 'output' indicators are concerned with the number of 'things' that are produced and the numbers of people '**reached**' through media products – and they show that '**work is taking place**'. BUT what they DO NOT show is what type of **impact** is taking place on the ground...

Outcome or impact indicators.

According to Kotler et al., (2002:327) outcome measurements correspond to whether or not the communication effort has made any really impact among target audiences on the ground....



These include impact with respect to:

1. Changes in behaviour
2. Changes in behaviour intent
3. Changes in knowledge
4. Changes in belief
5. Responses to strategy elements
6. Levels of awareness of key messages
7. Customer satisfaction levels

Changes in behaviour

Usually quantitatively noted in terms of a '**change in percentage**' or a **percentage increase or decrease** in specific behaviours OR changes in actual numbers (#s of persons participating, buying, requesting info, etc). These indicators are especially important in communication strategies.

Changes in behaviour intent

According to Kotler et al. (2002:328), this type of measurement is particularly relevant for short-term communication efforts for which it is only possible to measure '**intent**' rather than actual behaviour (even though this is what is most desired). What this measures is whether or not 'people intend to change their behaviour' as a result of being exposed to, or involved in, the communication intervention.

Changes in knowledge

Typical changes in knowledge relate to changes in awareness of:

Facts (e.g., % of people that now know the actual amounts of waste water or garbage that are impacting coastal areas)

Information (e.g., % of people that now know garbage does not just '**wash away**' but actually harms other living things in the sea and underground water sources)

Recommendations (e.g., % of people that now know the alternatives to dumping – such as mulching, recycling, and so on)

Changes in belief & attitudes

Typical indicators include changes in:

Attitude indicators (e.g., it is OK to dump garbage if you don't get caught)

Opinions (the only option we have is to throw trash in the river)

Values (only ignorant people who don't know better dump garbage in rivers and streams')

For both '*changes in knowledge*' and '*changes in beliefs or attitudes*' indicators, some type of quantitative and/or qualitative evaluation will have to be conducted to see if the numbers or percentage of people have indeed changed due to the communication effort. At the end of the intervention, therefore, it should be possible to measure the # or % of people who claim to have changed due to the communication effort.

Last but not least, are **Process indicators**. Process indicators suggest how the communication effort will be implemented and managed and what the impacts and outcomes of the implementation process will likely be for those who are involved, and whether or not project management is kept to schedule.

Essentially, process indicators are concerned with whether or not the communication strategy was implemented and managed 'efficiently' while outcome indicators are concerned with whether or not it was 'effective'.

From DevCom perspective, process indicators are also as important than outcome or impact indicators because they measure – **the quality of participation, ownership and buy-in** as well as:

- How well the project went;
- How well participants were engaged;
- How much social capital was generated;
- Whether or not policy was affected; and so on.

Some Specific Process Indicators are:

- Level and **quality of participation** (number of people coming out to consultations, participating in field investigations; increases in participation; etc.)
- Number & type of '**drop outs**'
- Number of **new** participants from different audiences
- Increased participation in decision-making on the part of vulnerable or marginalized groups
- Staff turnover
- Extent of additional outside resources contributed to the programme
- Extent to which strategy is implemented '**on time**' and '**within budget**'

- Reach and frequency of messages
- Level of media coverage
- The total overall impression of the strategy as it compares to the cost (both in money spent and level of effort or human resources spent)
- Dissemination of materials
- Participation and contributions from outside sources

Taking time to carefully think through the goals and objectives of your demo strategy – and how you want it to be measured – is time well spent that will also guide your whole implementation and management process as well.

To recap:

Today you need to look at your demo project through a 'communication lens' in order to:

- Establish a clear problem statement to be addressed and a SMART and Necessary and Sufficient overall communication goal;
- Establish clear and SMART objectives to achieve your goal;
- Identify your PRIMARY and SECONDARY audiences;
- Identify SMART communication activities to fulfill your objectives and/or support your demo's intervention activities; and
- Establish SMART indicators for measuring your communication effectiveness.

Appendix VII:

**Presentation - Summary of OPAAL OECS Knowledge, Attitudes and Practices
Survey**



**Environmental Awareness in the OECS:
Findings of a KAP Survey
conducted in 6 OECS Member States**

Survey Report dated: September 2007

OECS-OPAAL



Environmental Awareness in the OECS

Session Purpose

To share the results of the OECS Study on Knowledge Attitude and Practice (KAP) conducted in the 6 Independent States of the OECS (who represent the six participating states of OPAAL)

OECS-OPAAL



Areas covered by the Survey

- Environmental Knowledge And Awareness in the OECS
- Understanding Protected Areas
- Attitudes Towards Protected Areas
- Behaviours and practices Towards the Environment
- Attitudes Towards the Environment
- Media Consumption Patterns in the OECS
- The Role of Information, education and Communication
- Environmental information sources and effectiveness



Environmental Awareness in the OECS

A Quick Introduction to the Survey:

- Background and purpose
- Methodology
- Demographic profile

OECS-OPAAL

Environmental Awareness in the OECS

- The Survey was conducted to fulfill one of the major outputs of the OPAAL project:

"To increase awareness on the ecological, social and economic significance of Protected Areas"

Environmental Awareness in the OECS

Specific purposes of the Survey:

- To advance and promote the cause of environmental management
- To deliver a comprehensive programme of education and awareness on the environment based on sound research

Survey METHODOLOGY



Data collection was facilitated by structured questionnaires, administered by 48 trained local interviewers with country-level supervision

Two different questionnaires were used: *household* and *departmental*.
(These overlapped on critical areas to facilitate relevant comparisons)

Household sampling was nationally representative, using enumeration districts stratified by parish

OECS-OPAAL

Survey METHODOLOGY

- Total amount of interviews conducted - 1,479
- Households - 1,344
- Environmental Departments 145

Survey METHODOLOGY

Sample Size

	Households	Departmental
Antigua & Barbuda	209	18
Dominica	222	25
Grenada	229	25
St. Kitts & Nevis	224	25
St. Lucia	225	27
St. Vincent & the Grenadines	225	25

Demographic Profiles for households

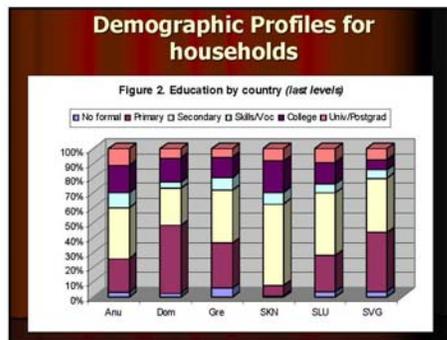
Dominican respondents tended to be older than those of other countries, 37% being 45 years or older compared to the sample mean of 29.3% - suggesting migration of younger residents

- 25.7% or one quarter of household respondents was aged between 15 and 25 years
- 23.6% were between 25 and 34 years
- 21.5% were between 35 and 44 years

Demographic Profiles for households

Education:

- Two-thirds of the population sample (68%) for households had completed education at least to secondary level, of which only 8% had University Education
- Antigua and Barbuda and St Lucia had the highest University graduates - 11.5% and 9.3% respectively
- College Attendance was highest within the St Kitts and Nevis population



Demographic Profiles for households

Reading Ability:

- Just over one-half (51.4%) said they can read "very well", with another one-third (32.6%) saying "quite well";
- Proportions claiming almost no reading ability (i.e. "not at all/not very well") were quite high for some countries e.g. **St. Vincent & the Grenadines** (21%), **Dominica** (20.7%), and somewhat less so for **St. Lucia** (16.6%) and **Grenada** (15.5%)

Demographic Profiles for households

Reading Ability:

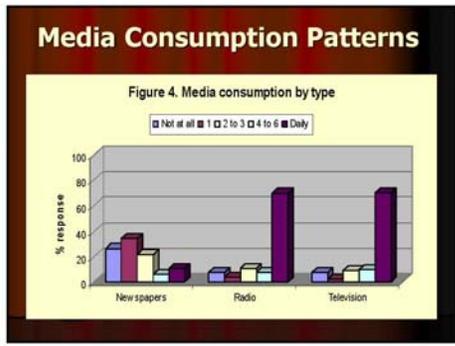
- **More females (57.7%) than males (42.5%) claim reading ability;**
- **Older persons had least fluency in reading;**

The large majority of those who could either read at all formal education (19.1%) or ended at Primary School;

Media Consumption Patterns



- Findings showed relatively **high daily use of radio and of television** throughout the region (An average of app. 70%);
- Use of newspapers was averaged to be about once weekly



Media Consumption Patterns

Newspaper as a medium



- Largest majorities of persons **not reading newspapers** were reportedly from **Dominica** (40.3%) and **St Lucia** (36.2%)
- In Antigua and Barbuda 36.2% of respondents read newspapers daily

Media Consumption Patterns



- **Younger persons as well as older persons read newspapers less frequently**
- **Those earning more money read newspapers more often**

Media Consumption Patterns

- Radio as a medium
- Radio listenership was highest in **Antigua & Barbuda** (79% daily)



Radio was found to be a highly used medium with 69.8% of respondents listening daily



Countries with the highest percentage not listening at all were **St. Kitts & Nevis** (11.2%) and **Dominica** (10.4%).

Media Consumption Patterns

- The highest period of radio listenership includes the time during which people prepare for work and school, as well as while they conducted their daily chores

People were more likely to listen to the radio during weekdays than on weekends

Most persons listened to the radio between 6:00 a.m. and 12:00 noon




Media Consumption Patterns

- Television as a medium

Overall, television had high viewership in the region with 70.5% of respondents watching daily

St Lucia had the highest levels of television viewing (80.2%) followed by St Kitts and Nevis (77.2%) and Antigua and Barbuda (75.2%)




Media Consumption Patterns

Most television viewing took place between 6:00 pm and 12:00 midnight

- Foreign television viewing closely mirrored that for local TV viewing
- Regional television viewing was generally low. Of the three regional channels –viewing, was highest for TEMPO, (22.4%), followed by Carib Vision, (20.1%) then Hype, (5.2%)

Dominica had the highest percentage of persons who did not generally watch TV at all (14.9%)

Environmental Information Sources and Effectiveness

- Radio was the most mentioned source of environmental information (79.9%) followed by television (72.9%) followed by newspapers (62.9%)

Exceptions: For St Lucia, **local television** was the most mentioned source of environmental information




Environmental Information Sources and Effectiveness

Books and magazines were the **least likely places** respondents would obtain information on the environment

Foreign television stations was less mentioned as a source for environment information than was local television



Media Effectiveness

- Although radio was where audiences received most of the information on the environment, television was estimated most effective means of communication



Radio was estimated second most effective

Media Effectiveness

Exceptions

- In Antigua, the internet was the second most effective tool
- In St Kitts and Nevis – workshops were viewed as equally effective as television

Workshop type gatherings were highly rated as effective communication tools

Media Effectiveness

Least effective tools

- Books/Magazines
- Drama/theatre
- Internet



Media Effectiveness

What about the internet?

- The more educated and the younger respondents were more likely to find the internet effective

The internet requires fairly high literacy to adequately assure effectiveness

Trusted Environmental Sources

Whom should speak?

Who has credibility?

- Local Community Leaders?
- Law Enforcement Officers?
- Gov't official?
- Persons on local TV/Radio?
- Teachers?
- Environmental officers?

Trusted Environmental Sources

Local Community Leaders were not highly trusted

Law Enforcement Officers did not engender trust

Gov't Officials, local community leaders and law enforcement officers were trusted more in Dominica than anywhere else

Persons on Radio/TV were felt to be "very trustworthy" sources

Trusted Environmental Sources

- Environmental Officers/Officials earned the most favourable ratings for "very trustworthy", followed by teachers
- More residents of Antigua and Barbuda trusted the internet than any other country
- Older respondents were more likely to trust "profiled" persons perceived to be on TV/Radio, religious leaders and gov't officials
- Younger persons were more likely to trust "educative" type sources e.g. teachers, newspapers, internet

Environmental Awareness and Knowledge

- St Lucia had the highest proportion of "very" familiar (24.4%) followed by Dominica (19.8%) followed by St Vincent and the Grenadines (19.7%)
- Most respondents (58.1%) said they were "somewhat familiar" with environmental issues

Environmental Awareness and Knowledge

Lack of understanding of the environment was clearly seen when respondents were asked how they would rate the effect of certain situations on the environment

- The following were seen as high threats:
 - Hurricanes/Storms
 - Garbage disposal
 - Water pollution
 - Tree cutting
 - Disease/epidemics
 - Air pollution
 -

Environmental Awareness and Knowledge

The following were seen as low threats:

- Invasive/exotic species
- Over fishing
- Local fish kills
- Sea level Rise
- Loss of local native species
- Loss or damage to coral reefs
- Poor Farming Practices

Environmental Awareness and Knowledge

Other factors relating to Awareness:

- Levels of education
- Declared interest in/concern for the environment
- Knowledge of Protected Areas in the Island
- Greater use of media was associated with higher levels of awareness

Attitudes about the Environment

Countries with the most protected areas :

- Showed the highest level of environmental consciousness
- Were more inclined to "agree" that they had a role in maintaining a good environment
- Were more likely to "agree" that it was important to protect the environment and its resources
- Were more likely to agree that collective failures had resulted in environmental problems

Attitudes about the environment

Grenadians and Dominicans had the highest degree of "agreement" with the statement, "Most environmental problems are caused by natural disasters like hurricanes and earthquake"

St Kitts and Nevis, and St Vincent and the Grenadines (the Countries with the most regular Church attendance) agreed most strongly with the statement, "God will always provide natural resources".

Understanding Protected Areas

- Over half of all respondents said they were "not sure" when they had last heard anything about Protected Areas

Education made a stark difference in how recently persons said they had heard the term Protected Areas

St Lucians had the lowest amount of respondents saying they were "not sure". Many had heard of Protected Areas recently i.e. within the last month.

Attitudes to Protected Areas

Approximately half of all respondents expressed "High" or "Very High" interest in Protected Areas and the Environment

St Kitts' residents was also the least likely to develop future interest in the environment or Protected Areas (21.0% said "none or "little chance")

St Kitts had the highest levels of unconcerned persons for both the environment and Protected Areas.

St Lucians were the most likely to increase their concern/interest in the future

Attitudes to Protected Areas

- Younger persons were least likely to express "very high" concerns or interest
- Current and future interest/concern increased with education
- Reported future potential interest/concern increase for those with higher media usage



Attitudes to Protected Areas

- All countries "agreed" that Protected Areas:
 - Provided opportunities for educating the public on the environment
 - Can provide recreational opportunities
 - Can help manage the use of land and sea areas
 - Is important to the region's natural environment

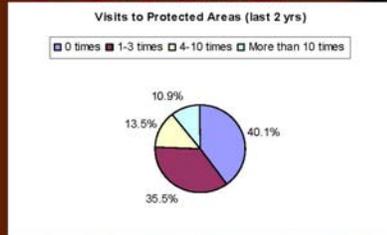
Attitudes to Protected Areas

- Countries with greater degrees of rurality (Grenada, St Kitts and Dominica) tended to "agree" with the statement that "protected areas provided opportunities for rural development"

There was a great level of uncertainty across all countries regarding the use of marine protected areas for local fishing

St Kitts and Nevis were the "least likely to agree" that Protected Areas economically benefited people who lived nearby

Behaviours and Practices to Protected Areas



Role of Information, Education and Communication (IEC)

Findings show a very important role for IEC.

Recommendations:

- Information dissemination should use all mass media as well as participatory approaches targeted at communities;
- Messages should conform to current IEC trends and should be interesting and incisive;
- Environmental education should be introduced in the formal education system

Environment Departments



Environment Departments

Demographics

- More males than females were represented amongst the 145 persons interviewed, except for Antigua and Barbuda, where females outnumbered males (58% vs 41.2% respectively)
- 4.2% were 15 to 24 years and 9.7% were over 55 years;
- Just over one-third were aged 35 to 44 years

Environment Departments

Demographics

St Kitts & Nevis had the highest proportion of respondent officials for whom secondary education was the highest level attained

More than one third of those interviewed in St Vincent and the Grenadines had post graduate degrees

Environment Departments

Awareness and knowledge

- Overall 54.5% of Dept. sample was "very familiar" with environmental issues, another 40% was "somewhat familiar"

Familiarity increased with age

Men were more familiar than were females

Environment Departments

- Department reps. in Dominica were the most familiar with environment issues and Protected Areas

Those in Grenada were the least familiar

Grenada comprised more private sector representatives than any other country

Environment Departments

- Only 40% respondents were "Very familiar" with government's response to environment issues

The majority of respondents knew of protected areas (89%) and all these respondents were very familiar with how their governments responded to environmental issues

Familiarity was highest in St. Lucia (55.6%) and lowest in Grenada (18%)

Environment Departments

Communication practices

- Overall, communication with target groups varied substantially – with main defined schedules being monthly, (19.9%), weekly (17.7%) or quarterly (10.65)
- St. Lucia reported the highest frequency of communication with their target groups, followed by Dominica

Environment Departments

Communication strategies and methods

Communication efforts seem to use undifferentiated and adhoc mass media/ public education approaches

Only 19.1% said they used targeted communication planning in their approaches

- Only 12.1% had a full time person responsible for active, ongoing environmental education/communications

Environment Departments

Main Communication tools included:

- Radio (52.5%)
- Television (55.6%)
- Brochures (47.6%)
- Newspapers (45.1%)

As many as 9.2% said they "did not communicate" with their target groups

Grenada had the highest rate of respondents saying they did not communicate

Environment Departments

Budget allocations

Most departments had no communications budget

Dominica and St. Kitts had the highest rate of respondents saying "no precise budget allocation"

Environment Departments

Communication effectiveness

- Television was the most highly rated in St Lucia. 51.9% of departments rated the tool highly effective
- Overall, traditional mass media (radio and television) were more highly rated than mediums such as internet, books, newsletters

Environment Departments

Communication effectiveness

- Antigua and Barbuda found flyers, brochures, newspapers, newsletters and the internet effective communication tools
- Dominica Departments rated radio and the internet more highly than television
- Environment Departments in Dominica and St Vincent and the Grenadines rated meeting, workshops and conferences as the most effective tools

Environment Departments

Communication effectiveness

- Depts. in St Kitts and Nevis rated exhibitions most highly effective tool.
- St Kitts and Grenada were among the least responsive about communication efforts
- Grenada was the least likely to record success with communication tools used for environment issues

Environment Departments

Communication effectiveness

- St Lucia, Antigua and Barbuda, Dominica, then St Vincent and the Grenadines had the greatest achievement with communication efforts
- St Kitts / Nevis and Grenada estimated very little tools to be highly effective or successful

Environment Departments

Barriers and challenges to communications

- Culture/Community mobilization and participation
- Inadequate resources
- Articulating/delivering effective comprehension and understanding of issues
- Perceived non-importance/non-value placed on environment
- Achieving Behaviour Change
- Lack of skilled personnel in communications

Environment Departments

Barriers and challenges to communications

- There was a big gap between communicators on the environment (i.e. those with knowledge) and receivers
- Language used and methods used did not seem to reach target groups

Environment Departments

Are Environment Departments prepared for communications tasks?

- Overall, management levels were reportedly **best prepared** (in all countries)

Admin. levels were the **least prepared** (only 19% said "extremely well" prepared)

Technical levels were reportedly less prepared than management levels (43.5% said "extremely well," compared with 61.5% of respondents at management levels)

Environment Departments

Are Environment Departments prepared

Management in Antigua and Barbuda was best prepared

Yet administrative staff in Antigua and Barbuda were the least prepared (31.3% said "not at all")

Dominica had the largest cadre of administrative staff who said they were "extremely well prepared"

Conclusions

The higher levels of environmental awareness in St Lucia and Dominica may be the result of:

- Presence of environmental agencies
- High presence of environmental professionals and their activities
- Past environmental radio programmes and past multi-media campaigns

Conclusions

Continued Reasons...

- Community-based participatory approaches to governance and problem solving
- Strong NGO and Government activities positioned in political agendas
- The existence of valued natural resources and titles of World Heritage Sites status
- Marketing assignments of Dominica, as "Nature Isle," and St Lucia as "Simply Beautiful" have helped to promote the natural resources of these countries

Conclusions

There is a misunderstanding of environmental terms among the populations of the OECS

- In order to achieve behaviour change and improved effectiveness, Communication efforts must focus on simpler delivery methods of concepts and terms

Conclusions

There are many challenges for regional communication interventions:

- Low viewing of regional TV stations
- Varying cultural nuances
- Inadequate factual information on specific viewing preferences
- Absence of a regional newspaper
- Absence of a regional radio station

Conclusions

- Messages and information in newspapers will only reach those who are employed and those who are educated
- **Radio** was found important, but listenership will be influenced by **personal preferences, as well as access**
- Use of the internet as a communication tool is challenged by literacy and interest

Recommendations

- Small group sessions should be widely used as a tool for communications
- It is important to prepare adequate campaigns which maximize the use of **mass media** as well as **small media** approaches
- Persons addressing such sessions should be appointed "environment officers" who are adequately trained in communication skills

Recommendations

- Messages of regional importance should use relevant **local examples** that local audiences can relate to
- Public education campaigns on the environment should be on-going with focus on as many environmental issues as possible
- Messages on the environment must be frequent and consistently reinforced

Recommendations

- Significant financial resources are required to undertake education and awareness
- Relate Protected Areas issues to local issues to show benefits to communities
- Frequent contact with audiences over extended periods is required
- A more marketing philosophy should be used to "sell" the concept of Protected Areas

Recommendations

- Messages must consider literacy issues
- Environment Departments must use the findings of the OPAAL KAP Survey to inform their communications tasks
- The cadre of personnel engaging in public education must be specially assigned, trained and prepared
- Tools and messages must be tested to measure success

Environmental Awareness in the OECS

THANK YOU

Appendix VIII:
Strategic Communications Planning Handouts,
Numbers 1 – 5

**Communications for Development Working Session
DAY I Handout #1**

Demo Project _____

Country _____

IDEAL “Knowledge” & “Attitudes” Our Demo Project Hopes to Achieve	GAPs to be addressed	Actual Reality Current “Knowledge & Attitudes”
IDEAL “Practices and Behaviours” Our Demo Project Hopes to Achieve	GAPs to be Addressed	Actual Reality Current “Practices and Behaviours”

Audience Identification

Our Primary Audience:

Which one main group of people, if we were able to change their attitudes, practices and behaviours – would address or solve 80 percent of the problem?

What are the characteristics of this target group? (age, education level, gender considerations, socio economic status, location, beliefs, religious preferences, aspirations, media preferences, and so on?) The better you can describe this group and the more detailed information that you have about them – the more targeted and strategic your strategy will be).

Our secondary Audience(s):

Which other groups might we need to address first – in order to get to our primary audience?

What are the characteristics of this secondary (audience)? (age, education level, gender considerations, socio economic status, location, beliefs, religious preferences, aspirations, media preferences, and so on?) The better you can describe this group and the more detailed information that you have about them – the more targeted and strategic your strategy will be).

**Communications for Development Working Session
DAY I Handout #3**

Based on our analysis of the “GAPs” in Knowledge, Attitudes, Practices and Behaviours – (KAPBs) what is the overall goal we should be trying to achieve through our demo project? (Be sure to write it as a S.M.A.R.T. goal.

Goal:

Our objectives, and the steps we need to take to achieve this goal are:

Objectives: (be sure that these are also SMART and Necessary & Sufficient)
1.
2.
3.
4.

**Communications for Development Working Session
DAY I Handout #4**

Objective					
Corresponding Demo Development Intervention (if any)					
Type of communication Intervention (also SMART and N&S)	Audience	Time Frame	Indicators		
			Output Indicators	Process Indicators	Outcome/Impact Indicators (increase or decrease, %age change...)

Purpose of the IWCAM Sub-Project

1. Needs Assessment and Situational Analysis

2. Existing Knowledge, Attitudes, Practices & Behaviours (KAPBs)
Assessment

3. GAPS in the KAP

4. Problem Statement and
Overall Goal Clarification

5. Identification of Primary
and Secondary Audiences

6. Setting Objectives

SMART and Necessary and Sufficient

*7. Development
Intervention
Activity*

8. Indicators:

Output
Process
Outcome/Impact

*7. Communication
Activity*

8. Indicators:

Output
Process
Outcome/Impact

Appendix IX:
Presentation – Making the Most of the Media

Making the most of the Media

Presented by Indi Mclymont-Lafayette
Journalist/Programme Officer
Panos Caribbean
GEF/WCAM workshop, Trinidad
February 12-13, 2008

WHAT ARE YOU SAYING?

- Start by defining your message – What do you want to say?
- Effective message delivery is critical to communication.
- But what is communication?
- It is the delivery of information from one entity to another. It takes place through the process of message transmission. Communication does not take place unless the message sent to another person is the one that is received by that person

What is communication?

- So if you say X to Uncle John, then you have to make sure that Uncle John does not hear Y (Scotty example)
- So go to the media with a clear message
- Be absolutely clear in your own mind about the purpose of your message.
- Ask:
- WHY are you making this statement? WHAT response do you expect? What ACTION should people take on getting your message?

Defining your message

- BEFORE deciding on the wording of your message, you need to know exactly what response you want to provoke: - Is your message a WARNING? - Is your message meant to REASSURE people? - Is your message meant simply to provide useful ADVICE or interesting INFORMATION?

WHO ARE YOU SAYING IT TO?

- It is important to understand the media so that you can maximise the success of your public information and communications efforts.
- **Types of Media**
- **Print** is the least immediate, but most permanent medium. Once a publication is printed, it becomes part of the permanent record. Types of publication include journals, newspapers, magazines, newsletters and books
- **Radio** is an immediate medium. News can be aired the moment it breaks and you can be live on air over the telephone.
- **Television** is also immediate. It is the most influential of all media because you are both seen and heard, giving the strongest and most enduring impression.
- **News agencies or News Wire Services** are international disseminators of news stories.

Remember that

- The journalist has to produce a newsworthy story that the editor considers worthy of publication. The final decision to publish rests with the editor. Therefore, although a journalist writes a story, it may not be published, or only partially. In addition, the journalist usually does not write the headline – a *sub-editor* or *editor* will.
- A journalist will always be looking for an *angle* that will make his story different from his colleagues on other publications. Try to give him/her this *angle*.

Remember that

- A distinction should be made between **news reporting** and **feature or investigative journalism**. News reporters work to very tight deadlines (usually turning in two or more stories in a day) and appreciate quick responses to their inquiries. Feature writers are generally, but not always, under less time pressure, however, their reporting can be more subjective. They sometimes have a week or more to work on a story.

What is News?

- **News is ... (or should be) any or all of these:**
- Something that is happening now
- Different, unusual, unique, novel – "Man bites dog"
- Controversial, confidential
- Relevant to many people
- Extreme – very sad, very happy, very serious, very silly
- Conflict – 'Vendors are hopping mad over changes to...'

Remember that

- Anything you send to the media should have a news element or it will not get noticed – much less carried. Remember that journalists get loads of press releases per day so you have to make sure that yours stand out and are ready to be used if you want to get them published.

Differing agendas

- The media are professional and objective, but their interests are independent of yours – they are not extensions of a company's marketing or PR department. They might take a totally different task from the one you wanted – so be prepared for that.
- Remember the pressures they face – editors, time, competition, opposition, suspicion, cynicism.
- Make it easy for them – phone number, full names, full facts, quotes etc. Journalists want information – not waffling.
- If you are the correct spokesperson to talk to journalists, have key messages worked out in advance. Don't use jargon and lots of technical and scientific terms. It is best to keep the information short and to the point than overkill. If they want clarifications or more info they will ask. Make your subject interesting enough for them to want more info.
- Nothing is "off the record". This is a tricky point as it depends on the relationship that you have cultivated with the journalist. It is always safer however to assume that anything you say can be source for a story.

Following up

- **FOLLOW UP PHONE CALLS**
- Following up stories requires delicate and sensitive handling
- **DO NOT.....**
- Do not begin the conversation with "Are you going to cover the story I gave you?"
- If the journalist wrote a piece and it was not used, do not phone the journalist to complain. Stories are sometimes cut at the last minute if there is not enough space.

Instead

- *Contact the journalist by telephone with the following questions:*
- *I sent you some information on xxxxx. Is it something that they may find interesting?*
- *Do they require any further information, interviews, patient case studies or visuals?*
- *Would they be interested in a chat in person (Detail assistance)*
- *Are they likely to write anything?*
- *Be helpful, you can begin with "Do you need any further information on the story, try?" or if you have any queries please give me a call"*
- *Approach a follow-up with some knowledge of the journalist. "We met at the XYZ conference last week" or "I read your feature and I thought you might like to discuss another idea I have".*
- *The key to a good follow up is good monitoring. A good media relations person will try to cover every media organisation in the country. Do not discriminate.*

Holding Press conferences

- Do your research on the deadlines of the various media houses – if you want something in the next day's news then time the press conference for in the morning (around 10am or so). That gives them enough time to go back to their newsrooms and write the story for the next day.
- Who is speaking at the conference will always determine the level of coverage. The Prime Minister or another politician or big businessman etc usually draws the press. If environmental organisations have built a reputation for generating news then they will also get coverage.
- The average press conference lasts for an hour. If possible brief your speakers before and ask them to respect their time limits. With technical and scientific presenters ask them to break down the information as basic as possible. If there is a communications officer ask them to work with the technical persons on the simplicity of the message. Make sure that what they present has news value. Always ask what is new or interesting about this and push that.
- The press hates leaving a press conference with no news.
- Have a strong moderator who can cut off 'ambushes' and field tough questions.

Simple ways to reach the media

- Press releases – these can be sent before or after an event. If written properly they are like a ready made story that can be immediately used by the editor.
- Media invite – must cover the basic 5 W's – who, what, when, where and why. This is much shorter than the press release and only highlights basic information.
- Newsletter – if your organisation does a news letter send it to the media – it can be a good trigger for story ideas.
- Photo captions – One or two paragraphs with a very vibrant and 'catchy' photo.
- Field Visits or trips – sometimes the media does not have the resources to do this but if you can identify the reporter that covers the environment beat – they with proper planning usually love field trips – how does the project work – first hand experience makes great features.
- Basic public service announcements and short radio dramas can be powerful message conveyors and help to change behaviour.

Finally!

- dialogue and communicate – cultivate relationships with the journalist that cover the environment (a designated area that a journalist covers is called a beat in journalism jargon). If the journalist does not get the information right – work with him or her by providing accurate data in a friendly way. Build his or her capacity – no cussing and writing off the journalist – persisting at clarifying your message leads to good communication
- This presentation also draws on previous presentations on the topic done by veteran environmental journalists, Jamaican John Maxwell and Barbadian Julius Gittens

Appendix X:
Media Conference Programme



Global Environment Facility funded – Integrating Watershed and Coastal Areas Management in Caribbean Small Island Developing States (GEF-IWCAM) Project*

MEDIA CONFERENCE

**13 February 2008, Kayak Room, Kapok Hotel, Port of Spain
2:00 pm
Programme**

2:00 – 2:05 pm	Introduction	Donna Spencer, Communications, Networking and Information Specialist, GEF-IWCAM
2:05 – 2:10 pm	“Think About Water” – Video Shorts Nos. 1 and 2, (DVD showing)	
2:10 – 2:20 pm	The GEF-IWCAM Project: Objectives and Benefits for the Caribbean	Vincent Sweeney, Regional Project Coordinator, GEF-IWCAM
2:20 – 2:30 pm	The Trinidad and Tobago GEF-IWCAM Demonstration Project: “Land-Use Planning and Watershed Restoration in the Courland Watershed and Buccoo Reef Area, Tobago.”	Sandra Timothy, Demonstration Project Manager
2:30 – 2:45 pm	Questions from the Media	Moderator: Donna Spencer
2:45 – 3:00 pm	Feedback from the Media	Moderator: Donna Spencer
	The End	
3:00 – 3:30	Refreshments	Media invited

** The GEF-IWCAM Project is co-implemented by the United Nations Development Programme (UNDP) and the United Nations Environment Programme (UNEP) and co-executed by the Caribbean Environmental Health Institute (CEHI) and the Secretariat of the Cartagena Convention (UNEP CAR-RCU).*

Appendix VI:
Media Conference Presentation –
The GEF-IWCAM Project:
Objectives and Benefits for the Caribbean

GEF-IWCAM Workshop on Communications, Public Education and Outreach for Integrated Watershed and Coastal Areas Management
13 February, 2008





What is the IWCAM approach?



- Considering all different uses of water resources together
- Coming together to manage water, land, and other resources in a sustainable manner
- Understanding that actions at the top of a watershed have an impact all the way down to the coral reef

www.iwcam.org

Why is IWCAM important?



- Freshwater supplies in the region are diminishing
- Fresh and coastal water quality is degraded
- Land is being used inappropriately and in unsustainable manners
- Hygiene and sanitation is poor, creating public health problems
- Increased climatic change and variability

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What is the GEF-IWCAM Project?



- Five year duration
- 13 participating countries
- 9 Demonstration projects
- Funding: Global Environment Facility (GEF)
- Implementing Agencies: UNEP & UNDP
- Executing Agencies: CEHI, UNEP CAR/RCU, UNOPS
- Project Coordination Unit: CEHI

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Project Activities



- Legal / Policy / Institutional
- Indicators
- IWRM Planning
- Capacity Building
- Demonstration Projects
- Public Education and Awareness

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THANK YOU!

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Donna Spencer
GEF-IWCAM Communications, Networking, and Information Specialist
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www.iwcam.org

Partners in IWRM Planning in Caribbean

UNEP Collaborating Centre on Water and Environment

UCC-Water

WaterNet

McGill

IUCAM

GEF

Global Water Partnership

www.iucam.org

Participating Countries

Antigua and Barbuda	Haiti
The Bahamas	Jamaica
Barbados	Saint Kitts and Nevis
Cuba	Saint Lucia
Dominica	Saint Vincent and the Grenadines
Dominican Republic	Trinidad and Tobago
Grenada	

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Demonstration Projects

KEY COMPONENT	COUNTRY	TITLE OF DEMONSTRATION PROJECT
A. Water Resource Conservation and Management	J. Barbados and Haiti	Rehabilitation and Management of the Trounville Valley's Protection Measures for the Outlying Aquifer
	S. Lucia	Protecting and Valuing Watershed Services and Developing Management Decisions in the Pine Dry Watershed Area of St. Lucia
B. Watershed Treatment and Management	Anguilla and Barbados	Migration of Groundwater and Coastal Ingress from Foreign Discharge from St. John
	St. Vincent - F. Antigua	Marine Water Management of Elizabeth Harbour in St. Vincent, Antigua
	Dominican Republic	Migration of Impacts of Industrial Water on the Lower Yuma River Basin and its Creek
C. Land-use Planning, zoning and Alternative practices	St. Vincent - Antigua	Land and Sea Use Planning for Water Resource Protection and Management in Antigua, St. Vincent
D. Targeted Model IWCM	Trinidad and Tobago	Land Use Planning and Watershed Protection as part of a Protected Wetland Demonstration in the Carriacou Watershed and its out-lying Area
	St. Vincent	Application of IWCM Concepts at Castles Bay and Watershed
	St. Vincent	An Integrated Approach for Managing Marine, Coastal and Watershed Resources of a sub-coastal Watershed

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Challenges and Approach

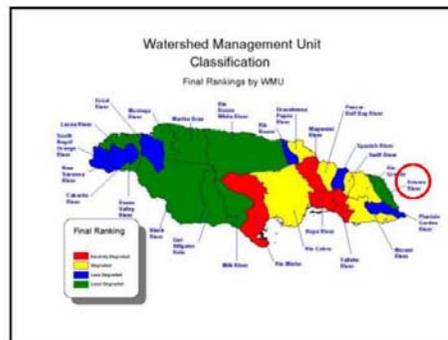
Challenges:

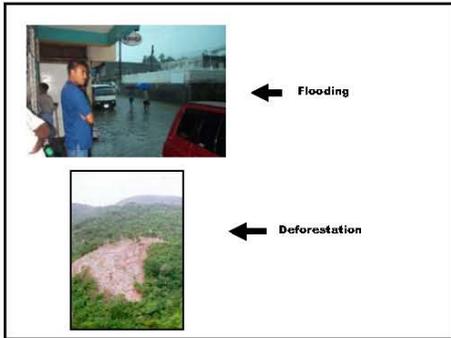
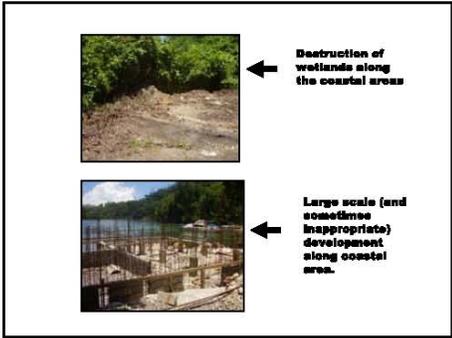
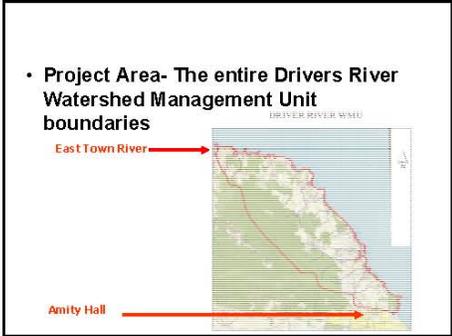
- Inappropriate garbage and sewage disposal
- Unapproved coastal development

Approach:

- Model Watershed Area Management Mechanism

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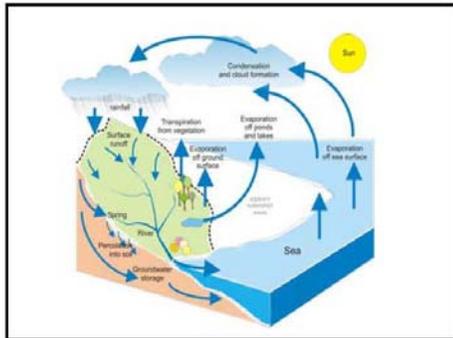




Some Demo Project Activities

- Solid Waste and Wastewater Management for Communities and Schools
- Protection of Marine and Riverine Resources
- Best Agricultural Practices and Sustainable Livelihoods
- Environmental Monitoring and Enforcement
- Governance Structures to Support IWCAM approach
- Public Awareness of IWCAM Approach

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Executing Agencies



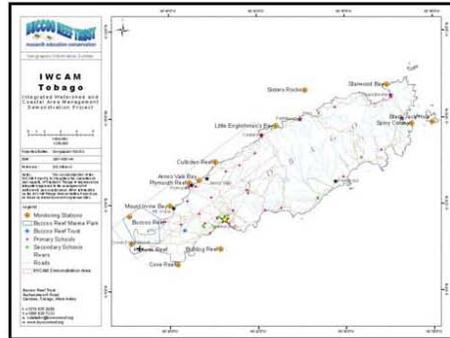
Implementing Agencies



Funding Agency



Appendix VII:
Media Conference Presentation –
GEF-IWCAM Trinidad & Tobago Demonstration Project:
Land-Use planning and Watershed Restoration in the Courland Watershed and
Buccoo Reef Area, Tobago



Emerging Issues

- Increased human activities affecting the health of the Buccoo Reef
 - Sedimentation
 - Nutrient enrichment
 - Inadequate waste disposal
 - Inadequate garbage disposal

Emerging Issues

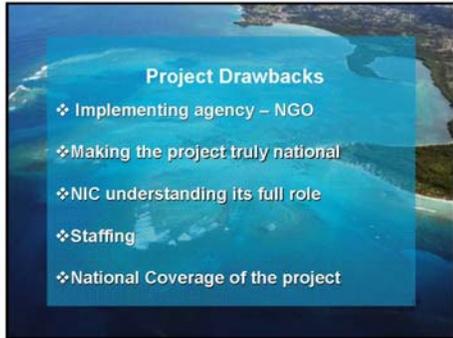
- Lack of cooperation among coordinating sectors in Trinidad, in Tobago and between both islands
- Insufficient formal land and marine data
- Lack of enforcement of environmental laws
- Economic impact - declining fish catch; less visitors to Reef

Project's Goal

- To improve the water quality of the Buccoo Reef Marine Park to internationally acceptable levels by 2009, through improved watershed and coastal zone management practices.

Project Objectives

- Support communication efforts regarding reforestation of the Courland Watershed
- Develop formal procedures for data collection
- Incorporate community involvement in the management process of land and sea



Project Drawbacks

- ❖ Implementing agency – NGO
- ❖ Making the project truly national
- ❖ NIC understanding its full role
- ❖ Staffing
- ❖ National Coverage of the project



Moving Forward

- Success of the Project requires the involvement all stakeholders
 - National Intersectoral Committee (NIC) – Key link
 - Deputy PS - Ministry
 - Director - Town and Country Planning
 - UNDP
 - NGO
 - Hotel Association
 - THA
 - IWCAM
 - WASA
 - Tourism
 - IMA
- Community Groups
- Corporate Trinidad and Tobago
- The media – consciously following up on project and report the positive aspect to the public

www.buccooreef.org www.jwc.am.org



Thank You and Welcome on Board

– Sandra Timothy
 Demonstration Project Manager

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Appendix VIII:
List of Participants



LIST OF PARTICIPANTS

GEF - IWCAM Workshop on Communications, Public Education and Outreach for Integrated Watershed and Coastal Areas Management 12-13 February 2007 Port of Spain, Trinidad & Tobago

Countries	PARTICIPANT		PARTICIPANT
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